



AMISTAD DUAL LANGUAGE SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 06M311
ADDRESS: 4862 BROADWAY, NEW YORK, N.Y. 10034
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 311 **SCHOOL NAME:** Amistad Dual Language School
SCHOOL ADDRESS: 4862 Broadway, New York, N.Y. 10034
SCHOOL TELEPHONE: 212-544-8021 **FAX:** 212-569-7767
SCHOOL CONTACT PERSON: Miriam Pedraja **EMAIL ADDRESS:** Mpedraj@schoo
ls.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Maritza Diaz
PRINCIPAL:	Miriam Pedraja
UFT CHAPTER LEADER:	Gregory Nunez
PARENTS' ASSOCIATION PRESIDENT:	Sandra Iniquez/ Susan Murphy
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** New Visions
NETWORK LEADER: Chad Vignola
SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Miriam Pedraja	*Principal or Designee	
Gregory Nunez	*UFT Chapter Chairperson or Designee	
Sandra Iniquez, Susan Murphy	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Amy Withers	Member/ Teacher	
Kristi Ley	Member/ Teacher	
Allison Ritz	Member/ Parent	
Maritza Diaz	Member/ Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Amistad Dual Language School is a school of choice that serves the communities of Washington Heights, Hamilton Heights, and Inwood. We offer a dual language immersion program for both English and Spanish dominant students. Our program is dedicated to the acquisition of language within a rich academic environment. We embrace a multidisciplinary instructional approach in the arts by offering a comprehensive program in music, dance, visual and theater arts. Amistad is committed to intellectual achievement, language proficiency, experiential and project based learning and nurturing of creativity. Our mission statement is as follows:

The Amistad Dual Language School is a community of learners that embraces the unique path of each individual. Together we foster a sense of communal responsibility and solidarity through the celebration of culture, language, and diversity. Our children will move forward, ready to meet the academic and the social demands of the larger community, taking with them the magic of discovery and the power of two languages.

Our language allocation policy varies by grade to accommodate both conversational and academic language acquisition. In Kindergarten and first grade we follow an alternating day model. Students are instructed in Spanish on Mondays, Wednesdays and Fridays and in English on Tuesdays and Thursdays. In second grade through fifth grade we use an alternating half-day model so that students are equally exposed to all content areas in both languages. In the half day model, students receive instruction in one language in the morning and another language in the afternoon. Cycles vary according to grade level. In second grade we use a one-week cycle. In third grade we use a two week cycle. In fourth through fifth grade the cycle varies from three to four weeks depending on units of study. In the middle grades 6th, 7th, and 8th, the language distribution in the Humanities and Sciences changes to a whole day with alternating two week cycles (two weeks in English & two weeks in Spanish).

The curriculum in Amistad is aligned with State Standards. We use block programming and a workshop model to scaffold and frame both our balanced literacy instruction and our constructivist mathematics instruction. The Social Studies and the Science curriculum is also taught via the workshop model to heighten critical thinking, inquiry skills and focused class discussions. We infuse reading and writing into all core subjects to strengthen comprehension.

The Visual and Performing arts programs are infused with literacy, social science and mathematical concepts. Our students explore and enhance their creative abilities by performing and writing music, choreographing dance movements and producing visual arts pieces. Art projects are exhibited throughout the school and we have several dance / music / theater performances throughout the year. In February we have a full scale musical production and in June we celebrate the arts with a dedicated day for performance and gallery exhibits.

Parental involvement is an essential component of our school. Parents participate in the governance of the school through SLT meetings and they support our instructional programs via fundraising and partnering in classroom projects, all of which contribute to the caliber and success of the school.

Amistad has also developed relationships with educational and artistic institutions to broaden opportunities for our students and to explore a range of professional development possibilities for our teachers.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Amistad Dual Language School								
District:	06	DBN #:	06M311	School BEDS Code:	310600010311				

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93%	94%	94%		
Kindergarten	55	55	50						
Grade 1	52	48	55	Student Stability: % of Enrollment					
Grade 2	53	43	50	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	50	45	45		98%	92.6%	95.6%		
Grade 4	41	46	46						
Grade 5	48	39	46	Poverty Rate: % of Enrollment					
Grade 6	37	47	42	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	40	35	46		73.3%	70.2%	63.6%		
Grade 8	39	40	36						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	3	16		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Total	410	398	416		2	2	4
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	26	24	27	Principal Suspensions	8	9	16
No. in Collaborative Team Teaching (CTT) Classes	-	-	-	Superintendent Suspensions	0	0	0
Number all others	22	21	23	<i>These students are included in the enrollment information above.</i>			
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	26	24	27	Early College HS Participants			
# in Dual Lang. Programs	126	117	107	Number of Staff: Includes all full-time staff			
# receiving ESL services only	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	26	0	0	Number of Teachers	28	33	32
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	4	11	11
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	8	10	10
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	0	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007	2008	2009	% fully licensed &	100.0	100%	96.9

DEMOGRAPHICS								
	-08	-09	-10	permanently assigned to this school	%			
American Indian or Alaska Native	0.0%	0.0%	0.0%	Percent more than two years teaching in this school	64.3	63.6	43.8	
Black or African American	3.4%	3.0	1.2	Percent more than five years teaching anywhere	46.4	45.5	37.5	
Hispanic or Latino	84.2	85.2	85.8					
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.5	2.4	Percent Masters Degree or higher	100	82	72.0	
White	9.5	9.3	9.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.0	76.2	71.9	
Multi-racial	0.0%	0.0%	0.0%					
Male	44.9	47.2	46.4					
Female	55.1	52.8	53.6					

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):IGS				
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>		<u>Category (Check <input checked="" type="checkbox"/>)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS) <input checked="" type="checkbox"/>				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Restructuring
(Advanced)

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	√sh						
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	4	1				

Key: AYP Status

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	82	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

School-wide ELA data indicates that the majority of our students- 106 (48.40%) are on level 3. We have 9 students (4.11%) on level 4. Our total of level 3 and 4 students is 52.51%. We have 88 students (40.18%) on level 2 and 16 students (7.31%) on level 1. In total we have 52.51% of our students on levels 3 & 4.

We have identified the level 1 and the level 2 students for our literacy intervention program. These students are scheduled during the school week to receive intensive literacy instruction in small groups and/or in a one-to-one setting. We have also dedicated one of our extended day periods (75 minutes) to literacy and have targeted level 2 students for instruction.

Disaggregated data for general and special education indicates that in general education we had 7 students (3.36%) on level 1, 87 students (41.83%) on level 2, 105 students (50.48%) on level 3 and 9 students (4.33%) on level 4. In special education we had 9 students (81.82%) on level 1, 1 student (9.09%) on level 2 1 student (9.09%) on level 3 and 0% on level 4.

A grade level breakdown of the general education ELA scores is as follows:

3rd grade (current fourth):

Level 1	5 students	10.64%
Level 2	19 students	40.42%
Level 3	18 students	38.30%
Level 4	4 students	10.64%

The third grade general education scores indicate that a majority of our students are on level 2. We also had one student on Level 1. Longitudinal data across two years (2009 & 2010) points to students in the general education population scoring on level 1 in third grade.

Due to this data we selected third grade as an inquiry study. Careful consideration was given to the selection of the staff assigned to this grade. One teacher from second was looped into third to maximize on the teacher's familiarity with the students' learning styles and accomplishments and an experienced third grade teacher who is familiar with the curriculum was hired to fill the other third grade vacancy. Both teachers are working with the Reading Specialist on a weekly basis to plan lessons and to determine next step practices. Both third grade teachers are engaged in an inquiry study with the Reading/Data specialist to examine curriculum against the new core standards and to examine student work.

In grades 4-6, the majority of our general education students are on level 3.

4 th grade (current 5 th)	53.66%
5 th grade (current 6 th)	65.85%
6 th grade (current 7 th)	51.16%

In general education we have:

4th grade (current 5th)
0 level 1 students
19 level 2 students (46.34%)
22 level 3 students (53.66%)
0 level 4 students

5th grade (current 6th)
1 level 1 students (2.44%)
12 level 2 students (29.27%)
27 level 3 students (65.85%)
1 level 4 student (2.44%)

6th grade (current 7th)
0 level 1 students
20 level 2 students (46.51%)
22 level 3 students (51.16%)
1 level 4 students (2.33%)

All level 1 & 2 students have been targeted for literacy intervention during the school week. Level 1 & 2 students have also been targeted for extended day instruction. We have identified the current seventh grade for an inquiry study with an expectation of moving the level 2 students forward.

7th grade (current 8th) – general education
2 level 1 students (5.41%)
17 level 2 students (45.94%)
16 level 3 students (43.24%)
2 level 4 students (5.41%)

All level 1 & 2 students have been targeted for literacy intervention during the school week. Level 1 and 2 students have also been scheduled for extended day in literacy. Level 1 & 2 students have also been targeted for small group work during a circular 6 assignment.

In Special education the majority of our students in current grades 4,5,6,7 & 8 are on level 1.

The grade breakdown of our special education students is as follows

3 rd grade – current 4 th	1 level 1 student
4 th grade – current 5 th	2 level 1 students
5 th grade – current 6 th	5 level 1 students; 1 level 2 student; 1 level 3 student
6 th grade – current 7 th	1 level 1 student
7 th grade – current 8 th	1 level 1 student

The level 1 & 2 Special education students are scheduled for literacy instruction during the extended day. The Special education teachers meet with the Reading specialist twice a month to discuss strategies that can be implemented with students who are not progressing. Teachers also learn how to differentiate for students who are approximating decertification or mainstreaming into general education.

The data for the state Mathematics exam indicates that we have 3 students (1.37%) whose scores the State never reported to the school, 5 students (2.28%) on level 1, 65 students (29.68%) on level 2, 95 students (43.38%) on level 3 and 51 students (23.29%) on level 4.

In total our levels 3 and 4 equals 66.67%. This data places the majority of our students on level 3. A school wide breakdown of general education and special education is as follows: general education has 1 student whose score the State never reported to the school, 3 students (1.44%) on level 1, 62 students (29.81%) on level 3 and 51 students (24.52%) on level 4. In special education we have 2 students whose scores the State never reported to the school, 2 students (18%) on level 1, 3 students (27.27%) on level 2, 4 students (36.36%) on level 3 and 0 students on level 4.

A grade by grade breakdown of the math data indicates that the majority of the 3rd grade students - current grade 4 (17= 36.17%) were on level 2. We had:

- 3 students (6.38%) on level 1
- 17 students (36.17%) on level 2
- 15 students (31.91%) on level 3
- 12 students (25.53%) on level 4

We have scheduled the level 2 students for our extended day math program (75 minutes – per week).

The majority of the fourth grade students (current fifth) are on level 3. We had:

- 0% of our students on level 1
- 8 students (18.60%) on level 2
- 19 students (44.19%) on level 3
- 14 students (32.56%) on level 4
- 2 students – no scores returned

Unfortunately two of our students took the Math test in Spanish and we never received their data in spite of numerous requests. To determine if these students were in need of support classroom teachers administered a baseline test and reviewed their portfolio pieces. We have scheduled the level 2 students for our extended day math program (75 minutes per week). Additionally a mentor has been assigned to observe and assist the teachers in this grade with the purpose of supporting the students who scored a level 2 on their 3rd grade state math test.

In grade 5 (current grade 6) the majority of our students are on level 3. We had:

0 % on level 1
10 students (20.83%) on level 2
25 students (52.08%) on level 3
13 students (27.08%) on level 4

We have scheduled the level 2 students for our extended day math program (75 minutes per week) and we will be piloting a web based Math program (ALEX) that students will be able to practice from their home as well as in the classroom further supporting differentiation of instruction.

In grade 6 (current grade 7) we have the majority of our students on level 2. We have:
1 student (2.33%) on level 1
19 students (44.19) on level 2
17 students (39.53%) on level 3
6 students (13.95%) on level 4

Longitudinal data indicates a dip in scores from the fifth into the sixth grade. In order to address this trend in the data we looped the fifth grade teacher up to sixth grade and created an inquiry study in sixth grade math. The sixth grade math teacher will examine the fifth and sixth grade curriculum to locate any gaps in instruction from fifth into sixth grade. The inquiry study will also examine the sixth grade math curriculum against the new core standards to recommend adjustments in the curriculum. Students in this grade will also pilot the math web based program which they can access both from home and in school.

In grade 7 the majority of the students are on level 3. We have:
1 student (2.70%) on level 1
11 students (29.73%) on level 2
19 students (51.35%) on level 3
6 students (16.21%) on level 4.

We have scheduled the level 2 students for the extended day math program (75 minutes per week). Level 2 students have also been scheduled for small group work as per circular six assignments.

Last year our goal was to move students from a level 2 to a level 3 on the 8th grade Science state exam. The current data indicates that we made the progress we had predicted. The majority of our eighth grade students (currently graduated) scored on level three. The longitudinal breakdown is as follows:

2009 Data for 8th grade (current graduates):

Level 1 = 2 students (5.41%)
Level 2 = 16 students (43.24%)
Level 3 = 17 students (45.94%)
Level 4 = 2 students (5.41%)
Total for levels 3 & 4 = 51.35%

2010 data for 8th grade (current graduates):

Level 1 = 1 student (2.56%)
Level 2 = 10 students (25.64%)
Level 3 = 24 students (61.54%)
Level 4 = 4 students (10.26%)
Total for levels 3 & 4 = (71.80%)

The breakdown for eighth grade General Education and Special Education in Science indicates that the majority of our General Education students are on level 3 and the majority of our Special Education students are on level 2. The breakdown is as follows:

General Education:

Level 1 = 0 students
Level 2 = 5 students (15.15%)
Level 3 = 24 students (72.73%)
Level 4 = 4 students (12.12%)

Special Education:

Level 1 = 1 student (16.67%)
Level 2 = 5 students (83.33%)
Level 3 = 0 students
Level 4 = 0 students

We will continue to monitor the progress of our eighth grade students in Science via baseline & benchmark data and monthly case studies on individual students.

Our 4th grade (current 5th) science data shows that we had:

Level 1 = 1 student (2.32%)
Level 2 = 5 students (11.63%)
Level 3 = 27 students (62.80%)
Level 4 = 10 students (23.25%)
Total for levels 3 & 4 = 86.05%

We will continue to monitor the progress of our 4th grade students in science. We have examined the science curriculum against the new ELA core standards to guarantee that we are embedding reading and writing into the curriculum.

The NYSESLAT data below mirrors the research that underpins second language acquisition. The data corresponds with our longitudinal data and confirms our success in teaching English as a second language.

Twenty three students tested out as proficient on the NYSESLAT exam. The breakdown of these 23 students is as follows:

1 first grade
2 second grade students
3 third grade students
7 fourth grade students
4 fifth grade students
3 sixth grade students
0 seventh grade students
3 eighth grade students

We currently have 98 ELL students:

18 kindergarten students
20 first grade students
17 second grade students
8 third grade students
10 fourth grade students
7 fifth grade student
10 sixth grade student
3 seventh grade students
5 eighth grade student

There is currently a large cluster of beginning students in first grade (13 students) and a small cluster in second grade (5 students). Second grade has the largest cluster of Intermediate students (11 students) surrounded by smaller clusters in first grade (6 students) and third grade (5 students). The cluster for advanced students begins in 4th grade (7 students) and continues in 5th grade (4 students) and in 6th grade (9 students). Given that our largest clusters are between grades 2-4 we will provide additional support one day a week for one hour via our Title III allocation.

One significant accomplishment that we have achieved over the last couple of years is to improve our communication with parents via technology. We started a few years ago with a dedicated Yahoo account and have now grown into ARIS and a program called Datacation which will somewhat mirror the Teacher Ease program that we had last year. Datacation is a web based grade book program where parents can receive current information about their child's progress or lack of progress in all school subjects grades 5-8. To accommodate the use of technology we have been supporting parents via technology workshops last year and we will continue this year as well. For those parents who do not have access to a computer we have a dedicated parent room with computer access. Last year we expanded our ability to communicate with parents via Global Connect which is an automated phone system. In this way we can keep parents aware of up-coming events, emergency notifications and attendance reports. Because of these outreach efforts we have experienced a percentage increase in our response rate for the learning survey. The 2010 data indicates that we had a parental response rate of 80% which is up from last year's 63%. We anticipate a percentage increase in the communication section of the parent survey this year.

It was anticipated that by the beginning of the 2010-2011 school-year we were to have two electronic LCD monitors both of which will serve to expand our communication with parents and with the community. One monitor was to be mounted outside the building and was to run information loops about upcoming events in our school. Unfortunately, this was caught up in bureaucratic red tape and we decided to abandon this monitor. The second monitor will be mounted in the first floor lobby to highlight program events and serve as an information loop. Increasing academic rigor is another accomplishment that we can point to this year. Our eighth grade students already take the Spanish high school regents. For the first time last year our eighth grade students took the high school Algebra regents and we are pleased with the results.

We are also pleased with the results of our dedicated 'Data Day' where we share out individualized data with each of our students. These one-on-one conversations have helped our students to identify data driven goals for their own improvement and have helped our teachers to sort through data and to achieve differentiated plans in content areas. We will continue this practice this year.

The most significant barrier to Amistad's continuous improvement is twofold: sharing the building with another school and budget constraints. Sharing the building has compromised success in technology due to the lack of space which does not allow us to have a dedicated technology lab, dance and art room. This impacts on our project based instruction as only one class at a time in the middle school grades and one class in the elementary grades can work on projects using the laptops from the COW (computers on wheels). The Arts program is compromised because we share both an art room and the auditorium. Due to sharing the art room with the other school, part of our art program is conducted as a push in with a rolling cart to transport materials. Sharing the auditorium, results in our movement teacher conducting dance classes in the cafeteria and in the hallway for a portion of her program. Sharing the auditorium also results in limited stage access for school performances. Sharing the library is also a barrier as it results in a skeletal open-

access program. Finally, although there is a great demand from the community to have additional Kindergarten classes, we are unable to do so because there is not sufficient space in the building.

Due to the budgetary cuts our instructional program has been compromised. We will no longer be able to fund our sports program which will compromise our attendance improvement program. We will suffer a loss of staff which impacts on the safety of the students and the management of the school.

SECTION V: ANNUAL SCHOOL GOALS

Goal 1

By June 2011, 5% of our level 3 students will move forward in ELA scale scores collectively in grades 4, 5 & 6.

Action Plan

- Level 3 students in grades 4, 5 & 6 are targeted for Extended Day Enhancement Program and will work with Intervention teachers
- Level 1 & 2 students in grades 4, 5 & 6 are targeted to work in small group or one on one with Intervention teachers during the day for 45 minutes
- Classroom teachers will scaffold student's instruction by implementing differentiated strategies
- Classroom teachers will meet with the Reading Specialist to review student data and determine next steps strategies
- ELL student in grades 4,5 & 6 as identified by the NYSESLAT are offered ESL classes offered once a week for one hour by bilingual teachers
- Baseline and benchmark assessments are monitored 3 times a year by the Reading Specialist
- Teachers will review, with each student, their individual results of the State Exam with a focusing on how to improve

Indicators of interim progress

- Monitor reading levels in the Student Growth Monitor to include September baseline, January benchmark and June benchmark
- Monitor writing rubric grades for genre writing via spreadsheets 3 times per year
- Monitor grades 6-8 on demand writing via Datacation (on line grade book) 3 times per year
- Monitor report card grades each marking period, in ELA, for grades 4,5 & 6 via Datacation
- Reflection of portfolio pieces against standard based rubrics

Goal 2

By June of 2011 we will increase the scale score of our school-wide bottom 1/3 in Math by 4%.

Action Plan

- Target bottom 1/3 for extended day school-wide
- Targeted will receive small group instruction in grades 7 & 8 for (2) 45 minutes sessions(Circular 6)
- Classroom teachers will scaffold student's instruction by implementing differentiated strategies in grades 3-6
- 4th grade teachers will be assigned a mentor to assist with the planning and support which will provide to the level 2 students
- Grades 5 & 6 will pilot Web based Math program that students can access from home and work on in school
- 7th & 8th grade students will be grouped by ability level and receive differentiated instruction twice a week
- Teachers will review, with each student, their individual results of the State Exam with a focusing on how to improve

Indicators of interim progress

- Monitor interim assessments via DY0 SCANTRON reports 3 times per year to include September baseline, January benchmark and June benchmark
- Monitor unit quizzes to identify next steps after each math unit
- Reflection of portfolio pieces against standard based rubrics
- Monitor report card grades each marking period, in Math for grades 4-8 via Datacation

Goal 3

5% of our level 2 students in 7th grade will move forward in their ELA scale scores.

Action Plan

- Level 2 students in grades 7 are targeted to work in small group or one on one with Intervention teacher during the day for 45 minutes
- Students were targeted for small group instruction for Extended Day and for an Inquiry study
- Teachers will review, with each student, their individual results of the State Exam with a focusing on how to improve

Indicators of interim progress

- Monitor reading levels in the Student Growth Monitor to include September baseline, January benchmark and June benchmark
- Monitor writing rubric grades for genre writing via spreadsheets 3 times per year
- Monitor on demand writing via Datacation (on line grade book) 3 times per year
- Monitor report card grades each marking period, in ELA, via Datacation
- Reflection of portfolio pieces against standard based rubrics

Goal 4

By June of 2011, we will move 5% of our beginning and/or intermediate students up a level on the NYSESLAT exam.

Action Plan

- Students in grades 1-4 will receive supplemental ESL services after school, once a week for one hour
- Teachers will scaffold ELL students understanding by utilizing differentiating instructional strategies
- Teachers will learn strategies to use with ELL students by attending workshops on comprehension and conferencing

Indicators of interim progress

- Results of the 2011 NYSESLAT exams
- Running Records
- Writing rubrics
- Case Studies
- Conferencing

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 5% of our level 3 students will move forward in ELA scale scores collectively in grades 4, 5 & 6.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Level 3 students in grades 4, 5 & 6 are targeted for Extended Day Enhancement Program and will work with Intervention teachers • Level 1 & 2 students in grades 4, 5 & 6 are targeted to work in small group or one on one with Intervention teachers during the day for 45 minutes • Classroom teachers will scaffold student’s instruction by implementing differentiated strategies • Classroom teachers will meet with the Reading Specialist to review student data and determine next steps strategies • ELL student in grades 4,5 & 6 as identified by the NYSESLAT are offered ESL classes offered once a week for one hour by bilingual teachers • Baseline and benchmark assessments are monitored 3 times a year by the Reading Specialist • Data Day- In November teachers review the results of students individual test

<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"> • Fair Student Funding • DRA Stabilization • Fair Student Funding Legacy • Children First Network Support • Children First Operating Fund • Title I ARRA • Title II • Title I SWP • Contract for Excellence • Fair Student Funding Incremental
<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"> • Monitor reading levels in the Student Growth Monitor to include September baseline, January benchmark and June benchmark • Monitor writing rubric grades for genre writing via spreadsheets 3 times per year • Monitor grades 6-8 on demand writing via Datacation (on line grade book) 3 times per year • Monitor report card grades each marking period, in ELA, for grades 4,5 & 6 via Datacation • Reflection of portfolio pieces against standard based rubrics

Subject/Area (where relevant):

English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, 5% of our level 2 students in 7th grade will move forward in their ELA scale scores.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Level 2 students in grades 7 are targeted to work in small group or one on one with Intervention teacher during the day for 45 minutes • Students were targeted for small group instruction for Extended Day and for an Inquiry study • Data Day- In November teachers review the results of students individual test
<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"> • Fair Student Funding • DRA Stabilization • Fair Student Funding Legacy • Children First Network Support • Children First Operating Fund • Title I ARRA • Title II • Title I SWP • Contract for Excellence • Fair Student Funding Incremental
<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"> • Monitor reading levels in the Student Growth Monitor to include September baseline, January benchmark and June benchmark • Monitor writing rubric grades for genre writing via spreadsheets 3 times per year • Monitor grades on demand writing via Datacation (on line grade book) 3 times per year • Monitor report card grades each marking period, in ELA via Datacation • Reflection of portfolio pieces against standard based rubrics

Subject/Area (where relevant):

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011 we will increase the scale score of our school-wide bottom 1/3rd in Math by 4%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Target bottom 1/3 for extended day school-wide • Targeted will receive small group instruction in grades 7 & 8 for (1) 45 minutes sessions(Circular 6) • Classroom teachers will scaffold student’s instruction by implementing differentiated strategies in grades 3-6 • Grades 5 & 6 will pilot a web based Math program that will differentiate the instruction and students can access from home • 7th & 8th grade students will be grouped by ability level and receive differentiated instruction twice a week • Data Day- In November teachers review the results of students individual test
<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"> • Fair Student Funding • DRA Stabilization • Fair Student Funding Legacy • Children First Network Support • Children First Operating Fund • Title I ARRA • Fair Student Funding Incremental
<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"> • Monitor interim assessments via DYO SCANTRON reports 3 times per year to include September baseline, January benchmark and June benchmark • Monitor unit quizzes to identify next steps after each math unit • Reflection of portfolio pieces against standard based rubrics grades 3-6 • Monitor report card grades each marking period, in Math for grades 4-8 via Datacation (on line grade book)

Subject/Area (where relevant):

English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, we will move 5% of our beginning and/or intermediate students up a level on the NYSESLAT exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students in grades 1-4 will receive supplemental ESL services after school, once a week for one hour • Teachers will scaffold ELL students understanding by utilizing differentiating instructional strategies • Teachers will learn strategies to use with ELL students by attending workshops on comprehension and conferencing
<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"> • Title III • Title I 10%
<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"> • Results of the 2011 NYSESLAT exams • Running Records • Writing rubrics • Case Studies • Conferencing

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	4	12	N/A	N/A	1	0	0	0
1	13	19	N/A	N/A	1	0	0	0
2	10	19	N/A	N/A	7	0	0	0
3	11	16	N/A	N/A	3	0	0	0
4	20	19	0	0	3	0	0	0
5	13	18	0	0	2	0	0	0
6	10	10	0	0	4	0	0	0
7	13	9	0	0	3	0	0	0
8	19	3	8	9	11	0	0	0
9								
10								
11								
12								

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:	Academic intervention is provided by the literacy intervention team in small group and one-to-one tutoring during the school day. The team uses a strategy based approach and leveled texts in reading. In writing the team uses interactive writing, planning and revision techniques. Academic intervention services are also provided in small groups by classroom teachers during one of the extended day periods (75 minutes) each week. Academic intervention services are also provided in small groups for grades 6, 7 & 8 for one period each week, during the school day, as per circular 6 assignments.
Mathematics:	Academic intervention is provided in a small group by a classroom teacher after school one day per week. In grades 6, 7 & 8 academic intervention is provided one period each week, during the school day, as per circular 6 assignments. Academic intervention is also provided in small groups by classroom teachers during one the extended day periods (75 minutes) each week.
Science:	Academic intervention is provided in a small group by a classroom teacher for grade 8 as per a circular 6 assignment.
Social Studies:	Academic intervention is provided in a small group by a classroom teacher for grade 8 as per circular 6 assignments.
At-risk Services Provided by the Guidance Counselor:	At risk services are provided during the school day by a guidance counselor. The support services address barriers to improved educational performance and are individually designed.
At-risk Services Provided by the School Psychologist:	Students who are at risk will meet with the guidance counselor 1-2 times a week individually. Counselor will meet with the parents when necessary to improve home and school connection
At-risk Services Provided by the Social Worker:	Students who are at risk will meet with the school psychologist as needed. Psychologist will meet with the parents when necessary to improve home and school connection.
At-risk Health-related Services:	Students who are at risk will meet with the social worker as deemed necessary. Social Worker will meet with the parents when necessary to improve home and school connection.

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 50 LEP 323 Non-LEP

Number of Teachers 32 Other Staff (Specify) 1 Principal, 1 Guidance Counselor,
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.

The Amistad Title III After School Program will target 56 ELL students in grades 1-4. Teachers will review the NYSESLAT data and make recommendations of which students should be selected. ELL students require additional support and opportunities to develop oral and academic language as well as their literacy skills. The After School ESL program will integrate math, science, and literacy to support development in both content knowledge and literacy skills. Teachers will differentiate instruction and employ second language acquisition strategies to support academic language development and writing skills. Instruction will be differentiated based on individual student needs using student's strengths as a starting point. In writing teachers will focus on developing and strengthening students' on-demand writing skill. They will focus scaffolding extended response in writing through the use of pre-writing organizational structures and prompts. ELL students will develop their English oral language skills which will have an impact on their English literacy skills and their performance on the NYSESLAT exam and class work. On-going assessment such as running records, conference notes will be administered to monitor student growth and drives instruction. Four bilingual certified teachers, will service groups that are no greater than 10 students. The groups will be organized by grade level. The program will begin in November and end in May 2010. They will meet once a week for 1 hour for a total of 23 sessions. A teacher who is certified and holds an administrative certificate will coordinate and supervise all aspects of the program. The instructional materials will be DOE approved which will be appropriate, high interest, leveled and specifically designed for ELL students (Kaplan's NYSESLAT Test Prep materials and Benchmark libraries).

The Title III program's parental component will consist of 10 workshops, which will meet for 2 hours and will be conducted by an F-status technology consultant and one bilingual certified teacher. The workshops will engage approximately 25 parents in Smart board and computer activities that will expose them to the academic language their children are learning in school. Through the interactive activities and the employment of other strategies (Total Physical Response), parents will acquire language and skills that will enable them to become more involved in their child's instructional program and reinforce the home – school connection. Parents will record the vocabulary they acquire in their own notebooks and will practice their English by reading along with their child at home with books they take home each week. (Benchmark). Bilingual dictionaries (Northern Point Horizon) will be given to each parent to take home and will assist them with the new vocabulary.

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.

All teachers at Amistad have received their masters in bilingual education, have their Bilingual Extension or are in the process of completing their Master in certified programs in Teachers College, Hunter College or Fordham University. All teachers continue with their professional development by attending workshops offered by Higher Institutions of Education, DOE and other institutions such as ASCD or Heinemann both during the year and during the summer. No Title III allocations will be used for professional development as other monies are scheduled to cover this cost.

Section III. Title III Budget

School: 311 BEDS Code: 06M311

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)	\$11,774.04	<p>Per session for teachers working the ELL students in the Title III After School Program</p> <p>4 teachers working for 1.5 every week for 24 weeks: $4 \times 1.5 \times 24 \times \\$49.89 = \\$7,184.16$</p> <p>1 program coordinator (certified teacher holding an administrative certificate) working 2 hours every week for 26 weeks $1 \times 2 \times 26 \times \\$49.89 = \\$2,594.28$</p> <p>Per session for teachers conducting workshops for parents of the ELL students in the Title III After School Program.</p> <p>2 teachers working for 2 hours for 10 weeks $2 \times 2 \times 10 \times \\$49.89 = \\$1995.60$</p>

Supplies and materials	\$4,195.96 \$ 850.00	Books (Kaplan Test Prep consumables) and Benchmark libraries) Materials such as notebooks, pencils, dictionaries (Northpoint Horizon dictionaries) books (Benchmark) for the parents who attend the workshops on technology. Parents will also be provided light refreshments at each of the workshop sessions
TOTAL	\$16, 820.00	

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.

Parents fill out forms indicating the home language, are interviewed to fill out the HILS form and have open access to the parent coordinator who arranges necessary translations for parents.

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.

Our findings have indicated that written translations for all correspondence and oral interpretations for all meetings and communications have improved our home school connection. Therefore, all information regarding notices, data, and student performance are translated and provided to the parents at all Parent-Teacher Association meetings, all mailings and email correspondence. We also translate all telephone calls that we send through Global Connect.

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.

Amistad is a dual language program that meets the needs of the community. The Amistad staff, inclusive of administrators, teachers, paraprofessionals, parent coordinator, school aides, and secretaries are bilingual (Spanish and English). The staff is able and available to communicate with parents in their home language. All materials going home are translated by the bilingual coordinator or by the parent coordinator who is currently enrolled in a translation course to enhance her skills. In addition, we have available translation equipment at all PTA meetings or any other meetings or events where parents may require the service.

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.

Our findings indicate that that our translation/interpretation services have had a positive impact on the number of parents attending meetings. In-house school staff or parent volunteers provide oral interpretation at all meetings and we have translation equipment available for all meetings to meet the needs of our 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 sends out all notices, letters, PTA newsletters and postings in both Spanish and English. All meetings are conducted in both languages or interpretation is done using translation equipment. The Parent's Bill of Rights is distributed at the Parent Teacher Association meeting at the beginning of the year. Safety procedures are disseminated in both languages at PTA meetings and via notices. The staff at Amistad is bilingual so interpretation notices are not required.

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	\$255,457	\$139,144	\$394,601
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,555	\$1,391	\$3,891
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$25,545.70	*	

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

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

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

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

General Expectation

Amistad 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 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 into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practical, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parent of migratory children, including providing information and school reports required under section 111 of the ESEA in an understandable and uniform format and including alternative formats upon requests 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 will be 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-
 1. that parents play an integral role in assisting their child's learning;
 2. that parents are encouraged to be actively involved in their child's education at school;
 3. 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.
 - 4. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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.

See pages 15-21

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
-Students are provided support during extended day, during teacher's prep periods and on Saturday workshop both for students who are risk or need to be challenged
- 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.
-Extended day hours were changed from daily 37.5 minutes to 2 days of 75 minutes to increase contact time and maximize the instructional time.
 - o Help provide an enriched and accelerated curriculum.
-Students who meeting the standards are offered enhanced extended day classes. Guidance counselor facilitates the process of our students applying for accelerated programs such as the Lang Institute and the 6th grade Specialized High School program
 - o Meet the educational needs of historically underserved populations.
-Students who are in need of support are serviced by the Intervention Team, guidance counselor and the teacher in the Arts
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Students who are in need of support are serviced by the Intervention Team, guidance counselor and the teacher in the Arts.
Additionally the guidance counselor seeks out CBO which can provide additional services.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Instruction is monitored by daily classroom visits, monitoring of periodic assessments administered by teachers, one on one meetings with principal three times a year to discuss student progress and periodic collection and review of student work.

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 School-wide Program to meet the State's student academic standards.

Consultants from ASCD, Roads to Success, workshops offered by Bank Street College, CCNY, Heinemann are provided to all teachers. Paraprofessionals are provided strategies and understanding of balanced literacy.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Collaboration with HIE facilitates our ability to attract highly-qualified teachers by virtue that they place student teachers in our school. Teachers who are enrolled in the Fellowship programs also serve as resource in finding highly-qualified teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
Parents receive workshops on computer literacy so they can monitor their child's progress on programs such as the WEB based Teacher Ease and how to navigate and understand ARIS.
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.
Breakfast for incoming kindergarten students is done in June. Students get to meet their prospective teachers and experience their new environment. At this time the students receive their summer packet with work that will help prepare them for work in September.
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.
Principal and Reading specialist periodically meet with lead teachers to discuss all related instructional matters including assessments being used. Teachers develop periodic assessment tools as well as authentic assessment tools during the year and in the summer.
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.
All students are administered baseline assessments in reading, writing and mathematics in September to determine the strengths and areas of need. Periodic assessments during the year are administered to inform instruction, identify students who are in need of additional support and monitor growth and progress.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
The anti-violence prevention program is coordinated and integrated into the school day by offering a sports program before and after school. This improves attendance and punctuality and good health for our middle school students. Another component of the program is our Community Service program which fosters good citizenship, good character and promotes good self esteem.

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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.

						plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	√				√	25-30
Title I, Part A (ARRA)	Federal	√				√	25-30
Title II, Part A	Federal	√				√	25-30
Title III, Part A	Federal	√					
Title IV	Federal	√					
IDEA	Federal	√					
Tax Levy	Local	√					

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/TitlePartASetAsideforStudentsinTemporaryHousing.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.) There are presently 16 students who are considered to be in temporary housing either because they are in a shelter or are not dwelling in their apartment or house.
2. Please describe the services you are planning to provide to the STH population.
These students receive, At risk Counseling, Academic Intervention Services, ESL After School Program, and participate in the Extended Day Program if deemed necessary.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Amistad Dual Language School						
District:	6	DBN:	06M311	School		310600010311	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.3	95.5	95.7
Kindergarten	50	47	49				
Grade 1	55	54	46	Student Stability - % of Enrollment:			
Grade 2	50	52	53	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	45	51	46		92.6	95.6	97.4
Grade 4	46	48	46				
Grade 5	46	48	43	Poverty Rate - % of Enrollment:			
Grade 6	42	45	46	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	46	38	46		70.2	74.6	74.6
Grade 8	36	41	37				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	16	25
Grade 12	0	0	0				
Ungraded	0	9	8	Recent Immigrants - Total Number:			
Total	416	433	420	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	4	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	27	29	19	Principal Suspensions	9	16	14
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	23	20	28				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	107	0	TBD	Number of Teachers	33	32	34
# in Dual Lang. Programs	107	113	TBD	Number of Administrators and Other Professionals	11	11	3
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	34	TBD	Number of Educational Paraprofessionals	3	4	10

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	96.9	96.9
				% more than 2 years teaching in this school	63.6	43.8	61.8
				% more than 5 years teaching anywhere	45.5	37.5	44.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	72.0	79.4
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	76.2	71.9	95.7
Black or African American	1.2	1.8	1.7				
Hispanic or Latino	85.8	85.0	88.1				
Asian or Native Hawaiian/Other Pacific	2.4	3.0	1.7				
White	9.6	8.5	6.9				
Male	46.4	45.7	46.2				
Female	53.6	54.3	53.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	78.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	9.5						

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 New Visions	District 06	School Number 311	School Name Amistad Dual Language
Principal Miriam Pedraja		Assistant Principal type here	
Coach Barbara McCarthy		Coach type here	
Teacher/Subject Area Zoraida Hernandez/Bil. Coord.		Guidance Counselor Juan Bello	
Teacher/Subject Area Kriti Ley/ 1st grade		Parent Sandra Iniguez	
Teacher/Subject Area Amy Withers/6th grade		Parent Coordinator Eulalia Iugo	
Related Service Provider type here		Other type here	
Network Leader Derek Smith		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	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	8	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	13

C. School Demographics

Total Number of Students in School	418	Total Number of ELLs	96	ELLs as Share of Total Student Population (%)	22.97%
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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.
- 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.)
 - 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.

Amistad is a K-8, District 6, school of choice, where parents specifically seek an educational program for their child to learn in two languages. Since our school is entirely a dual immersion K-8 school, we only offer this program to the families. Parents who inquire about our school must attend a tour, presented by the principal, where the basic tenets of our school's instructional model and language policy are outlined and discussed. It is made clear that the entire school is a dual language model and that no other program is offered. If a parent realizes that after the tour they are not interested in our school they are referred to their zoned school or to other school's of choice in District 6 (i.e., PS 314, PS 18, PS 187 and PS 210). After the tour parents fill out an application where they are asked a series of questions, such as, why they want their child to attend the Amistad Dual Language School. Parents also fill out a check-list and indicate the language that the child uses, and with whom. This allows us to make a preliminary determination of language dominance which we use for the lottery. In the lottery we randomly select students to support equal distribution of language dominance.

As part of the registration process, all students who were selected in the lottery who have a Spanish surnames or families who have indicated that they use a home language other than English at home, take the Home Language Identification Survey (HLIS) as well as an informal oral interview in English and in the native language (Spanish only) which are all conducted by the bilingual coordinator, Zoriada Hernandez, a bilingual (Spanish and English) certified teacher.

Students that are identified as possible ELLs by the HILS form are administered the LAB-R in English to determine entitlement and in Spanish (if the native language is Spanish) if the student has scored limited English Proficient on the English LAB-R. Letters are sent to home to parents of kindergarten children who are found to be English Limited Proficient. They are informed of their status and offered additional support in English via the Title III afterschool programj. The results of the NYSESLAT alos informs us of students who are in need of additional support as well and receive the same letter and offer as the aforementioned.

Parents specifically seek placement in our school because of their interest in having their child maintain their native language (Spanish) and/ or receive instruction in both Spanish and English as explicitly stated by them in their application. Therefore Program selection forms are not pertinent to our school. During my tours presentation, I have parents read the school's vision which clearly deliniates our subscription to upholding two languages and mypower point presentation illustrates how this is done by grade.

The Data Specialist disaggregates all the data from the LAB-R and NYSESLAT exams to determine the areas of strength, areas in need of improvement and monitors change over time. This data is shared with teachers at PD meetings and is used to assist teachers in differentiating instruction.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	3	2	2	3	2	2					20
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	2	2	2	3	2	2	3	2	2	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	16

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	55		8	20		9	4				79
ESL											0
Total	55	0	8	20	0	9	4	0	0		79

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
Spanish	17	32	20	30	17	38	6	40	10	36	7	36	10	35	2	43	6	31	95	321
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>UROU</u>	1																		1	0
TOTAL	18	32	20	30	17	38	6	40	10	36	7	36	10	35	2	43	6	31	96	321

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 369

Number of third language speakers: 3

Ethnic breakdown of EPs (Number):

African-American: 6

Asian: 5

Hispanic/Latino: 369

Native American:

White (Non-Hispanic/Latino): 9

Other: 7

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

The Amistad Dual language school has two classes per grade. In grades K-5 we subscribe to the one teacher- both languages model. In grade 6 we implement the Core curriculum model; that is, one teacher covers Language Arts and Science and the other teacher covers Math and Social Studies. In grades 7 and 8 Math, Language Arts, Science and Social Studies are departmentalized. Grades 6-8 classes follow the same model and K-5; one teacher -both languages.

Our language allocation policy varies by grade to accommodate both conversational and academic language acquisition. In Kindergarten and first grade we follow an alternating day model. Students are instructed in Spanish on Mondays, Wednesdays and Fridays and in English on Tuesdays and Thursdays. In second grade through fifth grade we use an alternating half-day model so that students are equally exposed to all content areas in both languages. In the half day model, students receive instruction in one language in the morning and another language in the afternoon. Cycles vary according to grade level. In second grade we use a one-week cycle. In third grade we use a two week cycle. In fourth through fifth grade the cycle varies from three to four weeks depending on units of study. In the middle

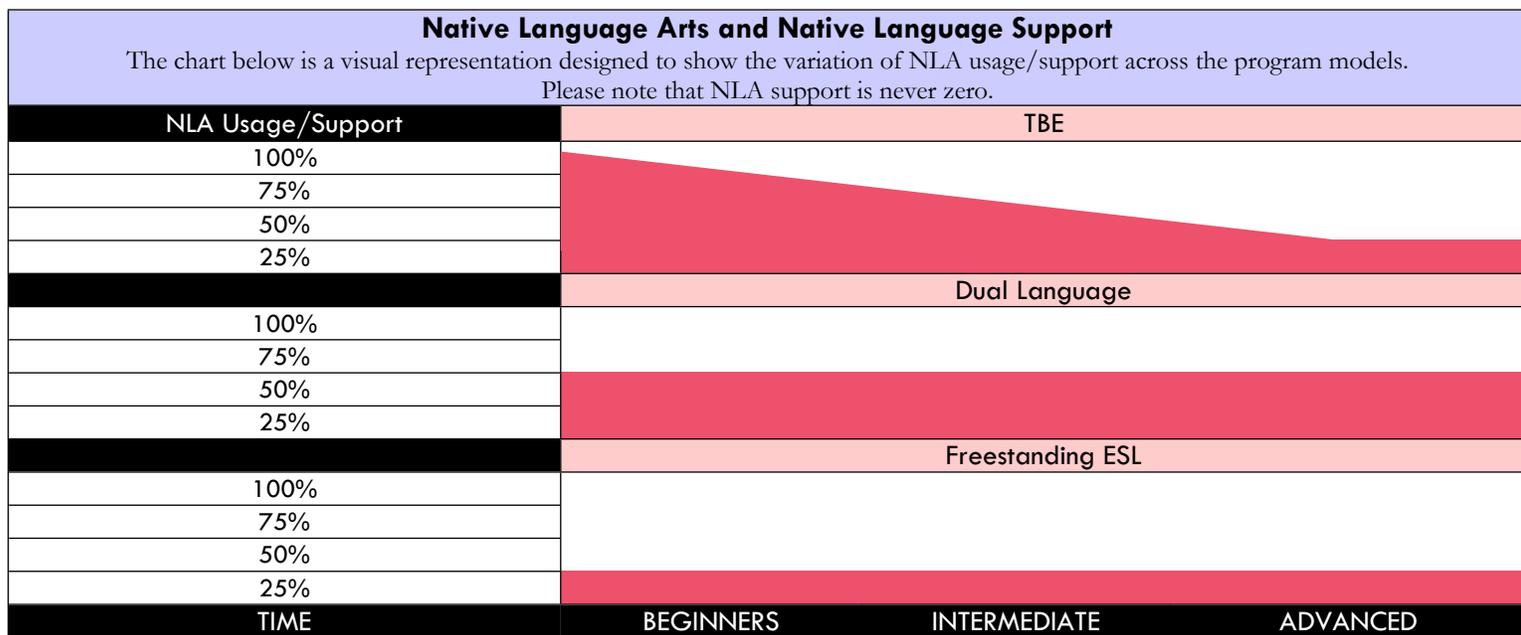
grades 6th, 7th, and 8th, the language distribution in the Humanities and Sciences changes to a whole day with alternating two week cycles (two weeks in English & two weeks in Spanish).

In Amistad we exceed the mandated minutes for ESL instruction. All classroom teachers are certified as bilingual teachers or have their bilingual extension and teach all subject matters 50% of the time in English and 50% of the time in Spanish using strategies they have learned in their coursework (TPR, Sheltered Instruction, SIOP).

Teachers have received training from consultants from ASCD for the past 2 years, on how to differentiate instruction for all students, in all content areas, to ensure that ability levels, language acquisition and modality of learning are addressed. Teachers inbedd their curriculum with differntiated activities across all domains. A yearly qulaity review of the curriculum is done by peers and administration to ensure that the needs of all ELLS and students with special needs are addressed and deliberatelyplanned for.

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?

ELL students receive intervention from a bilingual reading teacher who works with small groups of no more than 5 students every day for 30 minutes. Students who have not reached a level E (Fontas & Pinnell) receive the intervention in Spanish. Once the student approximates grade level in Spanish, the child will receive intervention in English if necessary. ELL students and those with special needs are offered additional support in English via the Title III program that is offered once a week for one hour. The focus of all these services is to promote language development in English which will impact on their performance on formative and summative assessments.

All students in Amistad have equal access to all programs. All students in Amistad participate in extra curricular activities, technology applications and hardware, and in school programs promoting a seamless student community.

We have a myriad of reading materials in both Spanish and English in each of our K-6 classes and in our Language Arts (grades 7 and 8) classroom. The books have been leveled by the Reading Specialist and the Reading Intervention teacher in both Spanish and English as per Fontas & Pinnell. The libraries in the classroom contain books in all genres and both expository and narrative books. To supplement these libraries there is a resource room where teachers and students can check out books that are organized by levels. In grades 3-8 the ALEKS math web based math program has been purchased so that students can receive additional support in class as well as from home. As part of the Connected Learning program, all 6th grade students, inclusive of students with special needs, will be receiving a desktop computer with applications that have learned to use in school. Teachers in grades 5, 7 and 8 will be provided with professional development so that they too can use the web based programs that scaffold students learning. In addition, the school has two C.O.W.s (Computers on Wheels) that are used during the day by all students to research information for projects. Each room has a Smart board which enhances lessons by providing all students, but particularly ELLs, with comprehensive input and visual clues.

We follow the state mandates with respect to testing modifications. All former ELLs are provided modifications up to two years after they have become proficient in English as per the results of the NYSESLAT.

Our newly enrolled ELL students receive a packet they are work with parents during the summer to give them a jump start to the curriculum in,

Math, Social Studies and Science and are provided a list of books that they should be reading in Spanish and English as well.

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)?

Our organizational model reflects our dual language philosophy whereby all our classroom teachers are bilingual and proficient in teaching heterogeneous classes in two languages.

We exceed the mandated number of instructional minutes by equally distributing the time between English and Spanish. Reading, writing, math, science and social studies are all taught in both languages whereby 50 % of the instruction is done in English and 50% of the instruction is done in Spanish.

As a dual language school we closely monitor the progress of our English Language learners. All ELLs are identified (current, former and long term, and special needs) and their progress is assessed using all standardized data in core subjects as well as in-house data (running records administered monthly, math unit test and rubrics for genre writing, social studies and science unit tests.

All of our classroom teachers are trained in using ARIS and in the analysis of data, which contributes to our ability to identify and monitor the success of our ELL students.

Students in grades K-2 are acquiring English at a natural rate through the use of ESL strategies such as TPR, SIOP and Integrative language teaching. Beginning in 2nd grade we provide the ELL students with additional support through our Title III program offering after school language enrichment once a week for 1.5 hours in small groups of no more than 10 students.

Literacy intervention is available for ELL students having difficulty in reading or writing. These students are provided services in small groups by a bilingual certified or ESL teacher. Their progress is monitored on a monthly basis and is charted by our Reading Specialist who has an ESL license.

Struggling students inclusive of ELLs are identified for our extended day in literacy and math via standardized assessments and our DYO assessments.

Former ELLs continue to receive support by attending extended day and are serviced by the Intervention Team as indicated by their progress in literacy and or math.

The integration of technology (Smart Boards) into all grades provides our ELL students the opportunity to engage in hands-on learning techniques. This instrument affords our youngsters the opportunity to engage with language in a tactile fashion, and thereby enhance the acquisition of the English language.

Our guided reading libraries are leveled according to Fountas & Pinnell. Our teachers are trained in guided reading as well as Interactive writing techniques. ELL students below level E in the Spanish language (according to Fountas & Pinnell criteria) receive reading instruction in their dominant language (Spanish). We strive to have all books in Spanish to be written by authentic authors whenever possible. English reading instruction is introduced on level E when the students have enough reading strategies in Spanish to transfer into the second language. Students with a home language other than Spanish are immersed in English instruction for reading.

Our language allocation policy varies by grade to accommodate both conversational and academic language acquisition. In Kindergarten

and first grade we follow an alternating day model. Students are instructed in Spanish on Mondays, Wednesdays and Fridays and in English on Tuesdays and Thursdays in all subject areas (with the exception of students reading below level E as described above). In Second grade through Fifth grade we use an alternating half-day model so that students are equally exposed to all subject areas in both languages. In the half day model, students receive instruction in one language in the morning and another language in the afternoon. Cycles vary according to grade level. In second grade we use a one-week half-day cycle. In third grade we use a two week half-day cycle. In fourth through fifth grade the half day cycle varies from three to four weeks depending on the unit of study.

In the middle grades 6- 8, Language Arts, Math, Science and Social Studies are taught in two week language cycles; two weeks in English and two weeks in Spanish. All classes in grades K-8 are taught by one teacher who instructs the content in both languages.

The curriculum in Amistad is aligned with State Standards. We use block programming and a workshop model to scaffold and frame both our balanced literacy instruction and our constructivist mathematics instruction. The Social Studies and the Science curriculum are also taught via the workshop model with project-based learning to heighten critical thinking, inquiry skills, methodology, and focused class discussions.

We have on-going professional development program for all personnel in our school to enhance differentiated instruction which then serves to address the needs of all our students.

ELL students who receive services from the Intervention program are monitored against grade level benchmarks. The Intervention Program libraries and classroom libraries (both guided and independent) contain a wide array of leveled materials. In grades K-3 we have incorporated second language acquisition theory and our resources reflect a wide array of grade level material to accommodate students who are not yet meeting grade level benchmarks. We also have low level, high interest social studies materials for our 6-8 students.

Our Reading specialist, who is an ESL certified teacher, serves as a mentor to the the teachers who are in the process of completing the bilingual Extension requirements as well as for the teachers who do not have a bilingual extension or ESL certification, on an on-going basis with an emphasis on understanding language development.

All of our written communication is provided in English and Spanish. All of our PTA meetings are conducted in both English and Spanish. Our bilingual Parent Coordinator who is in constant communication with the parents of ELL students advocates and arranges for workshops to accommodate the needs of our ELL parents.

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.

The professional development plan for all ELL personnel at Amistad is to focus on differentiated instruction, ESL strategies (i.e., slower speech, simplified language, Total Physical Response) and how to effectively use the Smart board. Staff will enhance their practice to ensure that all second language learners receive comprehensible input. Second language acquisition strategies will be reviewed and discussed at the DOE mandated professional development days and via the consultants from ASCD, Teaching Matters, weekly meetings with the Technology Consultant and at the monthly meetings with Reading Specialist. Teachers will continue to receive training on how to differentiate their instruction via the assistance from ASCD consultant and the Teaching Matters consultant. Smart board training is on going and is provided by the Technology Consultant and the Teaching Matters consultant to demonstrate how through the use of the interactive applications on the Smart boards they can scaffold the second language learners learning. The guidance counselor attends workshops offered by New Visions on the use of the web based grading system DATACATION, ACS workshop, Middle School, High School and Specialized High School application workshops .The parent coordinator has attended workshops a myriad of topics such as Conflict Resolution, Resources in the cpmmunity, Technology training, Translation courses, Balanced Literacy, English Language Learners workshop,Early Childhood Literacy workshop and Issues Facing Today's Youth. All of this professional development helps my parent coordinator be more effect in her role and to gain more information. This enables her to be a better resource for our parents, particularly the parents of our ELL students.who frequently need assistance in navigating the DOE system.

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?

Parental involvement is a cornerstone of our school. Their participation in the governance of the school, their support of the instructional programs via fundraising and partners in the development of classroom projects are contributing factors to the caliber and success of the school. Each year we hold elections for the PTA. There are two slots for each officer position; one is earmarked for a Spanish speaking parent. All announcements and minutes from the meetings are translated into Spanish to ensure that parents of ELL students are informed. Simultaneous translations are done through the use of a audio transmitter and receivers for up to 40 parents which is used for all meetings.

Workshops for parents are arranged based on the input they give us via a survey conducted by the PTA or via the parent coordinator. The workshops have had a wide range, including but not limited to Overview of the School's Report Card, Cyber Safety for their children, Partnership in the Literacy Program, Understanding Constructivist Math, How to Provide Hoemwork Help, Nutrition for Healthy Families, and Gaining Computer Literacy. These workshops have helped parents become a active partner in their child's learning by understanding the basic premises and practices the children are acquiring in school. Workshops, such as Compueter Literacy, has afforded families with a viable entry level to the world that they had previously been excluded from.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	12	5	1	0	0	0	0	0					18
Intermediate(I)		6	12	5	3	3	1	0	2					32
Advanced (A)		2	0	0	7	4	9	2	4					28
Total	0	20	17	6	10	7	10	2	6	0	0	0	0	78

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	11	0	0	0	0	0	0	0	0				
	I	2	7	2	0	0	0	0	0	0				
	A	12	10	12	4	3	3	6	0	0				
	P	0	3	2	3	7	4	4	2	5				
READING/ WRITING	B	25	12	5	1	0	0	0	0	0				
	I	0	6	11	5	3	3	1	0	2				
	A	0	1	0	1	7	3	8	2	3				
	P	0	1	0	0	0	1	1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	5	1	0	10
4	2	3	2	0	7
5	5	3	2	0	10
6	1	1	0	0	2
7	1	3	1	0	5
8	2	3	0	0	5
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	4	0	4	0	0	0	10
4	0	0	3	2	0	1	2	0	8
5	0	0	5	0	4	0	1	0	10
6	1	0	1	0	0	0	0	0	2
7	1	0	2	0	2	0	0	0	5
8	2	0	2	0	1	0	0	0	5
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	2	3	0	1	0	9
8	1	0	4	0	0	0	0	0	5
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math	3	0	2	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	0	8	0	4
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

3.85% and sixth – 4.81% of total # tested in each grade respectively).

The aggregate performance for Listening and Speaking (NYSTART data) indicates that 106 students were tested school-wide and 46% scored as proficient for this portion of the NYSESLAT. In the Reading and Writing performance areas 106 students were tested and 25% were proficient.

The majority of the school-wide self contained population is on the intermediate level. Of the 22 students tested in this category 31.82% scored on the beginning level, 40.91% scored on the intermediate level and 22.73% scored on the advanced level.

A gender breakdown of the NYSESLAT shows that the majority of both males and females are on the advanced level (60.61% - female & 51.85% male). The secondary category for both genders is intermediate (27.27% - female & 25.93% - male). For the beginning level females scored at 12.12% and males 22.22%. The disparity of females and males on the beginning level is indicative of the larger number of male students tested in grades K-1 (current 1st & 2nd). In these grades 7 females were tested and 22 males were tested.

School-wide aggregate performance for ELLs in the ELA exam (NYSTART data) indicates that 58 ELLs were tested of which 36% scored on or above level 3. The performance for ELLs on level 2 and above for the ELA exam was 86%.

In the New York State math exam 57 ELL students were tested of which 84% scored in levels 3 and above. The performance on level 2 and above was 93%.

On the fourth grade Science exam (current fifth grade students) 13 ELL students were tested of which 84.62% scored on level 3 or above. On this exam there were no ELL students on level 1 and 15.38% scored on level 2.

On the eighth grade Science exam 6 ELL students were tested of which 66.67% were on level 2 and 33.33% were on level 1.

In the 5th grade Social Studies exam (ARIS data) four ELL students were tested of which 75% scored on level 2 and 25% scored on level 3. As a 50-50 model our students are immersed in both English & Spanish in all content areas. We carefully monitor success of our ELL students as well as the success of our students learning Spanish as a second language. We disaggregate and aggregate data to inform us of strengths and areas in need of improvement. We use assessment to drive instruction in both languages and language conversations surround all of our actions and goals.

The in-house assessments that we have designed are used equally in both languages. Examples include Running Records, Writing Rubrics (Literacy DY0), Math benchmark exams (DY0) / Social Studies & Science unit tests and conference notes.

Although our data points to our success with in moving English Language Learners through the levels toward proficiency we continue to reflect on our practices through weekly teacher meetings, cabinet meetings and PD workshops to enhance and differentiate our practice. This year I will identify the struggling students in Science (inclusive of ELLS) and address their needs in small groups. As a staff, we have also identified writing as an extended day concern for our students in testing grades.

We teach reading in the dominant language be it English or Spanish until a child reaches an instructional reading level of E (Fountas & Pinnell). This usually occurs late in Kindergarten or early in First grade. We believe that at this point the students have had a great deal of immersion into the second language and are hence ready to begin second language lessons in Literacy. In Kindergarten (before level E) we assess our students in concepts about print, Letter Identification, high frequency reading vocabulary and reading of patterned texts in the language of dominance. Once the child reaches level E in dominant language reading each student receives guided reading instruction in English and in Spanish. We incorporate assessment into our teaching via Running Records. After each guided reading lesson the classroom teacher takes a running record (2 students per group in Early Childhood K-2 & one student per group in Elementary). Our English proficient students are assessed in Spanish literacy via Running Records of leveled text. These running records are accurately coded and are analyzed for fluency, percentage of accuracy and self correction rate. In addition the running records are analyzed to include the information that the student used at the point of difficulty which we use as an indicator of strategies that the student is using. On the initial running record we incorporate a retelling to guarantee that the chosen level of text is comprehensible. The benchmark running records are on books that have been discussed during guided reading lessons. We use the same assessment strategy for our English Proficient Students and our Spanish Proficient Students. In writing we publish each writing genre in English and in Spanish. We use rubrics to measure success in both languages. The rubric is available in both languages and the measures are identical.

Our expectation is that our English Proficient students (at level E and above) will read one level below the English level when reading in their second language (Spanish). This expectation is held for grades one through three. From fourth grade on we expect our students to read on grade level for both languages.

Disaggregated data that identifies English Proficient students (excluding ELLs & Former ELLs) indicates that the majority of our EPs are performing on level 3 for the ELA exam. The breakdown is as follows:

Current fourth grade (tested in 3rd) =

3.85% on level 1
34.61% on level 2
50.00% on level 3
11.54% on level 4

61.54% on levels 3 & 4

Current fifth grade (tested in 4th) =

0.00% on level 1
29.41% on level 2
70.59% on level 3
0.00% on level 4
70.59% on levels 3 & 4

Current sixth grade (tested in 5th) =

0.00% on level 1
28.57% on level 2
71.43% on level 3
0.00% on level 4
71.43% on levels 3 & 4

Current seventh grade (tested in 6th) =

0.00% on level 1
23.08% on level 2
69.23% on level 3
7.69% on level 4
76.92% on levels 3 & 4

Current eighth grade (tested in 7th) =

0.00% on level 1
46.67% on level 2
46.67% on level 3
6.66% on level 4
53.33% on levels 3 & 4

In Math the majority of our EPs are on level three. Disaggregated data that identifies English Proficient students (excluding ELLs and Former ELLS) breaks down as follows:

Current fourth grade (tested in 3rd)

3.85% on level 1
30.77% on level 2
38.46% on level 3
26.92% on level 4
65.38% on levels 3 & 4

Current fifth grade (tested in 4th)

0.00% on level 1
11.11% on level 2
55.56% on level 3
33.33% on level 4
88.88% on levels 3 & 4

Current sixth grade (tested in 5th)

0.00% on level 1
7.14% on level 2
50.00% on level 3
42.86% on level 4
92.86% on levels 3 & 4

Current seventh grade (tested in 6th)

0.00% on level 1
46.15% on level 2
23.08% on level 3
30.77% on level 4
53.85% on levels 3 & 4

Current eighth grade (tested in 7th)

0.00% on level 1
20.00% on level 2
53.33% on level 3
26.67% on level 4
80.00% on levels 3 & 4

The data for the 4th grade Science test indicates that the majority of the English proficient students scored on level 3. The breakdown is as follows:

Current fifth grade (tested in 4th)

0.00% on level 1
11.11% on level 2
66.67% on level 3
22.22% on level 4
88.89% on levels 3 & 4

In Social Studies the data for English proficient students indicate that the majority scored on level 3. The breakdown is as follows:

0.00% on level 1
7.14% on level 2
50.00% on level 3
42.86% on level 4
92.86% on levels 3 & 4

The success of our program for ELLs is monitored in numerous ways. All ELL students are identified for each classroom teacher and each classroom teacher is skilled at differentiating instruction according to individual needs. We examine and disaggregate all standardized data for ELLs (NYSESLAT, ELA, Math, Science, Social Studies) to identify any relevant patterns and/or areas in need of further review. We have an on-line system to report reading levels in English and in Spanish three times over the year. This data is carefully reviewed by the reading specialist. Students that fall below our benchmark levels are identified for Literacy Intervention. All students receiving Literacy Intervention are monitored for progress on a monthly basis. We provide an after school program for our ELL students. We compare longitudinal data across years via the NYSESLAT to look at progress.

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.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		