



PS/IS 210 TWENTY-FIRST CENTURY ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 06/MANHATTAN/06M210
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 210 SCHOOL NAME: Twenty-First Century Academy for
Community Leadership

SCHOOL ADDRESS: 501 west 152 Street New York, NY 10031

SCHOOL TELEPHONE: 212-283-0012 FAX: 212-283-0017

SCHOOL CONTACT PERSON: Evelyn Linares EMAIL ADDRESS: elinare@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Evelyn Linares

UFT CHAPTER LEADER: Ray Milian

PARENTS' ASSOCIATION PRESIDENT: Roxana Gonzalez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 CHILDREN FIRST NETWORK (CFN): 10

NETWORK LEADER: New Visions / Derrick Smith (Network Leader)

SUPERINTENDENT: Martha Madera

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.*

Name	Position and Constituent Group Represented	Signature
Evelyn Linares	*Principal or Designee	
Ray Milian	*UFT Chapter Chairperson or Designee	
Roxana Gonzalez	*PA/PTA President or Designated Co-President	
Roxana Gonzalez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Consuelo Saldana	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Andrea Bachrach-Matos	Member/ parent	
Joanna Almarante	Member/ parent	
Angela Silverio	Member/ teacher	
Edelmira Puello	Member/ parent	
Isabel Lobelo	Member/ teacher	
Siddhartha Sanchez	Member/ parent	
Yvette Olmeda	Member/ 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.

School Vision and Mission

The Twenty-first Century Academy for Community Leadership/P.S. /I.S. 210 is a developmental dual language immersion Pre-Kindergarten to grade 8 New Vision School, where high standards and multiple forms of assessments are used to evaluate the progress of children. In partnership with Community School District Six and The Community Association of Progressive Dominicans, Inc. (CBO) and New Visions, children and families are provided with the social/emotional, physical and academic support that needed to be productive citizens.

The school's vision is dedicated to achieving high standards of academic excellence for all of its students, through standards driven instruction, a nurturing environment and the development of the civic and social skills necessary to function productively in society. Our mission is to provide a dual language learning experience that will enable all students to become bilingual and bi-literate lifelong learners as well as leaders in their communities and in our global society.

Contextual Information About the School's Community and its Unique/Important Characteristics

The Twenty-first Century Academy for Community Leadership/ P.S. /I.S. 210 is located in a high poverty area in the heart of the Hamilton Heights section of Manhattan. Although P.S. / I.S. 210 was designed as a K-12 school, it presently has grades Pre-K-8. The school serves a predominantly Spanish speaking population most from the Dominican Republic, but also services other communities such as Mexican, Puerto Rican and Central American and others.

Our school is located in a new state of the art building at the corner of 152 Street and Amsterdam Avenue. The school has 18 classrooms, and includes a library, a gymnasium/auditorium, fully equipped Science lab, medical suite, guidance suite, cafeteria, a music room and an art room. We are surrounded by many educational facilities such as Dance Theater of Harlem, New Heights Academy and Hamilton Heights Elementary who we collaborate with in sharing our facilities and programs.

Overview of Instructional Programs and Special Initiatives

LITERACY

Teaching the children in two languages requires a strong balanced literacy program with a good comprehensive language strand that addresses children's language developmental needs as well as their literacy development. Our focus in the classroom is the advancement of the entire spectrum of communication skills. Thus, literacy, ESL and native language arts development is not only done during the literacy block, but throughout the day through integration into all the content areas. Learning

a second language requires experiences to be made meaningful, purposeful and comprehensible if students are truly going to develop the necessary discipline to learn in two languages. We take every opportunity to teach children language by including lessons in literacy and language development through all the content areas.

PS/IS 210 uses a balanced literacy approach to reading, which consists of independent/paired reading, shared reading, guided reading, literacy centers, book club groups, writer's workshops, interactive read aloud, vocabulary development, and teacher/student reading and writing conferences. Classroom libraries, small class sizes, academic support personnel (paraprofessional included) in the classroom and the assignment of a full-time literacy coach and AIS instructor. Also, the teachers have more than 150 books in their classrooms, and a new library with over 7,500 books to supplement their reading and research materials. These books have been carefully selected to satisfy the children's interest, the grade curriculum and themes that are being studied in the classes.

MATH

As part of our move toward implementing our City and State Mathematics Standards, the school is implementing the use of Investigations with Everyday Mathematics as a supplement, and Impact Mathematics program that is part of the uniform curriculum being use by the Department of Education.

In addition we have developed unit tests with the assistance of our AUSSIE consultant, this year we were approved again for a design you own (DYO) option where we do conferring with the students in order to better gage their understanding and misconceptions in math. We use predictive and formative assessment 5 times a year, and embellish them with Inquiry base interim assessments that allow us to look more closely at a particular skill that we choose to work on. These shorter interim assessment are given at the beginning as a baseline of where students are at and then again at the end to measure their progress and teacher effectiveness in delivering the lesson. This along with conferring notes and other assessments helps us to plan next steps and design activities for differentiated instruction.

AIS

For students at risk of not meeting standards and those who have not met State Standards, the school has developed a Pupil Personnel Committee (PPC) and Academic Intervention Services Committee (AIS) that identifies the needs of the students and prescribes the academic interventions service to help them get on track with their work. The school also has an academic intervention teacher that provides pull out services for those students in need of academic intervention. With the help of our school based support team and our local CBO the students receive additional guidance, mentoring, tutoring, and small group instruction. If a child is identified as in need of more in dept services, the name of the student is passed on to the Pupil Personnel Committee (PPC) where they focuses on any possible learning disabilities that may need addressing as well as the child's social/emotional development. The committee also reaches out to the parents and teachers and makes recommendations of other places the student can be referred to for academic intervention.

ARTS

Our students regularly receive classes in art and music by two licensed art teachers hired to provide music and fine arts. This year we have also added an additional staff member that does theatre and dance thereby completing our entire requirement for the arts. With the support of the Midori and Friends Foundation, we provide violin and cell instruction to interested students in grades 4-8. Through school and district-wide presentations the students get to play their instruments to the best of their

ability and with distinction. In addition, we are collaborating with the Dance Theater of Harlem, a dance and theatre art group that is located in our immediate neighborhood. This year we are doing the Fire bird project with our 2nd and 5th grade teachers.

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.

Table: 1

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Twenty-first Century Academy for Community Leadership				
District:	06	DBN #:	06m210	School BEDS Code:	310600010210

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	17	17	20		93.4	94.9	95		
Kindergarten	53	46	48						
Grade 1	47	55	53	Student Stability: % of Enrollment					
Grade 2	36	50	50	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	27	36	47		97.8	96.7	TBD		
Grade 4	27	36	43						
Grade 5	24	27	34	Poverty Rate: % of Enrollment					
Grade 6	62	52	44	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	39	56	49		91.4	91.4	96.1		
Grade 8	33	38	53						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	6	6		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	377	419	441		19	9	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	1	1	1						
No. in Collaborative	1	2	3	Principal Suspensions	12	8	TBD		

DEMOGRAPHICS								
Team Teaching (CTT) Classes								
Number all others	17	17	16	Superintendent Suspensions	3	0	2	
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)		2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0	
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0	
# in Dual Lang. Programs	196	195	192					
# receiving ESL services only	0	0	0	Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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	31	37	36	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	8	8	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	2	
	0	0						
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(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	
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	38.7	45.9	TBD	
Black or African American	2.4	2.6	2.5	Percent more than five years teaching anywhere	32.3	51.4	TBD	
Hispanic or Latino	97.4	96.4	96.4					
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0	Percent Masters Degree or higher	84.0	84.0	TBD	
White	0.3	0.7	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.3	93.2	TBD	
Multi-racial	0	0	0					
Male	48.8	51.1	47.8					
Female	51.2	48.9	52.2					

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
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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 ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)	√		
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in	4	4	1				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

each subject					
Key: AYP Status					
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>					
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>					
<i>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</i>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	91.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	15	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<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?
-

Summary of School Performance Trends (Include notable strengths as well as critical areas in need of improvement)

A significant feature of PS / IS 210 is that the school moved into its new and larger building in the Hamilton Heights section of District 6 in September of 2007. With bigger and much improved building facilities we have been able to grow our school to its level of capacity, which is two classrooms on a grade Kg. to 8 grade and one pre kindergarten and one Special Education 12:1; 1 class.

In 2007-2008, ELLs scored lower than English Proficient (EP) students on the NYS ELA and math exams in each grade, with the exception of 8th grade math, in which 67% of ELLs scored at Level 3 and above, compared to 53% of EP students.

In the 2007-08 Progress Report, 25.7% of ELLs made exemplary gains in ELA and 19.8% made exemplary gains in math; however PS / IS 210 did not gain any "additional credit" as these gains were not in the top 40% citywide.

In 2008-2009 our school continued to make gains in the area of ELA and Math. The school gained 27.6% for the ELLs and 37.7% for the Hispanic students in the lower 1/3 of New York City student performance. This gave the school an additional 1.5% credit for making Exemplary Proficiency Gain in Student Performance and Progress. The school received an overall score of 91.4 a gain of 21.3 from the previous year's Progress Report.

For the year 2009-2010 Our school dipped down considerable in its score, like many other schools, due to the new levels of performance expectations put out by the state. This year in order for students to score at a level 3 they had to get a score much higher than 650. The student test was also graded at a more rigorous level, where in order to score a 3 or 4 students had to get many more questions correct in order to maintain those same levels from the previous year. Based on a Box and Whiskers analysis of our math results done by math consultant Chris Coombs of the Aussie Group, we see that students scoring between the first and third quartiles showed gains. The year 2009-2010 was a year where we made exemplary gains in both reading and math and we were able to meet our AYP scores for ELA, MATH, and Science. This year we were also able to make AYP for the second consecutive year which

means that we will be off SINI for the Year 2011-12. The problem that we see is that if we do not do well in the 2010-2011 year we will become SINI again the following year. We also notice that our area of strength was moving ELL student population that was in the bottom third out from under the bottom. We even scored .8 additional credits for this gain. Where we need to do better is in maintaining our exemplary gains and continuing to move them forward.

Current services: PS / IS 210 is an English/Spanish dual-language school; all ELLs in grades Pre-K to 4 receive 40% of instruction in English and 60% in Spanish in classrooms with EP students.

PS/IS 210 provides dual-language instruction to all of the school's ELL and EP students, using an approach where teachers plan for language as well as content. Languages are divided into a 60/40 model where students receive Spanish on Mondays, Wednesdays and Fridays alternated by day or by content area and unit in different grades as described in the Language Allocation Policy (LAP). Language instruction is 50%-60% Spanish. An ESL teacher and an SSL teacher push in to content area classes to support students while they are learning the new language through the content area and by pulling out students that are brand new to the school. Professional development, paid for in part by Contract for Excellence, Title III and Title I SWP supports intensive literacy and math coaching in both languages, and the creation of effective portfolio assessments. Data is used to plan next steps for students and support differentiated instruction. Parent involvement initiatives include active participation in the School Leadership Team; intensive outreach for curriculum and parent-teacher meetings; and over 20 bilingual workshops annually.

Funding sources: Because PS / IS 210 is a dual-language school, the needs of ELLs are addressed through all funding sources. Particular funding sources that impact ELLs include tax-levy funds; Early-Grades Class-Size Reduction, Children First, Fair Student Funding, as well as Reimbursable Funds (including Titles IA, III, and administered as a School-wide Project; Contract for Excellence; and a SINI and SQR grant that has been given because of our SINI status. We consolidate our funding so that we can use it with all the students together with the Title I SWP funds.

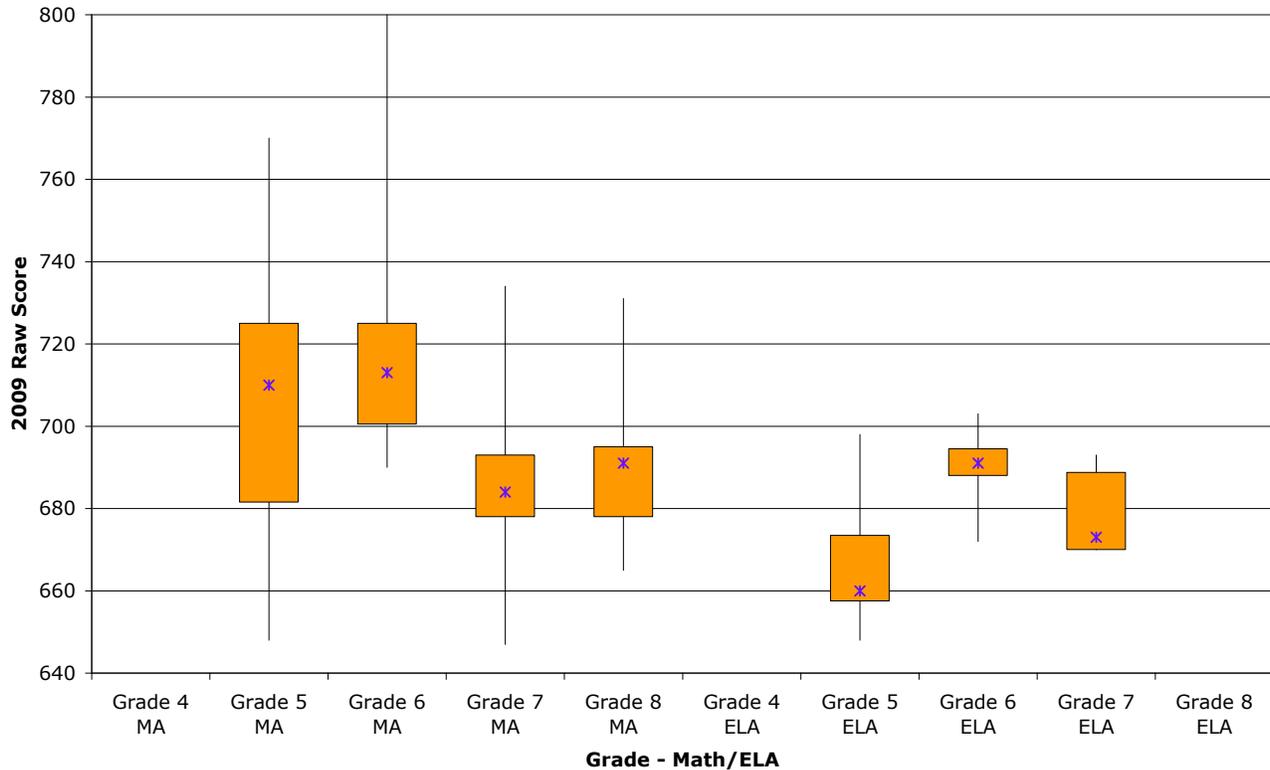
High-needs areas: As the 2007-08 progress report indicates, ELLs under-perform EPs in the ELA test and, in most grades, in the State math test. As the NYSESLAT reports show, too many students have not moved from intermediate to advanced and from advanced to proficient. Nine students are LTEs, all of whom are "advanced" on the NYSESLAT, but have not moved to proficient. While a number of ELLs made exemplary gains, the school did not rank in the top 40% of schools citywide. Improving these realities are this year's school-wide priorities for the Inquiry Team, for professional development, and for classroom and after-school interventions.

One important goal is to raise academic achievement of ELLs by planning professional development activities that will raise students' ability to engage in higher-order academic thought and achievement, targeting, in particular, the 45 ELLs in Grades 3-8 who are in the 4-6 years range of service, and the 9 LTEs in Grades 6-8. We have created Academic Intervention Services (AIS) groups of fewer than 15 students in 6th and 7th grades because, 1) 6th and 7th grades have a concentration of ELLs in the target groups; 2) many of these students are new to the school and need transition support; 3) the inquiry team has noted middle-school students' difficulty in reading/writing non-fiction. In these small AIS groups, teachers target literacy instruction to students' particular needs. The project's impact will be leveraged by MS 210's current middle-school improvement projects, which include the inquiry team's 6th, 7th and 3rd grade focus, parent involvement, professional development, and AIS initiatives funded by the Contract for Excellence.

Below are the assessment charts and data that we used for our summary

Table:2 : **Box and Whiskers report**

Math-ELA 2009 to 2010 Scores dropping > 10 points



The Box & Whiskers chart above gives us the range of where our students are performing. By looking at those students between the first and third quartiles who registered gains of greater than 10 points in their scale score, we were able to identify the grades that were dipping down and looking to see what might be causing it. It identifies raw scores of students and it helps us to look at student learning and teacher pedagogy. For example, where students lost greater than 10 had high raw scores at a particular grade level, it is possible that their teacher is focusing on students at the low end of the learning spectrum. This is reinforced by positive information that is shown in our progress report where we made a .8 extra credit score for exemplary gains in moving our ELL students that were in the bottom third. In looking at math and ELA we see that the students in the 5th grade (this year's 6th grade) scored really well in math with the majority of the students scoring high into level 3s and 4s. That same group of students in 5th (now 6th) did not fair as well in ELA but when we look at the table representing gain report data for ELA and mathematics we see that the gains were actually similar in both. The grade level with the number of students losing a significant number of points is grade 7. We infer from this that the math teachers at the grade level need to more effectively differentiate given that students who lost greater than 10 points are students who are operating at a relatively high level. This data shows a significant need for increased differentiation in both areas especially in mathematics.

When we look at the chart below, which identifies scores of the students that dropped more than 10 points, we see that the scale scores are relatively high indicating students at the higher level of

achievement dropping down in their scores while students' scores at the lower end of the spectrum generally increased.

MATH

ELA

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	710	704	684	710		665	647	670	
	710	737	720	731		655	691	693	
	770	800	684	665		660	691	693	
	671	713	681	719		670	685	670	
	685	697	678	695		698	703	676	
	648	713	684	691		648	672	670	
	770	690	670	675		677	696	670	
	710		734	669		660	693		
			720	695					
			687	683					
			647	678					
			699	695					
			678	685					
			673						
			687						

Statistic	Grade 4 MA	Grade 5 MA	Grade 6 MA	Grade 7 MA	Grade 8 MA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
Median	#NUM!	710	713	684	691	#NUM!	660	691	673	#NUM!
q1	#NUM!	681.5	700.5	678	678	#NUM!	657.5	688	670	#NUM!
Min	0	648	690	647	665	0	648	672	670	0
Max	0	770	800	734	731	0	698	703	693	0
q3	#NUM!	725	725	693	695	#NUM!	673.5	694.5	688.75	#NUM!

Table: 3

The table below identifies the number students in the median range at each grade level whose scores increased, decreased by less than 10 points, and decreased by greater than 10 points. In summary at grade 6 significant numbers of students increased their raw scores in both mathematics and ELA. In grade 8 in mathematics, less significant increases were made, along side similar number of students whose scores dropped by greater than 10 points. In grade 7 in mathematics a significant number of students raw scores dropped by greater than 10 points.

Table: 4

	Math					ELA					
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Increase	0	4	21	5	14	1	15	28	9		No data
Drop<10	0	3	2	7	6	0	9	8	5		
Drop>10	0	8	7	15	13	0	9	8	7		
N/A	14	0	2	1	0	39	1	6	1		

Table: 5

New York City Department of Education
Results of the State English Language Arts Test
Grades 3,4,5,6,7 and 8
2006-2010
District 6
All Tested Students

School	Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					#	%	#	%	#	%	#	%	#	%
06M210	3	2008	37	640	8	21.6	21	56.8	7	18.9	1	2.7	8	21.6
06M210	3	2009	38	652.1	4	10.5	12	31.6	21	55.3	1	2.6	22	57.9
06M210	4	2009	33	652.7	1	3	15	45.5	17	51.5	0	0	17	51.5
06M210	4	2010	41	660.9	6	14.6	21	51.2	12	29.3	2	4.9	14	34.1
06M210	5	2009	25	657.4	0	0	10	40	13	52	2	8	15	60
06M210	5	2010	34	653.3	7	20.6	17	50	10	29.4	0	0	10	29.4
06M210	6	2009	47	657.7	0	0	16	34	30	63.8	1	2.1	31	66
06M210	6	2010	46	655.4	6	13	25	54.3	15	32.6	0	0	15	32.6
06M210	7	2008	37	650.1	1	2.7	15	40.5	21	56.8	0	0	21	56.8
06M210	7	2009	51	652.2	0	0	18	35.3	33	64.7	0	0	33	64.7
06M210	8	2009	35	652.6	0	0	19	54.3	16	45.7	0	0	16	45.7
06M210	8	2010	53	649.3	2	3.8	35	66	15	28.3	1	1.9	16	30.2
06M210	All Grades	2009	229		5	2.2	90	39.3	130	56.8	4	1.7	134	58.5
06M210	All Grades	2010	264		32	12.1	143	54.2	81	30.7	8	3	89	33.7

Table 6

**Definitions of Performance Levels
for the 2010 Grades 3-8 English Language Arts Tests
Scale Score Ranges Associated with Each Performance Level**

Grade	Level 1	Level 2	Level 3	Level 4
3	475-642	643-661	662-693	694-780
4	430-636	637-667	668-719	720-775
5	495-646	647-665	666-699	700-795
6	480-643	644-661	662-693	694-785
7	470-641	642-663	664-697	698-790
8	430-626	627-657	658-698	699-790

Table 7

**New York City Department of Education
Results of the State English Language Arts Test
Grades 3,4,5,6,7 and 8
2006-2010
District 6
All Tested Students**

Grade		Level 2		Level 3		Level 4		Level 3+4		Gains	Grade	Year		
		#	%	#	%	#	%	#	%					
3	2008		56.8		18.9		2.7		21.6	100	3	2008		
3	2009		31.6		55.3		2.6		57.9	147.4	3	2009		
4	2009		45.5		51.5		0		51.5	148.5	4	2009		
4	2010		51.2		29.3		4.9		34.1	119.5	4	2010		
5	2009		40		52		8		60	160	5	2009		
5	2010		50		29.4		0		29.4	108.8	5	2010		
6	2009		34		63.8		2.1		66	165.9	6	2009		
6	2010		54.3		32.6		0		32.6	119.5	6	2010		
7	2008		40.5		56.8		0		56.8	113.6	7	2008		
7	2009		35.3		64.7		0		64.7	129.4	7	2009		
8	2009		54.3		45.7		0		45.7	91.4	8	2009		
8	2010		66		28.3		1.9		30.2	60.4	8	2010		
All Grades	2009		39.3		56.8		1.7		58.5	117	All Grades	2009		
All Grades	2010		54.2		30.7		3		33.7	67.4	All Grades	2010		

Table 8

**New York City Department of Education
Results of the State Mathematics Test
Grades 3,4,5,6,7 and 8
2006-2010
District 6
All Tested Students**

	Grade	Year	Level 2		Level 3		Level 4		Level 3+4		AYP	Grade	Year
				%		%		%		%			
	3	2009		7.7		61.5		30.8		92.3	192.3	3	2010
	3	2010		19		42.9		23.8		66.7	152.4	4	2006
	4	2009		11.1		69.4		8.3		77.8	166.6	4	2010
	4	2010		35.7		54.8		9.5		64.3	164.3	5	2006
	5	2009		20		56		24		80	180	5	2010
	5	2010		32.4		52.9		14.7		67.6	167.6	6	2006
	6	2009		31.3		58.3		8.3		66.7	164.6	6	2010
	6	2010		51.1		23.4		10.6		34	119.1	7	2006
	7	2009		13.5		78.8		3.8		82.7	178.8	7	2010
	7	2010		60.4		27.1		8.3		35.4	131.2	8	2006
	8	2009		22.2		72.2		2.8		75	172.2	8	2010
	8	2010		56.6		28.3		3.8		32.1	120.8	8	2010
	All Grades	2009		17.8		66.9		11.9		78.8	175.4	All Gr.	2009
	All Grades	2010		44		36.8		11.3		48.1	140.2	All Grades	2010

In looking at our AYP totals from 2009-2010 We notice a significant drop in our AYP. But when we look at our raw score gains, we see bases on the Box and Whiskers report that while the total looks depressing the students did not do as badly as we thought, and that there was in fact improvement with most group. What we did notice is that we need to do more to maintain our high level students at a top level. The table below demonstrates how level 3 has changed from 650 to different levels.

Table 9

**Definitions of Performance Levels
for the 2010 Grades 3-8 Mathematics Tests
Scale Score Ranges Associated with Each Performance Level**

	Grade	Level 1	Level 2	Level 3	Level 4
	3	470-660	661-683	684-706	707-770
	4	485-635	636-675	676-706	707-800
	5	495-639	640-673	674-701	702-780
	6	500-639	640-673	674-698	699-780
	7	500-638	639-669	670-693	694-800
	8	480-638	639-672	673-701	702-775

Table 7

**New York City Department of Education
Results of the State English Language Arts Test
Grades 3,4,5,6,7 and 8
2006-2010
By School**

Results by English Language Status

06M210	All Grades	2006	ELL	21	Level 1		Level 2		Level 3		Level 4		Level 3+4	
					2	9.5	13	61.9	6	28.6	0	0	6	28.6
06M210	All Grades	2006	EP	51	1	2	25	49	24	47.1	1	2	25	49
06M210	All Grades	2007	ELL	62	15	24.2	42	67.7	5	8.1	0	0	5	8.1
06M210	All Grades	2007	EP	68	2	2.9	33	48.5	33	48.5	0	0	33	48.5
06M210	All Grades	2008	ELL	94	18	19.1	66	70.2	10	10.6	0	0	10	10.6
06M210	All Grades	2008	EP	111	2	1.8	51	45.9	57	51.4	1	0.9	58	52.3
06M210	All Grades	2009	ELL	103	5	4.9	63	61.2	35	34	0	0	35	34
06M210	All Grades	2009	EP	126	0	0	27	21.4	95	75.4	4	3.2	99	78.6
06M210	All Grades	2010	ELL	116	27	23.3	71	61.2	17	14.7	1	0.9	18	15.5
06M210	All Grades	2010	EP	148	5	3.4	72	48.6	64	43.2	7	4.7	71	48

In looking at the ELA scores between the English Language Learners (ELLs) and the (English Proficient) students we see that the gap in scores between the two groups is significant. This leads us to believe that more has to be done to scaffold learning for the students while being able to maintain a rigorous level of lesson development. It is also indicative of further planning with differentiation and language structures in place that will assist the students in developing language, vocabulary, reading and writing skills.

Table 8

New York City Department of Education
Results of the State Mathematics Test
Grades 3,4,5,6,7 and 8
2006-2010
By School
Results by English Language Status

					Level 1		Level 2		Level 3		Level 4		Level 3+4	
06M210	All Grades	2006	ELL	65	13	20	23	35.4	26	40	3	4.6	29	44.6
06M210	All Grades	2006	EP	57	4	7	20	35.1	24	42.1	9	15.8	33	57.9
06M210	All Grades	2007	ELL	67	4	6	33	49.3	30	44.8	0	0	30	44.8
06M210	All Grades	2007	EP	72	3	4.2	30	41.7	34	47.2	5	6.9	39	54.2
06M210	All Grades	2008	ELL	106	7	6.6	33	31.1	64	60.4	2	1.9	66	62.3
06M210	All Grades	2008	EP	113	2	1.8	21	18.6	80	70.8	10	8.8	90	79.6
06M210	All Grades	2009	ELL	110	8	7.3	24	21.8	72	65.5	6	5.5	78	70.9
06M210	All Grades	2009	EP	126	0	0	18	14.3	86	68.3	22	17.5	108	85.7
06M210	All Grades	2010	ELL	117	13	11.1	59	50.4	40	34.2	5	4.3	45	38.5
06M210	All Grades	2010	EP	149	8	5.4	58	38.9	58	38.9	25	16.8	83	55.7

In math we notice that as time goes by the gap between the EP and the ELL get wider and wider in math also. We see this as further indication that the Understanding and Comprehension part of the Math test needs to be focus on more since more and more the test is requiring that the students be able to read with understanding. We are also focusing in on conferencing with the students where we could look at their level of understanding when answering extended response questions and looking at their ability to explain their understanding and where the teacher can check for misconceptions.

Table 9

2 School Accountability

School **PS/IS 210 21ST CENTURY ACADEMY**
School ID **31-06-00-01-0210**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

Summary

Overall Accountability Status (2010–11)

Elementary/Middle Level	Secondary Level
ELA	ELA
Math	Math
Science	Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	—	—				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	—	—				
Limited English Proficient	✓ ^{SH}	✓				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1			

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Table 10

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)

Accountability Measures	4 of 4	Student groups making AYP In English language arts
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (266:260)	✓	✓	100%	✓	156	148	
Ethnicity							
American Indian or Alaska Native (0:0)	—	—	—	—	—	—	—
Black or African American (3:3)	—	—	—	—	—	—	—
Hispanic or Latino (263:257)	✓	✓	100%	✓	156	148	
Asian or Native Hawaiian/Other Pacific Islander (0:0)	—	—	—	—	—	—	—
White (0:0)	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (22:22)	—	—	—	—	—	—	—
Limited English Proficient (120:138)	✓ ^{SH}	✓	100%	✓ ^{SH}	142	146	142
Economically Disadvantaged (266:260)	✓	✓	100%	✓	156	148	
Final AYP Determination	✓ 4 of 4						
Non-Accountability Groups							
Female (144:140)			99%		155	146	
Male (122:120)			100%		158	146	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Table 11

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)

Accountability Measures	4 of 4	Student groups making AYP In mathematics
	✓	Made AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (266:261)	✓	✓	100%	✓	183	128	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	—	—	—	—	—	—	
Hispanic or Latino (263:258)	✓	✓	100%	✓	183	128	
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (0:0)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities (22:22)	—	—	—	—	—	—	
Limited English Proficient (120:139)	✓	✓	100%	✓	180	126	
Economically Disadvantaged (266:261)	✓	✓	100%	✓	183	128	
Final AYP Determination	✓ 4 of 4						
Non-Accountability Groups							
Female (144:141)			100%		181	126	
Male (122:120)			100%		185	126	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Table 12

2 School Accountability

School **PS/IS 210 21ST CENTURY ACADEMY**
School ID **31-06-00-01-0210**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 6**

Elementary/Middle-Level Science

Accountability Status for This Subject (2010–11)

Accountability Measures 1 of 1 Student groups making AYP In science
✓ Made AYP

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (95:95)	✓	Qualified	✓	100%	✓	139	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)								
Hispanic or Latino (94:94)		Qualified	✓	100%	✓	139	100	
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (6:6)								
Limited English Proficient (41:50)		Qualified	✓	100%	✓	142	100	
Economically Disadvantaged (95:95)		Qualified	✓	100%	✓	139	100	
Final AYP Determination	✓ 1 of 1							
Non-Accountability Groups								
Female (54:54)				100%		130	100	
Male (41:41)				100%		151	100	
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

In looking at our report card, in spite of our drop in scores, our school was able to get significant gains for two consecutive years, which will take us off SINI for the 2011-2012 year. What is important to note is that because

of our drop in scores in 2009-2010 it is critical that we do not perform poorly in 2010-2011 if we do not want to go back on SINI.

Progress Report Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 47.4
- This school did better than 57% of all K-8 schools citywide.

This Progress Report is for:

SCHOOL	P.S./I.S. 210 - Twenty-first Century Academy for Community Leadership (06M210)
PRINCIPAL	Evelyn Linaree
ENROLLMENT	421
SCHOOL TYPE	K-8
PEER INDEX	66.04

Category	Calculated Score	Category Grade
School Environment	12.6 out of 15	A
Student Performance	9.9 out of 25	C
Student Progress	24.1 out of 80	C
Additional Credit	0.8 (15 max)	
Overall Score	47.4 out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 41.2 - 57.0 receive a letter grade of B
- 34.5% of schools earned a B in 2009-10

K-8 School Table - Overall Grades

Grade	Score range	City summary
A	57.1 or higher	25.7% of schools
B	41.2 - 57.0	34.5% of schools
C	29.5 - 41.1	36.5% of schools
D	18.0 - 29.4	2.7% of schools
F	17.9 or lower	0.7% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score

This school's most recent Quality Review score is: **Proficient (2007-08)**

To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov/>, click "Statistics" and scroll down to Quality Review Report.

State Accountability Status

Based on its performance, this school's State accountability status is: **Improvement (year 1) Basic (2009-10)**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		Percent at Proficiency
-		Self-Contained (ELA)
-		CTT (ELA)
-		SETSS (ELA)
-		Self-Contained (Math)
-		CTT (Math)
-		SETSS (Math)
		Percent at 75th Growth Percentile or Higher
	37.5%	English Language Learners (ELA)
+0.75	52.2%	Lowest Third Citywide (ELA)
	-	Self-Contained/CTT/SETSS (ELA)
	29.2%	English Language Learners (Math)
	39.1%	Lowest Third Citywide (Math)
	-	Self-Contained/CTT/SETSS (Math)

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

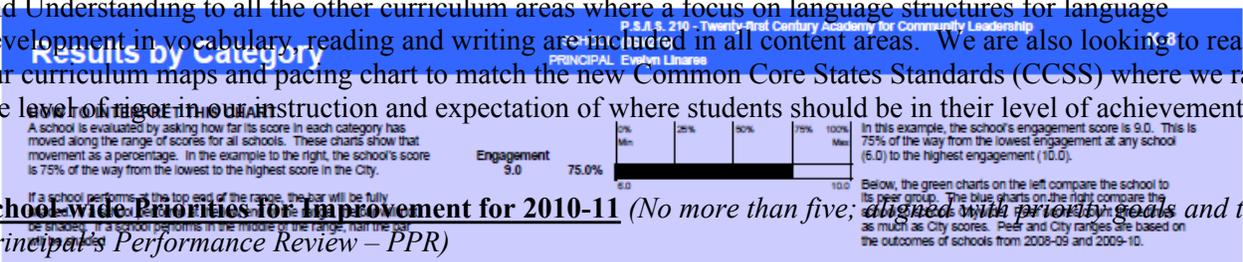
The peer schools for P.S./I.S. 210 - Twenty-first Century Academy for Community Leadership are:

DBN	School Name	DBN	School Name
23K137	P.S./I.S. 137 Rachel Jean Mitchell		
23K284	P.S. 284 Lew Wallace		
23K298	P.S. 298 Dr. Betty Shabazz		
04M096	P.S. 096 Joseph LaZetta		
19K089	P.S. 089 Cypress Hills		
06M018	P.S. 018 Park Terrace		
04M050	P.S. 050 Vito Marcantonio		
03M047	The 47 American Sign Language & English Lower School		
07X031	P.S./M.S. 031 The William Lloyd Garrison		
10X079	P.S. 279 Captain Manuel Rivera, Jr.		
01M188	P.S. 188 The Island School		
12K112	P.S. 212		
19K328	P.S. 328 Phyllis Wheatley		
09X004	P.S./M.S. 004 Crotona Park West		
23K155	P.S./I.S. 155 Nicholas Herkimer		
06M210	P.S./I.S. 210 - Twenty-first Century Academy for Community		
05M161	P.S. 161 Pedro Albizu Campos		
01M034	P.S. 034 Franklin D. Roosevelt		
23K150	P.S. 150 Christopher		
12K211	P.S. 211		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools.

If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountabilitytools/report/default.htm>, or send us an email at pr_support@schools.nyc.gov

Due to the changes in the ELA and MATH scale scores, we realize that we must raise the bar of expectation of our students and teachers. With this in mind we are looking at moving our reading strategy of Comprehension and Understanding to all the other curriculum areas where a focus on language structures for language development in vocabulary, reading and writing are included in all content areas. We are also looking to realign our curriculum maps and pacing chart to match the new Common Core States Standards (CCSS) where we raise the level of rigor in our instruction and expectation of where students should be in their level of achievement.



School-wide Priorities for Improvement for 2010-11 (No more than five; aligned with priority goals and the Principal's Performance Review – PPR)

School Environment

The school-wide priorities for improvement for 2010-2011 are:

- Continuation of instructional strategies that have contributed to overall improved student Achievement.
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards.
- Continued focus on the Dual language principals as spelled out in the Center for Applied Linguistics for effective dual language programs as described in the Dual Language Guiding Principles Project.
- Intensive professional development in the understanding and use of specialized instructional

Student Performance

- Focus on the development of implementation of the new Common Core Standards into our Curriculum with a focus on changes to grade standards; and, integration of reading, writing and vocabulary development strategies throughout all the curriculum areas.
- Aligning our curriculum and current assessments to the new Common Core Standards

Student Progress

Your School's Score		Your School Relative to Peer Horizon:				Your School Relative to City Horizon:				Number of students		
This Year's Score		0%	25%	50%	75%	100%	0%	25%	50%		75%	100%
English Language Arts												
Median Growth Percentile	66.0	40.4%					40.3%					211
Median Growth Percentile for School's Lowest Third	75.0	38.9%					47.4%					75
Mathematics												
Median Growth Percentile	57.0	38.1%					29.1%					219
Median Growth Percentile for School's Lowest Third	65.0	44.3%					39.7%					85

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.

Goals and Objectives

Goal Number 1

Increase ELA Performance and Progress rating by 10 %

By June 2011 20% of the students scoring below level 3 & 4 in math on the NYS Math test will be able to move up at least 20% in the over all math score for performance and progress.

By looking at our students in a holistic manner, where we take into account who they are; what they bring; and, what they need to be successful learners; and, to use this information to plan lessons during study group that look at vocabulary; language functions and language structures for students that are below; at and above level in reading and writing. In this manner we can plan for students to move at their own performance level and increase our overall performance and progress rating by 10 %.

To increase the performance and progress rating of our ELA students by 10 % to at least 45% as per our performance; and our 66% rating to 76% as per our school progress in ELA.

Goal Number 2

Increase Math Performance and Progress rating by 10%

To increase our Math performance and progress rating for the year 2010-2011 by 10%, by looking at the students that scored between levels 2.5 to 3.5 in math, and moving those student up to level 3 and above, by moving them into level 3 and maintaining those students that are in level 3 and 4.

By June of 2011 the students will show a 10 % improvement in the Math progress and performance rating by moving from a 48% on the ELA performance to at least 68%. The students will also make a 20% increase in their progress rating, increasing progress in ELA from 57% to a 67% as per our school progress percentage in Math.

By looking at our students in a holistic manner, where we take into account that they are; what they bring; and, what need to be a successful learner; and use this information to plan lessons during study group that looks at vocabulary development; language functions and language structures for students that are below; at and above level in mathematics. In this way we can plan for students to move at their own performance level in order to increase our overall performance and progress rating by 10 %.

Although our students continued to show progress in math, we want to continue to move our students in math by conferencing with them extended response questions that can help the teacher identify the students' mathematical understanding and misconceptions in math. By looking at students in a holistic manner and studying what he or she can and can't do and planning for students that are below, at and above their performance level. We can move our students in a more holistic way where we can increase their overall performance rating by 10%. By continuing to differentiate instruction in a way that looks at students needs in an individual manner and to set individual goals and group goals to move them forward. Our goal is to develop and implement a coherent instructional plan for conferencing with students in math that will demonstrate the student's conceptual understanding, and identify misconceptions in learning. This formative assessment will be used to determine next steps in learning and individual student goals.

Goal #3:

To build capacity of teachers and administrative team by aligning the Common Core Curriculum Standards with at least 4 of the main content area.

The theme for this year is to have students read, write and problem solve across all content areas. By June 2011, all teachers will developed and implement a coherent instructional plan for conferencing with students in the four major content areas. The conferences will assess student's conceptual understanding of the content, identify misconceptions, and focus on the asking of data seeking questions in problem solving. This formative assessment will be used to determine next steps in learning and individual student goals.

Teacher and other administrative staff will be instructed in the use of the new Fountas and Pinnel Benchmark assessment kit in English for all students and Spanish for elementary grades as specified in our ELA DY0 plan for literacy assessment. The Spanish version has been set up by the teachers. Study group time will be devoted to making sure that the teachers throughout the grades are in sync with the assessments and that there is a uniform understanding of how to asses the students using the new benchmark assessment kit.

Goal #4: To improve Curriculum and Instruction:

By June of 2011, and throughout the year teachers, coaches and administrative instructional staff will use and review curriculum maps to identify areas where literacy strategies can be implemented in at least three other content areas. This goal will be continued with an added activity of creating rubrics for several benchmark lessons and developing and implementing a coherent and standards based curriculum that incorporates literacy strategies across the different content areas. This goal will be continued and expanded this year by adding rubrics and plans for language functions and language structures. Staff will also begin to align the curriculum maps with the new core curriculum standards.

Goal #5: To continue to build Parents capacity by providing strategies and experiences that will give them a better understanding of how to better assist their children at home.

By June of 2011 the school will conduct a series of Friday workshops for parents developing an appreciation of literacy, math, science and social studies strategies through their parents' book club and workshops that can assist them in helping their children.

We will develop parents' understanding of literacy strategies in reading and writing by conducting workshop on how to help their children at home, as well as modeling some of the reading and writing strategies used in school in the different content areas.

Workshops will be provided on how to access their children's ARIS information on line as well as the Datacation parent link being introduced this year.

Also, we would like to conduct a series of workshops that will assist parents in the use of computers for letter writing, creating Excel spreadsheets, and the navigation of the World Wide Web.

We will also set up book clubs sessions where students can come and visit their parents during their Friday book club meeting to have them see first hand their parents showing their appreciation of books and their love of reading.

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): Instructional / Student Improvement in ELA

<p>Annual Goal # 1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal Number 1 <u>Increase ELA Performance and Progress rating by 20 %</u></p> <p>By June 2011 10% of the students scoring below level 3 & 4 in math on the NYS Math test will be able to move up at least 10% in the over all math score for performance and progress.</p> <p>By looking at our students in a holistic manner, where we take into account who they are; what they bring; and, what they need to be successful learners; and, to use this information to plan lessons during study group that look at vocabulary; language functions and language structures for students that are below; at and above level in reading and writing. In this manner we can plan for students to move at their own performance level and increase our overall performance and progress rating by 20 %. To increase the performance and progress rating of our ELA students by 20 % to at least 55% as per our performance; and or 66% rating to 86% as per our school progress in ELA.</p>
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<p>Action Plan <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>By looking at our students in a holistic manner, where we take into account who they are; what they bring; and, what they need to be successful learners; and, to use this information to plan lessons during study group that look at vocabulary; language functions and language structures for students that are below; at and above level in reading and writing. In this manner we can plan for students to move at their own performance level and increase our overall performance and progress.</p> <p>Student progress will be measured throughout the school year by using our DYO measurements and supplementing them with short performance test supplied by DOE performance series which are short test that can be designed by the teachers to assess targeted areas identified as needing improvement.</p> <p>Also, there will be many opportunities to practice reading and writing in the different content areas where the teachers will focus on vocabulary development, non fiction reading in the content area and writing. The teachers will also focus on the Common curriculum core standards to adjust their curriculum to the new standards as suggested by the state.</p> <p>In addition, there will be an added focus on the love for reading by providing the students more time during the school day to enjoy books, read and be read to. We are calling this period Drop Everything and Read or DEAR. We will also film students recommending books to one another and to their parents and share these videos with them.</p> <p>We will allocate additional time during study group meetings to look at student work and discuss next steps for instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E for staff developers; F Status teachers will be hired to cover teachers for Study groups on a regular basis. Title 1 SWP; Title III; IDEA; Tax Levy, Title II part a (Educational Supplies)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Agendas of the study group times and dates when this will be happening. • Samples of student work. • Rubrics that have been developed that set clear expectations of what needs to be done to move the student to the next level.

Subject/Area (where relevant):

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> <p>To improve the Math performance of students in the bottom third</p>	<p><u>Increase Math Performance and Progress rating by 10%</u></p> <p>We aim to increase our Math performance and progress rating for the year 2010-2011 by 10%. We plan to achieve this by looking at the students that scored between levels 2.5 to 3.5 in math, and moving those student up to the next level. Those students who are already scoring threes and fours will maintain their high scores.</p> <p>By June of 2011 the students will show a 10 % improvement in the math progress and performance rating by moving from a 48% to at least 58%. The students will also make a 10% increase in their progress rating, increasing progress in math from 57% to a 67% as per our school progress in math.</p> <p>By looking at our students in a holistic manner we are able to take into account who they are, what they bring, and what they need to be successful learners. We can then use this information to plan lessons during study groups that target vocabulary development, language functions and language structures for students who are below, at and above grade level in mathematics and literacy. In this way we can plan for students to move at their own performance level in order to increase our overall performance and progress rating by 20 %.</p> <p>Although our students show progress in math, we want to continue to move our students in this area by conferring with them about extended response questions. This will help the teacher identify the students’ mathematical understanding and misconceptions. By looking at students in a holistic manner and studying what they can and cannot do, we can continue to differentiate instruction strategically. We will focus on setting individual and group goals to move all students forward. This formative assessment system will be used to determine group and individual student goal-setting. This will lead to an increase in their overall performance rating by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>100 % of the teachers will engage in professional development around conferencing that will address the mathematical strengths and needs of individual students through conferencing.</p> <p>By June of 2011, there will be at least 3 video tapes of at least two volunteer teachers in every study group cohort that will model through video taping their ability to diagnose students’ strengths and misunderstanding in Math and develop rubrics and questioning techniques that will help them determine individual needs of students as measured by interim testing in January. This year we will continue to do problem solving and continue to develop questioning techniques for data gathering purposes.</p> <p>Volunteer teachers will be video taped during conferencing time.</p> <p>Time will be allocated during Study Group meetings for teachers to view and critique videos.</p> <p>Professional development with consultants and coaches will be provided to review some of the strategies using conferencing and provide tools and additional strategies on how these conferencing skills can be further developed.</p> <p>To develop a rubric that can identify a set of skills that are essential elements to an effective conference and check off those elements determined by the group as good</p>

	indicators of effective conferencing.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	C4E for staff developers; F Status teachers (Tax Levy) will be hired to cover teachers for Study groups on a regular basis. Educational Consultants (Title 1 SWP); Title III; (teacher training) Title III; IDEA; Tax Levy, Title II part a (Educational Supplies)
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Agendas of study group meeting where this will be occurring. Supervisory observations. Videos showing best practices And updated curriculum maps and include strategies aligned with the NYS common core standards.

PD/ Curriculum Development

Subject/Area (where relevant): _____

Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p><u>To build capacity of teachers and administrative team by aligning the Common Core Curriculum Standards with at least 4 of the main content area.</u></p> <p>The theme for this year is to have students read, write and problem solve across all content areas. By June 2011, all teachers will have developed and implemented a coherent instructional plan for conferencing with students in the four major content areas. The conferences will assess students’ conceptual understanding of the content, identify misconceptions, and focus on the asking of data seeking questions in problem solving. This formative assessment will be used to determine next steps in learning and individual student goals.</p> <p>Teacher and other administrative staff will be instructed in the use of the new Fountas and Pinnel Benchmark assessment kit in English for all students and Spanish for elementary grades as specified our ELA DYO plan for literacy assessment. The Spanish version has been set up by the teachers. Study group time will be devoted to making sure that the teachers throughout the grades are in sink with the assessments and that there is a uniform understanding of how to asses the students using the new benchmark assessment kit.</p>
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<p>Action Plan <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>To improve the capacity of the teaching staff by having them work together in aligning the new Core curriculum standards with our school curriculum.</p> <p>To work on becoming more familiar with the new common core standards, and complementing them with our knowledge of how students learn.</p> <p>To improve the capacity of the teaching staff by having them work together in aligning the new Core curriculum standards with our school curriculum.</p> <p>To work on becoming more familiar with the new common core standards, and complementing them with our knowledge of how students learn.</p> <p>We will set up classroom visits where best practices can be observed through school walk-throughs where teachers get to see best practices from each other, and receive feedback from the teachers visiting them. These walk-throughs will be conducted in October 2010 and March of 2011.</p> <p>To continue to do student conferences where we can get a better picture of our student mathematical thinking and misconceptions and by planning for next steps for improvement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E for staff developers; F Status teachers (Tax Levy) will be hired to cover teachers for Study groups on a regular basis. Educational Consultants (Title 1 SWP); Title III; (teacher training) Title III; IDEA; Tax Levy, Title II part a (Educational Supplies)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Agendas; sample scope and sequence identifying the pacing calendar with the focus literacy activities. Sample lesson plans that demonstrate this alignment.</p>

Assessment and Data analysis

Subject/Area (where relevant): _____

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To use data Analysis to determine students needs and next steps.</p> <p>As of June 2011, all teachers will have developed and implemented a template for conferencing with each student. The template records the student’s score, what the student has mastered, misconceptions and next steps.</p>
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<p>Action Plan <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 teachers will receive professional development on how to conduct individual conferences. The teachers and the PD team will develop a template for recording their notes in a uniform manner. Sample templates of students' conference notes and progress will be monitored by consultants and staff developers for accuracy and teacher development. Teachers will keep a notebook of their templates in their assessment binders. Teachers will be monitored for success on next steps and individual goals of the students. Students will be also asked to determine their own individual goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>C4E for staff developers; F Status teachers (Tax Levy) will be hired to cover teachers for Study groups on a regular basis. Educational Consultants (Title 1 SWP); Title III; (teacher training) Title III; IDEA; Tax Levy, Title II part a (Educational Supplies)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Observations by supervisor; samples of conference templates; minutes; agendas; notes in lesson plans.</p>

Subject/Area (where relevant):

Parent Development

<p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #5: To continue to build Parents' capacity by providing strategies and experiences that will give the parents a better understanding of how to assist their children at home.</p> <p>To include parents in a more meaningful way regarding our school mission and vision by having more transparency with the day to day practices of our teachers and our school.</p> <p>By June of 2011 the school will conduct a series of workshops for parents developing an appreciation of literacy, math, science and social studies strategies that can assist them in helping their children at home.</p> <p>To provide workshops on how to access their children's ARIS information on line as well as the Datacation parent link being introduced this year.</p> <p>To set up book clubs sessions where students can come and visit their parents during their Friday book club meeting to have them see first hand their parents showing their appreciation of books and their love of reading.</p>
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	<p>To include parents in a more meaningful way regarding our school mission and vision by having more transparency with the day to day practices of our teachers and our school.</p> <p>To conduct a series of Friday workshops for parents developing an appreciating of literacy strategies through their parents' book club and writing workshops.</p>
<p>Action Plan <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>To provide parents with workshop and conferences that allows them to learn more about how our school functions and operates.</p> <p>To provide parents with training on how to access their children's school reports through ARIS and Datacations.</p> <p>To build capacity of what it means to be a phase one school and how our school envisions working with students with students with special needs in a CTT setting.</p> <p>To provide opportunity for book clubs and theatre experiences that can support a better understanding of why it is important to associate the love of reading with meaningful experiences and an important part of our students long term development</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E for staff developers; FSF for per session planning for summer institute; Title 1 SWP; Title III; (book club); IDEA; Tax Levy,</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Calendar of schedule meetings; presentation by teachers. Photographs of events, agendas; fliers; invitation for end of year literacy celebration.</p>

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	0	0	N/A	N/A	0	0	0	0
1	10	20	N/A	N/A	2	0	0	0
2	7	20	N/A	N/A	1	0	0	0
3	4	20	N/A	N/A	1	0	0	0
4	4	20	0	4	1	0	0	0
5	6	20	0	6	2	0	0	0
6	52	32	20	5	2	0	0	0
7	44	44	0	3	2	0	0	0
8	46	46	0	2	2	0	0	0
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)	Description: Provide a brief description of each 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.).
ELA:	Six-Minute Solutions- Fluency program that is fun fast and researched based. Words your way Program designed to increase knowledge of phonetic element. Guided Reading Collaborative Strategic Reading-focuses on specific comprehensive strategies.
Mathematics:	Using base-line, mid-line and end- line assessments lessons are created that target students needs
Science:	The teachers use non-fiction Science passages to teach literacy. Additional health and science is given throughout the grades by cluster teachers.
Social Studies:	The teachers use non-fiction Social Studies passages to teach literacy. AIS push in and pull out teachers also use non-fiction and realistic fiction to teach literacy strategies through Social Studies.
At-risk Services Provided by the Guidance Counselor:	Individual counseling sessions provided during the school day addressing study skills, stress/anger management, relaxation techniques, conflict resolution and goal setting.
At-risk Services Provided by the School Psychologist:	For students identified in need of services we have the mandated psychologist who pull out at risk and mandated students; our guidance counselor also pulls out at risk students and recommend them for outside services when more is needed. We also have a SAPIS worker and a RCCP teacher that also holds a guidance counselors licenses, teaches students strategies for dealing with difficult situations and does demo lessons on how to resolve conflicts creatively.
At-risk Services Provided by the Social Worker:	For students identified in need of services we have the guidance counselor that pulls out at risk students, and recommend them for outside services when more is needed. We also have a SAPIS worker, with a guidance counselor’s license, that teaches students strategies for dealing with difficult situations. The teacher also does demo lessons on how to resolve conflicts creatively.
At-risk Health-related Services:	We have a nurse that tends to student with serious medical needs. We also have a health teacher that gives the students health related classes once a week, and we have PT and OT teachers that work with students with IEP.

Academic Intervention Services 2010- 2011

Facilitator: Rosemary Jaquez

I. Definition: Academic Intervention Services:

Academic intervention services (AIS) are designed to help the students who are not meeting the state standards and are at risk of being “promotion in doubt”. Currently we are servicing many students from kindergarten to eighth grade. The program is designed to help students achieve the learning standards in English Language Arts and Mathematics in grades K-8. AIS teachers provide students with additional instruction that supplements the general curriculum and we target specific needs to improve academic performance.

II. AIS Members

Member	Grades providing services	Subject area of focus
Christina Cepero	1 st - 2 nd / 7 th grade	Literacy
Rosemary Jaquez	1 st – 8 th	Math and Literacy
Mrs. Lobelo	6 to 8 th grade	ESL
Wendy Hernandez	6	ELA
Sarah Zimmerman	6 and 7 th	Math/ ELA
Entire Staff	1 st – 8 th	37 th mins. Math/ ELA

* See attached schedules and list of students for each AIS teacher.

III. Students eligible for AIS

Students eligible for AIS, are:

- those who scored the designated performance levels on state level assessments. We specifically looked at those students who scored a 1 or a low 2 on the ELA or Math state assessments. We then compared their text scored to their performance in class and other assessments. Students that did not meet the standards in both state assessments and within the guideline of their grade were candidates for AIS.
- those k-3 students who lack reading readiness. The WRAP assessment was used to measure the level of students in grades k-3 and those students in first grade that scored two to three

levels below the grade level were candidates for AIS. Students in 2nd and 3rd grade who are 1 grade level below grade level

IV. Assessment Inventory to Target Intervention

Purpose of Assessing: To make informed decisions about how a student learns and what next steps need to be taken to support learning. In order to properly services students who are at risk assessments have to be administered consistently, and they have to be selected carefully when focusing on the development of a specific skill.

- Summative or Formal Assessments: provides data that is formal, useful for screening large number of students and providing criteria for accountability purposes.

Examples of Summative Assessments:

State Standardized Tests

NYSESLAT

- Formative Assessments or Authentic Assessments: informal ongoing assessment of how students are progressing under current instructional practices.

Examples of Formative Assessments:

Running Records and Miscue Analysis

Developmental Reading Assessment (DRA)

Writing and Reading Assessment Profile (WRAP)

Teacher Observation and Anecdotal records;

Grow Report

Baseline/ End line assessments in math and writing

ELA simulated exam

Rubrics

Unit quizzes

Math questioning and answering

Words your way spelling inventory

Diagnostic Assessments: identify areas in need of support related to specific skill.

Type of Assessment	What does it tell you about the student?	How will you use this information to target information?
<p>Six Minute Solution: A Reading Fluency Program *Phonetic Element Assessment *Primary Automatic Words (Primary- Middle School)</p>	<p>* Accurately assesses various phonetic elements that a primary- grade reader would be expected to know. The subtests are organized in a hierarchical order and follow the expected progression found at the primary levels.</p> <p>* It provides a guideline of the grade level that the student can read independently, while emphasizes on fluency.</p>	<p>* <i>The Six-Minute Solution: A Reading Fluency Program</i> is a fast, fun, research-based way to increase fluency. In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly—an effective peer-monitoring and feedback system that keeps students motivated and on task. <i>The Six-Minute Solution</i> builds students' reading fluency—essential for text comprehension—and is a valuable complement to any reading curriculum or as an intervention program.</p>
<p>San Diego Quick Assessment of Reading Ability</p>	<p>* This is an individually administered sight-word reading assessment. It measures students' sight-word knowledge, therefore students need to recognize the words very quickly.</p>	<p>* This assessment will determine whether students are reading at the expected rate for their instructional levels. Students will then be given exercise passages in where they will practice until they increase their fluency speed. Their progress will be continuously monitored.</p>
<p>Words Your Way</p>	<p>The assessment consists of spelling inventories chosen to represent a variety of spelling features or patterns at increasing levels of difficulty. The words in the spelling inventory are designed to assess students' knowledge of key spelling features that relate to different spelling stages.</p>	<p>*Program designed to increase knowledge of phonetic elements, sight- word acquisition and vocabulary building. Specific lesson will be created to help students with key spelling features and with the development of sight words.</p>
<p>QRI- 4 (Decoding Strategies, Fluency, Comprehension Sentence Dictation) WRAP</p>	<p>The goal generally of any informal reading inventory such as the QRI-4 or wrap is to help teachers identify a student's independent reading level, instructional reading level, and frustration level. Being aware of these levels informs teachers about the types and levels of</p>	<p>Diagnostically the QRI-4 and Wrap can be used to: (a) estimate reading levels, (b) group students effectively for instruction, (c) choose appropriate textbooks for guided instruction, (d) suggest directions for instructional</p>

	books students can read within a balanced literacy program.	intervention, (e) compile a profile of a student's reading ability, or (f) suggest student growth over time.
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Examples of Diagnostic Assessments:

V. Programs Used for AIS services (view tier 2 programs)

CONTENT	TIER 1 Instruction programs - in classroom with teacher	TIER 2- AIS programs (push in/pullout)
Phonemic Awareness	Wilson Instruction in the lower grade (teachers will receive training)	*Wilson * Words Your Way
PHONICS	Balanced Literacy	*Wilson * Words Your Way * Wilson
FLUENCY	Balanced Literacy	*The Six Minute Solution: A reading Fluency Program * Readers Theater
VOCABULARY	Content Based/ Word Study	* Guided Reading *The Six Minute Solution: A reading Fluency Program * Words Your Way * Rewards
COMPREHENSION	Reading Workshop/ Tailored to students' needs	* Collaborative Strategic Reading * Guided Reading (With a focus on specific comprehension strategies) * Guided Reading
MATH	Investigation/ Everyday Math *lesson are aligned with the standards * Impact Math	* Math Games aligned with standards *Math lesson that reinforce areas of need * Leap Frog

Overview of Programs used in AIS:
Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Find out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups.
Nonfiction Matters: Students read expository text, engage in research, and write authentic nonfiction that is captivating, visual, and full of voice. The inquiry projects described in this text require in-depth learning: topic selection, question development, research exploration, reading for content, organization, synthesis, writing to convey meaning, and presenting findings—all skills that develop independent thinkers who know how to make decisions, solve problems, and apply their knowledge insightfully.
Full of practical suggestions to help you bring nonfiction into your curriculum, <i>Nonfiction Matters:</i>
<ul style="list-style-type: none"> • presents strategies for understanding expository text and conducting meaningful research;
<ul style="list-style-type: none"> • offers ideas for organizing and writing accurate, effective nonfiction from idea to finished presentation;
<ul style="list-style-type: none"> • advances the importance of teacher modeling and guided practice in instructional delivery;
<ul style="list-style-type: none"> • provides a list of inquiry tools and resources—both print and electronic;
<ul style="list-style-type: none"> • suggests ways to facilitate project-based learning and assess the projects as they develop;
<ul style="list-style-type: none"> • includes bibliographies of nonfiction children's books by subject and genre and lists of recommended magazines.
The Six-Minute Solution:
<i>A Reading Fluency Program</i> is a fast, fun, research-based way to increase fluency. In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly—an effective peer-monitoring and feedback system that keeps students motivated and on task. <i>The Six-Minute Solution</i> builds students' reading fluency—essential for text comprehension—and is a valuable complement to any reading curriculum or as an intervention program.
Words their Way
* Based on extensive observations and experiences in real classrooms for more than 15 years, it combines discussions of theory and practical assessment tools and techniques with over 250 ready-to-use word study, spelling, vocabulary, and phonics activities presented in a developmental sequence from Preliterate through the Derivational Constancy stage. It shows students how to work with picture and word sorting, how to use word banks at the beginning levels, and how to incorporate word study into reading and writing.
* <i>Words Their Way's</i> developmentally-driven, hands-on instructional approach has been a phenomenon in word study, providing a practical way to study words with students. The keys to this research-based approach are to know your students' literacy progress, organize for instruction, and implement word study.

Wilson Foundations

* Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure. **Rather than completely replace core curriculum, Foundations provides the research-validated strategies that complement installed programs to meet federal standards and serve the needs of all children.**

Guided Reading

Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth).

Although the approach to guided reading is going to depend somewhat on your class size and grade level, the following suggestions can be used to provide an initial framework.

Text: Fountas/ Pinnell (Guided Reading/ Writing)

1. Students should be divided into small groups (4-6 students). The younger the students the smaller the groups.
2. Guided reading lessons are to be about 15-20 minutes in duration.
3. Appropriately leveled reading materials must be selected for the group and each child should have his/her own copy of the literature.
4. Pre-Reading: The teacher establishes a purpose for reading through prediction making, vocabulary introduction, or discussing ideas that will provide the readers with the background knowledge required for the text.
5. Reading: The teacher observes the students as they read the text softly or silently to themselves. The teacher provides guidance and coaching to individuals based on her/his observations by providing prompts, asking questions, and encouraging attempts at reading strategy application.
6. Post Reading: The teacher asks questions to ensure that the text has been comprehended by the readers and praises their efforts. Further, the teacher may observe gaps in strategy application and address these gaps following the reading in a mini-lesson format.

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.

21st Century Academy for Community Leadership
501-503 West 152nd Street, New York, NY 10031
PS/IS 210
Grade K-8 Language Allocation Policy,
School Year 2008-2009
Narrative

Introduction

PS/IS 210’s dual language program provides all students --those learning English and those learning Spanish-- an academically rigorous program through the curriculum context and language development, that allows the students to reach and excel in the educational objectives set by the State and the City.

The goals of the program are:

- To acquire fluency in listening, speaking, reading and writing in Spanish and in English in all the content areas through an enriched planned curriculum.
- To have a better understanding and appreciation of the linguistic and cultural diversity of society.
- To promote the academic development of the children, in such a way that they meet the New York State and City standards.
- To develop academic skills in Spanish and English.

In order to achieve these goals in our dual language program, we have designed a linguistically appropriate plan in the following manner.

I. Language Allocation Policy Team Composition

District 6
New Visions for Public Schools
Leadership Development Facilitator: Sandy Yark

Principal: *Evelyn Linares*
Parent Coordinator: *Concepcion Quezada*
Math Coach: *Sarah Zimmerman*
Assistant Principal: *Camilo Mejia*
Guidance Counselor: *Monica Benavides*

Literacy Coach: *Christina Cepero*
ESL Teacher: *Isabel Lobelo*
AIS Teacher: *Rosemary Jaquez*
SETTS Teacher: *Berta Sanchez-Martin*

II. Teacher Qualifications

Of the 37 full time teachers 23 are bilingual. There are two full time licensed ESL teachers. All teachers except one are licensed and certified in their content area. The one teacher not certified teaches gym, and is highly qualified to teach in that area, and is taking steps to complete necessary course work to be certified. 92% of the teachers hold a Masters degree or higher. The attendance of our staff is above 90%. At least 80% of the teachers have been teaching at our school for more than three years.

III. ELL Demographics

The total number of students for the year 10-11 is 440. The break down by class is: '07-08 is 360. For year '08-09 we have a total of 402 on register not counting pre k. We have a total of 191 students identified as ELLs, making our ELL population 43% of our school. We offer a dual language school model where the students are instructed in both Spanish and English.

We have two classes on a grade from grade Kg. to 8, and one pre-k and one 12: 1:1 class. In the elementary we offer a 60/40 language model where classes are given in Spanish on three days of the week Mondays, Wednesdays and Fridays. In the middle school we have a 50 /50 model where classes are separated by language and teacher. We also have 3 CTT classes in grades Kg, 1, and 3. For the most part classes are divided 50 /50 with students that are fluent in both Spanish and English. Of the total 173 ELLs, 89 students are ELLs of 3 years or less; 39 students are ELLs with 4-6 years in the system. There are 12 students that are long term ELLs, meaning more than 6 years.

The number of ELLs/ EPs by grade:

	K	1	2	3	4	5	6	7	8	Total
ELLs	22	31	25	19	14	24	27	20	16	203
EPs	31	30	29	21	24	10	30	30	20	225
LT.ELLs	0	0	0	0	0	20	16	10	12	58
FormerELLs	0	0	9	5	6	4	12	17	16	69
Attendance	92.5	93	93.5	96	95.5	94	96	97	95	94.7%

In looking at the difference between the English Language Learners (ELL) and the English Proficient (EP)

Ethnicity

	K	1	2	3	4	5	6	7	8	Total
Black/African Am.	4	1	2	1				2		10
Hispanic	38	55	47	37	33	26	50	53	37	376
White	2									2
Multi-racial		1	1							1
Total	44	57	50	38	33	26	50	55	37	389

IV. Parent Program Choice

As a dual language school, we seek out families that are in agreement with our program and want to have their children learn in the English and Spanish languages. The parents are informed at Open House, orientation meetings of our school vision, mission and structure. Parents are also informed of the different Bilingual Programs offered as a choice to parents. Once the orientation is given, we distribute letters of interest to the parents, along with the parent survey where they choose the program that they would like. The parent orientation meetings are held from December to March and out reach is done to insure that parents know of the offerings. We then have a lottery in April where we select the students for Kg. and first grades. After first grade, the students need to take a proficiency test in Spanish and English and show proficiency in Spanish in order to be considered for our school. Once this is done students are selected to attend. Special consideration is given to siblings who are entering in grades Kg and first.

For parents that select our school whose children are new to the country or speak a language other than English, we give the parents a Home Language Information Survey (HLIS) to complete. A pedagogue conducts an interview for both parent and child. If it is determined through the HLIS that the student needs to be tested, the LAB-R is administered. The parent is shown the DVD provided by the New York City Department of Education, which explains all three NYC program models. After the video is viewed, the parents complete the Parent Survey and Program selection forms. We then discuss the options available in this school with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. Within the first ten days of admission, the student must be placed in a program as per parent's choice. We make a concerted effort to collect the *Parent Survey and Program Selection Form* at the end of the presentation. There are some parents who wish to have more time to consider their options. Those parents who do not return the forms are contacted and advised that their child will be placed in our Dual Language Program, which is the only one we offer.

4b. Describe the trends in program selection for the past few years, also addressing the default option for TBE programs.

The trends that we see in term of the demographics and language is that more children are coming that are not newly arrived. We have seen a slight shift of more students coming in with special needs and SIFE needs. In general the majority of students continue to be Latino, but with more knowledge of English. Not enough to pass the LAB-R assessment, but with some English as to not be considered new arrival. Many of these students have older siblings in school already and this appears to be a determining factor in their social knowledge in English, even when the parent still speaks only Spanish.

4c. Describe how the program models offered are aligned with parent requests, and steps you are taking to ensure greater parent alignment.

For the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS and scaffolds to those students that may be struggling considerably in one of the two languages. There are additional ESL, and SSL intervention programs provided to further help students and ensure their success in their academic performance.

4d. Describe how the school reviews parent choice forms for patterns and trends. Include a description as to how a growing desire for TBE will be addressed.

We review all parent choice forms and see that for the most parts parents do choose our school for its dual language model.

V. Assessment Analysis

Part A: NYSESLAT Results:

In the '09-'10 NYSESLAT report we found that there are 203 students entitled for ESL services. The breakdown of students entitled is as follows: 30 at the Beginner level, 56 in the Intermediate level, and 89 in the Advanced level. The majority of the students who scored at the Beginner level were in First grade, as is expected for beginning students.

NYSESLAT RESULTS

	1st	2nd	3rd	4th	5th	6th	7th	8th
Beginner	16	4	2	1	1	4	2	0
Intermediate	9	14	7	9	4	3	5	5
Advanced	7	7	8	8	18	19	12	10
<i>Total</i>	32	25	17	18	23	26	19	15

2009 - 10 NYSESLAT L&S Performance

Ps/Is 210 21st Century Academy

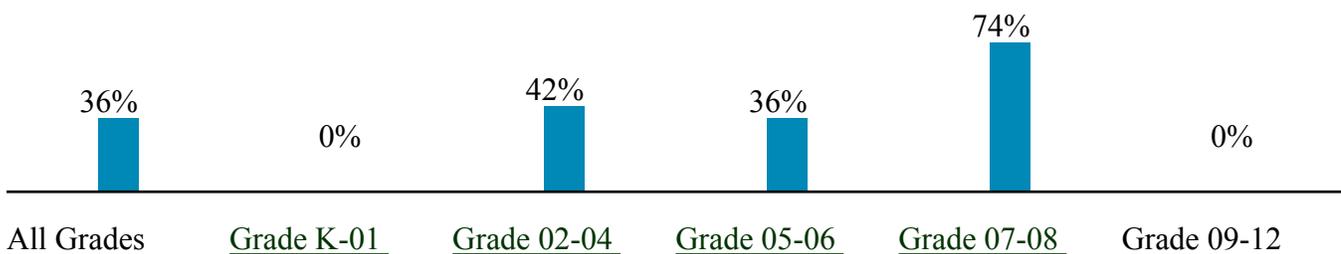
Overview | [Subgroups](#)

Please review the notes below the chart for additional information. Counts at the school/grade level represent **all** students who took the assessment and who will appear in the roster: both those for whom the district/school is held accountable **and** those for whom the district/school is *not* accountable (such as students placed by—and accountable to—other districts). This may differ from counts at the district summary level, where *only* students for whom the district is accountable will appear.

Aggregate Performance

Report Run On: November 3, 2010 12:13:00 PM EDT

Proficient



Grades K-3

School: P.S./I.S. 210 - Twenty-First Century Academy For Community Leadership

[Print](#)

Students ?					ECLAS-2: Number of Students At or Above Level for Last Spring in ... ?																						
Gr.	#	% ELLs	% IEP	Avg. Attend. Rate	Phonemic Awareness					Phonics					Reading and Oral Expression					Listening and Writing							
					RR	RG	SC	IC	FC	B	Sg	AR	AW	Sp	Dc	Vo	SW	CP	ER	RA	RC	OE	RR	RE	LC	WE	WD
<u>K</u>	47	0	13	95	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>1</u>	51	51	18	95	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>2</u>	52	46	29	96	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<u>3</u>	45	42	11	96	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Grades 3-8

School: P.S./I.S. 210 - Twenty-First Century Academy For Community Leadership

[Print](#)

Students ?					ELA ?					Math ?				Science ?		Soc. Stud. ?	
Gr.	#	% ELLs	% IEPs	Avg. Attend. Rate	% Repeating Grade	% Promotion-in-Doubt		Apr 2010 NYS Test		Predictives		May 2010 NYS Test		Predictives		NYS Test	NYS Test
						last year	this year	% L3 or L4	Median Prof. Rtg.	Oct	Jun	% L3 or L4	Median Prof. Rtg.	Dec	Jun	% L3 or L4	Gr. 4 - Spr. '10
<u>3</u>	45	42	11	96	2	0	0	-	-	-	-	-	-	-	-	-	-
<u>4</u>	40	48	30	96	0	0	0	46	2.84	-	-	65	3.22	-	-	-	-
<u>5</u>	40	53	10	97	0	3	0	33	2.48	-	-	53	3.00	-	-	74	-
<u>6</u>	50	48	6	96	2	6	0	30	2.74	-	-	63	3.21	-	-	-	67
<u>7</u>	47	36	4	94	4	6	0	30	2.72	-	-	35	2.71	-	-	-	-
<u>8</u>	46	35	2	97	0	7	0	35	2.75	-	-	39	2.77	-	-	-	-

In the listening and speaking section of the NYSESLAT a pattern emerged. Students scored better in speaking than in listening across all grades. The school prides itself in creating an environment that ensures students are comfortable in trying out a new language without fear. These scores reflect that we have been successful. On the other hand, special emphasis needs to be placed in improving the listening skills of the students.

In the reading and writing section of the NYSESLAT most students did better in the reading than the writing section. This replicates the pattern found in the listening and speaking scores, in that, our students are stronger in the receptive modality than the expressive.

One new item that we have learned to look at is the ATS NYSESLAT Combined Modality Report (RNMR) which gives us the scale score broken down by Listening/ Speaking and Reading/Writing. We noticed that while some students in listening and speaking were very advanced and even proficient, their level of reading and writing was not as advanced and therefore gives the impression that students know the language better than what they actually do. It also gives us a scale score and placement of the two modalities.

Number of students who moved up from one level to the next (2008scores/ 2009 scores)

	Beginner - Intermediate	Intermediate - Advanced	Advanced – Passed	No Movement
2 nd	9	2	1	2 (I) 1 (B) 1(A)
3 rd	1	2	0	6 (I) 5 (A)*
4 th	6	1	0	5 (I) 3 (A)*
5 th	0	8	0	1 (I) 7 (A)
6 th	2	6	0	2 (I) 9 (A) 4(B) **
7 th	1	-3	0	5 (I) 4 (A) 1(B)
8 th	0	0	0	2 (I) 8 (A)*
TOTALS	19	16	0	66

* Students fell back from Advanced to Intermediate: 3 in 3rd grade, 1 in 4th grade, and 2 in 8th grade

** One student fell back from Intermediate to Beginner

In looking at the difference between the English Language Learners (ELL) and the English Proficient (EP) we see that the gap gets wider and wider as the grades get higher and higher.

					Level 1		Level 2		Level 3		Level 4		Level 3+4	
06M210	All Grades	2006	ELL	21	2	9.5	13	61.9	6	28.6	0	0	6	28.6
06M210	All Grades	2006	EP	51	1	2	25	49	24	47.1	1	2	25	49
06M210	All Grades	2007	ELL	62	15	24.2	42	67.7	5	8.1	0	0	5	8.1
06M210	All Grades	2007	EP	68	2	2.9	33	48.5	33	48.5	0	0	33	48.5
06M210	All Grades	2008	ELL	94	18	19.1	66	70.2	10	10.6	0	0	10	10.6
06M210	All Grades	2008	EP	111	2	1.8	51	45.9	57	51.4	1	0.9	58	52.3
06M210	All Grades	2009	ELL	103	5	4.9	63	61.2	35	34	0	0	35	34
06M210	All Grades	2009	EP	126	0	0	27	21.4	95	75.4	4	3.2	99	78.6
06M210	All Grades	2010	ELL	116	27	23.3	71	61.2	17	14.7	1	0.9	18	15.5
06M210	All Grades	2010	EP	148	5	3.4	72	48.6	64	43.2	7	4.7	71	48

Instruction

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to guide instruction, and teacher assessment is also used in L1. We use balance literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English, thus taking care of both languages. Furthermore, the literacy skills in the elementary level are being taught by the language of the day: three days in Spanish and two days in English. In the middle level students read and write in both languages every day.

In the beginning, students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that the students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

That students performed better in speaking and reading indicates that we must modify our lessons to include more Read Aloud and guided reading to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using ESL methodology will allow students to successfully make progress from one level to another.

Part B: Review of the data of two content areas:

**New York City Department of Education
Results of the State English Language Arts Test
Grades 3,4,5,6,7 and 8
2006-2010
District 6**

All Tested Students

ELA					Level 1		Level 2		Level 3		Level 4		Level 3+4		
School	Gr.	Year	Num. Tested	Mean Scale Score	#	%	#	%	#	%	#	%	#	%	
06M210	All Gr.	2006	72		3	4.2	38	52.8	30	41.7	1	1.4	31	43.1	
06M210	All Gr.	2007	130		17	13.1	75	57.7	38	29.2	0	0	38	29.2	
06M210	All Gr.	2008	205		20	9.8	117	57.1	67	32.7	1	0.5	68	33.2	
06M210	All Gr.	2009	229		5	2.2	90	39.3	130	56.8	4	1.7	134	58.5	
06M210	All Gr.	2010	264		32	12.1	143	54.2	81	30.7	8	3	89	33.7	

**New York City Department of Education
Results of the State English Language Arts Test
Grades 3,4,5,6,7 and 8
2006-2010
District 6
All Tested Students**

ELA		Level 1		Level 2		Level 3		Level 4		Level 3+4		
Grade	Year	#	%	#	%	#	%	#	%	#	%	
All Grades	2006		4.2		52.8		41.7		1.4		43.1	86.2
All Grades	2007		13.1		57.7		29.2		0		29.2	58.4
All Grades	2008		9.8		57.1		32.7		0.5		33.2	66.4
All Grades	2009		2.2		39.3		56.8		1.7		58.5	117
All Grades	2010		12.1		54.2		30.7		3		33.7	67.4

Analysis

When looking at the data from 2008 to 2009, we notice that the number of students in level 4 continues to increase through out the years, among the EP students, but not at as much with the LEP students, only 9% of the students got a level 4 in math on 2006, and in comparison to the EP students scored far below, even when taking the Math test in Spanish. We also noticed that many more students score level 2 and above with many more students moving up in levels throughout the grades. For the most part the LEP students have been able to keep up with the EP students with the exception of one year in 5th grade where the difference in level three with the EP and LEP students was very far apart. I feel that in spite of the students having extra time on the test and being able to take the test in their native language, more needs to be done to bring up their level of performance. To a degree, all teachers need to focus on the language and vocabulary of the LEP students if they are to do better in all the content areas. In analyzing the above table we see that the percentage of students getting 3 & 4 varies a little from year to year, except the year 2009 where the gain in level 3 & 4 almost doubles.

Interim Assessments

Looking at the interim assessments given throughout the year was helpful in determining what the teacher needed to focus on. We have an Approved DY0 application for both ELA and Math. The school administers the WRAP (Writing/Reading Assessment Profile) in both English and Spanish as part of the Two Predictive Assessments that must be given. The assessment is given to the students in the two languages to determine proficiency in both languages at the beginning and the end of the year. In the beginning of the year we use the full assessment battery given in June to see where students are at for grouping and planning. The full WRAP is administered at the beginning of the year to those students that are new to the school. The students are also given two Performance Assessments that determine where they would be if the ELA exam were given today. We also administer the writing portion of the ELA exam in Spanish to determine their level of progress in Spanish writing and to give a balance to the assessments in the two languages. For the most part the five different assessments given through out the year were good indicators of where students were at in their development, but it did not enough provide information for how students were doing between interim assessments, therefore teachers did individual conferences with students and developed unit test in math to help them get a clearer picture of what was needed to be focused on and next steps were developed. NYC Interim Assessments are used by the teachers to keep track of the student's progress, adjust lessons to address the gaps identified, and to monitor the pacing of the curriculum. The school leadership supports the teachers in this effort, through one on one meetings, professional development and daily academic intervention services (AIS) support by the coaches and AIS team.

In a comparison of the Interim Assessments taken in October to the one taken in December, a 22% improvement was seen in the Fifth grade; a 3% improvement in the Sixth grade and 6% improvement in the Third grade. Unfortunately, an improvement was not seen in the Fourth, Seventh and Eighth grades. In the lower grades most students did well in the Number Sense and Operations strand and the Algebra strand; they struggled with the Geometry and Measurement strand.

Investigations in Mathematics is used in the Lower grades and Impact Math in the Upper grades. These curricula offer a differentiated approach that allows for the needs and success of our ELL population. Our school continues to use the Everyday Math and Next Steps to supplement the new math program, together

with the problem of the day chart. The focus this year is one of gauging students understanding in math through the use of extended response questions in math. This idea of accessing students mathematically understanding of math is also done through student individual conferences. The teacher is better able to understand what the students understanding are by having them explain their answer. In this way the teacher can determine if their answer is based on the following of steps that will get them to the right answer, or if there is a deeper understanding of what is being learned. With the implementation of the 75 minute math block, teachers will give the children a fifty minute math period with an additional 25 minutes given during their project time. The students will also get supplemental math services from the coaches.

A few weeks before the Reading and Math tests respectively, a Saturday Academy is scheduled that offers intensive intervention. This instructional program enables students to enhance, enrich, and extend literacy and mathematics strategies acquired during the day and after school programs. In addition, this academy provides test prep instruction to prepare students for the coming tests.

Improvement between one year and the next is evident, with a slow but continuous increase in their science exam, 20 % increase in the mean score and a greater number of students scoring at levels two, three and four indicate that the strategies implemented are bearing good fruit. In 2006, 23 students in the Fourth grade were tested. Of these, 11 were male and 12 female; 11 were English proficient and 12 were ELL's.

In the lower school science is taught in Spanish with significant vocabulary supplemented in English. In the Middle school, science is taught in English and Spanish alternating by unit. Hands on materials are used often, lab work is done in the middle school and projects are conducted throughout the year in both the lower and middle school. Each of these approaches provides opportunities for the ELL student to scaffold his/her learning.

In looking at the Aggregate Performance of our students in the ELA for the '08-'09 ELA exam, we see that the percentage of students receiving a level 3 and above in their level of proficiency in ELA is far apart, and that gap need to be closed somewhat quicker, even though we do recognize that LEP students will take more time in catching up because of the level of language development. (See Table Below)

5. Assessment Analysis

Please include in your LAP narrative ECLAS and EL SOL results for each grade by proficiency level.

Our school uses the WRAP in Spanish and in English to assess the reading level of the students and to measure their growth through out the year. Below is a sample results of the 6 grade class in English. As you can see students have general problems in Comprehension and Understanding.

WRAP 6th Grade English Focus for Instruction: Class Profile: 2009-2010																	
Date:		Engagement			Oral Reading Fluency					Comprehension					Use Leveling System: 1=Emerging 2=Developing 3=Secure		
5B 5th Grade Levels S-T-U		Text Level		Self-Assess Goal Setting							Skills and Strategies					M	
5th Grade English WRAP Student Names		June	February								June						
Darleny	13 - M	15 - O Fru	16 - N Ins	1	1	2	2	1	2	99	1	1	2	1	1	1	Text to self connections character change; sequencing/details predicting outcomes categorize/outline information
Jarol	16 - P	16 - P	17 - Q	1	1	2	2	1	1	99	1	1	2	1	1	1	problem/resolution determining important details
Randy	17 - Q	17 - Q Ins	17 - Q Ins	2, 3	2, 3	3	3	3	3	99	2	2	3	2	2	2	acquiring and using vocabulary
Carla	23 - W	16 - P	20 - T	2	3	2	2	3	3	10 0	1	2	3	2	2	1	note taking skills summarizing and extending text in writing
Elvis	18 - R	16 - P	20 - T	2	2	3	3	3	3	99	3	2	3	2	2	1	Text to text connections
Brian		16 - P	20 - T Ins	1	2	3	3	2	2	10 0	1	2	3	2	2	1	
Leonarda	16 - P	17 - Q Ins	20 - T Ins	2, 3	2, 3	3	3	2	3	98	1	2	3	2	2	2	
Thais	18 - R	19 - S	20 - T	2, 3	3	3	3	3	2	99	2	2	3	2	2	2	

			Ins															
Sixto	21 - U	18- R Ins	22- V	2	2	2	2	2	2	99	1	2	2	2	2	2	1	connecting text to world
, Rita	26 -Z	21- U Ins	22- V ins	3	2	3	3	3	2	99	1	3	3	2	3	2	2	questioning the text
Yesely	22 - V	22- V Ins	22- V Ins	2, 3	3	3	3	3	3	99	1	2	3	2	2	2	2	analyzing themes analyzing literary elements (character, plot, mode, tone, setting)
Jason	17 - Q	18- R Ins	24- X	2, 3	3	3	3	3	3	99	1	3	3	3	3	3	2	
Jeffrey	22 - V	22- V Ins	24- X Ins	2, 3	3	3	3	2	2	10 0	3	2	3	2	3	3	3	
Seleste	26 -Z		24- X Ins	3	2	3	3	3	3	10 0	2	1	3	2	2	3	3	
Jahmari	23 - W	24- X Ins	26- Z Ins	2, 3	2, 3	2, 3	2, 3	2, 3	3	99	1	3	3	2	2	2	2	
Yanil			ELL															

5f. please include in your LAP narrative the percentage of ELL's passing the ELE and Chinese Reading Test. (including EPs for Dual Language programs). I don't know how the ELE test is scored. We are provided with a raw score of the students that take the test. We do give the Writing and Reading Assessment Profile (WRAP) and for the most part students do perform similar in the two languages. Where a student is relatively new to the language, his performance in comprehension is often below their level of reading and decoding fluency.

This is difficult to determine since we only get an ELE Raw Score.

5g. For each test analyzed, please include in your LAP narrative patterns noted across proficiency levels and grades, including a description of how ELL's are faring on English versions and translated versions of tests.

WRAP 6th Grade English Focus for Instruction: Class Profile: 2009-2010																	
Date:			Engagement			Oral Reading Fluency					Comprehension Skills and Strategies					Use Leveling System: 1=Emerging 2=Developing 3=Secure	
6B 6th Grade Levels V-W- X-Y	Text Level	Wide reading	Self-Assess	Expression	Phrasing	Attempts unknown words	Self monitors miscues	Accuracy Rate	Prediction	Summary	Literal Comprehension	Interpretation	Reflection	Metacognitive Awareness	Next Steps		
																Goal Setting	Goal Setting
6th Grade English WRAP Student Names	June	February	June														
Lizbeth			09-I	2	2	2	2	2	2	2	2	2	2	2	2	Improve fluency, phrasing, intonation read silently over an extended period of time	
Lissania	10-J	12-L	13-M	2	2	2	2	2, 3	2, 3	2	2, 3	2, 3	2	2	2	Develop vocabulary	
Belle-Marie	11-K	13-M	14-N	2, 3	3, 2	2	2	2, 3	2, 3	100	2	3, 2, 3	2	2	2	decoding strategies using suffixes, cognates, & analogies	
Jonathan	13-M	15-O	17-Q	1, 2	2, 3	1, 2	1, 3	2, 3	2, 3	99	3, 2	2, 3	2, 3	2	2	Develop vocabulary	
Kaitlin	16-P	16-P	17-Q	3, 2	2, 3	2, 3	2, 3	2, 3	2, 3	100	2	2, 3	2, 3	1, 2	2, 3	2	Discuss complex plots determine main idea & supporting details
Samantha		16-P	17-Q	3	3	3	3	3	3	100	2	3	3	2, 3	2, 3	2	use graphs, charts, maps, tables, and illustrations to help analyze text meaning
Shantel		17Q	19-S	3	3	3	3	2	3	99	2, 3	3	3	2	3	2	Improve fluency, phrasing, intonation

Moises	16-P	18-R	19-S	2, 3	2, 3	1, 2	1, 2	2, 3	2, 3	99	2	2	2, 3	1, 2	1, 2	1, 2
Elaine	18-R	18-R	19-S	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3	97	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3
Shantal	19-S	18-R	19-S	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3	97	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3
Luz	18-R	19-S	19-S	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3	99	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3
Santiuste, Julie	18-R	19-S	19-S	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3	100	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3
Checo, Lenny	18-O	19-S	20-T	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3	98	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3
Amaro, Jalnary		19-S	20-T	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3	96	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3
Cayetano, Salma	21-U	20-T	22-V	3	3	3	3	3	3	99	3, 2	3	3, 2	3, 2	3, 2	3, 2
Flores, Melissa		20-T	22-V	3	3	2, 3	2, 3	2, 3	3	98	3	3	2, 3	2, 3	2, 3	2, 3
Torres, Kevin	18-O	22-V	23-W	3, 2	2, 3	3	3	3, 2	3	99	3, 2	3	3	3, 2	2, 3	2, 3
Vargas, Jailene	22-V	23-W	23-W	2, 3	3	2, 3	3	3, 2	2, 3	98	2, 3	3	3	2, 3	3, 2	2, 3
Valerio, Mabel	22-V	23-W	24-X	3	3	3	3	3	3	98	3	3	3, 2	3, 2	3	3, 2
Villar, Sarahi	23-W	23-W	24-X	3	3	3	3	3	3	99	3	3	3, 2	2, 3	2, 3	2, 3
Matos, Dineydi		24-X	25-Y	3	3	3	3	3	3	97	3	3	3	2, 3	2, 3	2, 3
Quizhpi, Jerry		26-Z	26-Z	3	3	3	3	2, 3	3	98	3	3	3	3	3	3
Reyes, Genassiel	22-V	25-Y	27-Z	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3	98	2, 3	2, 3	2, 3	2, 3	2, 3	2, 3
Arias, Edenilson	23-W	25-Y	27-Z+	3	3	3	3	3	3	97	3	3	3	3, 2	3	3, 2
Duarte, Isaac	26-Z	27-Z+	27-Z+	3	3	3	3	3	3	99	3	3	3	3	3	3

determine main idea & supporting details
predict outcomes, problem/resolutions, character changes
grasp layers of text meaning: specific understanding plus the bigger picture

discuss symbolism in text
go beyond the text : inferential thinking, drawing & elaborating complex conclusions

For the most part students that are English Proficient do better on the ELA test and in the math test. Where it is different is in the gap that is formed between the two languages. For the most part the gap is closer in the lower grade and gets bigger as the students move along the grades. In math you see a similar gap, but it is not as wide. What has changed it somewhat over the past few years is the greater emphasis in reading and writing that has been getting progressively greater in the past few years.

5h. How are periodic/interim assessments being used by the school leadership to inform instruction?

After each period assessment the school coaches get together with the teachers to score the exam. The test are then looked at with the coach and the teachers and analyzed for patterns, trends and learning gaps. Afterwards there is a chart that is made and shared with the Principal, Cabinet and AIS team for discussion and next steps. These results are also used to regroup AIS students both in AIS groups and for the 37minutes.

5i. How are students' native language skills being used for instructional purposes?

Because we are a dual language Spanish and English school our instruction in the native language plays an important role in the learning and development of the students' social and academic language. We divide the courses evenly by the two languages and we have the students produce project and assignments in both.

5j. Please include in your narrative the multiple assessments for grade-level spans used to inform the LAP. The WRAP is an instrument that spans from grades K-6 in helping us determine where students are at in their level of development. The other assessment is a math benchmark assessment given early in the year to test students' ability in math.

6. Planning for ELL's

(For dual language programs only) Please describe the percentage of target language used for EPs and ELL's by grade, including how both groups are integrated and identification of the model being used and the sequence of development of emergent literacy

We use a 60% /40% Spanish and English model for the students in Kg. to 5th grade. Spanish is taught on Mondays, Wednesday and Fridays to the students in the early grades to give additional support to students who do not speak the English language and we provide English language support on Tuesdays and Thursdays. This model gives more instructional support to the students that are Spanish dominate learning English and it provides additional support to English dominant students that are learning Spanish as a new language. In 6th grade the language model is then structured by teacher, time and curriculum. And in this we break it down 50%/ 50%.

7. Resources and Support

Please describe in your LAP narrative the instructional materials and technology that are used to support ELL's.

We use the Imagine learning ESL program to help students get more scaffolding in their language development by using this technology program that focuses on individual needs of the students. The program keeps track of students' language development, and assists them by using starting out at their developmental level and working on from there.

7b. Please describe in your LAP narrative the professional development plan for all personnel working with ELL's.

Teachers attend workshops and conferences that develop their skills and strategies in how to effectively work with students in dual language classrooms. In addition to attending conferences and workshops the school hires consultants that are experts in the area of ESL and bilingual education. Teachers meet with the consultants to discuss strategies and best practices for any classroom, but also include strategies and practices that look at language development and how to build language, while being rigorous and thoughtful about the content. Teachers are given planning time in the beginning of the year through a summer institute, as well as per session time throughout the year to do planning and curriculum development that looks at content and language. The focus on language functions and language structures allows for a continuous opportunity to develop language, content and vocabulary.

7c. Please describe the specific plan for ensuring receipt of 7.5 hours (or 10 hours for special education teachers and special education paraprofessionals) of strategies in teaching ELL's as per Jose P.

Through Study Groups; monthly administrative meetings, workshops and during the Chancellors staff development day least 2 hours are given to the learning about ELL's and learning strategies of how to best work with students with special needs as well as students that are bilingual.

7d. please describe how native language support is delivered in each program model at your school.

Our school offers only the dual language model. In the elementary grades languages are separated by time. The teachers work Mondays, Wednesdays and Friday in Spanish and they work Tuesday and Thursday in English. At times for the sake of continuity some subjects are given in one language for the first project and in the other language for the second. In the upper grades where writing a piece can take several weeks, the language is separated by month. In the lower grades it could where projects are shorter, one language is done first, then the other. Native language support is given equal importance in development, and the students continue to work in the two languages up to the eight grade in a fifty / fifty model regardless of their LEP status. In the 5th grade, the teachers separate the classes by content area and teach side by side, one teacher focusing in reading and Social Studies and the other focusing on Science and Math.

7e. Please describe how your school makes staff available to help ELL's as they transition from the elementary-to-middle/middle-to-high school level.

Because we are a Pre-K to 8th grade school, we set up our school by Pre-k to 4 where there is one teacher per class, two teachers per CTT class and support staff pushes in or pulls out students that are at risk or in need of improvement. In the middle grades we have students go as a class from one teacher to another in a departmentalized manner. In the 5th grade we have the students go from one 5th grade class to the other 5th grade class. This set up helps prepare the students for departmentalizing in the 6th grade. In grades 6-8 students get planners to schedule their reports. They also have advisory, electives, and community service work. All this effort is given to prepare them for HS and to provide them with additional support from staff.

8. Language Allocation Program Descriptions

. Please include in your program descriptions how languages of instruction are allocated for each program model.

Our language allocation model is by day and time in the grades Pre-K to 4, and by teachers and time in grades 5-8. We only have a dual language model.

9. LAP Worksheet as Appendix

Please include as an appendix the LAP Worksheet that has been reviewed by staff (and for which a signed copy is on file at your school).

Part B - CR Part 154 (A-6) Bilingual/ESL Program Description

Students who are in Bilingual programs take.

Please follow the following outline:

1 Bilingual/ESL Program

Please include description of Bilingual/ESL Programs.

1b. Description of Bilingual/ESL programs needs to be modified to include the following information:

- identification procedures
- testing with the LAB-R and NYSESLAT
- parent orientation
- program placement as per parent choice
- description of instructional program
- type of ESL model used
- type of bilingual model used
- CR Part 154 mandated units of service
- materials being used
- supervisors of the program
- description of the core curriculum of school
- description of how ELL students are served within the core curriculum

2. Extracurricular Activities:

Students have the after school Learn It program. That is part of the SINI program for schools that have in need of improvement. Students' also get serviced in ESL and Native language program as part of the Title III after school program. The school also buys the students licenses in the Imagine Learning ESL software program that provides English language development in a differentiated manner. The school has also purchased a Spanish software program that allows the students to become more fluent in Spanish. Students also receive preparation in Science and Spanish in order for them to take the 8th grade regents.

2b. Description needs to be modified to indicate how ELLs are included in those extracurricular activities

As for the SINI program the teachers provide additional scaffolds for the students that are learning the new language.

The ESL teachers push in to the ELA classes and provide lessons that are in the content area in a more comprehensible way.

Imagine learning software works at the students' instructional level.

3. Parent Involvement

Please include a description of parental involvement activities

Parent orientation workshops are provided to parents early in the year to explain or Dual language program, and to explain to the parents how it is that the teachers work with their children.

We include parents in a more meaningful way by having them participate in parent meeting and classroom activities that can better describe the mission and vision of our school in a more meaningful way. And by providing more transparency with the day to day practices of our teachers and our school.

By conducting workshops and parent book clubs where they can see for themselves how our school develops strategies for the appreciation of literacy, math, science and social studies. And how these strategies can assist them in helping their children at home.

By providing workshops on how to access their children's ARIS files on line as well as the Datacation parent file being introduced this year.

To set up book clubs sessions where students can come and visit their parents during their Friday book club meeting to have them see first hand their parents showing their appreciation of books and their love of reading.

To include parents in character day, Tiger day, Book Fairs etc. activities that allows them to participate and help out in activities that are meaningful to their children.

3b. Parental involvement description needs to be modified to include explanation of parent orientation provisions and activities specifically related to meet the needs of parents of ELLs in their native language. All of our meetings and activities are conducted in both English and Spanish in order to include all parents.

4. Project Jump Start

Please provide a description of an activity that took place before the first day of school for incoming students and parents.

Parents were sent welcome letters and activity packets of things they can do with their children.

5. Description of Professional Development Activities

Provide a detailed description of professional development program and activities.

5b. Description of professional development program should be modified to include topics, timelines, target audience (e.g., ESL teachers, bilingual teachers, classroom teachers, principal, administrators), and demonstrate alignment to the instructional program being delivered under CR Part 154.

Through weekly study groups and workshops that teachers attend. Professional development is provided to all staff and to individual staff. Teachers work as a team to discuss day to day activities that conform to what is going on in the classrooms. They share their in sites on students work and strategies for working with students. The teachers are also encouraged to attend workshop and institutes that can be of help to them in their different needs as well as responding to their different interest. I.e. Bank Street Language Series; BETAC language series or workshops, Math weekend workshops.

5c. Description should be modified to include sessions that focus on differentiated instruction.

Teachers focus their Study group time on how to plan for students with the Common core standards in mind, and on how to group students to fit their individual needs by grouping them by achievement level where

they identify if the students are below, at or above level and planning differentiated lessons for them. The teachers also develop lessons with language functions and structures that scaffold learning for the students.

5d. Description should include a tentative calendar of workshops.

Calendar of events. November 2 and June 9- Chancellor's professional development day. We provide weekly Study Group meetings with teachers where student work is looked at and discussed, teaching strategies are demonstrated and next steps for student achievement are planned. Teachers also participate in walk throughs of each other classrooms. They are video taped for sharing of best practices and for self reflection.

6. Support Services

Please provide a description of support services provided to all students. Please see AIS section of this report.

6b. Description needs to be modified to include description of bilingual services that are provided to ELLs (i.e., guidance, speech, AIS, occupational therapy, physical therapy, and /or SETSS).

7. Native Language Assessments:

Students are assessed in the WRAP in Spanish to identify their reading level. They are given the Spanish part of the ELE test to monitor for growth. And teachers test the students in Spanish when the curriculum area is taught in Spanish. The students are also give the lab r when they first enter the school and the NYSELAT every year after that until they are proficient and test out.

7b. Description should be modified to include a list of assessments and how the information obtained is used to determine student academic progress and level of English language acquisition, to refine services to ELLs, and to report outcomes.

Fountas/ Pinnell Benchmark assessment is provided to students in English.

VI. Planning for ELLs

ESL Instruction

The licensed ESL Teacher in cooperation with the bilingual classroom teacher provides students identified as Intermediate in the NYSESLAT with 360 minutes per week of instruction and the Advanced students with 180 Minutes of instruction. The ESL teacher provides each student identified as Beginner with 360 Minutes per week through pull out instruction. The ESL instruction uses a variety of strategies to accommodate the needs of our ELLs. (i.e. total physical response, songs and chants, use of realia, scaffolding, repetition, graphic organizers, interactive read aloud, retelling, sequencing, thematic units, mapping, pantomime, language experience approach, predicting, anticipatory guides, story maps, etc.) The ESL instruction is aligned to the NYS learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners. Also aligning instruction with the standards and matching it with Languages Functions, mastery objectives, and language structures, conventions of writing, and vocabulary development.

Native Language Instruction

Classes are integrated linguistically with students that are speakers of the two languages. Ideally the composition of the class is half English dominant speaking and the other half Spanish dominant speaking. In this way learning is taking place among the student's languages, here they are not only learning the other language through the teacher but also with each other. In the upper grades where students have been in the program for several years, we keep the students focused on the language by allowing Spanish dominant students to enter the program. As a school we recognize that students need real reasons to use the other language and what better way to do it then to have them continue to communicate with their friends in the other language through social interaction.

Native language instruction meets the 90 minutes daily required for Intermediate students and the 45 minutes daily for advanced students per the CR Part 154 through both literacy and content area instruction. Math is taught in English and Science is taught in Spanish every day. All other instruction alternates with the language of the day. Lunch is always in Spanish; although students speak among themselves in the language of their choice.

SIFE students

We presently have five SIFE students at least 3 are from the same family. The students receive academic intervention from the AIS teacher, the ESL teacher, and after school assistance. The classroom teachers also plan in a differentiated manner and close monitoring of his/her progress are conducted to ensure success.

For future students that may be identified as SIFE, outside evaluation may be needed to identify other forces or circumstances that might be impacting on the student's natural instructional progression.

Special Education Students

Because our school is relatively small, few resources are available to instruct severely handicapped/special needs students. Yet, we do have students with IEPs and serve them well. These are students that need resource teacher instruction, speech, and SETSS instruction or guidance mediation. With help from the guidance counselor, SETSS teacher, speech therapist, a PPC committee and an AIS committee, the needs of these students are met. We also make sure that the students in the CTT classes have additional help with BPS Para. In addition, their progress is monitored throughout the year. As for the students in the 12:1:1 class. All students are mainstreamed and pulled out for specific services.

VI. Resources and Support

Below is listed the resources and support used per content area.

Mathematics

Grades K – 5:

Instructional Materials/Texts: Investigations, supplemented with Everyday Mathematics and Math Steps Planning Guide – Pacing and Alignment Calendar

Math Block: 60 minutes – Grades K – 2; 75 minutes Grades 3 – 5:

- Warm Up

- Teaching Lesson
- Ongoing Learning and Practice / Math Journal
- Extra Practice / Enrichment / Minute Math
- Games / Skills Practice / Test Prep
- Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at Student work; Periodic Assessment – Unit/mid-year/end of year assessment

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Grades 6 – 8:

Instructional Materials/Texts: Impact Mathematics supplemental by Hot Words, Hot Topics

Planning Guide – Pacing and Alignment Calendar:

60 Minute Math Block:

- Motivation: Explore
- Mini-lesson:
 - Investigate
 - Problem Set A
 - Think/Discuss
 - Problem Set B
- Share/Summarize
- On Your Own
- Connect/Extend
- Homework, Skills Practice, Test Prep

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Everyday Mathematics (Grades K – 5) is a standards-based mathematics program, which promotes repeated exposure to new concepts and skills to foster mastery.

Math Steps (Grades K – 5) will be used as a supplement to Everyday Mathematics. These materials focus on skills and strategies and will provide students with an additional opportunity to develop mastery through practice.

Impact Mathematics (Grades 6 – 8) a complete mathematics program developed by the Education Development Center, Inc. (EDC). It aligns with the Everyday Mathematics elementary program and supports the integration of conceptual understanding and the teaching of basic skills.

Hot Words, Hot Topics (Grades 6 – 8) will supplement Impact Mathematics. It provides students with additional support on concepts through practice problem sets and provides a glossary of mathematical terms, symbols and formulas.

Everyday Mathematics program will be used as enrichment to Investigations –TERC

Literacy

Grades K – 3:

Instructional Materials: Classroom Libraries, supplemented by Month-by-Month Phonics and Voyager’s New York City Passport Program; resource room with guided reading materials

Planning Guide – Pacing and Alignment Calendar

90 Minute Literacy Block (Balanced Literacy, including daily writing activities)

additional 30 minutes in the day for independent reading and writing.

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Reading Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Grades 4 – 8:

Instructional Materials: Classroom Libraries

Planning Guide – Units of Study in Reading and Writing

90 Minute Literacy Block (Balanced Literacy, including daily writing activities)

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Reading Coach, and other essential participants who will demonstrate outstanding classroom, practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Components of a Balanced Literacy Program:

1. Independent Reading: Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.)
2. Independent Writing: Students maintain work folders, Writer’s Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)
3. Shared Reading: Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.)
4. Interactive Writing: In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (Approximately 10-15 minutes.)
5. Read Aloud: The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.)
6. Word Study: Depending upon grade may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.)
7. Guided Reading: The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes.)

Classroom Libraries will consist of children’s literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing.

Month-by-Month Phonics (Grades K – 3) will be used as a supplement to other planned instruction in reading and writing using classroom libraries. Accompanying books and instructional supplies will be provided in kit form to all K-3 teachers implementing the program.

Wilson Foundations’ program will be utilized as an additional intervention strategy for struggling readers.

Native Language Instruction

Grades K – 3:

Instructional Materials: Classroom Libraries, supplemented by El Sabelotodo language development guide and Si Puedo Spanish guided reading program and Spanish library books.

Planning Guide – Pacing and Alignment Calendar

120 Minute Literacy Block (Balanced Literacy, including daily writing activities)

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Reading Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Grades 4 – 7:

Instructional Materials: Classroom Libraries

Planning Guide – Units of Study in Reading and Writing

90 Minute Literacy Block (Balanced Literacy, including daily writing activities)

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Reading Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.

Additional Support for Students (when necessary)

Components of a Balanced Literacy Program:

Independent Reading: Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.)

Independent Writing: Students maintain work folders, Writer’s Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)

Science

Grades K – 7:

Instructional Materials/Texts: Foss Kits; Primary Science taking the plunge Wynne Harlen; Beyond the Science Kit Inquiry in Action Wendy Saul and Jeanne Reardon

Planning Guide – Pacing and Alignment Calendar

Science Block: 50 minutes – Grades K – 2 two times a week

- Warm Up
- Inquiry Lesson
- Ongoing Learning and Practice / Science Journal
- Extra Practice / Enrichment / Minute Math
- Games / Skills Practice / Test Prep
- Projects
- Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at Student work; Periodic Assessment – Unit/mid-year/end of year assessment

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Staff developer, Science teacher leader and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators. (if available)

Additional Support for Students (when necessary)

Social Studies

Grades K – 7:

Instructional Materials/Texts: Grade 4 text: The American Experience; Primary resources; Non-fiction library book based on grade theme.

Planning Guide – Pacing and Alignment Calendar

Science Block: 50 minutes – Grades K – 7 two times a week

- Ongoing Learning and Practice / Science Journal
- Extra Practice / Enrichment / Minute Math
- Games / Skills Practice / Test Prep
- Projects
- Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at Student work; Periodic Assessment – Unit/mid-year/end of year assessment

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, a full-time Staff developer, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators. (if available)

Additional Support for Students (when necessary)

Professional Development

As a Dual language school all personnel receive continuous professional development in the teaching of language development. Teachers take part in Bank Street's Project BEST which focuses on Dual Language strategies and our teachers participate in their professional book club discussions. Dr. Luisa Costa, from Bank Street also provides in house professional development in an ongoing basis to teachers formulating and tweaking their curriculums. Weekly, teachers meet in study groups by grade with the literacy and math coaches to examine teaching practices and develop new strategies. We also conduct planning and assessment workshops with staff developers from Educational Options from CCNY. In these workshops teachers do planning for the students by looking at individual student's work and making decisions based on the individual needs of the students. Throughout the year teachers take full advantage of relevant workshops and conferences offered by the region, and local universities.

VI. Program Description

Our program for dual language instruction has defined goals and identified materials in both languages. Some of the necessary components for success are determined beforehand, such as the languages that will be used, the identification of the languages within the content areas, the resources, materials, teacher ability, student capacity in each language, the population of students in each language, the percent of each language and the parents' commitment to the Philosophy of the school. The balance of the language allocation of languages is conducted in thoughtful manner.

Instruction is conducted in two languages divided equally time wise, but separated in different ways depending on the grade as described below. The languages are not used simultaneously and there is no translation from one language to the other. The Alternate day model, where Spanish is spoken one day and English the next is utilized. The pedagogical strategies of the linguistic immersion that are utilized are appropriate for student understanding without the need for translation even when the students do not understand the language of the day. Gestures, artifacts, charts and other strategies are used in order to stay within the language of the day and encouraged students to learn to read, write, and communicate in the two languages.

The teachers teach the second language using pedagogical appropriate techniques. The students work individually and in-groups in a differentiated manner, in order to always have linguistic support and models. The curricular content is integrated through academic themes that maintain the interest and the learning needs of the students. The areas of study for each grade are dictated by the State and the City of New York. Classes are integrated linguistically with students that are speakers of the two languages. Ideally the composition of the class is half English dominant speaking and the other half Spanish dominant speaking. In this way learning is taking place among the students' languages, here they are not only learning the other language through the teacher but also with each other. The student not only learns the language through the social interaction with other students and the teacher, but also through the curriculum content area.

Science is taught in Spanish and Social Studies lessons alternate between English and Spanish depending on the language of the day. Starting in second grade, mathematics is taught in English everyday, even on Spanish days because the learning of math is concrete enough to learn in one language, and because many of the Spanish test materials are poor.

In the lower school languages are color coded in order to help the students distinguish between them. (Red is for Spanish and blue is for English.) The instruction of literacy and writing is done with the support of a teacher who helps the struggling student scaffold the learning of the new language, and reinforces and develops their first language. (Spanish or English) For those students who require more support in the language, the LAB-R test is given in their first year and after that the NYSLAT will be given until he or she has tested out. In English the students need a score of 41 % in the LAB-R in order to determine their proficiency. In Spanish need is determined based on the assessment of the teacher, and the use of EL SOL in the lower grades. Independent writing is done by units and is completed in the language that it is started. While at the same time Independent reading is conducted in the other language at a different time of the day.

The staff of the school is informed of the language of the day by the message that the director writes on the white board at the entrance of the school. The daily commands for reciting the daily pledge of allegiance of the school is recited in English on English days and Spanish on Spanish days. There is no code switching.

Teachers will be able to relay a message through gestures as strategies such as total physical response activities (TPR), visual scaffolding of the content material, and with the support of other bilingual students.

In the beginning of the program the students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that students transfer learned skills in the first language to the second language. Throughout the progression of the program the students are exposed to all the academic activities (reading, writing, math, etc. in both languages in a parallel way while advancing with the curriculum plan for each area of instruction) through the development of curriculum objectives and language objectives.

To assess the progress of all students several tools are utilized. All the City and State mandated tests scores are analyzed. The E-CLAS, DRA, and EL Sol running records as well as the Fountas and Pinnel leveled reading chart are also analyzed. Portfolios are kept by every teacher for every student and these are used to assess student progress as are teacher observations. The principal meets with every teacher to determine goals, for each student, assess the baseline for the student in September, revisit the student's progress in March and a final analysis in June.

Our goal is to have every student become fully bilingual and bi-literate in English and Spanish.

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) k-8 Number of Students to be Served: 60 LEP: Non-LEP:

Number of Teachers 5 Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Program Description

Our program for dual language instruction has defined goals and identified materials in both languages. Some of the necessary components for success are determined beforehand, such as the languages that will be used, the identification of the languages within the content areas, the resources, materials, teacher ability, student capacity in each language, the population of students in each language, the percent of each language and the parents’ commitment to the Philosophy of the school. The balance of the language allocation of languages is conducted in thoughtful manner.

Instruction is conducted in two languages divided equally time wise, but separated in different ways depending on the grade as described below. The languages are not used simultaneously and there is no translation from one language to the other. The Alternate day model, where Spanish is spoken one day and English the next is utilized. The pedagogical strategies of the linguistic immersion that are utilized are appropriate for student understanding without the need for translation even when the students do not understand the language of the day. Gestures, artifacts, charts and other strategies are used in order to stay within the language of the day and encouraged students to learn to read, write, and communicate in the two languages.

The teachers teach the second language using pedagogical appropriate techniques. The students work individually and in-groups in a differentiated manner, in order to always have linguistic support and models.

The curricular content is integrated through academic themes that maintain the interest and the learning needs of the students. The areas of study for each grade are dictated by the State and the City of New York. Classes are integrated linguistically with students that are speakers of the two languages. Ideally the composition of the class is half English dominant speaking and the other half Spanish dominant speaking. In this way learning is taking place among the students' languages, here they are not only learning the other language through the teacher but also with each other. The student not only learns the language through the social interaction with other students and the teacher, but also through the curriculum content area.

Professional Development

As a Dual language school all personnel receive continuous professional development in the teaching of language development. Teachers take part in Bank Street's Dual Language Series which are three Saturdays from 9to 1pm. The Series focuses on Dual Language strategies and best practices for teachers. Dr. Luisa Costa, from Bank Street also provides in house professional development on an ongoing basis to teachers formulating and tweaking their curriculums. Weekly, teachers meet in study groups by grade with the literacy and math coaches to examine teaching practices and develop new strategies. Study Groups are formed where teachers discuss professional books of interest that relate to scaffolding learning for 2nd language learners. We also conduct planning and assessment workshops with staff developers from Educational Options from CCNY. In these workshops teachers do planning for the students by looking at individual student's work and making decisions based on the individual needs of the students. Throughout the year teachers take full advantage of relevant workshops and conferences offered by the region, and local universities.

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.

Program Description

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Title III funds

Our school would be using the title III funds to assist students in continue their development in the second language, and additional assistants for those students that still need to learn the first. Our intention is to have an after school program that will service 60 students. Instruction will be provided by ESL and Bilingual Certified teacher. The program will be conducted after school two days a week for two hours. The intention is to assist students in the development L1 and L2 depending on the identified needs of the students.

In addition to the two way bilingual dual language model used for instruction, we have also allocated extra Title III fund to hire an ESL and Native Language Arts teachers to work with at risk students after school. In addition to the regular programs for at risk students, we also do intervention and test prep. Students that are low level in their native language are given Spanish remediation classes that help them in achieve better in English by being able to apply the same strategies learned in Spanish to English.

The students are also given additional ESL instruction to help them develop more language, vocabulary and content to what they are already learning in the day. The program also looks to enrich both parents and students by providing experiences like inviting them to a Broadway Show. Also parents are invited to attend the Parent leadership Conference of SABE on March 11, 2010. In addition parents are further enriched by having them form part of a parent book club that meets on Fridays in the library and parents discuss books of their choosing to further enrich their own experiences in literature, while having them set an example of what good readers do, and in the development of a love of reading.

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.

Professional Development

As a Dual language school all personnel receive continuous professional development in the teaching of language development. Teachers take part in Bank Street's Dual Language Series which are three Saturdays from 9to 1pm. The Series focuses on Dual Language strategies and best practices for teachers. Dr. Luisa Costa, from Bank Street also provides in house professional development on an ongoing basis to teachers formulating and tweaking their curriculums. Weekly, teachers meet in study groups by grade with the literacy and math coaches to examine teaching practices and develop new strategies. Study Groups are formed where teachers discuss professional books of interest that relate to scaffolding learning for 2nd language learners. We also conduct planning and assessment workshops with staff developers from Educational Options from

CCNY. In these workshops teachers do planning for the students by looking at individual student's work and making decisions based on the individual needs of the students. Throughout the year teachers take full advantage of relevant workshops and conferences offered by the region, and local universities.

Section III. Title III Budget

School: PS / IS 210 BEDS Code: 31-06-00-01-0210

Allocation Amount:																																																																																																																																																																				
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.																																																																																																																																																																		
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ \$10,075 \$ 5272	ESL after school Program: 240 hours of per session for ESL and General Ed teacher to support ELL Students: 240 hours x \$49.89 (current teacher per session rate with fringe) = \$10,075) After school program Per Session: 1 supervisor x 2 teachers (line number 3002) x 4 hrs a wk .x 30wks @49.89 an hour /w fringes= \$5,272																																																																																																																																																																		
Purchased services - High quality staff and curriculum development contracts.																																																																																																																																																																				
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 1,951.40	Books <table border="1"> <thead> <tr> <th><u>FLR#</u></th> <th><u>Title</u></th> <th><u>Author</u></th> <th><u>Yr</u></th> <th><u>Bnd</u></th> <th><u>RL</u></th> <th><u>IL</u></th> <th><u>Qty</u></th> <th><u>1st</u></th> </tr> <tr> <th><u>Price</u></th> <th><u>Ext</u></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>05306R4</td> <td>Las cinco personas que en Albom, Mit</td> <td>03 HRD</td> <td></td> <td></td> <td></td> <td>AD</td> <td>20</td> <td></td> </tr> <tr> <td>11.97</td> <td>239.40</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>0418ED3</td> <td>Criadas Y Senoras (The He Stockett,</td> <td>PAP</td> <td></td> <td></td> <td></td> <td>AD</td> <td>20</td> <td></td> </tr> <tr> <td>14.02</td> <td>280.40</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>36842Z9</td> <td>Criando a Nuestros Ninos Rodriguez, 99</td> <td>PAP</td> <td></td> <td></td> <td></td> <td>AD</td> <td>20</td> <td></td> </tr> <tr> <td>25.60</td> <td>512.00</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>21187R0</td> <td>Los cuatro acuerdos : una Ruiz, Migu</td> <td>98 PAP</td> <td></td> <td></td> <td></td> <td>AD</td> <td>20</td> <td></td> </tr> <tr> <td>8.29</td> <td>165.80</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>03002T6</td> <td>Doce cuentos peregrinos Garcia Mar</td> <td>06 PAP</td> <td></td> <td></td> <td></td> <td>AD</td> <td>20</td> <td></td> </tr> <tr> <td>8.93</td> <td>178.60</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>0301QD6</td> <td>La isla bajo el mar Allende, I</td> <td>10 PAP</td> <td></td> <td></td> <td></td> <td>AD</td> <td>20</td> <td></td> </tr> <tr> <td>10.21</td> <td>204.20</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>30211B6</td> <td>Negocios : cuentos Diaz, Juno</td> <td>97 PAP</td> <td></td> <td></td> <td></td> <td>AD</td> <td>20</td> <td></td> </tr> <tr> <td>8.96</td> <td>179.20</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>27240Z2</td> <td>La suma de los dias Allende, I</td> <td>09 PAP</td> <td></td> <td></td> <td></td> <td>AD</td> <td>20</td> <td>9.59</td> </tr> <tr> <td>191.80</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 8 titles (qty 160) Total Guaranteed Title Price 1,951.40	<u>FLR#</u>	<u>Title</u>	<u>Author</u>	<u>Yr</u>	<u>Bnd</u>	<u>RL</u>	<u>IL</u>	<u>Qty</u>	<u>1st</u>	<u>Price</u>	<u>Ext</u>								05306R4	Las cinco personas que en Albom, Mit	03 HRD				AD	20		11.97	239.40								0418ED3	Criadas Y Senoras (The He Stockett,	PAP				AD	20		14.02	280.40								36842Z9	Criando a Nuestros Ninos Rodriguez, 99	PAP				AD	20		25.60	512.00								21187R0	Los cuatro acuerdos : una Ruiz, Migu	98 PAP				AD	20		8.29	165.80								03002T6	Doce cuentos peregrinos Garcia Mar	06 PAP				AD	20		8.93	178.60								0301QD6	La isla bajo el mar Allende, I	10 PAP				AD	20		10.21	204.20								30211B6	Negocios : cuentos Diaz, Juno	97 PAP				AD	20		8.96	179.20								27240Z2	La suma de los dias Allende, I	09 PAP				AD	20	9.59	191.80								
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Travel	\$ 200	Metro Cards for parent and student trips.																																																																																																																																																																		
Other	900	For tickets Parent Leadership Institute @ SABE conference 15 X \$50;																																																																																																																																																																		

supplies	\$ 389	supplies
TOTAL	\$ 28,720	

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

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.

Through the PASS review an assessment of parents and staff needs in language translation and interpretation was conducted.

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.

As a dual language school, every communication with student, staff and parents is provided in both languages, Spanish and English. This can be costly especially when producing a lengthy document in both languages and/or holding a meeting in the evening and needing oral translation. Fortunately, the majority of the staff is bilingual and often volunteer to provide language translation and interpretation. Meetings are held in both languages to accommodate everyone who attends.

Part B: Strategies and Activities

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.

Translation and interpretation is always provided in house by school staff or parent volunteer. When a lengthy document needs to be translated, such as the LAP or CEP these are done by an outside vendor.

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.

All oral interpretations are provided in house by the bilingual staff.

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/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>

As a dual language school all communication with parents both oral and written is done in both English and Spanish. When needed a translator is assigned to assist parents or staff member.

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:	436,801	57,977	494,778
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,368	580	4,948
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:	43,680	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.
2. School wide reform strategies that: **(Please see annual goals and objectives P. 30)**
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **(See annual goals P.39 and AIS plan)**
 - 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.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
All of our classroom teachers are properly licensed and 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.

Teachers' high quality on going professional development through use of Consultants, weekly staff development meeting with coaches, peer reviews and professional development programs offered through out the year.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
We are fortunate that many of our highly qualified teachers are recruited to our school through our staff. Through programs like Bilingual Pupils Services (BPS); and through student teachers that come highly recommended through local institutions of High Education like Bank Street, CCNY and Teachers College.
6. Strategies to increase parental involvement through means such as family literacy services.

We have many opportunities for parent involvement through our Curriculum evening; parent book clubs; Dr. Sues Day and Tiger Day. Parents are also invited to many student programs and celebrations where they can see their children present on projects and program done in class. Parents are invited to attend workshops and training that help them to gain insight on how to better help their children.

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 have our own Pre K class where parents are invited to attend activities and programs that are beneficial to their children. We also mail the parents a welcome letter early in the summer with an introduction of the teacher and helpful of activities of what to do to prepare for the New Year. The parent coordinator also has many orientation workshops where she helps parents understand the mission and vision of our school and gives them training on how to access the ARIS portal to see how their children are scoring.

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.

We have a DY0 program for ELA and Math. In updating our DY0 every year we consult with the teachers what works and what we need to improve upon. Some of the end results of these conversations are to have different assessment tool that can better measure what the students are learning. We also use different observation and conferencing instruments that give the teacher a better picture of the whole child.

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.

In addition to the five interim assessments used by the teacher throughout the year, the teachers also have access to Nystart, ARIS and the students standardize scores that can help them group the student for guided instruction. In addition the teacher has his or her own interim test that he or she could use to measure at a skill level how student are doing.

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.

Because of major cut this year we do not have the in house SAPIS worker that use to do this work in an organized fashion. We do have our parent coordinator that emails parents with websites and programs that they can attend. We have our PA that helps us to bring programs that are of interest to parents ie. Cancer awareness programs; domestic violence; and job training.

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page
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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.

					<i>school allocation amounts)</i>	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	(✓)			437,810	✓	p. 34, 36, 38, 39,
Title I, Part A (ARRA)	Federal	(✓)			59,80	✓	p. 34, 36, 38, 39,
Title II, Part A	Federal	(✓)			10,413	✓	p. 34, 36, 38
Title III, Part A	Federal	(✓)			28,720	✓	p. 34, 36, 38, 39,
Title IV	Federal						
IDEA	Federal	(✓)			71,411	✓	p. 34, 36, 38, 39,
Tax Levy	Local	(✓)			2,873,149	✓	p. 34, 36, 38, 39,

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.

Through the use of Staff Developers and f status teachers we are pooling our resources to assist teachers in receiving high quality staff development during the day while they are receiving on going instruction by teachers assigned to them that are F status and attend the school on a regular basis. (See Annual Goals & Objectives)

2. Ensure that planning for students served under this program is incorporated into existing school planning. By looking to align the Core Curriculum State Standards with the existing curriculum with the teachers we are guaranteeing that the students are getting the more updated strategies that can help them meet the new state expectations.

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; with our title III we are higher teachers to provide instruction before and after school for ELLS in ESL and Native Language Instruction. Through our Title I SWP we also provide program that are of interest to the student in the arts.

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 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.

The school offers a summer program for those students that are being held over in grades one. We also offer extended day and Saturday test prep programs for all interested student in preparation for the different Standardize test that are being offered.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Teachers are released for at least one hour on a weekly basis to work with coaches, educational consultants and staff developers on aligning our curriculum with the new Common Core State Standards.

c. Minimize removing children from the regular classroom during regular school hours;

Through our Title I (SWP) we are providing violin and cello classes to our students after-school. We also have some teachers push in to the classes to help the student in class when ever possible as opposed to taking them out.

4. Coordinate with and support the regular educational program;

Through Title I we pay for 50% of our Assistant principal’s salary to supervise and coordinate our staff development efforts.

5. Provide instruction by highly qualified teachers;
All of our classroom teachers are licensed and highly qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

We provide professional development to teachers, para, parents and other staff when we invite them to conferences, school activities and school in house training.

7. Provide strategies to increase parental involvement; and

Where ever possible we have parents come to the school for conferences, workshop and school wide events. We also invite parents to outside theatre event and conferences that are relevant to what we do in school and that is of special interest to them.

8. Coordinate and integrate Federal, State and local services and programs.

We coordinate and integrate Federal, State and local services and programs through our Title I Assistant Principal who coordinates Special Ed. Education services for the students; staff development for the teachers; assist and coordinates parent involvement activities for the PA. We also pay for curriculum and staff development contracts for the teachers; hire teachers, social workers and other staff that assist us in providing services to children. We also buy books and supplies for the classrooms.

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.

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.

We became a School in need of improvement (SINI) in the year 2007-2008 when we failed to meet the AYP for ELA for our English Language Learners (ELLs) for the second year in a row. Since then we have had two years where we have been able to meet our AYP target rating for two years in a row. We hope to be off of SINI for the year 2011.

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.

Our school was able to provide SES services for our student in need of improvement. We also received an SES grant that allowed us to give additional after school services to our students and provide the teachers with per session time to do curriculum planning. We also provided Summer institutes for the teachers in preparation for the new year in looking at data to address the educational needs of our particular student population.

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.

Our 10% of Title 1 fund is being use to hire coaches and educational consultants to work with our teachers to provide them with on going staff development on how to provide strategies for literacy and math; and how to integrate these comprehension strategies through out all the curriculum areas.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We do not have new teachers, but we do provide mentoring to teachers that are new to our school through the Study Groups, the consultants, the coaches and through video taping of exemplar practices or each other.

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. The parents are informed of our SINI status through newsletters; through parent orientation meeting and PA meetings.

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>

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.)

Six students have been identified as living in Temporary Housing this year that are attending our school.

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

Parent and student outreach, support services, counseling, community referrals, and advocacy services as needed. Students also get bussing to and from school whether or not they live in the district.

Part B: FOR NON-TITLE I SCHOOLS **N/A**

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.
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

School Name:	P.S./I.S. 210 - Twenty-first Century Academy for					
District:	6	DBN:	06M210	School		310600010210

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	17	20	18		93.4	94.9	94.6
Kindergarten	46	47	48				
Grade 1	55	53	50	Student Stability - % of Enrollment:			
Grade 2	50	49	52	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	42	47	44		97.8	96.7	97.4
Grade 4	36	43	40				
Grade 5	27	34	40	Poverty Rate - % of Enrollment:			
Grade 6	52	44	50	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	56	49	47		91.4	96.1	96.1
Grade 8	38	53	46				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	6	15
Grade 12	0	0	0				
Ungraded	0	2	1	Recent Immigrants - Total Number:			
Total	419	441	436	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					19	9	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	10	8	3	Principal Suspensions	12	8	26
# in Collaborative Team Teaching (CTT) Classes	17	27	33	Superintendent Suspensions	3	0	2
Number all others	20	19	20				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	195	1	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	195	192	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	2	39	TBD				

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<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	195	1	TBD	Number of Teachers	31	37	38
# in Dual Lang. Programs	195	192	TBD	Number of Administrators and Other Professionals	6	8	4
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	1	1	5
# ELLs with IEPs	2	39	TBD				

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	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	38.7	45.9	65.8
				% more than 5 years teaching anywhere	32.3	51.4	63.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	84.0	81.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	78.3	93.2	94.4
Black or African American	2.6	2.5	2.5				
Hispanic or Latino	96.4	96.6	97.5				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.7	0.0	0.0				
Male	51.1	47.8	48.4				
Female	48.9	52.2	51.6				

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

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

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1		v		
	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**	
All Students	v	v	v				
Ethnicity							

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	-	-	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	47.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
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

The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210)
Parental Involvement Policy:

I. General Expectations

The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PTA and School Leadership monthly meetings along with various Parent Out-Reach Programs that the school will conduct during the school year. *i.e.*, parent meetings for all grade levels, College and Career Fair, Parent/Teacher conferences, and several mailings informing parents of upcoming events.
2. The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) will take the following actions to involve parents in the process of school review and Improvement under section 1116 of the ESEA: Quality Review and Learning Environment Survey.
3. The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Beginning October 2010 three orientation meetings and one school tour for prospective parents will be held monthly. An orientation reunion will be scheduled the first week of September; also Parent-teacher

conferences are scheduled three times yearly. Letters are send home with dates and times of the conference so parents can choose the one that fits their schedule. Curriculum night is scheduled for the fall each year. This event is an opportunity for parents to meet with their child's teacher as well as the rest of the teaching staff and other parents. An overview of the school program, as well as detailed information about the class curriculum is presented to parents at such reunion.

4. The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) will coordinate and integrate Title I parental involvement strategies with parental involvement Strategies under the following program: Two Scholastics school wide book fairs are coordinated during the year, where school librarian takes the opportunity to read to each class and create different games and activities. Parents are directly involved with this activity, and are also invited to come and share quality reading time with their children. Since May, 2006 the read-athon and the T.I.G.E.R. day has been coordinated by the Parent Association and the Parent Coordinator. The March read-athon is a reading competition, and is sponsored by The Bronx zoo, and supported by Literacy Inc. and "Together in Getting Everyone to Read" is a Literacy event which was created to build a school- family community connection that generates excitement about reading. It also offers a step to parents to get more involved in their child's school and helps a team of school staff, parent volunteers, to come together by giving everyone a role to play. Another family event celebrated at our school this year was Dr. Seuss Birthday, this day parents come to our school and shared a great reading time in their children's classrooms. Students wear a hat resembling the famous Dr. Seuss character (The cat in the Hat). Since 2008 the parent coordinator along with the elementary literacy coach and teachers included a play where students from PK thru 3rd grade acted different plays based on Dr. Seuss books.
5. The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying

barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies: A parent survey which is handed to parent at the orientation meeting. This survey helps the parent coordinator and the Parent association to designed activities, trainings and workshops that would be helpful and beneficial to our school parent's community. The Learning Environment Survey, is a great tool that help us identify the effectiveness of this parental involvement

6. The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A

how to monitor their child's progress, and how to work with educators: Math and Literacy coaches delivered monthly educational workshops and training to parents. These are designed specially to engage parents in their children's academic success. Closely to state exams coaches focus on how to teach parents help their children deal with test stress, and some test taking techniques.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement. Literacy events (Educational games) take place in school, where parents and children share time learning while playing

c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: A parent e mail distribution list have been created to keep direct communication with parents. Every e mail sent to parents is also sent to teachers; this is a way to keep everyone on the same page, and gives the teacher and the parent the flexibility to also communicate with the parents in a direct and effective manner.

d. The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities with the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: The ACDP provides on going parent outreach, counseling, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services. The CHC Network works with the 8th grade students and their parents. They delivered health workshops with the intentions to make parents aware of the physical changes that their children experience at this time of their life. Through Project Soar students and parents receive workshops on how to take care of their bodies as well as the importance of protecting it by keeping it healthy and drug free. The Project Soar person also invites institutions from the community to participate in providing workshops to the parents on how to help their children and the dangers of drugs, gangs, fires and AIDs. It also provides the parents with strategies on how to best help their children by developing good parenting skills.

e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: A parent e mail distribution list have been created to keep direct communication with parents. Every Friday a package is sent home which includes a current month calendar (any update if necessary), reminders or invitations to school events, including (information about community resources or events, P.A. meeting invitation flyer, among others). a bimonthly newsletter with a message from our principal, books of the month, current month calendar, etc) (Any material released to parents is always in both languages which are Spanish and English.) Information is displayed at the main entrance, so parents are informed as soon as they enter the building.

III. Discretionary School Parental Involvement Policy Components:

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- informing parents of the training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including refreshments and transportation to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- maximizing parental involvement and participation in their children's education by arranging school meetings at a various times; or conducting before school or after school conferences between teachers or

other educators, who work directly with participating children, with parents who are unable to attend those conferences during school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team (“SLT”) and the Parent Association (“PA”). This policy was adopted by The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) by Fall 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 10, 2010

Part B: 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available

in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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 and disseminated in the major languages spoken by the majority of parents in the school.

The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210)
School-Parent Compact:

The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006/2007

Required School-Parent Compact Provisions

School Responsibilities

The Twenty-first century Academy for Community Leadership (P.S. / I.S. 210) will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: The school will

implement Differentiated Instruction, attend professional development sessions, use of Smart boards, and Laura Resnick's Principles of Learning.

2. Hold parent-teacher conferences three times a year during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held: November, January, and March. 2009/2010

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents will be notified by mail, (promotion in doubt letters) by e-mail and by phone calls. Meetings will be also arranged.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents contact the schools, where appointments are arranged so parents and teachers can meet.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Class projects, educational trips

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. The School Leadership Team is a policy and decision-making body for the whole school. The SLT meets monthly and includes four parents.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way. An annual meeting is scheduled to inform parents about Title one funds.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will

convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring use of internet.
- Volunteering.
- Chaperoning trips.
- Participating, as appropriate, in decisions relating to my children's education through the PTA and SLT.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and been a representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend monthly PTA meetings and special events committees.
- Supporting the various policies outlined on this handbook,
- Joining the Parents Association
- Attending Open-Houses sponsored by the school
- Maintain constant communication with your child's teacher
- Making sure your child gets to school on time and is prepared.
- Maintaining a home environment that supports learning.
- Read to your child every day!!!
- Modeling positive behavior for their children.
- Speak to the Parent Coordinator: Ms. Concepción Quezada

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do homework projects and all tasks every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Gain mastery in academic, social, workforce and employability skills. (MS)
- Attend all college preparation workshops and use the material. (MS)
- Attend State mandated assessments, PSAT/SAT and ACT preparation classes. (MS)

SIGNATURES:

SCHOOL PARENT(S) STUDENT

DATE

**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 5 CFN - 561 New Visions	District 06	School Number 210	School Name 21 Century Academy
Principal Evelyn Linares		Assistant Principal Camilo Mejia	
Coach Christina Cepero		Coach Christina Cepero	
Teacher/Subject Area Isabel Lobelo		Guidance Counselor Monica Benavides	
Teacher/Subject Area Soledad de Leon		Parent	
Teacher/Subject Area Rosemary Jaquez		Parent Coordinator Concepcion Quezada	
Related Service Provider Berta Sanchez Martin		Other	
Network Leader Derek Smith		Other	

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	2	Number of Certified Bilingual Teachers	21	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	441	Total Number of ELLs	205	ELLs as Share of Total Student Population (%)	46.49%
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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.

As a dual language school, we seek out families that are interested in our program; and, agree to instruction of their children in the English and Spanish languages. The parents are informed of our school's mission and vision at Open Houses that are conducted regularly throughout the year. If a parent fills out an interest form for our school we then invite them to an orientation meetings where we describe our instructional structure, our school mission and vision. Parents are then shown an orientation video where it informs them of the different Bilingual Programs offered as a choice to parents. Once the orientation is given, we distribute letters of interest to the parents, along with the parent survey where they choose the program that they would like. The parent orientation meetings are held from December to March and out reach is done to insure that parents know of the offerings. We then have a lottery in April where we select the students for Pre-k, Kg. and first grades in these grades student are assessed for language dominance only. After first grade, the students need to take a proficiency test in Spanish and English and show proficiency in Spanish in order to be considered for our school. Once this is done students are selected to attend. Special consideration is given to children that have other siblings in our school. Once students are selected, we give them an appointment for registration.

For parents that select our school whose children are new to the country or speak a language other than English, we give the parents a Home Language Information Survey (HLIS) to complete. A pedagogue conducts an interview for both parent and child. In our school this initial interview is conducted by our two ESL license teachers, Ms. Lobelo and Ms. De Leon. If it is determined through the HLIS that the student needs to be tested, the LAB-R is administered. The parent is shown the DVD provided by the New York City Department of Education, which explains all three NYC program models. After the video is viewed, the parents complete the Parent Survey and Program selection forms. We then discuss the options available in this school with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. If the parent is in agreement with the dual language program we place their child in one of our dual language classrooms according to his or her grade. Within the first ten days the student is administered the LAB R which identifies his/her limited English Proficiency status. Once the status is identified the students are given the NYSELAT exam that measures their year to year progress in Listening, Speaking, Reading and Writing. The information from the NYSELAT is used to identify progress, identify groups and for planning instruction.

The trends that we see in term of the demographics and language is that more children are coming that are not newly arrived. We have seen a slight shift of more students coming in with special needs and SIFE needs. In general the majority of students continue to be Latino, with more knowledge of English, but not enough to pass the LAB-R assessment. Many of these students have older siblings in school already and this appears to be a determining factor in their social knowledge in English, even when the parents still speak only Spanish.

For the most part parents are happy to have their children in a dual language program. In the case where there is a concern that teaching them in the two languages is challenging we do our best to relocate them to a neighboring school that best fits their needs. We also take steps to give additional AIS and lesson scaffolded with ESL or SSL strategies to those students that may be struggling considerably in one of the two languages. There are additional ESL, and SSL intervention programs provided to further help students and ensure their success in their academic performance. In addition in order to give ELL a better chance at succeeding in their own language and to help student that speak no spanish at home be more immersed in the language, we provide in the Prek to 4th grade classes in Spanish three days a week.

As for the parent choice forms, the school reviews parent choice forms for patterns and trends. The more we do our program the more parents are convinced that their children are in a more advantageous position by being provided instruction in the two languages. Our school offers a better program than TBE, because instruction continues in a rigorous manner in the two languages throughout their school career. Before the parents are given the parent choice form they are shown the DVD explaining the three choices for bilingual programs which include Transitional Bilingual program, English as a Second Language program and The Dual Language program. The Dual Language program is the only program our school offers, we explain this to parents. Parents decide the program they want. All along the process we conduct orientation meeting and school walk throughs to show the parents what our school has to offer.

When parents come in to register their children, the parents are given the Home Language Interview Survey form to fill out as part of the registration process. The form is collected at registration and reviewed by the ESL staff member in charge of the HLIS form. The staff member then decides if the student needs to be given the LAB R to determine the language dominance of the student. If it is determined that the child is an ELL, then the student is identified as an ELL and picked up within the first ten days of school and given the LAB R. The exam is not use for placement since all the classes use the Dual Language (DL) model. If a parent does not want the (DL)

model as a choice, we recommend other school that have the model that they want. We also look at the forms to determine the trend of the program choices that parents are making. For the most part they are looking for a program that recognizes the importance of learning the two languages. For parents that are Spanish dominant it is the opportunity for their child to maintain the first language which is spanish. For students that are not spanish speaking, it is the opportunity to learn another language. For the most part the trends do show that we are working to further align our model with the parents request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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 checked="" type="checkbox"/>		
6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2	2	2	2					18
Freestanding ESL														
Self-Contained			1											1
Push-In														0
Total	2	2	3	2	2	2	2	2	2	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	23

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											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language	143	9	23	30	0	2	32	0	0	205	
ESL										0	

Total	143	9	23	30	0	2	32	0	0	205
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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	27	27	24	22	19	26	26	20	16					207
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	27	27	24	22	19	26	26	20	16	0	0	0	0	207

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	ELL	EP																
Spanish	33	15	26	25	25	24	19	23	17	23	21	19	11	41	28	19	15	31	195	220
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	33	15	26	25	25	24	19	23	17	23	21	19	11	41	28	19	15	31	195	220

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>390</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>11</u>	Asian: <u>0</u>
Hispanic/Latino: <u>430</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

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	0	0	0	0	0	0	0	0	0					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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.

The Instructional delivery model of our content area is delivered in two languages. We use a 60% /40% Spanish and English model for the students in Pre -k to 4, where the students are with one assigned teacher that is bilingual and provides instruction by day. Spanish is taught on Mondays, Wednesday and Fridays to the students in the early grades, to give additional support to students who do not speak the English language and to reaffirm the instruction of reading and writing to students that enter school speaking only Spanish. On Tuesdays and Thursdays instruction is given in English. This model gives more instructional support to the students that are Spanish dominant learning English and it provides additional support to English dominant students that are learning Spanish as a new language. In 5th grade we have a side by side model, where one teacher teaches Science and Math and the other teaches Literacy and Social Studies. In 6th grade the language model is then structured by teacher, time and curriculum in a 50% / 50% Spanish/English model, where teachers are scheduled to give their content in an assigned language.

Students that are new to the language are given additional ESL services by licensed ESL teachers. Instruction is provided in some instances as a pull out program where students get a more one on one small group instruction; in another, instruction is provided as a push in model where the teacher pushes in with the content or classroom teacher and provided scaffolded support in the language and content.

Students with special needs are primarily in CTT classes where the teachers are licensed in Bilingual education and Special Education. In the middle grades where we do not have CTT classes, students with special needs are given SETTS. Similar to the ESL program, in some instances the students are pulled out in others the teacher pushes in.

In all the grades teachers plan for students who are below, at or above level. Instruction is provided with language functions that assist the student to work at a level where they can be immersed in the language in a rigorous manner, but provided language structures and scaffolds that can help them by making the lesson more comprehensible. Teachers give the students periodic assessments where we measure their progress in both English and in Spanish. We also give periodic assessments in Math where they are given a baseline, midline and endline assessment to measure their progress. We use a balance literacy model to teach literacy in both English and Spanish with special focus in reading comprehension; vocabulary development and writing. We have a special time set aside where the whole school reads for 20 to 30 minutes on their own to help them develop and appreciation of reading. We also look to using more non fiction literacy books to assist the students in gaining more rigor, vocabulary and content understanding through the use of non fiction books that provides new information and learning experiences in a scaffolded but sophisticated manner.

The following is a description of the strategies used to service our ELL students:

Reading: With beginner students we modify our speech, i.e., reading slowly, pausing, gesturing, repeating, and TPR. We use visuals and real objects and non-verbal cues. We also use a lot of pattern books with many frequency words. With intermediate and advanced students we build on students' vocabulary using graphic organizers, hands-on activities, paraphrasing, using context clues and clarify for meaning and understanding, as well as display and referential questions. We also preview the text by predicting and doing book walks. To build students' vocabulary we ask higher order thinking questions, we model the thinking aloud, and use the Accelerated Literacy Learning workshop model applying the ESL strategies mentioned above.

Writing: With the beginner students we scaffold the writing line by line, providing sentence starters and rubrics for the students to follow. We also provide and encourage the students to use the rich print environment in the classroom. In interactive writing we teach pattern sentences, punctuation, spelling, and vocabulary. With the intermediate and advanced students we model the writing process with sentence structures, and scaffold paragraph development using L1 to increase vocabulary using cognates. We use interactive writing to increase

students' participation, enhancing their oral skills in the process. Students are also grouped and paired to work together cooperatively. We use the students' own experience to develop their personal stories and polish their sentences by rephrasing correctly. We use L1 to enhance and improve students' vocabulary. We also use literacy games that build on grammar, spelling and vocabulary development.

Listening: With all ESL students we do read aloud to teach comprehension, intonation, beginning, middle and end, and oral development. We use songs and poems, some nursery rhymes, and syllabic clapping. We breakup sounds for pronunciation, and clarify meaning in context focusing on making sense. We repeat and/or paraphrase key concepts and directions also for clear comprehension. We also use Imagine Learning, a program, that focuses on all language development skills: reading, writing, listening and speaking.

Our Program Model is Dual Language Programs

The Dual Language programs consist of a developmental, language-enriched, bilingual education programs that integrate students who are native English speakers with native speakers of Spanish through out the day with for literacy and other content-area instruction. The purpose being one of setting up opportunities for the students to develop their second-language skills while learning content knowledge in both languages. A big part of the model for our Dual Language programs is to give the students many opportunities to work together both in their language of strength as well as in the new language that is being taught. The idea is not to separate the students into different language but to provide students with an academically rigorous curriculum in two languages, enabling both ELLs and English Proficient (EP) students to meet or exceed New York State and City standards. Participating students become bilingual, biliterate, and multicultural by sharing in many experiences. The positive cross-cultural attitudes, behaviors, and skills Dual Language students develop will prepare them to function in a global society and attain higher levels of self-esteem (Howard and Christian 1997; Marsh 1995; U.S. Department of Education and Office of Bilingual Education and Minority Language Affairs 1997). While the most common organizational design of a Dual Language program is the 50:50 model, in which the amount of instructional time is equally divided between the two languages at each grade level. The model for our school is seperated in a different manner. For the early grades Pre-K to 4. We have one teacher with the whole class, and she or he devotes 2 days of instruction to English and Three days to Spanish. In the beginning more emphasis is given to Spanish which is the language that will suffer most as students begin to learn English. Once the studnts get to 5th grade, the model is seperated by in a fifty fifty model by teacher and by subject. In 5th grade one teacher teaches science and math while the other teacher teaches Literacy and Social Studies. They divide the language by months, and focus on the content to teach vocabulary, reading and writing. While one teachers is doing a month in Spanish the other teacher is doing the other month in English. In this way the students are getting a daily dose of the two languages. In grades 6-8, language instruction is divided by teachers and by content using a fifty / fifty model.

Our goals for students of both language groups in the Dual Language program are as follows.

- Develop proficiency in their first language.
- Develop proficiency in their second language.
- Develop positive cross-cultural attitudes, behaviors and skills that will help them function in a global society.
- Help ELLs and EPs attain higher levels of self-esteem.
- Help ELLs and EPs meet or exceed New York State and City standards.

Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. ELLs and EP students are linguistically integrated for all or most content instruction in all grades. The students are also expected to comprehend, speak, read, and write in both languages upon their completion of a Dual Language program. In a Dual Language program, Language Arts is taught using NLA, ESL, and ELA. Content area is taught in both English, using second-language acquisition strategies, and the target language.

Instructional blocks for Dual Language programs: Our school does a 90 minute literacy block, 60 minutes in the morning and another 30 minutes or reading and writing in the afternoon.

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to guide instruction, and teacher assessment is also used in L1. We use balance literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English, thus taking care of both languages. Furthermore, the literacy skills in the elementary level are being taught by the language of the day: three days in Spanish and two days in English. In the middle level students read and write in both languages every day.

In the beginning, students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that the students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and

language objectives.

That students performed better in speaking and reading indicates that we must modify our lessons to include more Read Aloud and guided reading to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using ESL methodology will allow students to successfully make progress from one level to another.

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?

Instruction

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Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)

In the description of our AIS program which is provided to all our students at risk we do the one or a combination of the following:

ELA: In addition to our Balanced literacy program provided in both English and Spanish, we use for students identified in need of AIS, some of the following programs and strategies:

- Six-Minute Solutions- Fluency program that is fun fast and researched based.
 - Words your way Program designed to increase knowledge of phonetic element.
- Guided Reading
- Collaborative Strategic Reading-focuses on specific comprehensive strategies.

Mathematics:

- Using base-line, mid-line and end- line assessments lessons are created that target students needs
- use of one on one conferences with students to observe their understanding of a problem and to check for misconceptions.
- focus on extended response questions to encourage writing and comprehension in the content area. The focus is to look at how to align the common core standards with the different content areas.

Science: The teachers use non-fiction Science passages to teach literacy. Additional health and science is given throughout the grades by cluster teachers. The 3 day f status cluster teachers provide the instruction in Spanish to provide additional support in Spanish in the content areas. The there two cluster teachers, Ms. Mora and Mr. Esteves, provide instruction in health and science during the teachers hours long SG time, and at another time during the week. In this way there is a structure in place for the students at all times during the week.

Social Studies: The teachers use non-fiction Social Studies passages to teach literacy. AIS push in and pull out teachers also use non-fiction and realistic fiction to teach literacy strategies through Social Studies.

At-risk Services Provided by the Guidance Counselor: Individual counseling sessions provided during the school day addressing study skills, stress/anger management, relaxation techniques, conflict resolution and goal setting.

At-risk Services Provided by the School Psychologist: For students identified in need of services we have the mandated psychologist who pull out at risk and mandated students; our guidance counselor also pulls out at risk students and recommend them for outside services when more is needed. We also have a SAPIS worker and a RCCP teacher that also holds a guidance counselors licenses, teaches students strategies for dealing with difficult situations and does demo lessons on how to resolve conflicts creatively.

At-risk Services Provided by the Social Worker: For students identified in need of services we have the guidance counselor that pulls out at risk students, and recommend them for outside services when more is needed. We also have a SAPIS worker, with a guidance counselor’s license, that teaches students strategies for dealing with difficult situations. The teacher also does demo lessons on how to resolve conflicts creatively.

At-risk Health-related Services: We have a nurse that tends to student with serious medical needs. We also have a health teacher that gives the students health related classes once a week, and we have PT and OT teachers that work with students with IEP.

AIS services provided by teachers in different grade and subject areas:

Subject area of focus		
Christina Cepero;	1st- 2nd / 7th grade;	Literacy
Rosemary Jaquez;	1st – 8th grade;	Math and Literacy
Mrs. Lobelo	6 to 8th grade	ESL
Wendy Hernandez	6	ELA
Sarah Zimmerman	6 and 7th	Math/ ELA
Entire Staff	1st – 8th at (37.5 mins)	Math/ ELA

* See attached schedules and list of students for each AIS teacher.

Students eligible for AIS, are:

- those who scored the designated performance levels on state level assessments. We specifically looked at those students who scored a 1 or a low 2 on the ELA or Math state assessments. We then compared their text scored to their performance in class and other assessments. Students that did not meet the standards in both state assessments and within the guideline of their grade were candidates for AIS.
- those k-3 students who lack reading readiness. The WRAP assessment was used to measure the level of students in grades k-3 and those students in first grade that scored two to three levels below the grade level were candidates for AIS. Students in 2nd and 3rd grade who are 1 grade level below grade level

Assessment Inventory to Target Intervention

Purpose of Assessing: To make informed decisions about how a student learns and what next steps need to be taken to support learning. In order to properly services students who are at risk assessments have to be administered consistently, and they have to be selected carefully when focusing on the development of a specific skill.

- Summative or Formal Assessments: provides data that is formal, useful for screening large number of students and providing criteria for accountability purposes.

Examples of Summative Assessments:

State Standardized Tests

NYSESLAT

- **Formative Assessments or Authentic Assessments:** informal ongoing assessment of how students are progressing under current instructional practices.

Examples of Formative Assessments:

Running Records and Miscue Analysis

Developmental Reading Assessment (DRA)

Writing and Reading Assessment Profile (WRAP)

Teacher Observation and Anecdotal records;

Grow Report

Baseline/ End line assessments in math and writing

ELA simulated exam

Rubrics

Unit quizzes

Math questioning and answering

Words your way spelling inventory

Diagnostic Assessments identify areas in need of support related to specific skill. In our school we use the WRAP and the Benchmark assessment program to determine the students reading level in both Spanish and English. This year we have switched the English assessment tool to benchmark, because it is more specific in determining the comprehension level of the students. We have also allocated time for training in the new instrument in order to assure consistency through the grades.

In addition to the periodic assessments mentioned above, the AIS team uses some of the following tool to further assess the needs of the students and plan accordingly for them. For example:

Six Minute Solution: A Reading Fluency Program

*Phonetic Element Assessment

*Primary Automatic Words (Primary- Middle School) * Accurately assesses various phonetic elements that a primary- grade reader would be expected to know. The subtests are organized in a hierarchical order and follow the expected progression found at the primary levels.

* It provides a guideline of the grade level that the student can read independently, while emphasizes on fluency.

The Six-Minute Solution: A Reading Fluency Program is a fast, fun, research-based way to increase fluency. In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly—an effective peer-monitoring and feedback system that keeps students motivated and on task. The Six-Minute Solution builds students' reading fluency—essential for text comprehension—and is a valuable complement to any reading curriculum or as an intervention program.

San Diego Quick Assessment of Reading Ability

* This is an individually administered sight-word reading assessment. It measures students' sight-word knowledge, therefore students need to recognize the words very quickly.

* This assessment will determine whether students are reading at the expected rate for their instructional levels. Students will then we given exercise passages in where they will practice until they increase their fluency speed. Their progress will be continuously monitored.

Words Your WayThe assessment consists of spelling inventories chosen to represent a variety of spelling features or patterns at increasing levels of difficulty. The words in the spelling inventory are designed to assess students' knowledge of key spelling features that relate to different spelling stages. *Program designed to increase knowledge of phonetic elements, sight- word acquisition and vocabulary building. Specific lesson will be created to help students with key spelling features and with the development of sight words.

QRI- 4

(Decoding Strategies,

Fluency, Comprehension Sentence Dictation)

WRAP

The goal generally of any informal reading inventory such as the QRI-4 or wrap is to help teachers identify a student's independent reading level, instructional reading level, and frustration level. Being aware of these levels informs teachers about the types and levels of books students can read within a balanced literacy program.

Diagnostically the QRI-4 and Wrap can be used to: (a) estimate reading levels, (b) group students effectively for instruction, (c) choose appropriate textbooks for guided instruction, (d) suggest directions for instructional intervention, (e) compile a profile of a student's reading ability, or (f) suggest student growth over time.

Examples of Diagnostic Assessments:

Programs Used for AIS services (view tier 2 programs)

CONTENT TIER 1 Instruction programs - in classroom with teacher TIER 2- AIS programs (push in/pullout)
Phonemic Awareness Wilson Instruction in the lower grade (teachers will receive training) *Wilson
* Words Your Way

PHONICS Balanced Literacy *Wilson * Words Your Way * Foundations

FLUENCY

Balanced Literacy *The Six Minute Solution: A reading Fluency Program * Readers Theater

VOCABULARY

Content Based/ Word Study * Guided Reading
*The Six Minute Solution: A reading
Fluency Program
* Words Your Way
* Rewards

COMPREHENSION

Reading Workshop/ Tailored to students' needs * Collaborative Strategic Reading
* Guided Reading (With a focus on specific comprehension strategies)
* Guided Reading

MATH Investigation/ Everyday Math

*lessons are aligned with the standards
* Impact Math * Math Games aligned with standards
*Math lessons that reinforce areas of need
* Leap Frog

Overview of Programs used in AIS:

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Find out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups.

Nonfiction Matters: Students read expository text, engage in research, and write authentic nonfiction that is captivating, visual, and full of voice. The inquiry projects described in this text require in-depth learning: topic selection, question development, research exploration, reading for content, organization, synthesis, writing to convey meaning, and presenting findings—all skills that develop independent thinkers who know how to make decisions, solve problems, and apply their knowledge insightfully.

Full of practical suggestions to help you bring nonfiction into your curriculum, Nonfiction Matters:

- presents strategies for understanding expository text and conducting meaningful research;
- offers ideas for organizing and writing accurate, effective nonfiction from idea to finished presentation;
- advances the importance of teacher modeling and guided practice in instructional delivery;
- provides a list of inquiry tools and resources—both print and electronic;
- suggests ways to facilitate project-based learning and assess the projects as they develop;
- includes bibliographies of nonfiction children's books by subject and genre and lists of recommended magazines.

The Six-Minute Solution:

A Reading Fluency Program is a fast, fun, research-based way to increase fluency. In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly—an effective peer-monitoring and feedback system that keeps students motivated and on task. The Six-Minute Solution builds students' reading fluency—essential for text comprehension—and is a valuable complement to any reading curriculum or as an intervention program.

Words their Way

* Based on extensive observations and experiences in real classrooms for more than 15 years, it combines discussions of theory and practical assessment tools and techniques with over 250 ready-to-use word study, spelling, vocabulary, and phonics activities presented in a developmental sequence from Preliterate through the Derivational Constancy stage. It shows students how to work with picture and word sorting, how to use word banks at the beginning levels, and how to incorporate word study into reading and writing.
* Words Their Way's developmentally-driven, hands-on instructional approach has been a phenomenon in word study, providing a practical way to study words with students. The keys to this research-based approach are to know your students' literacy progress, organize for instruction, and implement word study.

Wilson Foundations

* Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure. Rather than completely replace core curriculum, Foundations provides the research-validated strategies that complement installed programs to meet federal standards and serve the needs of all children.

Guided Reading

Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth).

Although the approach to guided reading is going to depend somewhat on your class size and grade level, the following suggestions can be used to provide an initial framework.

Text: Fountas/ Pinnell (Guided Reading/ Writing)

1. Students should be divided into small groups (4-6 students). The younger the students the smaller the groups.
 2. Guided reading lessons are to be about 15-20 minutes in duration.
 3. Appropriately leveled reading materials must be selected for the group and each child should have his/her own copy of the literature.
 4. Pre-Reading: The teacher establishes a purpose for reading through prediction making, vocabulary introduction, or discussing ideas that will provide the readers with the background knowledge required for the text.
 5. Reading: The teacher observes the students as they read the text softly or silently to themselves. The teacher provides guidance and coaching to individuals based on her/his observations by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 6. Post Reading: The teacher asks questions to ensure that the text has been comprehended by the readers and praises their efforts. Further, the teacher may observe gaps in strategy application and address these gaps following the reading in a mini-lesson format.
- Students in our dual language class continue to develop in the English and Spanish language even after they pass the NYSESLAT. The students continue to receive instruction in the two languages throughout the content area with the continued support of language functions and structures that help them in their continues development in the two languages. As students grow stronger in their second language, scaffolds are slowly removed and more challeng work templates are provided. The content is not watered or simplyfied when a students is still very new at the language, instead support is given to learn the content in their native language during the academic summary of the langugae. Technology is also used in the form of helpful websites that give the students a picture of what they are learning in the different content areas, by having the students see the content in different medium. I.e. pictures, movies, presentations etc. Our school has also purchased liscenses from Imagine learning, a web based ESL program that helps the students developing in their second languge in a scaffolded differentiated manner. Students move forward in the program as they progress in the languge. Students that need more help move slower than those students that know more. Although we like the Imagine Learning program we may have trouble supporting it for next year. We also offerthe students a title III afterschool program that helps them to continue to develop in english and strengthen the support that they receive in their first language as well as supporting the students in there second languge. New ELL and ELL that have been identified as SIFE students received extra support from the ESL teachers and well as the AIS team. Unfortunately we do not have many resources for students that need a lot more help but we do try to provide as much help as possible by looking at our curriculum and bring it alive to them through many hands on experiences, scaffolding, trips and technology. And by using things that are familiar to them and using examples of what they know to teach something new. As for electives, all students are allowed to select the elective of their choice.

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)?

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSESLAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to guide instruction, and teacher assessment is also used in L1. We use balance literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English, thus taking care of both languages. Furthermore, the literacy skills in the elementary level are being taught by the language of the day: three days in Spanish and two days in English. In the middle level students read and write in both languages every day and the languages are determined by teacher assignments.

In the beginning, students are encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that the students transfer learned skills from L1 to L2. Throughout the progression of the program,

the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

We use a 60% /40% Spanish and English model for the students in Pre- Kg. to 4th grade. Spanish is taught on Mondays, Wednesday and Fridays to the students in the early grades to give additional support to students who do not speak the English language and we provide English language support on Tuesdays and Thursdays. This model gives more instructional support to the students that are Spanish dominate learning English and it provides additional support to English dominant students that are learning Spanish as a new language. In 5th grade we have a side by side model, where one teacher teacher Science and Math and the other teaches Literacy and Social Studies. In 6th grade the language model is then structured by teacher, time and curriculum in a 50% / 50% spanish/english model, where teachers are scheduled to give their content in an assigned language.

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Students with special needs are primarily in CTT classes where the teachers are licensed in Bilingual education and Special Education. In the middle grades where we do not have CTT classes, students with special needs are given SETTS. Similar to the ESL program, in some instances the students are pulled out in others the teacher pushes in.

In all the grades teachers plan for students who are below, at or above level. There for instruction is provided with language functions that assist the student to work at a level where they can be immersed in the language in a rigorous manner, but provided language structures and scaffolds that can help them by making the lesson more comprehensible.

That students performed better in speaking and reading indicates that we must modify our lessons to include more Read Aloud and guided reading to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using ESL methodology in our school uses the WRAP in Spanish and in English to assess the reading level of the students and to measure their growth through out the year. This year we have changed our English assessment tool to Benchmarks Fountas and Pinnell. In our CEP you can see a chart that shows the results of the 6 grade class in English and Spanish. As you can see students have general problems in Comprehension and Understanding.

For the most part students that are English Proficient do better on the ELA test and in the math test. Where it is different is in the gap that is formed between the two languages. For the most part the gap is closer in the lower grade and gets bigger as the students move along the grades. In math you see a similar gap, but it is not as wide. What has changed it somewhat over the past few years is the greater emphasis in reading and writing with special attention being given to non fiction reading, grammar and vocabulary development.

Because we are a dual language Spanish and English school our instruction in the native language plays an important role in the learning and development of the students' social and academic language. We divide the courses evenly by the two languages and we have the students produce project and assignments in both.

As for the 7.5 hours of ELL training the teachers are provided with training during the professional development time that meets weekly for one hour, during the monthly staff meeting. We also invite Luisa Costa, from Bank Street College and Jane Spielman from educational options to come work with the teachers in developing ESL strategies and Curriculum planning that include ESL strategies.

As for parents of ELL studnets we offer workshops, programs and events in both languages. We have book clubs for parents. We invite parents to special events and conferences that help them get a deeper appreciation of how their children learn. IE. Sabe Conference, The Repertorio Theater, museums and school activities where there children present.

We also partnes with agencies like The Community Association of Progressive Dominicans, that provides an OST (Out of school Time Program) for Students grades K-5. We also partner with MIDORI and Friends. A music foundation that offers students classes in Violin and cello 2x a week for twenty-five weeks. We also Partner with BPS (Bilingual Pupil Services) a teacher training program that places bilingual para professionals in bilingual education classes as they prepare to become bilingual teachers. We also partner with the park rangers and other community groups that allow us to send our students to do community service.

We also have a SAPIS worker (Substance Abuse Prevention program in School) that reaches out to many different agencies throughout the community and present programs to the students as well as the parents on the dangers of alcohol, gangs and drug abuse. They also do workshops on domestic violence, fire presvevention and other programs of interest. Selection of activities are done by surveying the parents on what their interest are; and, where we feel there might be a need.

Parents are also involved in a very meaningful way with our school. They participate in special events with and for their children, like tiger day when parents come to school and read stories to the children in different classrooms; they are involved in special events like a special holiday dinner for the students right before the December holiday celebration. They participate in book clubs, and model how it looks to the children, by having them come to the library during one of their Friday book clubs to see their parents in action. They attend PA meeting

where their children are being recognized for special awards, and where presentations regarding their children and the school are presented.

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.

Provide a detailed description of professional development program and activities.

Through weekly study groups and workshops that teachers attend. Professional development is provided to all staff on the Chancellor Professional Development day and to school staff throughout the grades as early childhood, elementary and middle school teachers on a weekly bases during Study Group Time. Teachers work as a team to discuss day to day activities that conform to what is going on in the classrooms. They share their in sites on students work and strategies for working with students. The teachers are also encouraged to attend workshop and institutes that can be of help to them in developing in their different areas need as well as responding to their different interest. (I.e. Bank Street Language Series; BETAC language series or workshops, Math weekend workshops.)

The teachers work together to address student needs as far as Learning a second language, working with students that have special needs and moving all our students from one level to another. By aligning the curriculum to the New State Common Core Standards where we look to incorporate reading and writing throughout all the curriculum areas, we work to have a more rigorous curriculum that includes the development of language funtions with Blooms taxonomy in mind; and, language structures that assist the students in scaffolding the writing in either languages.

Teachers focus their Study group time on how to plan for students with the Common core standards in mind, and on how to group students to fit their individual needs by grouping them by achievement level where they identify if the students are below, at or above level and planning differentiated lessons for them. The teachers also develop lessons with language functions and structures that scaffold learning for the students.

Calendar of events. November 2 and June 9- Chancellor's professional development day. We provide weekly Study Group meetings with teachers where student work is looked at and discussed, teaching strategies are demonstrated and next steps for student achievement are planned. Teachers also participate in walk throughs of each other classrooms. They are video taped for sharing of best practices and for self reflection.

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?

All of our meetings and activities are conducted in both English and Spanish in order to include all parents. As a dual language school, we seek out families that are in agreement with our program and want to have their children learn in the English and Spanish languages. The parents are informed at Open House, orientation meetings that are given throughout the year on a regular schedule. In our meetings we describe our school's vision, mission and structure. Parents are also informed of the different Bilingual Programs offered as a choice to parents. Once the orientation is given, we distribute letters of interest to the parents, along with the parent survey where they choose the program that they would like. The parent orientation meetings are held from December to March and out reach is done to insure that parents know of the offerings. We then have a lottery in April where we select the students for Kg. and first grades. After first grade, the students need to take a proficiency test in Spanish and English and show proficiency in Spanish in order to be considered for our school. Once this is done students are selected to attend. Special consideration is given to siblings who are entering in grades Kg and first.

We also include parents in a more meaningful way by having them participate in parent meeting and classroom activities that can better

describe the mission and vision of our school in a more meaningful way. And by providing more transparency with the day to day practices of our teachers and our school.

By conducting workshops and parent book clubs where they can see for themselves how our school develops strategies for the appreciation of literacy, math, science and social studies. And how these strategies can assist them in helping their children at home.

By providing workshops on how to access their children's ARIS files on line as well as the Datacation parent file being introduced this year.

To set up book clubs sessions where students can come and visit their parents during their Friday book club meeting, where the students can see first hand their parents showing their appreciation of books, and their love of reading.

To include parents in annual events that are important to the students and school. Events like Character Day, Tiger day, Book Fairs etc. that are activities that allows them to participate in activities that are meaningful to them and their children.

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)	13	16	7	3	2	0	13	8	6					68
Intermediate(I)														0
Advanced (A)														0
Total	13	16	7	3	2	0	13	8	6	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	13	16	7	3	3	2	0	13	6				
	I	0	12	8	2	10	13	11	10	13				
	A	0	10	26	10	13	12	11	10	5				
	P	0	0	1	5	8	7	4	10	13				
READING/ WRITING	B		15	4	3	1	0	1	0	0				
	I		6	14	6	9	3	2	5	4				
	A		1	5	8	7	12	9	12	11				
	P		2	4	1	6	15	4	2	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	8	8	1	22
4	4	17	4	0	25
5	6	9	3	0	18
6	5	11	1	0	17
7	5	14	1	0	20
8	2	12	0	0	14
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		8		18		10		42
4	0		15		23		4		42
5	0		11		18		5		34
6	7		24		11		5		47
7	2		29		13		4		48
8	6		30		15		2		53
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		8		4		15
8	4		9		1		0		14
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		6		0		1		13
8	10		3		1		0		14
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	50		50	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)	17	23	32	16	16	24	21	52
Chinese Reading Test								

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?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

have general problems in Comprehension and Understanding. (see CEP WRAP assessment charts and data fro an example of how we assess out students.)

Similar information is revealed when we look at the modalities section of the NYSELAT. We see that the students are far more proficient in listening and speaking than they are in reading and writing. One of the patterns that we identified when using the WRAP, was that it tested their pronunciation and decoding better than it assessed their reading comprehension and writing. Because of this we have switched our English DYO assessment tool to Benchmarks, which does a more comprehensive job in measuring reading and writing. We are hoping to find a similar assessment in Spanish to replace the WRAP spanish assessment test.

The instruction of literacy and writing in both languages is done with the support of a teacher who helps the student scaffold the learning of the new language, and reinforces and develops their first language (Spanish or English). For those students designated by the LAB-R as an ELL, the NYSELAT is given until he or she has tested out. In English the students need a score of 41% in the LAB-R in order to determine their proficiency. The LAB-R is also given in Spanish to guide instruction, and teacher assessment is also used in L1. We use balance literacy to develop independent writing skills, and this is done by units in the elementary school, i.e., one unit selected in Spanish and one unit selected in English, thus taking care of both languages. Furthermore, the literacy skills in the elementary level are being taught by the language of the day: three days in Spanish and two days in English. In the middle level students read and write in both languages every day and the languages are determined by teacher assignments.

In the beginning students ar encouraged to develop academic skills in his or her first language, in order to make the transition to the new language less traumatizing. Studies show that the students transfer learned skills from L1 to L2. Throughout the progression of the program, the students will be exposed to all the academic activities (reading, writing, math, etc.) through development of curriculum objectives and language objectives.

That students performed better in speaking and reading indicates that we must modify our lessons to include more Read Aloud and guided reading to provide opportunity to develop better listening skills, as well as writing skills. Continued focus will be given to the speaking and reading skills to help the students improve the receptive and expressive skills. In addition, the implementation of literacy modifications using ESL methodology in our school uses the WRAP in Spanish and in English to assess the reading level of the students and to measure their growth through out the year. This year we have changed our English assessment tool to Benchmarks Fountas and Pinnell. In our CEP you can see a chart that shows the results of the 6 grade class in English and Spanish. As you can see students have general problems in Comprehension and Understanding.

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After each period assessment the school coaches get together with the teachers to score the exam. The test are then looked at with the coach and the teachers and analyzed for patterns, trends and learning gaps. Afterwards there is a chart that is made and shared with the Principal, Cabinet and AIS team for discussion and next steps. These results are also used to regroup AIS students both in AIS groups and for the 37minutes.

Because we are a dual language Spanish and English school our instruction in the native language plays an important role in the learning and development of the students' social and academic language. We divide the courses evenly by the two languages and we have the students produce project and assignments in both.

In looking at the data of how well the ELL's and the EP students performed on the ELA, ELE, Math, Science and Social Studies test, we see that the students are all ELL's or Former ELL. This last year when the students tested like many other schools our school also made a considerable drop in their ela and math score. While disappointed in the gains that we made compared them to the scores of the district and the City at large I found that in many cases our school did equally well to them and in many cases better. When I looked at our middle school math scores in comparasion to other middle school scores we also did better than many of the other middle schools in our district. When we looked at our Math scores. In spite of the disappointing drop that we had, I noticed that grades 3, 4, and 5 did almost twice as good as our middle school. And we met our AYP because of our scores in Science, which were a little disappointing in 8th grade , but very promising in 4. In 4th grade almost 75% of the students scored from level 2 to 4 on the test. And while many students drop in comparasion to the year before in Grade 5 in ELA, they did very well on the Social Studies test. Many of them scoring a level 3 on the test similar to the scores from the previous year. As for the success of our Dual Language program, the number of our students scoring in the 3 and 4 quadrant of the ELE test is proof that they are still learning and succeeding in Spanish even much after they have become English proficient.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

7. Resources and Support

We use the Imagine learning ESL program to help students get more scaffolding in their language development by using this technology program that focuses on individual needs of the students. The program keeps track of students' language development, and assists them by using starting out at their developmental level and working on from there.

Our school is also fortunate to have Smart boards in the classrooms and lap tops carts with dell and apple computers that are used in the classrooms on a regular basis.

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		11/10/10
	Assistant Principal		11/10/10
	Parent Coordinator		11/10/10
	ESL Teacher		11/10/10
	Parent		11/10/10
	Teacher/Subject Area		11/10/10
	Teacher/Subject Area		11/10/10
	Coach		11/10/10
	Coach		11/10/10
	Guidance Counselor		

	Network Leader		
	Other		