



**LEXINGTON ACADEMY  
PS 72M**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (04/ MANHATTAN/04M072)  
ADDRESS: 131 E. 104<sup>TH</sup> STREET NY NY 10029  
TELEPHONE: 212-860-5831  
FAX: 212-860-6094**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 72      **SCHOOL NAME:** Lexington Academy

**SCHOOL ADDRESS:** 131 E. 104<sup>th</sup> Street New York New York 10029

**SCHOOL TELEPHONE:** 212-860-5831      **FAX:** 212-860-6094

**SCHOOL CONTACT PERSON:** Antonio Hernandez      **EMAIL ADDRESS:** [Ahernan7@schools.nyc.gov](mailto:Ahernan7@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Linda Sanchez

**PRINCIPAL:** Antonio Hernandez

**UFT CHAPTER LEADER:** Christine Rivera

**PARENTS' ASSOCIATION PRESIDENT:** Jose Garcia

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 04      **CHILDREN FIRST NETWORK (CFN):** CFN 408

**NETWORK LEADER:** Mr. Lucius Young

**SUPERINTENDENT:** Mrs. Luz T. Cortazzo

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Antonio Hernandez	*Principal or Designee	
Christine Rivera	*UFT Chapter Chairperson or Designee	
Jose Garcia	* PA/PTA President or Designated Co-President	
Ruby Alvarez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Emily Rodriguez	UFT Member	
Linda Sanchez	UFT Member/Chairwoman	
Lizzette Javier	Member/Teacher	
Aurea Lugo	UFT Member/Secretary	
Yoselin Reinoso	Parent	
Rosa Moya Moran	Parent	
Felicia Washington	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The mission of P.S. 72 is "to create and maintain an environment that ensures that every member of the school community reaches a high level of academic achievement as determined by local, state, and national standards. We commit to a comprehensive system of support to assure this outcome. We will accomplish this in a collaborative environment where all members of the school community are respected and valued".

P.S. 72 serves a multicultural, multilingual community located in East Harlem. We are a Pre-K to 5<sup>th</sup> grade elementary school. Over 60% of our students speak Spanish as their first language. Our program emphasizes child-centered teaching and learning through the use of interactive instructional strategies. Bilingual and NLE (Native Language Enrichment) classes are organized according to language dominance. In addition to a transitional bilingual class on each grade, we offer NLE (Native Language Enrichment) classes in grades Kindergarten through 3<sup>rd</sup> grade for students who may have passed the NYSESLAT but still wish to maintain and develop skills in their native language of Spanish. We also offer CTT classes in the Kindergarten, 1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades in order to serve students with documented learning disabilities in their least restrictive environment. We maintain a rigorous, differentiated curriculum for all students in all content areas, using assessments in an ongoing, meaningful way to monitor the progress of each student.

P.S. 72 places a high value on the arts, and we have developed relationships with Turtle Bay to provide instruction. The music program will include flute, clarinet, violin, and guitar classes and will also provide ORFF. Through our partnership with Turtle Bay we will be developing a Parent with Child Guitar after-school instruction. We also have a music teacher and a dramatic arts teacher on staff. This gives every student the opportunity to participate in some type of art program. These programs culminate with performances and showcases of student work. We also have quarterly thematic assemblies. Every student in our school has the opportunity to develop their self-confidence and oral language skills by performing on stage at least once during the school year.

We also value physical and health education. We have an active health and wellness committee that focuses on the health and wellness of staff and students in our school community. We were the recipient of several health grants this year, and we were recognized as a Gold school for excellence in health. In addition, we participate in Asphalt Green's waterproofing program, giving every student in a designated grade the opportunity to learn how to swim through weekly swimming lessons. We also have participated with Randall Island's sports programs. First and second graders receive Mighty Milers from our Dean of Students. We have partnered with Community Soccer Initiative to provide soccer as an additional physical education activity to all our students.

Other programs and partner organizations are: the New York Audubon Society's "For the Birds" program, which gives select classes the opportunity to learn about birds, keeping journals, going bird watching, etc.; and learning Leaders, which provides volunteers from the business community to work with our students in literature circles or as classroom volunteers.

We have a STAR Citizenship program which teaches values and self-control through the use of monthly themes, and the acronym S – Stop; T – Think; A – Act; R – Review. We tie this into our literacy program, providing a children’s book each month school-wide that is aligned with the theme of the month. We see the child as a whole and, together with the family, take responsibility for their cognitive, social, physical, and artistic growth.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Lexington Academy / PS 72				
<b>District:</b>	04	<b>DBN #:</b>	04M072	<b>School BEDS Code:</b>	310400010072

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	32	35		92.0%	93.4%	92.9%		
Kindergarten	89	79	78						
Grade 1	89	96	78	<b>Student Stability: % of Enrollment</b>					
Grade 2	86	93	88	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	86	98	79		92.1	92.3	92.0		
Grade 4	86	98	96						
Grade 5	88	77	81	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	NA	NA	NA	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	NA	NA	NA		87.1%	88.0%	87.8%		
Grade 8	NA	NA	NA						
Grade 9	NA	NA	NA	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	NA	NA	NA	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	NA	NA	NA		4	8	13		
Grade 12	NA	NA	NA						
Ungraded	NA	NA	NA	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					16	9	12		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	70	60	46	Principal Suspensions	18	4	15		
No. in Collaborative Team Teaching (CTT) Classes	10	19	29	Superintendent Suspensions	0	0	0		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	143	132	156	CTE Program Participants	NA	NA	NA
# in Dual Lang. Programs	NA	NA	NA	Early College HS Participants	NA	NA	NA
# receiving ESL services only	39	19	37	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	5	8	40	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	54	52	47
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	13	13	12
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	5	4
	0	0	0	<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.18	Percent more than two years teaching in this school	74.1	69.2	80.9
Black or African American	11.3	9.5	8.64	Percent more than five years teaching anywhere	68.5	63.5	80.9
Hispanic or Latino	86.6	87.5	88.64				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.6	1.26	Percent Masters Degree or higher	87.0	83.0	93.6
White	0.7	0.9	1.08	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.5	95.2	96.4
Multi-racial	0.0	0.0	0.0				
<b>Male</b>	50.2	51.8	50.27				
<b>Female</b>	49.8	48.2	49.72				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	YES		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level ( <input checked="" type="checkbox"/> )</b>		<b>Secondary Level ( <input checked="" type="checkbox"/> )</b>	
	ELA:	<input checked="" type="checkbox"/> IGS	ELA:	NA
	Math:	<input checked="" type="checkbox"/> IGS	Math:	NA
	Science:	<input checked="" type="checkbox"/> IGS	Grad. Rate:	NA

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NA	NA	NA	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Limited English Proficient	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Economically Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
<b>Student groups making AYP in each subject</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	N/A
<b>Overall Score</b>	105.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	13.0	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	24.8	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	59.0	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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Preliminary NYS cut score reports for English Language Arts and Mathematics indicate that all but 5 general education students met promotional criteria. This appears to be consistent with the ACUITY (predictive and Instructionally Targeted Assessments) results that as a school we have been monitoring. Still it remains to be seen whether the scores indicate whether or not students made sufficient growth/gains from the academic school year 2008—2009 to the academic school 2009—2010. Especially noteworthy is the number of students that did not meet promotional criteria with a special education classification. While as a school we made Adequate Yearly Progress (AYP) for 2008—2009, it was noted in the NYS Accountability Report that students with disabilities as a sub-group did not meet AYP. It is particularly noteworthy that there appears to be a systematic barrier to increasing achievement for students with disabilities as demonstrated by performance on periodic assessments, ITAs, and standardized NYS ELA and Math tests. Our students with disabilities could be supported by active inquiry work that addresses the needs of our special needs population and by engaging in inquiry work that supports the identification of obstacles to learning for special education students. Another sub-group that has not shown significant gains over the last few years has been our English Language Learners (ELLs). Although by every measure they are meeting promotional criteria they continue to lag behind non-ELLs. Over the last couple of years our ELLs have consistently scored lower on the Math and ELA state tests than their non ELL peers, and have shown only small gains on the NYSESLAT and continue to underperform in the reading and writing modalities of the NYSESLAT. Like our Special Education students, our ELL's needs could be addressed through systematic and focused inquiry work that addresses why they are not making gains comparable with non-ELLs.

One of the greatest accomplishments over the last few years has been the move toward getting teachers to work in grade level learning communities. Time is dedicated at least twice a week to ensure that teachers can meet in grade level meetings to plan, and collaboratively structure their day/week to maximize instructional time. This practice of collaboration has proven to be essential toward ensuring cohesiveness of instruction through planning and preparation. Also, this year our teachers worked on professional goals to support their practice toward increasing student achievement. As a school each teacher worked on developing his/her practice in one of the 4 domains from Charlotte Danielson's Framework for Teaching. Teachers engaged in developing an action plan that required them to be reflective in their practice and actively collect artifacts and/or data that addressed their particular area of improvement which included, planning and preparation, classroom environment, instruction and professional responsibilities; each domain was connected to student achievement.

Without diminishing one of our strengths, as mentioned above, one of our greatest areas as a school was the cohesiveness of instruction that has resulted from planning and preparation, and the time afforded to our teachers at least twice weekly to support cohesive planning, still more could be done to support continuity of instruction across the school and grades. As a school we have been fully enmeshed in the reading first grant using Trophies/Trofeos program to support literacy in the early grades (K—3), while the 4<sup>th</sup> and 5<sup>th</sup> grade students have been using a quasi-Teachers' College readers' and writers' workshop model to support their literacy and writing skills. This division of instruction has not provided for a clear transition for students moving from the early elementary grades into the upper elementary grades. This year we are planning to work toward developing and implementing the readers' and writers' workshop across all grades, from kindergarten through 5<sup>th</sup> grade. Plans are in place to have all members of the school community, students, parents, teachers, and administrators, take an active part in the learning and development of the Teachers' College Readers and Writers Project (TCRWP). Calendar days have been set aside for parents to attend TCRWP training. Teachers that service our ELL and Special Needs students will receive training to support the subgroups' differentiated needs. General education teachers will also take part in attending TCRWP trainings. The principal and assistant principal as well as the literacy coach will each take part in special trainings designed to support the instruction. Teachers' College staff developers will also provide in-house support for teachers with focused classroom visits and trainings during designated professional development periods.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal #1:**

**Inquiry Work**—Inquiry work that addresses how to best meet the academic needs of specific subgroups that have consistently underperformed.

The academic needs of our ELLs and Special Education students as subgroups could potentially be better met through careful inquiry that addresses why they have not been making the same gains that our general education students have made. The inquiry teams will focus on data based on the most recent NYS ELA and Math standardized tests, Predictive tests, ITAs, NYSESLAT, ELL periodic assessment, informal and formal classroom summative and formative data as well as low inference observations.

### **Goal # 2:**

**Common Planning**—School-wide common planning and preparation will be implemented toward developing a cohesive practice of instruction that provides continuity for students across grades.

Teachers' systematically identify their lack of common planning time as a constraint toward increased cohesiveness of instruction within grades. Time for planning and preparation will be allocated so that teachers can prepare and plan together and make better use of their instructional time. The master school schedule will be designed, as much as possible, to allow teachers with ample time to meet and plan on a regular basis.

### **Goal #3:**

**School-wide Cohesive Literacy Curriculum**—one of the areas identified in Section IV of the Needs Assessment of this CEP is the need for a cohesive instructional literacy curriculum.

Currently students move from the early elementary grades into the upper elementary grades with a drastic change in curriculum and instructional methodologies. Implementing a literacy curriculum that is vertically similar for all grades will help to provide continuity of instruction across grades.

### **Goal #4:**

**Increased Parental Involvement** in targeted areas of school participation.

While the Learning Environment Survey indicates that the vast majority of our parents are very satisfied with the school across all areas 98% to 99%, more can and needs to be done to involve parents in the decision making body of the school. It is especially necessary to address the role of

parents in key areas of success including instruction. Other areas in need of parental increase school-wide include: parents as volunteers, increased home-school communication, and parents as co-decision makers.

**Goal #5:**

We will ensure that there is continued improved teacher professional development resulting in increased student achievement.

The NYC DOE teacher data initiative website states that “Teachers make a big difference, and value-added data provides a lens to focus on what teachers bring to students rather than what students bring to the classroom.” With this in mind teachers will continue to work on a personal professional goal that will be aligned with the academic achievement of their students. As a school we will continue to work on the Charlotte Danielson’s Framework for Enhancing Professional Practice. Specifically each teacher will be engaged in professional growth planning that is self-directed inquiry work that will be supported through careful planning with the principal or the assistant principal. The self-directed inquiry will allow teachers to focus on what teachers need to learn and do to improve their practice, resulting in improved student learning. In this process, teachers engage in self-assessment, analysis of both quantitative and qualitative data, and the priorities of both the classroom and the school.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA/Math and Across Content Areas

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Conduct inquiry work that addresses how to best meet the academic needs of specific sub groups (ELLs and Special Educations students) that have consistently underperformed compared with their peers in the same cohort/grade level.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>An inquiry team of pedagogues will be assembled with specialization in ELL and/or Special Education instruction. Data (formal and informal) will be analyzed to establish patterns or trends for the specific subgroups. Low inference observations will be conducted and interventions will be implemented in both the classroom and outside the classroom to enhance the students’ opportunities for success. The identification of students will begin immediately in September or sooner if the data becomes available. Ongoing formative assessments and informal observations will be conducted to evaluate and progress monitor the success of the intervention. Staff members expected to work on this action plan include SETSS staff, classroom teacher, administrator(s), AIS staff, and ESL teacher. Other staff will be included as needed.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I and Title III funds will be used accordingly. A Saturday academy is in the planning stages to provide support for our ELL students. The Saturday academy will provide test sophistication and enriching opportunities for ELL students to become immersed in the developing and acquiescing the need language for academic success. Title I and Tax Levy funds will also be used to provide support to our students in need of AIS. Common Core Standards funding which will be coming from CFN3 will be used to support the inquiry work after-school providing opportunities for teachers to collaborate. C4E will also be used for innovative programs for ELLs.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be measured intermittently beginning with a baseline of all the data collected including NYS Standardized tests, ITAs, Periodic Assessments, NYSESLAT, Running Records and Teachers' formal/informal observations. Instructionally targeted intervention will be provided and ongoing formative assessments will be administered. The assessments to be used will include teacher made Acuity tests that mirror the assessments used in the baseline. Students' goals will be determined and revised with student input on an ongoing basis.</p>
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**Subject/Area (where relevant):** School-wide

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>School-wide common planning and preparation will be implemented toward developing a cohesive practice of instruction that provides continuity for students across grades.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>One of the critical conditions for the development of collaborative cultures and Professional Learning Communities is designated and protected time for teachers to meet and collaborate during the regular school day. Collaborative time for teachers to undertake and sustain school improvement is vital to student achievement. The master schedule will reflect, as much as possible, designated preparation periods where whole grades will be able to dedicate time to planning and preparation. All classroom teachers, across all grades, will have increased common preparation periods to support the planning and preparation needed to directly support student learning. All classroom teachers will meet with the clear intention to use the planning time for collaboration. The scheduling will begin in September and go through the end of the school year. The principal and assistant principal will provide support and space for teachers to meet. The meetings will be attended by and supported by school administrators.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>If additional common planning and preparation time is needed, dates will be purchased either through providing teachers the opportunity to work after school or by providing substitutes. The funding will come from a variety Title I, CFE and FSF.</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	This goal will be measured by: <ul style="list-style-type: none"> <li>• Targeted focused walkthroughs across and within grades will be conducted by supervisors specifically focusing on evidence of collaborative planning and preparation.</li> <li>• Creation and use of UBDs by teachers across and within grades.</li> <li>• Delivery of instruction will be enhanced and more cohesive across and between grades.</li> </ul>

**Subject/Area (where relevant):** English Language Arts/Literacy

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Implement a school-wide literacy program TCRWP that will allow for coherence of instruction across and between grades throughout the school.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Planning will begin mid-August with a designated TCRWP staff developer assigned to our school. Initial meetings with the staff developer and the Cabinet (principal, assistant principal , and literacy coach) will be held to determine our priorities for literacy instruction, our scheduling needs, and to share clear expectations for both partners (TCRWP and Lexington Academy). To ensure coherence and full implementation, TCRWP facilitates the participation in the following leadership groups for specific school leaders. They are:</p> <ul style="list-style-type: none"> <li>• Principal Leadership Group</li> <li>• Assistant Principal Leadership Group</li> <li>• Literacy Coach Leadership Group</li> </ul> <p>Additionally we have designated two classroom teachers to attend the following:</p> <ul style="list-style-type: none"> <li>• Special Education Leadership Focus Group</li> <li>• English Language Learners Leadership Focus Group</li> </ul> <p>Participation in such leadership groups will begin in the early fall and continue throughout the school year. Teachers attending the Leadership Focus Groups will be expected to turn-key the experience with colleagues and will be given support and time to do so. Upon return in September, teachers will be given clear expectations for our partnership with TCRWP. They will be given a tentative calendar of professional development sessions in which collaborative unit planning and reflective study of instructional strategies will take place. To support this work and to monitor student progress and instructional effectiveness, teachers will be given a calendar of TCRWP assessments that will be administered and then utilized to differentiate instruction for all our students. In addition, individual teachers will attend Calendar Days</p>

	<p>presented at Teachers College in which they will be expected to turn-key to their colleagues to provide further professional development of staff. Support staff, such as AIS, SETSS teachers, and educational assistants will also have opportunities to attend to ensure instructional coherence. This year TCRWP is also facilitating Calendar Days specifically targeting parents. We will send our parent coordinator with parents to those special days to promote the home-school connection in support of this balanced literacy approach. Keeping parents informed will further promote coherence across and between grades within the entire school community.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Monies have been set aside as follows:</p> <ul style="list-style-type: none"> <li>• \$36,000 for TCRWP Partnership- Includes 25 days of on-site staff development, vouchers to attend 38 Calendar Days, and participation in leadership groups (as described above).</li> <li>• \$4000 for Per Diem Substitutes- To provide coverage for colleagues attending Calendar Days.</li> <li>• \$4000 for Professional Resources- Includes professional and mentor texts to support reading and writing workshop instruction and assessment materials required.</li> <li>• \$2000 for additional on-site support for instruction targeting special education and English language learners.</li> <li>• \$4000 for Per Session- To support ongoing unit development by teacher leaders and related inquiry work conducted in professional learning communities.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of interim progress and/or accomplishment will be measured by:</p> <ul style="list-style-type: none"> <li>• TCRWP Benchmark Assessments, including: <ul style="list-style-type: none"> <li>○ Running records, sight word inventories, comprehension records, and fluency notations towards determination of Fountas and Pinnell Reading Levels- Four times per year.</li> <li>○ Writing-on-Demand- Determination of Writing Levels based on TC Narrative Writing Continuum K-8- Three times per year.</li> <li>○ Anecdotal Notes – Based on observations of reading and writing behaviors and during individualized conferences.- Daily</li> </ul> </li> <li>• Periodic Assessments in Grades 3-5- Students will complete ITA's (Instructionally Targeted Assessments) as well as Predictive tests to indicate areas of strength, challenge and need of improvement.- Three times per year</li> <li>• Regular Focused Walk-Throughs- Observation of instructional practices including feedback from colleagues and students will give us data about student learning.</li> <li>• New York State English Language Arts Exams in Grades -3-5- Results will reveal number of students who have made a least one year's gain.</li> </ul>

**Subject/Area (where relevant):** Parent Involvement and Engagement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increased Parental Involvement in targeted areas of school participation.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We received 13 out of 15 points in the school environment section of the Progress Report for the 2008—2009 school year. In our most recent Learning Environment Survey 2009—2010 we received positive feedback from our parents. Notwithstanding our high ratings on both the Progress Report and the Learning Environment Survey, there is room for improvement especially with regards to actual parental involvement and participation. The principal and the parent coordinator will organize a variety of activities including chat sessions with the parent coordinator, and the principal, create an “adopt a classroom” program so parents can be active members of the school instructional community. We will continue to provide monthly newsletters that will be sent home including grade level curriculum and ways for parents to support the curriculum at home. Our Parent Coordinator will continue to conduct a needs assessment survey which will be sent to every home in September. The results be used in our planning toward meeting the needs of our parents. Family Fridays will continue to be held the last period of the day on the last Friday of every month, with a different theme each time, where parents are invited into their children’s classrooms. Utilizing a similar survey parents’ talents and strengths will be assessed and given the opportunity to volunteer in the school in various capacities that builds on their strengths. Parent Coordinator will coordinate activities and workshops at least monthly inviting critical staff members to present and share information with parents in an informal setting. Budget permitting, we will continue to provide our adult ESL classes. As presented in our Parent Compact, ARIS parent workshops will continue monthly, and we will have assigned open access times for parents to use our computer lab.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Title I Parent Involvement Funds will be used for adult education classes.</li> <li>• Technical support will be given to parents by our Assistant Principal.</li> <li>• Time will be scheduled for parents to use our computer lab and for parent workshops.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Parent attendance sheets will be used to measure parent involvement in workshops and adult education classes.</li> <li>• Feedback sheets will be used at the end of workshops and classes.</li> <li>• Parent surveys.</li> <li>• Learning Environment Survey 2009—2010</li> </ul>
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**Subject/Area (where relevant):** Teacher Professional Development

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Develop teachers professionally so that their professional development will impact student achievement.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The NYC DOE teacher data initiative website states that “Teachers make a big difference, and value-added data provides a lens to focus on what teachers bring to students rather than what students bring to the classroom.” This year we will focus on supporting teachers’ professional growth and development specifically as it relates to student achievement. For the 2010-2011 academic school year, our attention will be on quality of instruction using Charlotte Danielson’s work as our structure. As a school we will continue to work on the Charlotte Danielson’s Framework for Enhancing Professional Practice. Specifically each teacher will be engaged in professional growth planning that will be a type of self-directed inquiry work that will be supported through careful planning with the principal or the assistant principal. The self-directed inquiry will allow teachers to focus on what teachers need to learn and do to improve their practice, resulting in improved student learning. In this process, teachers will engage in self-assessment, analysis of both quantitative (TDI) and qualitative data (Informal Data). Charlotte Danielson’s 4 domains will be used to measure teacher professional development. Baseline data will be collected at the beginning of the school year. Teachers will demonstrate an increase of effectiveness on their targeted domain by going up at least one level on a four point rubric. Some of the implementation strategies will include or have already taken place:</p> <ul style="list-style-type: none"> <li>• Teachers will meet individually with the principal and/or assistant principal toward setting a professional goal utilizing one of the four domains.</li> <li>• Teachers will choose a domain on which to focus, and will develop their own action plan for individualized professional development. The domain/goal will be monitored in private consultation with the principal or assistant principal throughout the year at set times with the teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Focused “walk-throughs” will occur monthly with the lens of the specific domain the teacher has identified as his/her area of growth. Other domains will be addressed in the focused “walk-throughs.”</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Informal observations</li> <li>• Formal observations</li> <li>• Teacher self-evaluations using the four domains</li> <li>• Administrative evaluations using the four domains</li> <li>• TDI information and data</li> <li>• Student work products and processes</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18	21	N/A	N/A	0	0	3	0
1	29	27	N/A	N/A	2	0	2	0
2	31	28	N/A	N/A	3	0	2	0
3	43	44	N/A	N/A	5	0	3	7
4	41	40	20	7	4	0	4	0
5	28	34	7	8	5	0	4	7
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>1 full time and 1 half time AIS Reading Teacher will provide Tier II intervention to 1<sup>st</sup> through 5<sup>th</sup> graders who have been identified as “at-risk”. They are seen in small groups four times per week for 45 minute sessions. Voyager, Academic Workout, Source Book, Foundations, and Wilson programs are all used depending on the needs of the students.</p> <p>Extended Day AIS services are provided to students in grades K – 5<sup>th</sup> at the end of the school day as a way of addressing their areas of need. Comprehension Matters, GPS, and other focus skills books, and a variety of other classroom materials are used to support this program.</p> <p>We are working toward providing Saturday Academy to support our students in grades 3 to 5 with a focus on test sophistication, and ELL students in grades 1 – 5 with a focus on development of speaking, listening, reading and writing skills.</p>
<b>Mathematics:</b>	<p>During the school day our Math Cluster teacher will implement a Math-Lab Inquiry Work Model to support students at differing levels. The Math-Lab will provide students in need of Academic Intervention Services to actively work on real world problems. The Math-Lab Model will provide whole group, small group, and individualized instruction. The Math-Lab teacher will use engaging activities that support and reinforce the units of study that are occurring in the classroom. She has several sources of materials and activities including the Everyday Math games, Marilyn Burns resources, and Math Intervention. Technology will be infused through the use of Aha Math to provide the visual and auditory support needed. The Math-Lab teacher will provide AIS services to students as part of our 38 minutes of extended day.</p>
<b>Science:</b>	<p>Our science clusters will each have an extended day group where they will work with students from the lower grades and 4<sup>th</sup> grade according to their schedule. The upper grade teacher will support students who are struggling with science and reinforce concepts and skills that are taught during the whole class lessons during the extended day period.</p>
<b>Social Studies:</b>	<p>Our bilingual AIS teacher will continue to provide support to all 5<sup>th</sup> grade students in the areas identified by the classroom teacher including comprehension, DBQs, and writing. In addition, Tier 2 intervention is provided for 5<sup>th</sup> graders 4 times per week for 45 minute sessions by the Bilingual AIS Teacher who uses Houghton Mifflin leveled readers, America’s Story, Time for Kids, and internet resources to support Social Studies instruction.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Students are identified in our weekly School Intervention Team (SIT) meetings who are in need of “at-risk counseling” due to social, emotional, or behavioral issues being displayed. The counselor in consultation with the team determines whether the student can be seen in a group or individually, and then proceeds to service the student based on their needs for a specified period of time. Follow-up occurs with the parent and with the SIT members to determine if further services are needed.
<b>At-risk Services Provided by the School Psychologist:</b>	The only AIS services that the psychologist provides is to assist with students who are unable to participate in lunch time activities or in the cafeteria for a variety of reasons.
<b>At-risk Services Provided by the Social Worker:</b>	Our Social Worker provides AIS counseling services in much the same way as the counselor does depending on who is able to best meet the needs of the student at that time. In addition, the Social Worker provides at risk services to families in need.
<b>At-risk Health-related Services:</b>	The nurse conducts a weekly asthma group with our highest risk students to educate them about asthma, including triggers, warning signs and what actions to take if an asthma attack occurs.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At Lexington Academy we use the Home Language and Ethnic Survey, which is done at the time of registration to inform us of our students' home language and the preferred language of the parent as a means of communication between home and school. The parent coordinator will conduct a parent survey at the beginning of each year to determine written and oral interpretation needs.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The Home Language and Ethnic survey indicate that the highest languages reported by our families are stand alone English, Spanish and bilingual Spanish/English. Other languages include French-African, several low incidence dialects from Mexico, Albanian, Bengali, and Chinese.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Since 88.64% of our student population is of Hispanic descent at Lexington Academy, we provide all correspondence in bilingual Spanish/English. The vast majority of our parents are most comfortable communicating both orally and in writing in Spanish. We also have one parent that is most comfortable in Chinese and one in Bengali as well as one parent that is most comfortable in African-French. All staff members were made aware directly from the school administration of the need to ensure that all services are provided in the language preferred by the parent. Staff members from all disciplines including clinical, instructional, clerical and administrative are aware which parents need translation services and are readily available to provide the support. In the event that a staff member is unable to communicate with a parent in their preferred language, services will be procured from the Translation and Interpretation Unit of the DOE.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

As part of the work of the School Leadership Team (SLT), it has been recommended by members of the SLT that signs and other translation services provided by the Department of Education are to be clearly posted in varying languages at the school's main entrance as per CR A-663. The parent coordinator will serve as the liaison for parents that do not speak a language that is readily available for translation or interpretation. The parent coordinator will procure services as per CR A-663 to ensure that communication is facilitated between home and school.

Parents are made aware of the language translation and interpretation services available to them through PTA meetings. Copies of the Bill of Parent Rights and Responsibilities which includes parental rights regarding translation and interpretation services are kept by the Parent-Teacher-Association Room located near the entrance of the school. The Parent Coordinator has access to the Bill of Rights and makes them readily available to all parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In accordance with Chancellor's Regulation A-663 translation services will cover the major languages especially as regards:

- In Registration, application and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- Transfer and discharge
- Legal or disciplinary matters

All group meetings including PTA meetings, assemblies, and other school functions where parents are involved are held in both English and Spanish. In individual meetings where interpretation is needed, the interpretation is provided by a school staff member. Since a large portion of our school's personnel is bilingual Spanish/English, the needs of the parents and students are often matched with an interpreter that specializes in the area of need. For example, it isn't uncommon for a member of our special education team to serve as an interpreter for a parent with concerns about special education. At all parent-teacher conferences, an interpreter is assigned to facilitate communication between the classroom teacher and the parent.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please see Section IV

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See goals section and page 22.

3. Instruction by highly qualified staff.

All staff is highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development in our school is of high quality and is delivered by our literacy coach, our assistant principal and our principal. Looking into the upcoming school year, we will be working with Teachers' College consultants to provide quality PD to our teachers, parents and administrators. All teachers receive ongoing weekly professional development that is built into the schedule. This includes assessment to differentiate instruction and meet the needs of all adult learners.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

See goals section and Parent Compact

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We offer one full day monolingual Pre-K class and one full day bilingual Pre-K class. Both Pre-K teachers meet with families prior to the beginning of school so that they can conduct assessments, get to know the family, and have the child become acclimated to the classroom.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Assessments are discussed with teachers at weekly professional development meetings and at faculty conferences. Additional professional development is provided after school on acuity and ARIS.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

AIS services are provided to all students who are not at or above grade level (see appendix 2).

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We have a wellness committee that meets regularly to discuss health and wellness issues and developed our school wellness plan. Nutrition and violence prevention are included in the work of this committee.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

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students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** IGS **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

This year the number of students that were in temporary housing fluctuated between 5 and 13.

2. Please describe the services you are planning to provide to the STH population.

When students are admitted to our school and are identified as being in temporary housing, the principal is alerted to that fact. The students' names are then brought to the attention of our school's student intervention team (SIT) the social worker and counselor are notified if an SIT meeting is not eminent. Immediate discussions are had with Ms. Daisy Martinez and other temporary housing staff to ensure that the needs of those students are met. For example this year we discovered that a student in temporary housing was also afflicted with several illnesses; the school intervention team took immediate action to procure the medical services that the student needed to ensure academic achievement.

Recognizing that many of our STH are also in a domestic violence situation, precautionary measures are taken to ensure their safety.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

McKinney-Vento funds are utilized to support STHs through the purchase of uniforms. AIDP funds are also utilized to support students in community and cultural excursions and support is given for end of year graduating students.

Title I funds are used to partially fund a .8 counselor who provides services to STHs.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	The Lexington Academy					
<b>District:</b>	4	<b>DBN:</b>	04M072	<b>School</b>		310400010072

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	34	36		92.0	93.4	93.0
Kindergarten	79	79	87				
Grade 1	96	80	78	<b>Student Stability - % of Enrollment:</b>			
Grade 2	93	92	80	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	87	85	95		92.1	92.3	92.1
Grade 4	98	94	90	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	77	86	100	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		87.1	94.4	94.4
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		4	109	143
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		16	9	16
Ungraded	3	3	2				
<b>Total</b>	<b>568</b>	<b>553</b>	<b>568</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	60	46	57	Principal Suspensions	18	25	21
# in Collaborative Team Teaching (CTT) Classes	19	25	38	Superintendent Suspensions	0	0	0
Number all others	38	49	39				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	132	122	TBD	Number of Teachers	54	52	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	7
# receiving ESL services only	19	23	TBD				
# ELLs with IEPs	8	53	TBD				

*These students are included in the General and Special Education enrollment information above.*

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	5	5	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.1	69.2	84.0
				% more than 5 years teaching anywhere	68.5	63.5	72.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	83.0	90.0
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	93.5	95.2	85.0
Black or African American	9.5	9.6	9.5				
Hispanic or Latino	87.5	87.5	87.5				
Asian or Native Hawaiian/Other Pacific	1.6	1.1	1.1				
White	0.9	1.4	1.8				
<b>Male</b>	51.8	49.5	51.1				
<b>Female</b>	48.2	50.5	48.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	-	-		
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-	-	-		
Limited English Proficient	v	v	-	-	-		
Economically Disadvantaged	v	v		-	-		
<b>Student groups making</b>	5	5	1	0	0		

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	58.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	12.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## Section I: Title I Parent Involvement Policy

Our Parent Involvement Policy was reviewed on September 2010.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 72M, (in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act), takes responsibility for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 72's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 72 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

PS 72's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 72 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 72 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

## Parental Involvement:

Description of parent involvement in your school, including parents of ELLs:

All of our parents are encouraged to take an active role in becoming partners in the success and educational achievement of their children. Our parents are invited and urged to attend all school-wide activities including but not limited to:

- Parent-teacher conferences. Parent-teacher conferences for our ELL students are always provided in the parents' primary language.
- Once monthly, the last Friday of each month, parents are invited to visit their child's class and to take an active role in learning what their child has been learning or will be learning. During their visit to the classroom, parents take part in an ELA based activity, such as a class read aloud, or mathematics based activity. These activities and accompanying materials are made available to all of our parents in their primary language
- Parents are provided with workshops on such varied topics as: Child rearing, mental health and hygiene, caring for children with asthma, and supporting instruction at home. Interpreters are always available at these workshops and materials are always distributed in Spanish and whenever possible in other languages that we service.
- Parents are encouraged to become volunteers in the school and many serve in such varied areas as: School cafeteria service, classroom trip chaperones, and in the learning leaders program.

Specification of partnerships with other agencies or CBOs to provide workshops or services to ELL parents:

We value the partnership that exists between several community organizations and our parents, including: The NYC Department of Health which has conducted several parent workshops. The NY Road Runners Foundation offers parent fitness workshops that are held in English and Spanish. The NY Academy of Medicine which has conducted nutrition workshops. North General Hospital offers counseling and family support services to several of our parents. North General has graciously offered to service our Spanish speaking parents by providing them with a bilingual psychologist. In addition North General has conducted free annual blood pressure and glucose screening. We have also partnered with Midori and Friends to provide our parents with cultural events to celebrate the school's diverse population as well as providing workshops for our ELL parents and their children.

An evaluation of your parental involvement activities and how they address the needs of parents

At the beginning of the year a needs assessment in the form of a questionnaire/survey is conducted to determine parents' needs. Parents are asked to identify and to itemize what they believe are the most important activities, workshops and trainings the school should make available to them toward helping them support their children's academic achievement. After the needs assessment is evaluated, parents are informed of the results, and workshops and activities are organized accordingly. These workshops, trainings, and activities have included:

Curriculum Strategies with a focus on ELA and Math improvement and achievement, Adult ESL instruction, General Equivalency Diploma preparation in English and Spanish, Technology Training, Arts and Crafts, Studio in a School ELL arts workshop with a focus on parent—child arts collaboration.

PS 72 will further encourage school-level parental involvement by: hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Advisory Council;
- supporting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>408</b>	District <b>04</b>	School Number <b>072</b>	School Name <b>Lexington Academy</b>
Principal <b>Antonio Hernandez</b>		Assistant Principal <b>Stephanie Garren</b>	
Coach <b>Margie Ho</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Lizzette Javier</b>		Guidance Counselor <b>Martha Emanuel</b>	
Teacher/Subject Area <b>Sara Yerry</b>		Parent <b>Jose Garcia</b>	
Teacher/Subject Area <b>Emily Rodriguez</b>		Parent Coordinator <b>Evelyn Escalera</b>	
Related Service Provider <b>Alejandra Raudales</b>		Other <b>type here</b>	
Network Leader <b>Lucius Young</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>9</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>3</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>12</b>

### C. School Demographics

Total Number of Students in School	<b>567</b>	Total Number of ELLs	<b>156</b>	ELLs as Share of Total Student Population (%)	<b>27.51%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. We administer the Home Language Information Survey (HLIS) to all parents entering our school. Parents are interviewed by a licensed pedagogue. If deemed eligible, the LAB-R is administered to establish entitlement. If students are entitled, parents are informed of all program choices and fill out the Parent Surveys and Program Selection forms at informational meetings held at our school. The meetings are held by at least one bilingual staff member (English/Spanish) and by our ESL teacher. For parents who speak a language other than Spanish we attempt to have a translator present whenever possible. For parents who are unable to attend these meetings, individual meetings are scheduled. The person responsible for the identification of ELLs and providing as well as structuring the follow-up support is Ms. Emily Rodriguez, a licensed ESL teacher; also supporting the initial screening and assessment of potential ELLs is a licensed bilingual AIS teacher, Ms. Lizzette Javier. The compliance calendar is strictly adhered to and all new students that require the LAB-R are assessed immediately or within the compliance requirement timeframe. ATS reports, including the RLER and the RADP are continuously run, monitored, and cross-referenced to ensure that students eligible for the appropriate assessments (LAB-R, NYSESLAT) are in fact assessed.

2. At the beginning of each school year, the ESL teacher, accompanied by several bilingual teachers, provide a workshop for all our parents to inform them of the choices they have regarding bilingual education. Parents are presented with the video developed by the NYC DOE titled Orientation Video for Parents of ELLs. Additionally, Parents are educated about the structure of our Transitional Bilingual program, although we no longer have a Dual Language program, the program is explained to each parent, parents are also educated about the Freestanding ESL model. Parents are informed of their rights to have access to the model of their choice. It is explained that not having a model here at Lexington Academy is no excuse for providing their child with a quality bilingual education model of their choice.

3. Parents are invited to an orientation meeting to become educated about their rights and options as parents of ELLs. Parents of new ELL students that do not attend one of the 2 meetings offered are called by the Parent Coordinator and the information is shared either via telephone or a meeting is made for the parent to meet with the ESL teacher. Entitlement letters are sent home to parents via the backpack method this is sent to all parents of ELL students.

4. All parents whose children are identified as ELLs are provided with one of 2 choices, Freestanding ESL or Transitional Bilingual program in some instances and especially with new arrivals both programs may be offered. Students are selected based on their proficiency level when available and on need based on access to language. Parents are consulted with in their native language about any decisions made about their child's placement.

5. The trend at our school remains for parents to select transitional bilingual classes for their children. The great majority (96%) of parents select these classes. A few parents choose ESL as a pull-out service (4%). Both of these programs are offered at our school. We do have an NLE (Native Language Enrichment) class on each grade level in K – 4 where students who have “tested out” of ESL or bilingual services can continue to develop skills in their native language by receiving one period of Native Language Arts instruction daily. This is offered in Spanish only.

6. The programs offered at our school are fully aligned with parent requests. Parents are always given their first choice. We have transitional bilingual classes on every grade level, which makes it possible to honor the most popular choice. If a parent did request a program that we do not offer, transfer options would be explained.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	23	21	22	26	24	16								132
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	5	2	7	4	4								24
<b>Total</b>	25	26	24	33	28	20	0	0	0	0	0	0	0	156

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	122	Special Education	29
SIFE	0	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	122	0	21	34	0	8				156
Dual Language										0
ESL										0
<b>Total</b>	<b>122</b>	<b>0</b>	<b>21</b>	<b>34</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>156</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	21	22	26	24	16								132
Chinese														0
Russian														0
Bengali														0
Urdu														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>23</b>	<b>21</b>	<b>22</b>	<b>26</b>	<b>24</b>	<b>16</b>	<b>0</b>	<b>132</b>						

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	5	1	7	1	4								19
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic	1				2									3
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>24</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. There are three organizational models that are followed at PS 72 to provide instruction to students in need of bilingual education, these include, the transitional bilingual model, free standing ESL and the native language enrichment (NLE) the latter is specific to the PS 72 community. It helps to support and maintain native language skills of our proficient and advanced learners.

A. Models

## Transitional Bilingual Program

There is a Transitional Bilingual class on every grade level, from Pre-K to 5th grade, in our school. The Transitional Bilingual Program at PS 72 is designed to service beginner and intermediate English Language Learners. It is a program that educates ELLs using both English and their first language of academic instruction. Our model of instruction recognizes the importance of supporting the long-term linguistic, academic and cognitive development of ELLs through their native language.

The instructional program follows the designated model for beginners, intermediates, and advanced students. That is, the students receive 60% of their instruction in their Native Language, in this case Spanish and 40% of their instruction in English when they are beginners. As the children progress through the program, the percentage of native language instruction decreases in favor of more time spent in English. By the time the students reach the advanced level, the instructional program is 75 percent English, 25 percent native language. The transitional bilingual program aims for full bilingualism and meets all of the New York City Department of Education guidelines as outlined in CR Part 154.

## English as a Second Language

Taught by a fully licensed ESL teacher the ESL program offers techniques, methodology and special curriculum designed to teach our ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is mostly offered in English with little use of native language.

## Native Language Enrichment (NLE)-

Native Language Enrichment is a supplemental support service offered at PS 72, and is designed to provide proficient and advanced English Language Learners with the opportunity to maintain native language skills as they acquire English. The program affords the school the unique opportunity to provide differentiated instruction to this particular subset of ELL and former ELL students. Beginning in kindergarten, NLE teachers provide one period a day of native language arts. Early childhood teachers stress the development of native language phonemic and phonological awareness as well as the development of literacy skills and strategies. As the children progress through the grades, elements of Spanish grammar instruction are included, along with continued work in domains of native language reading, writing and speaking.

## B. Structures

The structure of the model follows the traditional elementary school schedule with heterogeneous classes following along with the same teacher for 6 periods a day and receiving instruction from a specialist separately, i.e., music, science, and/or drama.

2. Each teacher submits a detailed program schedule to the administration in September of each year. These program schedules outline the days of the week and amount of instructional time dedicated to explicit ESL, explicit ELA, explicit NLA, and content-area instruction. These program schedules are reviewed to ensure that all eligible students in bilingual, NLE, and monolingual classrooms are provided with the mandated number of minutes required for each subject are

3. We currently utilize the workshop model for both reading and writing, through extensive professional development and support from qualified staff developers from Teachers College Columbia University, the workshop model is used for NLA and ELA instruction. Writing and math instruction are provided in both Spanish and English in bilingual classrooms. All grades use Everyday Math Curriculum; math is also provided in both Spanish and English. The ESL teacher uses Harcourt's Moving into English program to support the development of English oral language skills during ESL instruction. ELL students in grades 3-5 receive integrated social studies and technology instruction in our school technology lab. Laptop computers are also available for all classes in grades 3-5. Students in grades K-2 have regular access to computers in their classrooms and take turns working independently on the computer during literacy and math stations. All of our grade leaders have a projector and document camera in their classroom that are used to maximize comprehensible input during all instructional periods but particularly during ESL/ELA instructional time; the technology is shared among all classroom teachers.

In bilingual classrooms, native language support is provided in all subject areas including NLA, writing, math, science, and social studies. The amount of time spent instructing in Spanish declines as children progress through the grades. In NLE classrooms, native language support is provided once daily across all of the grades in the form of vocabulary study and word work.

In addition, our ESL teacher uses the "Moving Into English" program as one of her resources, particularly with grades kindergarten through

3rd grade. This is a complete program that incorporates speaking, listening, reading, and writing skills using a variety of strategies.

In the upper grades (grades 3 -6) teachers use Santillana’s “Lenguaje Y Comunicación” as part of the Native Language Arts curriculum. Content areas are generally taught in English in the upper grades, providing scaffolding and support as needed. Newcomers are provided with content area instruction in their Native Language in small groups whenever possible. Lower grade bilingual classes provide content area instruction in Spanish. Curriculum materials are available in both languages. In addition, all bilingual classes are equipped with a variety of genres in their classroom libraries in both languages.

4. Instruction is differentiated for ELL subgroups in several ways.

a. SIFE students have access to AIS reading and math instruction, ESL pull-out services and bilingual SETSS instruction. When appropriate, basic literacy skills are first taught in Spanish by classroom teachers or support staff. We make every effort to provide SIFE students with content area material that is appropriate to their grade and reading level. Special needs ELLs are serviced by our bilingual special education teachers, who service grades 2-5. Long-term ELLs receive targeted English language instruction during ESL, ELA, and Writing Workshop aimed at strengthening identified areas of need. They are also invited to participate in our NYSESLAT after-school test preparation program.

b. Our newcomers are given the support of an ESL teacher and are most often in transitional bilingual classes. Therefore, they have the benefit of strategies and techniques for language acquisition with a specialized teacher, and also have the benefit of a bilingual teacher for most of their school day who will continue to support language acquisition while also providing Native Language Arts instruction and a sense of respect for the students’ language and culture of origin. The bilingual teacher will work to maintain and develop additional skills in the students’ native language while also teaching English Language Arts and English as a Second Language. This combination affords our new comers the academic opportunities to prepare for the NYS ELA and Math tests. New comers are given ample exposure to testing skills and strategies development. We also provide new comers with test sophistication in our after-school program.

c. ELLs going on 4—6 years of service, are monitored closely, whether in the TBE, NLE or FS-ESL. NYSESLAT data is analyzed and comparative analysis is made with the NYS ELA and Math tests. These students are also monitored by their classroom teachers and their language needs are addressed through highly-differentiated literacy and math instruction. Students are provided with additional English language support either through the extended day period, or through our after-school Title III program.

d. Our plan for long term ELLs is to look carefully at our long term ELLs to examine why they have not yet reached proficiency in English. We will then provide targeted intervention. Some have exhibited learning disabilities and are receiving related services. We need to consider whether these students should still be considered ELL, and change the language of instruction on their IEP when appropriate. Others have simply not been able to acquire English skills, particularly in reading and writing, at the rate required. Often their listening and speaking skills are quite proficient in this case. Still others (a select few) have actually passed the New York State ELA and yet have not passed the NYSESLAT. For these students we need to provide the same kind of test sophistication and preparation for the NYSESLAT that we do for the NYS ELA.

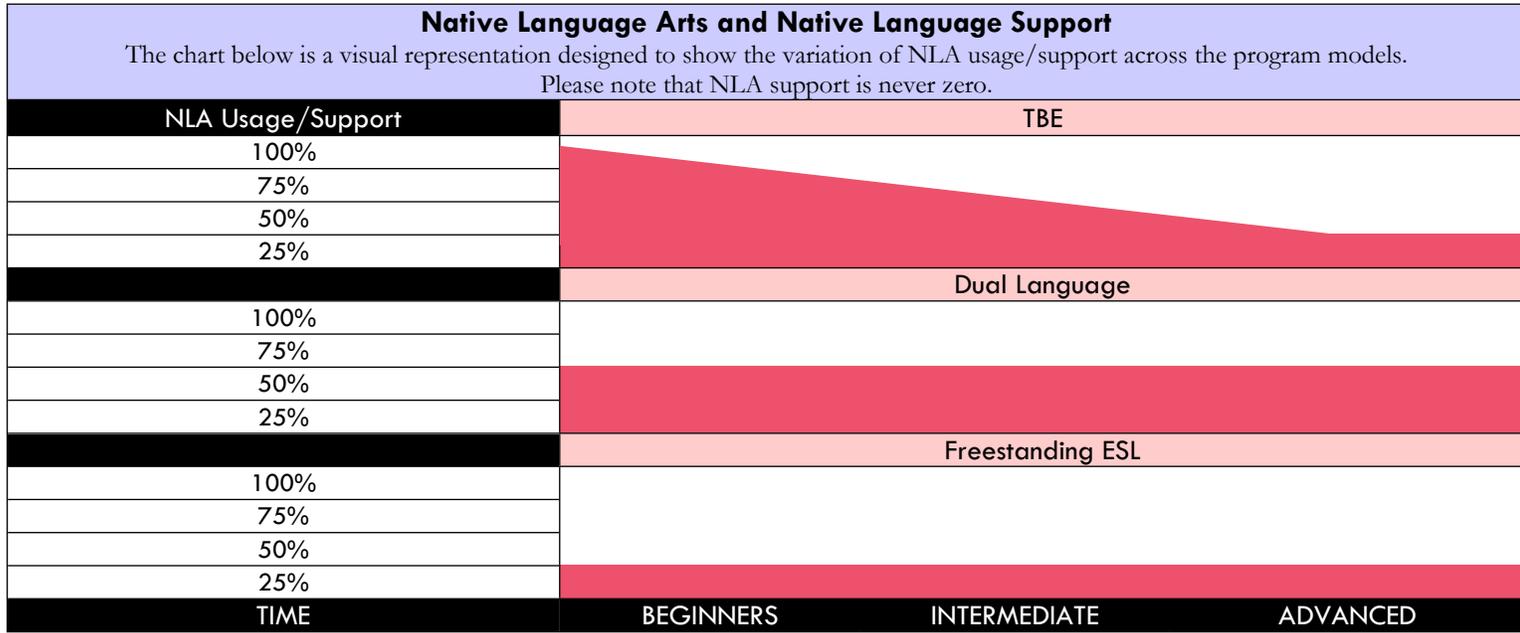
e. Research shows that ELLs who also have language based learning disabilities will have a particularly difficult time acquiring a second language. We have transitional bilingual special education classes on every grade level for these students where the bilingual teachers are sensitive to the needs of the students and are able to provide the necessary skills and strategies for them to progress. As with the long term ELLs we work with this group, particularly the 3rd grade and higher, to determine whether they have not passed the NYSESLAT because of their learning disability, or because of their lack of English Language skills. We change the language of instruction on their IEP when English has become their dominant language but they are still not able to pass the reading and writing portion of the NYSESLAT because of their disability.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. PS 72 provides extensive and varied targeted intervention programs for our ELLs in all academic areas including math, literacy and content areas. Academic intervention for ELLs comes in several forms. ELLs who are not meeting NYS standards in ELA, math, and other content areas are invited to attend our extended day program which meets for 37.5 minutes four afternoons a week. Students receive targeted instruction in a small group. We also have a bilingual AIS content area teacher, a bilingual SETSS teacher, and an ESL teacher.
6. Merely reaching an advanced level on the NYSESLAT does not dissolve our accountability for ensuring that F-ELLs continue to show progress. Students who have reached NYSESLAT proficiency and remain in the TBE or NLE program are closely monitored by their classroom teachers and their language needs are addressed through highly-differentiated literacy and math instruction. The same is true for former ELL students in monolingual classrooms. All former ELLs are entitled to 2 years of testing accommodations. Classroom teachers, the testing coordinator and ESL teacher ensure that students are provided with the appropriate accommodations affording ELL students every chance to succeed.
7. We have recently become a Teachers College Readers and Writers Workshop Project (TCRWP) school we have essentially moved toward a more balanced literacy approach. We have given been especially sensitive to the fact that nearly 30% of our students are ELLs and so we have had our teachers attend workshops that specifically address the needs of ELL students, special-needs ELLs. We have also adopted a new word study/work program to support phonemic awareness and to help develop oral language. The adoption of the word study/work program starts in grades 1 through 5.
8. We have discontinued our use of the Harcourt's Trofeo's Program for the start of year 2010--2011. This discontinuance was as a result of our becoming a TCRWP school, which would provide greater consistency across grades and cohesiveness of instruction to all students as they moved from one grade to the next.
9. ELL students are fully integrated into the PS 72 school community. ELL students are considered for all programs, after-school academic programs, music programs, school plays and assemblies (usually performed in both Spanish and English). ELL students actively participate in our after-school soccer program and track team. While ELLs make up nearly 30% of our school population, they make up a much larger percentage of students actively participating in after-school programs as mentioned above. Specific to our ELLs is the Title III after-school program specifically designed for ELLs.
10. Laptops are available for all students in grades 3—5. Students in grades K—2 have regular access to computers in their classrooms and take turns working independently on the computer during literacy and math sessions. All classroom teachers have access to an LCD projector, laptop, and document projector (ELMO) used to maximize comprehensible input during all instructional periods but especially during ESL/ELA instruction.
11. Native language support is offered through a variety of methods, including, through the use of Total Physical Response (TPR), through scaffolding, and in small flexible groups. Native language support is provided in all subject areas including NLA, writing, math, science and social studies.
12. PS 72 offers unique services to our ELL students, services that support the ELLs' ages and grade levels. We have an AIS teacher that

works primarily with upper-grade elementary students focusing on the needs of the older students, particularly in the content area. We also have a bilingual AIS/SETSS reading teacher that meets the emerging needs of our younger ELLs.

13. At the beginning of the year three teachers, the AIS Bilingual teacher, the Bilingual SETSS teacher and the ESL teacher, are assigned to ensure that any ELL student, new-comer or transfer student is properly processed. These highly qualified teachers ensure that students needing the LAB-R, the NYSESLAT and/or any other assessments or specialized needs including special education services are met. Parents are walked through the process in an extremely individualized manner.

14. Currently there are no languages offered as electives at PS 72. However, in the NLE classroom teachers provide proficient and advanced ELL with the opportunity to maintain native language skills as they continue to develop their English language skills. NLE teachers provide one period a day of native language arts. As students progress through the grades less emphasis is placed on language and greater attention is placed on grammar and the elements of native language reading, writing and speaking.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Our professional development plan includes time set aside periodically at our weekly grade-level professional development meetings to discuss the specific needs of our ELL students and what strategies we can use to help them and to make the grade-level curriculum accessible to them. This is because every class in the building has ELL students or students who were once ELL, and so all teachers benefit from the knowledge of these strategies, not just the bilingual teachers. We also find the "Facilitator's Guide and Training Materials" developed by the New York City Department of Education and the Education Alliance at Brown University to be very useful in planning professional development activities. Most of our bilingual and ESL teachers continue to grow professionally through outside professional development opportunities as well. We also have a "bilingual committee" that meets consistently and examines our data, analysis current research, and explores best practices and instructional strategies that meet the needs of our ELL students. As a TCRWP there is a teacher assigned as the liaison to attend and turn-key information related to best practices for ELLs.

2. Our bilingual guidance counselor and bilingual parent coordinator are available to assist parents and students with the middle school application process. Several informational meetings are held prior to the start of the application period and students are taken on tours of neighborhood middle schools. Parents of ELLs are informed of the services that their students are entitled to in middle school (mandated ESL, SETSS, etc) so that they can better advocate for their children at the middle school level. A middle school fair is also held in November to allow students with an in-house opportunity to take part in the transitional process.

3. Our staff take part in a variety of ELL workshops including, at Teachers College, Fordham University, and Bank Street. Our staff also attend BETAC. In house professional development is also provided through exchange of workshop presentations and through the Bilingual Inquiry Committee.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. PS 72 has a developed parent compact. The compact outlines parental involvement. Parents are encouraged to participate in all aspects of the school community and this is reflected in the parental response to the Learning Environment Survey with 75% of parents responding with an average satisfaction rate of 99%. Parents are volunteers in the classroom, take part in a monthly in classroom family activity called Family Fridays. Parents are actively encouraged to take part in ARIS training, coffee time with the parent coordinator and in PTA meetings where there is complete translation. In keeping with the Chancellor's Regulation, all documents are translated for our parents and sent home in all languages necessary and available, but at the very least in both English and Spanish.

2. We currently partner with Midori & Friends which provides guitar classes to at least one full TBE class and 2 classes with a considerable number of ELLs. We have partnered with ABC television to provide dramatic arts classes to ELL students.

3. Parents are surveyed by the parent coordinator; included in the survey are Title I and Title III needs assessments. Availability for serving on school leadership teams and language and schedule needs are also assessed.

4. Parents are encouraged to participate in enriching and learning opportunities for themselves. These opportunities are designed with the primary focus placed on student achievement. For example our parents have attended literacy workshops presented at Teachers College.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	2	1	1	2	2								24
Intermediate(I)														0
Advanced (A)	9													9
Total	25	2	1	1	2	2	0	0	0	0	0	0	0	33

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	3	1	2	1							
	I	1	10	3	2	1	0							
	A	0	9	13	10	11	1							
	P	0	1	2	19	10	15							
READING/ WRITING	B	1	12	4	8	5	1							
	I	0	12	5	17	3	5							
	A	0	0	10	7	16	11							

New York State Regents Exam											
		Number of ELLs Taking Test				Number of ELLs Passing Test					
		English		Native Language		English		Native Language			
Grade	Other	Level 1	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Level 4	Total
3	Comprehensive English	5	8	7	1	21					
4	Math	1	16	9	0	26					
	Biology	10	8	2	0	20					
	Chemistry					0					
	Earth Science					0					
	Living Environment					0					
	Physics					0					
	NYSAA Bilingual Spe Ed					0					
	Geography										
	US History and Government		NYS Math								
Foreign Language		Level 1		Level 2		Level 3		Level 4		Total	
Grade	Other	English	NL	English	NL	English	NL	English	NL	Total	
3	Other	3	0	9	1	4	2	3	0	22	
	NYSAA ELA	0	1	10	0	11	2	4	0	28	
	NYSAA Mathematics	4	0	12	2	4	0	0	0	22	
	NYSAA Social Studies										
	NYSAA Science									0	
7										0	
8										0	
Native Language Tests											
		# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)					
		Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile		
	ELE (Spanish Reading Test)	4	6	5	7						
	Chinese Reading Test	1	6	2	14						
8										0	
	NYSAA Bilingual Spe Ed									0	

### NYS Social Studies

#### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Paste response to questions 1-6 here

1. We currently use the TCRWP to maintain data and assessment information for our ELLs. In grades K—5 The assessments include but are not limited to writing on demand, concepts of print, upper-case letter identification, lower-case letter identification, sound identification, running record which includes students' level and accuracy rates as applicable.
2. The NYSESLAT data indicates that in the early grades, our data is aligned with the research which states that listening and speaking skills will develop, and in fact need to develop, prior to reading and writing skills. The listening/speaking scores are higher than the reading/writing scores. We would expect that in the upper grades this distinction becomes less pronounced. Across grades, across proficiency levels, and with both special education and general education students, students performed better on the speaking/listening portion of the NYSESLAT than on the reading/writing portion.
3. While we certainly need to continue to support oral language development, we also need to support the acquisition of reading and writing skills by ensuring explicit instruction in skills including phonics, syntax, and vocabulary development. Reading and writing blocks need to include teaching strategies that broaden the range and knowledge of the cueing systems by extending the child's semantic, syntactic, and graphophonic knowledge. The professional development that is offered in literacy by our coaches extends to our English Language Learners. Classroom teachers share techniques and successful strategies for instruction to ELLs including strategies for scaffolding and ways of building bridges into unfamiliar text. In addition, we need to continue to support the acquisition of academic language as well as conversational language.
- 4a. ELLs perform below grade level in both the NYS English and NYS Math assessments. On the 3rd grade ELA NYS Exam, 63% of all ELLs scored at levels 1 and 2. Whereas 66% of non-ELLs were at levels 3 and 4a. While ELLs fair better with content area tests, where they can take the test in their native language, they are still not performing as well as their non-ELL peers. For example, in in the 4th grade NYS Math Test, 38% of ELLs were at level 1 and 2 and their non-ELL peers made 42% of the students in levels 1 and 2. While we are making gains in closing the acheivement gap for ELLs as a sub-group we continue to need to make continuous growth.
- 4b. The ELL Periodic Assessment is being used to determine student needs and support to prepare students to meet the requirements of the NYSESLAT. We are utilizing the modalities aspect of the test to guide our ESL needs.
- 4c. We currently have a teacher team analyzing the Periodic Assessment, with a focus on the modalities of listening, speaking, reading and writing. The teacher team is just beginning this work and further exploration will be required.
5. N/A
6. Our ELL programs including our summer program is evaluated using formal and informal data. The formal data includes the number of students passing the NYSESLAT and meeting proficiency in ELA, Math, Science and up to this year Social Studies. Informal data includes teacher observations and running record and teacher made assessments. The combined data provide for a wholistic picture of the performance of each student, and in turns allows for reflective professional practice.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		



**THE LEXINGTON ACADEMY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: THE LEXINGTON ACADEMY**  
**ADDRESS: 131 EAST 104 STREET**  
**TELEPHONE: 212-860-5831**  
**FAX: 212-860-6094**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□ Teachers are required to maintain comprehensive data binders with updated formative and summative information on each student in their class. Students are monitored closely using the data and conversations are had with the school administration during data conferences. When students are identified as struggling or experiencing difficulty meeting proficient or advanced levels of academic achievement, the Student Intervention Team makes recommendations for next steps. Often the next steps include at risk SETSS or Temporary AIS depending on the student's needs and classification. Students receiving the Tier II intervention are then monitored for continued progress.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- We have a wellness committee that meets regularly to discuss health and wellness issues and developed our school wellness plan. Nutrition and violence prevention are included in the work of this committee.

**Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)  
Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Fund Source Name <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program		Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
	Yes	No			
Title I, Part A (Basic)	Yes	N/A	422485.56	True	1,3,4,5
Title I, Part A (ARRA)	Yes		94705.38	True	3,5
Title II	Yes		34164	True	

Title III	Federal	Yes		25500	True	1
C4E	State	Yes		199038	True	1,2,3,5

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**