



COMMUNITY ACTION SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: COMMUNITY ACTION SCHOOL – MS 258
ADDRESS: 154 WEST 93RD STREET, NEW YORK, NY 10025
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS 258 **SCHOOL NAME:** Community Action School

SCHOOL ADDRESS: 154 West 93 Street, New York, NY 10025

SCHOOL TELEPHONE: 212-678-5888 **FAX:** 212-531-7351

SCHOOL CONTACT PERSON: John Curry **EMAIL ADDRESS:** Jcurry2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: John Curry

UFT CHAPTER LEADER: Shana Hicks

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** 103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Sara Carvajal

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.

Community Action School Mission Statement

- Given proper supports, all students can be academically successful.
- The school is committed to serving an academically and culturally diverse student body.
- All Community Action School students must receive a rigorous, challenging educational program aligned with the New York State performance standards.
- To be able to meet all of our students' learning needs, teachers must be constantly growing in professional knowledge and experience.
- An inclusion model works best for most special education students. Students with learning challenges learn best when working with mixed groups of students.
- Middle school students need strict, fair, and clearly articulated guidelines for their behavior, as well as a supportive, warm, and accessible support network in the school.
- It is the school's responsibility to work with the whole student, serving his/her emotional as well as academic needs.
- Students are more successful in school's that maintain a close relationship with their families and the surrounding community. The Community Action School is dedicated to building these strong ties.

The Community Action School is a middle school program located on the Upper West Side of Manhattan. It was founded in 1994 with a mandate to create an academically-rigorous middle school that welcomes a diverse community of learners.

The school remains committed to offering a model academic program that is diverse and inclusive, challenging and supportive of student learning.

The school currently serves around 250 students. Most students live in Harlem and the Upper West Side, with a smaller percentage residing in Washington Heights and the Bronx. The school is part of District 3's choice system and about 80% of its students are accepted through an interview process.

Among the outstanding elements of the program are –

- Rigorous and engaging literacy and mathematics programs that are highly successful in growing student performance, placing the school in the top 15% of schools city-wide in its past four progress reports and in the top 1% for two of three years.
- Creative, engaging science and social studies classes that make extensive use of New York City's many educational and cultural resources.

- A strong system of academic and social supports for all students. In their responses to last year's learning environment survey, most students reported that teachers were always available to address their learning and emotional issues.
- An exemplary special education program, based on an inclusion model, with general and special education teachers trained in best practices of collaborative teaching. As a result, the school's special needs population has shown yearly increases in performance well above the city average.
- A wide range of special activities during and after the school day, including soccer, cross-country running, photography, knitting, Mock Trial, step dance, chess, and drama.

Community Action School students tend to attend the city's small, quality high schools after graduation, and frequently return to thank the staff for the foundation that the school laid for their success.

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?
-

Performance trends/school initiatives –

Performance trends 2007 – 2009: On the 2007, 2008, and 2009 NYS assessments, Community Action School experienced increases in all subgroups that exceeded city-wide averages by 30 – 48 percentile points. We believe that this was the result of the following curricular initiatives:

- *In mathematics* – A major restructuring of its mathematics curriculum. Major changes included:
 - *Revising the scope and sequence so that it aligns with NYS standards:* The most recent NYS mathematics standards were carefully analyzed and compared to the school's existing curriculum. A gap analysis and review of the sequencing of skills and concepts found that the curriculum was not aligned and would not adequately prepare students for the spring assessments. Through this process, the mathematics team and former mathematics coach rewrote the school curriculum so that it is closely aligned with the new standards. The school also adopted a new mathematics text more closely aligned to the standards than the *Impact Mathematics* series.
 - *Implementation of embedded, sustained assessment to guide pacing and intervention* – A toolkit of assessments was created and is used to continuously monitor student mastery of skills and concepts. These assessments include unit tests, weekly extended-response problem solving activities, daily scored start-ups, and a comprehensive portfolio for each student. The data from these assessments are utilized to make necessary adjustments in lesson planning and to identify students who need individualized support.
 - *Weekly activities that parallel the extended response section of the NYS assessment* – The mathematics team has created a year-long sequence of weekly activities – Explorations – that are modeled on the rigorous extended response section of the NYS mathematics assessment. These Explorations are scored by the teacher according to a rubric and kept in each student's portfolio.
 - *Small group intervention and enrichment* – The department uses the 150 minutes a week of extended time classes to provide small group instruction for selected students. The team chooses students needing remediation and others who can be pushed to development advanced skills. The latter are being prepared to take the Regents mathematics test in the eighth grade

- *In ELA* – A major restructuring of its literacy curriculum –
 - *A shift towards utilization of the reading/written workshop model for the 90-minute literacy block* – A review of the school’s ELA program found that students were not engaging in sufficient reading and that teachers were not adequately tracking the development of students’ reading skills. Also, the ELA program was not requiring students to produce sufficient quantities of writing and that expectations for student writing lacked rigor. To address these issues, the school decided to move towards a readers/writers workshop model for the daily 90-minute literacy block. The school hired a consultant from the Accelerated Literacy Learning program to provide initial support with planning and teacher training.
 - *Improved practices for ongoing assessment of students’ reading skill development* – Teachers were trained in best practices for reading conferences, focused on students’ independent reading. The *STAR* reading tests and *Accelerated Reader* book assessment program now provide data on changes in students’ reading levels. These have allowed the ELA staff to set reading goals for each child and to keep records of their progress.
 - *Increased quantity of student reading* – Title I and tax levy funds were used to create larger, more diverse classroom libraries. More time has been carved out during the literacy block for independent reading and the amount of student reading has increased significantly. Evidence of the success of the program also includes a high level of engagement during independent reading time. Books have become more ubiquitous – with many students reading as they walk through the hall after independent reading time in ELA class and homeroom!
 - *New tools for the development of writing skills* – Teachers were trained in the *Basic Writing Skills* program, system provides scaffolding for students to better plan and organize their writing. Currently, the school is working to increase the implementation of this program in ELA and content area classes.
 - *Expansion of AIS and special education services* – The school has had a dedicated intervention teacher in the fall of 2006. This staff member conducts diagnostic testing of low performing students and provides instruction in reading fluency and comprehension. CTT classes have been created on each grade level and CFE and Title are used to support an extra SETSS special education teacher.
 - *Improved coordination with AIS and special education supports* – The intervention and special education teachers now attend the literacy team’s weekly meetings. ELA teachers and special education teachers have received extensive training in best practices of collaborative teaching.

School quality review: Since the school received a Well-developed score on its 2008 quality review and has sustained “A’s” consistently on its Progress Reports, we have not been mandated to conduct additional reviews. The school will conduct a collaborative quality review with another school in our network sometime in the spring.

The 2008 Quality Review identified the following areas for improvement:

1. Refine goal-setting precisely derived from school’s knowledge of students’ academic strengths and weaknesses
2. Lessons plans more directly related to what will be learned to help students and teachers assess their success
3. More differentiation of instruction
4. Refine observations so that include impact of instruction on student learning
5. More monitoring and evaluation of pace of learning for all students, especially higher-performing

In all but one of the five categories in the Quality Review evaluation, the school received a “well developed.” It was “proficient” – a slightly lower rating – in the “Monitor and Revise” category.

The school has made progress in these areas:

1. Goal setting –
 - a. *Reading conferences* - ELA teachers have become more sophisticated in using reading conferences as a tool for setting reading goals for students. Creative better, school-wide systems for setting “next steps” for students and tracking subsequent progress will be a major goal for this year. The literacy team will also be working to expand the focus of goals beyond the quantity of reading and breath of genre to specific areas of comprehension. Support from CTT and SETSS teachers during independent reading sessions will play a major role in this regard, with their conferences focusing more on evaluating the growth of reading skills and diagnosing the sources of difficulties.
 - b. *Family conferences* – a shift to the “family conference” format for parent/teacher conferences has given students a key role in reflecting on their academic progress. Before the conferences, children reflect on the quality of work samples from each of their classes and then on their report cards. After these reflections they set goals for the next academic session and share their work, report cards, and goals to their families. A portfolio of report cards, class work and reflection/goals sheets are kept for each child.
 - c. *Assessment-driven intervention* – The school’s data specialist is maintaining a database of various measures of student progress – state exams, diagnostic tests, *Accelerated Reader* quizzes, and others. Achievement goals are being set and tracked for some of these measures to allow the school to evaluate the efficacy of particular intervention programs.
2. Outcome-driven lesson plans – The mathematics and literacy teams have weekly meetings where they discuss curriculum, share activities from their classes and collaboratively analyze student work. This emphasis on looking at student product – writing samples, math problem solving, reading logs, etc. – focuses curriculum conversations on outcomes. This means that when teachers discuss their lesson plans and overarching curriculum maps, the focus is on what students should learn from a lesson and unit, and what evidence of learning should be apparent from student product.
3. Differentiation of instruction – The school has increased differentiation of instruction through the following:
 - a. *Special education and AIS support* – the special education staff and key general education teachers receive several days of training each year in best practices of collaborative team teaching. For the each school year, weekly planning periods have been built into the schedules for all CTT teachers and their ELA and mathematics partners.
 - b. *“Break-outs”* – the school week has been structured so that all students receive 150 minutes of small group instruction each weeks. During these periods, students receive mathematics, literacy, and organizational support tailored to their needs. Groupings and instructional focus will be changed over the course of the year to meet shifting student needs
 - c. *Independent reading* – large classroom libraries, *Accelerated Reader* book quizzes, individual reading conferences, and personal reading logs all create a strong individualized reading program
 - d. *Differentiated tasks in the mathematics classroom* – mathematics teachers have created materials that are tailored to students performing at different levels of understanding. SETSS, CTT, and AIS staff provide targeted instruction within and outside of the classroom and build capacity for differentiation.

4. Learning-focused observations – The principal and the assistant principal are working to make learning outcomes a central part of the discussion before and after observations, and make them a focus of observation write-ups.
5. Monitoring progress of higher-level learners
 - a. *In mathematics* – the mathematics team has been tracking the progress of its higher-performing students, beginning in the sixth grade. This has allowed the team to target these students for more rigorous work within the classroom and enriched instruction in Break-Outs and after school tutorials. This has allowed a group of eighth graders to successfully complete the Algebra I Regents each spring for the past three years.
The team will also be continuing an inquiry project begun last year, focusing on ways to build higher-level thinking in the mathematics classrooms, particular among the cohort of stronger mathematics students.
 - b. *In ELA – Accelerated Reader* quizzes, writing samples, and reading conferences have all allowed the literacy team to identify and plan instruction for students with more advanced literacy skills. These students have been guided to more challenging reading materials and placed in advanced reading circles. This cohort has also been encouraged to participate in the school's Mock Trial and school newspaper programs.

Performance trends– spring 2010: In line with a city-wide trend, the school experienced a significant drop in the percentage of students achieving higher-level performance scores on the spring 2010 NYS mathematics and ELA tests.

It is unclear how much of this change was due to the more rigorous standards used to evaluate this year's scores. The tests themselves were different from those of previous years, both in format and level of difficulty. More importantly, expectations were notched up, with students being required to achieve higher scale scores to move from one performance level to another. For example, with the 2009 test, the cusp between performance levels level 2 and level 3 for both ELA and mathematics was at a scale score of 650. For 2010, the cut scores for mathematics and ELA were the following:

Grade	Math	ELA
8	673	658
7	670	664
6	674	662
5	674	666
4	676	668
3	684	662

These changes affected the school's aggregate performance. In previous years we have noted that the ELA scores of many of our students, both level 2's and level 3's, have clustered closely around the 650 cut point. Thus, nudging up the cut score by eight to twelve points had a substantial impact on

the percentage of students falling at different performance levels, as one can see by a comparison in the 2009 and 2010 student data.

2010 – 2011 Sixth Grade performance levels - ELA

Testing year	Level 1	Level 2	Level 3	Level 4
2009	4%	42%	54%	0%
2010	20%	54%	25%	1%

2010 – 2011 Seventh Grade performance levels - ELA

Testing year	Level 1	Level 2	Level 3	Level 4
2009	0%	30%	67%	3%
2010	14%	67%	19%	0%

2010 – 2011 eighth grade performance levels - ELA

Testing year	Level 1	Level 2	Level 3	Level 4
2009	0%	26%	73%	1%
2010	0%	77%	22%	1%

On the other hand, there was less movement between the 2009 and 2010 in the mean scale scores in all grade groups:

2010 – 2011 eighth grade mean scale scores - ELA

Testing year	6 th no IEP	6 th w/IEP	7 th no IEP	7 th w/IEP	8 th no IEP	8 th w/IEP
2009	658	634	662	652	660	650
2010	663	649	655	649	658	654

2010 – 2011 eighth grade mean scale scores - mathematics

Testing year	6 th no IEP	6 th w/IEP	7 th no IEP	7 th w/IEP	8 th no IEP	8 th w/IEP
2009	682	670	676	667	680	671
2010	681	664	676	663	680	673

Movement was, overall, insignificant, with big changes only among sixth grade students with IEP's. ELA scores within this subset showed significant increases, while mathematics scores had a significant, if smaller, downward movement.

Differences in performance between racial groups were insignificant. The school's ELL population is too small to allow any conclusions to be made.

Along with the fact that scaled scores remained relatively steady between grades and subgroups, the school as a whole performed well in comparison with other programs. In mathematics, the school's bottom third performed better than 70.4% of all NYC middle schools and 73.4% schools in its peer horizon. For all CAS students, these figures were 81.7% and 76.7% respectively. For ELA the comparison is not as favorable, putting the school within average range for both the bottom third and of all students.

The school report card did show a substantial drop in ranking, down to 20% from top 4% in 2009 and top 1% in both 2007 and 2008. It appears that much of this drop was due to the student performance category. The school's percentage of students performing at levels 3 and 4 showed a substantial drop. We believe that this reflects a change in our population of incoming sixth grade students, plus the fact that our 2009 scores tended to cluster tightly at the level 2/level 3 cusp – meaning that a high percentage of students fell to level 2's when the bar was raised.

Changes in incoming sixth grade population:

Despite having a much larger number of low-performing students, the percentage of new sixth grade students with IEP's is similar to the 2008 – 2009 class – 15.9% with CTT classification compared with 14% in 2008 – 2009 and 6% with SETSS compared to 13% in the previous year's class. As we assess many of these students, we have come to feel that many of them should have received special services during their elementary school years,

During the first weeks of the current school year, the school's AIS teacher conducted a battery of diagnostic tests with children identified as skill-deficient by review of testing data and analysis of a writing sample taken during the first week of school. The results identified a number of children who need phonics instruction, fluency-building work, and exposure to high-interest, low reading level texts. These schedules of 12 students were adjusted to allow them to receive 180 minutes of *Wilson* phonics instruction a week. Other students received instruction with the fluency- and vocabulary-building *Rewards* program. Many received small group guided reading instruction during extended day periods and pull-outs from art and health classes

The sixth grade team is working closely with the administration and academic support staff to further assess the learning needs of the class and to plan strategic interventions within and without the classroom.

this year's goals and objectives include a plan to conduct more rigorous diagnostic testing of its low-performing students and to develop improved intervention practices to address identified learning issues.

Writing – The school literacy team collected writing samples in May and June of 2009 and conducted an analysis of the extended response portion of the spring 2009 NYS ELA test. It was apparent that many students had benefitted from the school's writing program. There was growth in organization of writing scaffolded by Dr. Judith Hochman's *Basic Writing Skills* program and active use of words taught in the school-wide academic vocabulary program. There were, however, consistent problems with organization, grammar, and, to a lesser extent, spelling.

Members of the literacy team feel that too little is known about the amount and types of writing that is taking place across all curriculum areas

The school is continuing its writing initiative, including the following elements:

- *Training ELA, special education, and social studies teachers in the Basic Writing Skills program*
- *Conducting a rigorous social studies exit project in for all eighth grade students as a collaborative effort between ELA and social studies staff, with intensive use of Basic Writing Skills protocols.*
- *Conducting a smaller research/writing project in the seventh grade as an ELA/social studies collaboration with one academic section*
- *Conducting inquiry team meetings with the following focuses:*
 - *Creating a school-wide rubric, guided by the Core Standards, to be used to evaluate writing in all subject areas.*
 - *Analyzing current writing practices and creating school-wide programs to strengthen student writing*
 - *Following a target group of sixth or seventh grades students with mid-level writing schools over the course of the next two years.*

Elements of these efforts are among this year's goals and objectives.

Mathematics –From review of student work and diagnostic testing, the mathematics team has identified a cohort of students in each grade who are performing at an advanced level. They believe that many of these students can be prepared to pass the Algebra I Regents exam in the eighth grade. These students are receiving advanced work within their mathematics classes and during extended day periods.

Sharing of information – Easy access to data about individual students – including performance statistics, diagnostic testing results, IEP goals, anecdotal observations, etc. – can play a key role in increasing the effectiveness of instruction. The school’s current systems are inadequate, and ARIS is neither user-friendly nor comprehensive enough. Therefore, an important initiative for this year is to use other web-based tools to facilitate data access, possibly including being a pilot school for the *Reading Tracker* ARIS initiative.

Special Education Program at CAS: The special education team made the following observations of the school’s inclusion program:

- All IEP meetings are student-centered and collaborative. Goals are agreed on by the team. They are measurable and represent what the team thinks the student will be able to accomplish – academic, developmental, and functional – in a year’s time.
- Special education staff members are receiving ongoing professional development in the area of team teaching. Five staff members are attending a series of training sessions in which they observe collaborative team teaching models and debrief with other colleagues. They are also attending a SETSS (Special Education Teacher Support Services) Academy which addresses aligning instruction with standards, using proven strategies, and progress monitoring.
- Bi-Monthly meetings are held with the Assistant Principal in which student progress is reviewed and special education providers have time to share best practices.
- The self-contained special education class is well-run and is a highly-desired choice for students within that population. The students are working on all different academic levels, with different curricula. Structure, routine and appropriate expectations are stressed.
- Our impressive CTT model pairs a special education teacher with a cohort of 12 students. The teacher follows them to most academic classes and offers academic support, modifies student work and team teaches with the general education teacher.
- All special education services are laid out on a user friendly spreadsheet which all teachers have access to. The IEP’s for all students who receive special education services were recently put on the network and are also accessible to all teachers.
- All special education services are laid out on a user friendly spreadsheet which all teachers have access to. The IEP’s for all students who receive special education services were recently put on the network and are also accessible to all teachers

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.

Goal One: To involve at least 90% of the instructional staff in ongoing collaborative work that is focused on improving student achievement

- The school literacy team, including ELA, special education, core subject, and intervention staff, will be involved in planning and/or supporting inquiry work in the area of writing.
- The school mathematics team, including classroom and special education teachers, will engage in inquiry work inquiry work related to building students' higher-level thinking skills.
- Staff will meet in weekly grade, curriculum, and pupil personnel teams to address students' academic and social/emotional development.

Goal Two: To increase the school's capacity for effective writing instruction by the creation of a rigorous school-wide writing rubric and the planning of a set of effective writing practices to be implemented across all discipline areas.

- An inquiry team will meet regularly to analyze skills necessary to successfully complete essential writing tasks, create an appropriate school-wide rubric aligned with these skills, and to explore instructional practices across all curriculum areas that assist students to master these skills.

Goal Three: To create a revised diagnostic testing and targeted intervention plan for students identified as having significant deficits in literacy skills. Benchmark testing will demonstrate significant increases in identified skill areas in at least 75% of the identified students.

- Intervention and special education teachers will work together to conduct in-depth diagnostic testing and to plan appropriate interventions for students identified as having significant deficits in literacy skills.

Goal Four: To involve the student body in the creation of a student code of conduct and to plan advisory lessons that foster the growth of students' social/emotional skills and positive academic behaviors.

- The student body will be involved in the development of a student "code of ethics." The school's advisory curriculum will be supplemented with lessons and activities targeting the development of social/emotional skills and effective academic behaviors.

	<ul style="list-style-type: none"> • Mathematics inquiry work – November 2010 – June 2011 • Reading inquiry work – October 2010 – June 2011
<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>	<ul style="list-style-type: none"> • Instructional and coaching staff funded by Title I Title I ARRA and tax levy funds • Per session and prep coverage funds for inquiry team members will be funded with Title I funds. • Professional development costs will be covered by Title I and Title I ARRA professional development set-aside funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Schedules and minutes of meetings. • Observation of meetings through role as participant. • Review of data gathered by inquiry teams

Subject/Area (where relevant): All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the school's capacity for effective writing instruction by the creation of a rigorous school-wide writing rubric and the planning of a set of effective writing practices to be implemented across all discipline areas.</p> <ul style="list-style-type: none"> An inquiry team will meet regularly to analyze skills necessary to successfully complete essential writing tasks, create an appropriate school-wide rubric aligned with these skills, and to explore instructional practices across all curriculum areas that assist students to master these skills.
<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>	<ul style="list-style-type: none"> The school will maintain an inquiry team composed of ELA, social studies, special education, and speech teachers, as well as a member of the administration. The team will meet on a biweekly basis. The inquiry team will analyze authentic tasks required for the evaluation of NYC students, including the English Regents, the NYS ELA exams, the 8th grade exit projects, and the NYS 8th grade social studies tests. The team will also analyze written products from a range of the school's core subject classes. The team will develop a writing rubric to be used school-wide, differentiated by grade and aligned to the new Core Standards. <p>The team will work to identify instructional strategies for helping students meet these standards.</p> <p>Target population – All students, with a more intensive focus on a seventh grade target group</p> <p>Responsible staff – literacy inquiry team members, which will include ELA, special education, core subjects and supplemental service staff and the principal</p> <p>Timeline for implementation –</p> <ul style="list-style-type: none"> Summer 2010 – planning meetings of core inquiry team members October 2010 – June 2011 - Biweekly meetings of the committee November 2010 – identification of target population and preliminary analysis of student work November 2010 – January 2011 – finalizing school-wide writing rubric, including integration of Core Standards January – June 2011 – tracking of target group population and development of school-wide writing practices

<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>	<ul style="list-style-type: none"> • Instructional and coaching staff funded by Title I, Title I ARRA and tax levy funds • Per session and prep coverage funds for inquiry team members will be funded with Title I funds. • Training costs will be covered by Title I professional development set-aside funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Observation of meetings through role as participant. • Review of data gathered by inquiry teams

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a revised diagnostic testing and targeted intervention plan for students identified as having significant deficits in literacy skills. Benchmark testing will demonstrate significant increases in identified skill areas in at least 75% of the identified students.</p> <ul style="list-style-type: none"> • Intervention and special education teachers will work together to conduct in-depth diagnostic testing and to plan appropriate interventions for students identified as having significant deficits in literacy skills.
<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>	<ul style="list-style-type: none"> • The administration and selected members of the special education staff will administer diagnostic tests to students identified through test scores, review of writing samples and classroom observations. These assessments will be used to identify students who need supplementary instruction and they type(s) of prescriptive teaching needed. • Identified students will receive instruction from special education and the intervention teachers during ELA classes, pull-outs and the 150 minutes a week of extended day instruction • Benchmark assessments will be administered and necessary changes made in instructional program • Information about selected students' learning needs and the supplementary support that they are being provided will be made available to ELA and core subject teacher. <p>Target population – All students, with a more intensive focus on a seventh grade target group</p> <p>Responsible staff – AIS teacher, special education teachers</p> <p>Timeline for implementation –</p> <ul style="list-style-type: none"> • September – October – initial assessment of student skills • Late September – beginning of “Break-out” small-group instruction program • Ongoing – benchmark assessment of student progress • May /June – final benchmark testing, program evaluation
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Fulltime AIS teacher funded by Tax Levy, Title I and Title I ARRA funds • Fulltime special education staff funded by Tax Levy, Title I, Title I ARRA, and IDEA funds • Curriculum and assessment materials funded by Tax Levy, Title I, and Title I ARRA funds

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Benchmark assessments in September/October, February and June
- Instruments – Roswell-Chall, QRI IV, STAR reading test, NYS ELS assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To involve the student body in the creation of a student code of conduct and to plan advisory lessons that foster the growth of students' social/emotional skills and positive academic behaviors.</p> <ul style="list-style-type: none"> The student body will be involved in the development of a student "code of ethics." The school's advisory curriculum will be supplemented with lessons and activities targeting the development of social/emotional skills and effective academic behaviors.
<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>	<ul style="list-style-type: none"> Students will work together with school staff to create a school-wide code of conduct. This code will serve as a touchstone to build positive behavioral expectations for students. A committee of staff members will plan and write lessons for the school's weekly advisory lessons that cover such topics as tolerance, self-esteem, conflict resolutions, and healthy habits. The administration and instructional leaders will identify community-based resources for social/emotional learning and arrange school visits by representatives. <p>Target population – all instructional and students</p> <p>Responsible staff – All students and school staff</p> <p>Timeline for implementation –</p> <ul style="list-style-type: none"> Student meetings and creation of code of conduct – summer 2010 – October 2010 Expansion and teaching of the school's advisory curriculum – September 2010 – May 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> Tax levy and Title I funds will be used to pay per-session for meetings and curriculum planning time. Tax levy and Title I funds will be used to pay consultant fees for community-based consultants.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> Completed code of conduct fall 2010 Review of advisory curriculum and implementation in school's weekly, small-group advisories – September 2010 – June 2011

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

- need number of students in Myra’s group and in groups receiving support in BO program 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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	40	20	25	25	10	NA	NA	NA
7	40	20	25	25	10	NA	NA	NA
8	35	20	20	20	10	NA	NA	NA
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:	<ul style="list-style-type: none"> • Wilson instruction – 180 minutes for sixth grade students provided during and after the school day • Rewards - provided during school day in small groups • Reading fluency development– utilizing Great Leaps and Soliloquy providing during the school day • Reading comprehension – providing in small group settings during the school day, also providing on push-in model in the ELA classroom
Mathematics:	Small group - provided in small group setting three days a week, utilizing a variety of materials aligned to NYS standards
Science:	Small group – provided in small group setting three periods a week. Service providers address learning issues identified by science teachers.
Social Studies:	Small group – provided in small group setting three periods a week. Service providers address learning issues identified by social studies teachers.
At-risk Services Provided by the Guidance Counselor:	The school guidance counselor provides at-risk services to students identified by the school's Pupil Personnel committee. The guidance counselor also conducts several loss and bereavement groups over the course of the year in collaboration with consultants from Harlem Hospital.
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	NA

At-risk Health-related Services:

NA

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.

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

THE SCHOOL DID NOT RECEIVE TITLE III FOR THE 2010 – 2011 SCHOOL YEAR

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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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.*

When new students articulate into the school, the parent coordinator and pupil accounting secretary interview the parent and identify which have limited ability to speak and/or read English. This information is used to create a database of families who need translation services. Data is recorded on students' emergency contact cards, as well as on HLIS.

The database will be used to ensure that important written materials are provided for identified parents in their native languages, and that oral translation is available at important events, such as parent/teacher conferences.

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.*

Information on which children's families needed translation services were provided to grade instructional teams and to the principal. Parents who need translation services are told, when their child is articulated into the school, that translation services are available when needed. Three staff members were used to provide Spanish translation services as needed. Important written materials were translated into Spanish by the principal and the parent coordinator.

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.*

Important letters and other written materials for distribution to parents will be submitted to the parent coordinator for review. When necessary, the parent coordinator or the principal will translate them into Spanish for families identified by the survey. Currently there are no parents who need translation into other languages. If there is a need in the future, the school will identify vendors who can provide translation services.

The parent coordinator makes sure that the school keeps on file official DOE and other agency forms in appropriate languages.

Signs indicating the availability of oral and written translation services are clearly displayed in the school.

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.*

Oral translation services in Spanish are provided by a team composed by the parent coordinator, the pupil accounting secretary, and the principal, all of whom are fluent Spanish speakers. At least one of these staff members will be available during the school day and during evening events for parents.

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

The school will send a letter home in the native language of parents identified as needing translation services, which informs parents of the translation services that they are entitled to, and who they need to contact to arrange for translation. The letter will be sent home both by mail and children's backpacks, and copies will be available in the school office at all times. A sign in relevant native languages outlined parent's translation rights will be posted on the parent information bulletin board located outside the school office.

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:	148,529	104,358	252,887
2. Enter the anticipated 1% set-aside for Parent Involvement:	1485	1044	2529
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7426	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14,853	*	

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

1. MS 258/ Community Action School Parent Involvement Policy

I. General Expectations

MS 258 – The Community Action School 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. MS 258/The Community Action School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - The school will form a parent policy advisory group, which will consist of the principal, the parent coordinator, and at least two parent and staff representatives. It will be the responsibility of this committee to evaluate the state of parent involvement, using the process

described in #5 below, and to suggest changes to the school's parent involvement plan. The proposed revisions will be submitted to the SLT for review, and then the PA for final approval.

-
- 2. MS 258/The Community Action School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Recruit and maintain active participation of parents in the School Leadership Team
 - Recruit two or more members into the review committee described in #5 below
 - Conduct an annual parent survey, described in #5 below
 - Actively solicit parent feedback and suggestions at PA meetings and other parent forums
- 3. MS 258/The Community Action School 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:
 - The school will use the findings of the parent advisory group survey, described in #5 below, to create an action plan. It will then be the responsibility of the committee to create an action plan for the school's parent involvement program. Primary responsibility for the execution of the plan will fall to the parent coordinator, working the principal and assistant principal. The program will include the following components, among others:
 - Coordination with the District 3 parent involvement office to identify and obtain resources for professional development and technical assistance for staff.
 - Coordinate with the District 3 parent involvement office to identify and obtain educational trainers and speakers to work with our parent body
 - Identification of relevant resources for staff and parents from the local community
- 4. MS 258/The Community Action School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Not Applicable

- 5. MS 258/The Community Action School 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.
 - The parent policy advisory group, which will consist of the principal, the parent coordinator, and at least two parent and staff representatives will design and conduct the following components of an evaluation program:
 - A survey of the parent body, focusing on the following areas:
 - How parents feel that the school serves, and does not serve, the educational needs of their children

- Ways that parents would like to be active in the school
- Factors that make it hard for them to be active in the school
- Services that parents would like the school to provide for parents
- activities that they would like to see at PA meetings, and other special meetings and events that they would like the school to conduct
- An survey of the staff, including the following questions:
 - What were ways that they were successful in communicating with parents
 - Ways in which they were able to use parent contact to improve their children's academic performance
 - Factors that they think limit the effectiveness of their communication with their students' families
 - Suggestions that they have for how the school can improve the quality of parent contact
- Identification and use of outside resources to assist in assessing and improving the quality of parent involvement
- Preparation of a report on the committee's findings, to be shared with the staff, the PA, and the SLT

6. MS 258/The Community Action School will build the schools' and parent's 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 the following topics:
 - 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - iv. Effective methods of working with their children on homework, studying, and independent reading.

The parent coordinator will take a leading role in planning the dissemination of a range of print materials that deal with the above matters. These materials will include school-produced publications, as well as ones from the city, state, and non-public institutions. The parent coordinator will also make sure that families know about workshops, conferences, and classes that deal with the above issues and would be of interest to parents. Workshops will also be provided at school-organized events, such as parent/teacher conferences, open school nights, and PA meetings.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by special presentations and trainings held at PA meetings and other public events; the distribution of appropriate written resources at public events, in the school office, and distribution in children's backpacks: and by referrals through the parent coordinator to educational services provided by local community-based organizations.
- 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 workshops provided at

faculty meetings and professional development sessions by the school social worker, the parent coordinator, and outside speakers/trainers. An advisory sub-committee of the PA will provide information and suggestions to the staff about effective ways of communicating with families and eliciting their involvement in the school.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, 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 – Not Applicable.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is 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:
 - i. Materials sent home to families will be reviewed by both the principal and the parent coordinator for appropriate format and clarity of language
 - ii. When appropriate, written materials will be translated into the home language of monolingual parents and guardians.

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.*

Over the summer and at the beginning of each year, the principal works together with relevant staff members (the assistant principal, the coaches, lead teachers) to analyze the results of the previous year's NYS assessments. The data is disaggregated by subgroup – general and special education, ethnicity, and economic status, and entered into a database that allows sorting by performance levels and scaled scores. This data is used to look at changes from year to year within the same grade, and within the same cohort of students. This data provides insight on where growth is or isn't occurring, and where various interventions might be necessary to improve student achievement. This information is used to identify what types of intervention are needed, and assists in the selection of specific programs.

Performance on the previous year's standardized tests is only one of the factors used to identify individual students for the various intervention programs provided by the school. Among the other sources of information are:

- a. Student work, including material archived by teachers and items in formal portfolios
- b. Formal interim assessments
- c. Reading conferences
- d. Diagnostic testing of students with suspected learning problems
- e. Classroom observations by the teacher or members of the Pupil Personnel Team

2. *Schoolwide reform strategies that:*

- a) *Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.*

The school provides the following services to help students move to higher achievement levels:

- a. Provision of targeted intervention services for identified students. These include reading fluency building using the *Rewards program*, *Wilson Language System* phonics instruction, and leveled, teacher-led, reading and mathematics enrichment circles. The intervention program is driven by intensive diagnostic testing of new students who performed poorly on the preceding year's standardized NYS assessments and a range of collected data for returning students
- b. Expanding the school's capacity to provide targeted instruction through creation of CTT classes on each grade level and funding a supplemental SETSS teacher
- c. Training special and general education teachers in best practices for collaborative teaching
- d. 150 minutes a week of small group, extended day instruction for *all* students. This time is used for both intervention and enrichment activities.
- e. A school-wide academic vocabulary program, with essential academic words taught weekly in ELA classes and reinforced in all core subjects.
- f. School-wide implantation of instruction in the *Basic Writing Skills* program, that scaffolds the development of strong writing skills.

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.*

The school utilizes the 150 minutes of extended day instruction to provide three periods a week of small group enrichment and remediation for its entire student body. The time is used for reading circle, math remediation, advanced math instruction, organizational support, and literacy intervention.

The school also uses Title I funds to provide after school enrichment classes in mathematics and literacy to targeted groups of students.

The school collaborates with a CBO to provide a summer enrichment program for selected students. This program provides morning classes in literacy and mathematics, followed by art, museum trips, and a variety of recreational activities.

- o *Help provide an enriched and accelerated curriculum.*

The school uses Title I and other funding sources to provide students with an enriched curriculum. Examples are –

- A broad range of after-school activities for students, including cross-country running, soccer, chess, knitting, yoga, school newspaper, photography, and dance
- Frequent use of the city's museums and theaters
- A yearly overnight trip to an environmental education camp for all seventh and eighth grade students
- Yearly participation of about 50 seventh and eighth students in a city-wide Mock Trial competition, sponsored by the New York City Bar Association

- *Meet the educational needs of historically underserved populations.*

The school provides a high-quality academic program for a population that is approximately 80% low-income and predominantly African-American and Latino. The school provides an intensive, full-inclusion program for children with for CTT or SETSS services. Some of the instructional strategies use to serve these children's educational needs are described in bullet a) above.

- *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.*

The school provides a strong network of supports for its students' social and emotional development, including:

- An active pupil personnel team, which coordinates services for students experiencing academic and/or emotional challenges
- Counseling services through the school's guidance counselor, SAPIS worker, and an independently-contracted social worker
- A series of loss and bereavement groups for students who have lost family members to death or imprisonment, run by the school guidance counselor and a consultant from Harlem Hospital.
- Weekly advisories, where staff teach various life skills and students have the opportunity to share their thought and concerns
- A weekly health class, which deals with drugs and alcohol issues, making good choices, sexuality, and nutrition
- An extensive menu of after-school activities for students, including cross-country running, soccer, chess, knitting, yoga, school newspaper, and dance

- *Are consistent with and are designed to implement State and local improvement, if any.*

NOT APPLICABLE

3. Instruction by highly qualified staff.

As discussed in number 5 below, the school aggressively searches for fully licensed, highly competent instructors to fill vacancies.

Additionally, teachers, paraprofessionals, counselors, and school aides are provided with a wide range of professional development activities, both onsite and offsite. Title I monies are used to provide coverage for staff who are attending professional development, as well as class fees and, when appropriate, per-session pay for the staff.

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.*

The school is currently engaging in the following professional development initiatives:

- Training for teachers, general and special education, in best practices for working in collaborative teaching classes – CTT and SETSS
- Professional development in best practices in mathematics instruction through the City College of New York.
- Conducting work with groups of teachers in two inquiry teams, with guidance from the curriculum coach and the school administration

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

The school attends city-wide job fairs and utilizes the Open Market Transfer System to recruit job applicants. The school principal also works closely with local universities to recruit qualified graduates in their schools of education, as well as with the Teaching Fellows and Teach for America programs. Job applicants are interviewed by a committee of teachers and supervisors, and are required to conduct a period-long demonstration lesson.

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

The school's parent coordinator works with the Parents Association to organize parent workshops on such issues as effective parenting, homework help, and gang awareness. The school also organizes special evening events where students can showcase projects that they have completed in their classes. Through a 21st Century grant, the school will also help to organize parent workshops to be presented by the ENACT program family educators.

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.*

NOT APPLICABLE

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.*

Teachers are involved in analyzing data and making instructional decisions in the following ways:

- Inquiry teams have been meeting since the fall of 2007 to conduct a comprehensive overview of data and to formulate recommended changes in practices. Currently the school has several inquiry projects in progress, including one focusing on the lowest performing cohort of sixth grade students, another on students identified with substantial numeracy deficits, and a third on student writing in all grades.
- The ELA and mathematics curriculum teams each meet weekly to review progress of instruction and student data. Work student data can include analysis of writing samples and extended response mathematics problems, previous year's NYS assessment, results of practice tests, periodic assessments, and reading conference notes.
- The social studies and science teams meet weekly for collaborative curriculum planning
- All teacher meet weekly with their grade team to discuss student progress and to plan activities that maximize student engagement.

The school's Pupil Personnel Team, consisting of all special education and related services teachers together with the principal and the assistant principal, meets every week to discuss both individual student cases and programs that impact on students' social and academic development.

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.*

Refer to bullets 1, 2, 8, as well as the needs assessment and this year's goals and objectives.

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.*

The school receives NYS 21st Century funds and utilizes them to support its extensive after school enrichment and intervention programs. Title I monies are being used to supplement these funds so that students can be offered an even broader range of academic support and enrichment activities.

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 school allocation amounts)</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 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	X			148,529	X	20 – 26
Title I, Part A (ARRA)	Federal	X			104,358	X	20 – 25
Title II, Part A	Federal						NA

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

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

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

Title III, Part A	Federal						NA
Title IV	Federal						NA
IDEA	Federal	X			42,861	X	24 - 25
Tax Levy	Local	X			1,366,826	X	20 - 26

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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.)*

12 students

2. *Please describe the services you are planning to provide to the STH population.*
 - The needs of temporary housing students are discussed in weekly grade team and pupil personnel team meetings.
 - At-risk counseling will be provided for students who appear to need intervention for their social/emotional development. The counseling can be provided by the school's guidance counselor, SAPIS worker, or counseling intern.
 - When needed, academic intervention and homework help will be provided during and after school by classroom teachers and support staff.
 - The school's parent coordinator will reach out to the family and the shelter staff to offer and provide assistance.
 - When necessary, school funds will be used to subsidize necessary scholastic materials and special trip fees

Part B: FOR NON-TITLE I SCHOOLS

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

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

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:	Community Action School - MS 258						
District:	3	DBN:	03M25	School		310300010258	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		93.9	94.1	94.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		95.3	97.6	98.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	87	81	81	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	80	85	81		69.6	78.3	81.5
Grade 8	71	79	82				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		3	8	10
Grade 12	0	0	0				
Ungraded	11	9	9	Recent Immigrants - Total Number:			
Total	249	254	253	<i>(As of October 31)</i>	2007-	2008-	2009-
					3	2	0
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	12	9	9	Principal Suspensions	12	30	31
# in Collaborative Team Teaching (CTT)	23	37	33	Superintendent Suspensions	19	15	12
Number all others	26	20	36				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	14	14	TBD		19	22	22
# ELLs with IEPs	3	6	TBD	Number of Teachers			
				Number of Administrators and Other Professionals	5	4	3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	1	0	4

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	1	0	5	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	42.1	50.0	54.5
				% more than 5 years teaching anywhere	26.3	27.3	31.8
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		84.0	82.0	81.8
American Indian or Alaska Native	1.2	0.4	0.0	% core classes taught by "highly qualified" teachers	87.5	82.4	100.0
Black or African American	43.8	42.5	43.1				
Hispanic or Latino	51.4	52.4	54.9				
Asian or Native Hawaiian/Other Pacific	2.0	2.4	0.0				
White	1.6	2.4	2.0				
Male	42.6	40.9	45.5				
Female	57.4	59.1	54.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	64	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4						

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							

**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 1	District 03	School Number 258	School Name Community Action
Principal John Curry		Assistant Principal Andrew Sullivan	
Coach		Coach type here	
Teacher/Subject Area Ann Tribbett		Guidance Counselor Caroline Tejada	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Karla Fittipaldi	
Related Service Provider type here		Other type here	
Network Leader Yuet Chu		Other type here	

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

C. School Demographics

Total Number of Students in School	253	Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	7.11%
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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.

In our school when come to register and they indicates it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HILS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

V If the child is truly a new admits; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.

V After the HILS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HILS. The LABR is administered to the student within ten school days from registration date.

V Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into the after school program for SIFE, as well as receiving academic intervention services throughout the day.

V Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.

Ø Students begin to receive appropriate services,

Ø Parent coordinator (PC) is notified. Within two days, the PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents.

Ø At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the parent is inform that the program is not offered at the school that school year. The parent inform of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and apt for the second choice until their following the school has the appropriate number of request to open the program they've selected. For parents who do not attend Parent's Orientation Meeting, a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

Ø Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compare to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R take the NYSESLAT test every year.

V The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is register and a program selection form is received. Parents are notified that a new admit has registered and whether or not their selection matches theirs. There no names or selection disclose.

V As soon as the school has enough requests to offer a particular program, parents are notified that will now be offered at the school which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of request, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' request. We continue to monitor parents' request so we can align the programs offer at our school with parents' choices.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	5	0	1	9	0	4	4	0	0		18
Total	5	0	1	9	0	4	4	0	0		18

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

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														0
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	6	1					15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							1
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other														0
TOTAL	0	0	0	0	0	0	9	7	2	0	0	0	0	18

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.

Our free standing ESL program is a combination of push-in and pull-out services. An ESL teacher pushes in once a week for 45 minutes during the science, math and social studies period. Students are also pull-out to develop listening and writing skills once a day. All students regardless of their level are serviced at least 360 minutes a week.

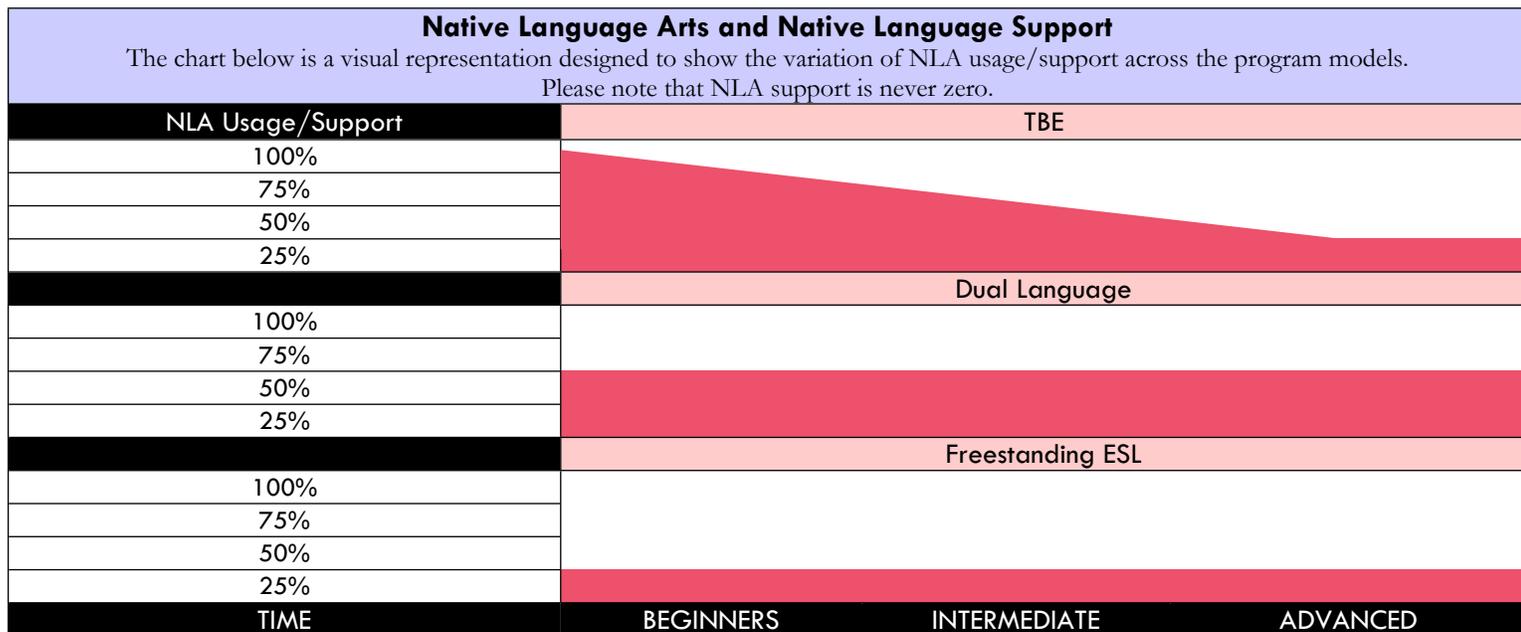
ELLs Students who have been in the school system for less than three years, the school will review the results of LAB and NYSESLAT assessments to determine the level of need of the student. Data will also be utilized to determine whether or not the child is exempt from standardized test in English. Results will also be used to evaluate the child's instructional needs and the school's ability to adequately address those needs. If necessary, the school will seek to provide additional hours of ESL instruction for the child. If the child needs more intensive services than the school is able to provide, the school will confer with the ELL's family and the regional office to explore appropriate alternative sites.

Long-term ELLs will receive the appropriate level of ESL services, as determined by the results of their NYSESLAT assessments. The ESL teacher will also work closely with ELA and other teachers as a team to help the child successfully test out of ELL status.

LEP students identified as having special needs Community Action School provides mandated services for students with IEP's in an inclusive environment, utilizing both the SETSS and CTT models. The delivery of proper instruction for this subgroup (ELL's with special needs) demands close coordination of instruction between the ESL and special education staff. Along with ongoing contact with the general education teachers, the ESL teacher has to attend all meetings of the special education staff, and confer regular with the special education teacher(s) working with special needs ELL student(s).

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program were they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction.

If the child is a Beginner, he/she is serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs.

Many of our long-term ELLs also qualify for AIS and are students with special needs. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify the specific needs of the child, which is often mastering the academic language. In addition, developing mastery of the academic language promotes improvement of writing skills.

A large proportion of our long-term ELLs are deficient in the writing modality on the NYSESLAT and ELA. We use an ESL curriculum for upper grades to support the writing in all content areas. The ESL teacher also works with the long-term ELLs to support them in the Balanced Literacy Reading and Writing program. While ESL teachers support the Balanced Literacy block, they also integrate dictionary skill-building, conventions of writing through real-life experiences, group and independent research and other higher-order thinking activities. Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program were they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction

Newly admit are serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. Students are mentored by one of their peers who will help them with daily routines and schools' expectations.

We have specific materials that will support the students' academic needs. Teachers use sight words, picture dictionaries, low readability

high-interest books, and age appropriate materials that support the curriculum.

Students who have passed the NYSESLAT receive AIS or small group instruction during our morning academy for up to two additional years or longer if needed.

The ESL teachers and the classroom teachers' work together to provide a model that is best for the students. The school provide an ESL teachers create an individualized schedule to ensure that they receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level.

Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, using chants, songs, as well as teaching using practices where students participate in topics of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc. Teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technology in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their classrooms.

Readers and Writers Workshop model with read-aloud, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills is used with all ESL learners. In addition, the ESL teachers use bilingual dictionaries to increase English vocabulary with the new comers during the Balanced Literacy Block.

In general, Beginning students show overall strength in listening and speaking in English. They can quickly recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple instructions and depend on gestures and other context clues. Students functioning at this level require extensive assistance to make language comprehensible. Vocabulary is very limited and they have great difficulty producing correct grammar or syntax. They often use gestures to express meaning or switch to their first language. The ESL teacher utilizes pictures, gestures, pair interaction and the Whole Language approach to reinforce concept and increase vocabulary. Phonics, basic skills is also taught through content area.

At the Intermediate level students are more comfortable using English. They recognize most topics by familiar terms and phrases and are able to understand the main idea of a moderately demanding oral presentation. They understand a range of common vocabulary and idioms. They can also follow simple and short conversation. At the intermediate level, students start to use a range of grammatical structures. Grammar and pronunciation mistakes are frequent and the students tend to over-generalize grammatical structures. They continuously improve their oral language and communicate comfortably and spontaneously in many situations. They use a variety of vocabulary and are able to incorporate unfamiliar words rather quickly. Their discourse is fluent and they master grammatical structures. They can be understood by listeners and in case of misunderstandings are able to rephrase their sentence.

Students at an Advanced level demonstrate fluency in listening and speaking. They make presentations; can switch from basic interpersonal conversational skills to cognitive language proficiency. They use sophisticated vocabulary and can use greater language resources to analyze and solve problems to make decisions. They also begin to proficiently use English idioms and everyday phrases.

Based on our school's NYSESLAT scores and additional informal assessments, we have determined that reading and writing presents various challenges for Beginner ELLs. Their ability is limited to decode and sounding out words. They have few or no practical writing skill in English. Beginners with high reading and writing skills in their first language are more comfortable transferring those skills to writing in English. They, however, will often spell the words phonetically. Working with them systematically on spelling and grammar, they are able to adapt to the correct version very quickly.

As the students improve and move to the Intermediate level, they understand the purpose, main idea, and details of some shorter academic texts. They read word to word and understand most words and phrases. They are also able to scan shorter academic texts for specific information. They read texts with language that is concrete and factual, with some abstract and technical vocabulary concepts. They are able to effectively convey an idea, opinion, feeling or experience in a simple paragraph, though their writing often shows a lack of control over grammar, vocabulary and spelling.

As these students move to Advanced level, they adjust their reading rate according to the content of the text. They grasp main ideas, key words and important details in a wide range of social and academic texts. They are able to understand most unfamiliar vocabulary by using context clues, understand the author's purpose, point of view and understand figurative language. They construct coherent paragraphs on familiar topics, expressing their feelings, opinions and research results with clear main idea and supporting details. They write about a variety of topics. Although they make errors in grammar, spelling, vocabulary or punctuation they can clearly communicate the purpose of their writing.

For the ESL program, the school uses the small group level instructional model to service the students in all grades. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. All teachers utilize the Reader's Workshop for the Advanced and Intermediate students.

Teachers must plan specifically for language within the structure of the Balanced Literacy mini-lesson to provide for language support for ELLs. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. They reinforce

listening/speaking skills, reading skills and writing via the student independent books as well as authentic literature that provides a balance of fiction and non-fiction, novels and short stories. They also include an audio CD with the recorded stories to build listening and auditory skills for our Beginner students and students with a native language other than English and/or Spanish.

The school has also analyzed the NYSESLAT scores by looking at the scale scores in both Reading/Writing and Listening/Speaking. By having a clear visual of the strengths and weaknesses in the modalities, they can plan for further differentiated instruction. For example, many of the Intermediate ESL students have stronger Listening/Speaking skills than Reading/Writing skills. Therefore, the teacher has planned for more instruction and practice on conventions and mechanics, as well as vocabulary development, to improve the students' reading and writing.

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)?

NOT APPLICABLE

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.

Professional development provided by the ESL teacher is central to the provision of effective instruction for ELL's in all major subject classrooms. The methods used by the school to provide this professional development include:

- Presentations in after-school professional development sessions
- Visits to meetings of the school's mathematics and ELA curriculum teams
- One-on-one consultations with staff who are working with the school's four ELL's

In addition, we'll offered the following professional development throughout this school year:

Building Academic Vocabulary by Robert J. Marzano: (One professional development session per month in January, March, and May) This comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a schoolwide approach to teaching content-specific vocabulary. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the Building academic Vocabulary curriculum.

Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn: (One professional development session per month during the months of December, February, April, and June) All teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students.

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?

The Community Action School will reach out to parents of ELL's to make sure that they understand the three ELL program choices. Our outreach efforts will include:

- Parents will be invited to view the multi-lingual video from the NYCBOE "Orientation Video for Parents of English Language

Learners" in their native language. The video will followed by a question and answer discussion.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	0	6	0	0	0	1	0	8
7	Part V: Assessment Analysis								
8									
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

NYS Social Studies									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0
WRITING	A					5	3	0	

New York State Regents Exam							
Grade	Comprehensive English	Number of ELLs Taking Test			Number of ELLs Passing Test		
		English		Native Language	English		Native Language
		Level 1	Level 2	Level 3	Level 4	Total	
Math						0	
Math						0	
Biology						0	
Chemistry						0	
6 Earth Science		3	3	1	0	7	
7 Living Environment		2	2	0	0	4	
Physics		0	3	0	0	3	
Global History and Geography						0	
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
US History and Government				
Foreign Language				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The Community Action School utilizes a variety of assessments to better inform the instruction of ELL students. During the course of the school year, the school will use a number of instruments to assess ELL's instructional needs and progress. These include:

- Administration of the QRI-4, an intensive battery of literacy skills, at the beginning of each school year.
- Regular testing on decoding and reading fluency skills embedded in the Rewards program.
- Oral language evaluations by the ESL teacher.
- Administration and analysis of four periodic writing samples.
- One-on-one conferencing on student reading.

provide professional development and ongoing guidance for literacy staff in best practices for working with ELL students.

Instructional materials utilized in the ESL class will include:

- An ESL library geared to middle school interest level, containing a variety of genres and reading levels.
- Dictionaries appropriate to ESL instruction (Longman's)
- NYSESLAT Prep Materials
- Audiocassettes of young adult literature
- The Longman/Penguin leveled reader series, specially designed for ESL instruction.
- Copies of National Geographic for Children.

Based on the students' scores, the school leadership and teachers are aware of the students' strengths and weaknesses. With this data, the ESL teachers have created lesson plans in Reading, Writing, Listening and Speaking, so instruction can be targeted to areas of need. The lessons are also differentiated with various activities for students to complete at their level. In addition, the school leadership has used these assessments to decrease the ESL teacher student ratio, determine priority topics for professional development and curriculum choices.

Students that are at an Intermediate level in reading and writing are often at the same level in listening and speaking. Their learning in the different modalities appears to progress at the same pace. With long-term ELLs in the higher grades, the gap between proficiency in reading/writing and listening/speaking is wider.

Across the four modalities, there is a clear need to expand vocabulary and writing instructions. To support this, we utilize read-aloud and shared reading, we frontload vocabulary before the lesson so the students can preview the new words to make them meaningful while reading the new text. Furthermore the students have the opportunity to interact with each other and practice their conversation skills. Speaking opportunities are presented through the "turn-and-talk" and the "share" points in the Reader's Workshop model and through other structured dialogues. In addition, the ESL teacher use exercises in class where the students have the opportunity to answer various comprehension questions about a book that was read. The opportunity to write is given every day not only in their ESL classes but also in a separate writing/grammar class as well as all other content areas. The instructional strategies used to address these needs are compatible with the suggestions in the Readers' and Writers' Workshop model and provide consistency of instructions. They are supported by visuals in all classrooms. The teacher also provides guided reading and writing activities that address students' individual needs.

Additional Information

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

Paste additional information here

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

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