



**51 AVENUE ACADEMY (THE PATH TO ACADEMIC  
EXCELLENCE)**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 51 AVENUE ACADEMY (THE PATH TO ACADEMIC  
EXCELLENCE)**

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

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

Name	Position and Constituent Group Represented	Signature
Digna Erstejn	Principal	Comments: completed the final revision with the support of Ms. Hong yes
Bridget Ruggiero	UFT Member	Comments: yes
Donald Doyle	UFT Member	Comments: yes
Kathleen Burke	UFT Chapter Leader	Comments: yes
Victoria Spinelli	UFT Member	Comments: yes
Rebeka Sultana	Title I Parent Representative	Comments: yes
Alba Acosta	PA/PTA President or Designated Co-President	Comments: yes
Farida Sadat	PA/PTA President or Designated Co-President	Comments: yes
Robina Desai	Parent	
Jessica Malage	Parent	

\* 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.

□

Our mission at the 51<sup>st</sup> Avenue Academy is to create an environment that addresses the needs of our entire school community. All students, faculty, parents, and members of the community will be consistently achieving optimum learning for everyone. We will accomplish this by customizing instruction for our differentiated learners, through standards-based practices, integrating the arts and technology that will ensure successful learning for all.

Our school has implemented many strategies aimed at improving our diverse student population's achievements. Professional development opportunities have been a key component in raising student success. As an empowered school, we have the opportunity to choose our own professional development that suits our school's needs. In turn, the teachers who attend the professional development teach other staff members so that these strategies can be implemented by all staff members. Our school is a true learning community where staff collaboration reigns in search of best practices rather than excuses in accomplishing high standards for all.

In addition, all teachers on a grade have common preparation periods that are utilized for common planning, curriculum planning, and data analysis. Lessons and analysis of data are utilized to address students' needs and support their goals' attainment.

We have two integrated co-teaching classes on each grade and we have two Self-contained Special Education classes. With our targeted intervention and academic intervention services, our Special Education students have and will continue to make progress in all areas. We plan on integrating students who are approaching standards, on standards, or above standards as measured by The New York State Standards. This will ensure that they interact with the General Education population and other Special Education children who might be more advanced and provide more challenging opportunities to learn. The reasoning is that we do not believe in the theoretical idea of placement for a child. Instead we will create a customized program to meet each student's individualized needs. Doing so will enrich these students and it will enable us to concentrate on the needs of students who are far below the New York State Standards in a particular subject. This will enhance their emotional and academic development.

We plan on offering Chinese Mandarin classes during the school year and expose our children to Chinese Art and Cultural traditions. All students will continue exploring French and Spanish throughout the school year once a week. However, a few students who choose to deepen their knowledge of Chinese Mandarin will use the Rosetta Stone program and receive support from a teacher and paraprofessional. We will incorporate Technology, Literacy, Mathematics, and Cultural Education. We believe this will be an exciting addition to the rigorous curriculum our students are exposed to at The Academy. Students taking these classes will have the opportunity to connect and collaborate with students in other parts of the country and the world, creating a global classroom.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		51 Avenue Academy (The Path To Academic Excellence)								
<b>District:</b>		24	<b>DBN #:</b>		24Q877	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			96.9	96.9	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			94.5	95.69	TBD	
Grade 4		232	235	232						
Grade 5		231	219	229	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			75	78.2	89.6	
Grade 8		0	0	0						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			4	14	TBD	
Grade 12		0	0	0						
Ungraded		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total		463	454	461	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							24	30	20	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	8	Principal Suspensions		2	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		39	35	35	Superintendent Suspensions		0	0	TBD	
Number all others		17	20	11						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	139	141	143	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	31	Number of Teachers	32	34	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	8	TBD
				Number of Educational Paraprofessionals	2	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	65.6	67.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	28.1	32.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	88	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	97.3	TBD
Black or African American	3.2	2	0.9				
Hispanic or Latino	48.2	46	36				
Asian or Native Hawaiian/Other Pacific Isl.	46.4	49.1	58.4				
White	2.2	2.6	4.3				
Multi-racial							
<b>Male</b>	52.3	51.8	52.7				
<b>Female</b>	47.7	48.2	47.3				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	95.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

## SECTION 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 schools 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?

□

Data analysis shows that all of our students, including our ELL students performed better than expected, but we and our parents still feel our efforts would be more effective if provided to these students at an earlier age. In addition, retaining children in the early stages before referring them to SE is being recognized by educators as more helpful and less harmful than in the middle grades. Usually, 4<sup>th</sup> grade students coming into our CTT classes have never been retained. Furthermore, placing immigrant children according to age in a grade level that is one or two levels higher than the one completed in their country also hurts their self-esteem for we, adding to their social adjustment and cultural shock, are exposing them to new knowledge that require mastery of concepts that children usually develop in the 2<sup>nd</sup> grade. One of the objectives of our school this year is to prevent multi-year holdovers, SE students in the CTT classes, and ELL students who are taking the ELA for the first time. Children who have come as HO or multiple HO worked intensively with the AIT teachers, who successfully addressed their individual needs.

In addition to the individual support to further develop their vocabulary and other basic skills, students created Social Studies and Science projects that were the product of individual and cooperative research, design, and presentation. Projects, portfolios, and analysis of school data (our CEP Progress Report data, The Diagnostic Reading Assessments, running records, teachers' feedback on students', performance, analysis of the student writing and teacher-made tests) has helped us create goals for the current year and it will continue to help us develop goals for the following school year.

To continue serving "Beginning" students, we will seek new opportunities of professional development that will afford teachers more differentiated strategies. This year, we are focusing on English Language Learners methodologies along with technology integrations-first in math, Brain-Pop, Achieve3000, Acuity, Renzulli Learning and other Internet software programs. The DOE Office of Teaching and Learning ELL Leadership Institute, America's Choice, Teacher's College, School's Attuned, Wilson, AUSSIE, Schoolwide Inc., The Historical Society, DOE Talented and Gifted Conferences, and Lehman College Mathematics Institutes are programs that prepare our community of learners and support the efforts in delivering instruction that is cohesive and continuously improving.

One of our greatest barriers is the amount of time we have with our students. We have them only for two years. We should have them for at least three years. There is a need to receive some of them, specifically the CTT students, at the third grade level. This year, as in past years we

participated in articulation with third grade teachers from our feeder school. We discussed the strengths and weaknesses of these students. We gave suggestions to the third grade teachers. However, these teachers stated that they are following a set curriculum and could not revise their units of study. We believe that if we had these students in the third grade, we could articulate often with the fourth grade teachers and create a standards-based curriculum tailored to the needs of the students.

Another barrier is space. Unfortunately, we do not have a library, a gym, an auditorium, a computer room, or an art room. We also have limited storage space.

Despite these barriers, we have had many successes. One of our greatest accomplishments is our ability to quickly assess our students and differentiate instruction to meet their needs. Due to our interventions and instruction, our ELL and SE students improved to another level or moved higher within their levels as evidenced by results from The Diagnostic Reading Assessment, Ed Performance and Acuity. Additionally, most level 1 and level 2 students showed growth. We are confident that we will continue to make improvements and achieve our goal of our students: "Excellence by Persevering," (Resilience, Reasoning, and Responsibility)!

In addition to quickly assessing our students, our strength has been the implementation and continuation of common planning within and across the grades and content areas. This collaboration leads to improved lesson plans and success for our students. Teachers have the opportunity to meet on a weekly basis to reflect and revise lessons. As a result, we have a standards-based curriculum tailored to meet the needs of our students.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 our incoming 4 <sup>th</sup> grade students who are reading and writing at the Kindergarten level (AA and B) will advance from .5 to 1st grade level (D-H).	<input type="checkbox"/> <input type="checkbox"/> To be achieved.  This is the second year our school is working with self-contained Special Education students. Since it is against our vision to maintain these children segregated, they will be exposed to intense intervention from several staff members, culminating in their ability to move into mainstream situations.
<input type="checkbox"/> In 2010 our ELL population made achievement gains of 50.0%, which shows an improvement from the 2009 26.4% achievement gains. Our 2011 goal is to improve their gains from 50.0% to 60.0%	<input type="checkbox"/> To be achieved. Our ELLs will increase their raw score by 10 points by June 2011. Since many of our long-term English Language Learners are also Special Education students, they will be exposed to assessments that will clarify the type of intense intervention they require.
<input type="checkbox"/> Our goal will be for our students to improve by 4% and score 65% in the NYSELA test- for according to the new NYS Standards, our students scored 61% in the 2010 ELA test, which would have been 89% and meeting our 2010 goal, taking into account the 2009 cut scores.	<input type="checkbox"/> To be achieved. A major emphasis will be placed in the writing across the content areas, particularly in the Visual Arts and in Music. Vocabulary and comprehension will remain our major focus during reading.



## SECTION VI: ACTION PLAN

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

**Subject Area**

**Literacy**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 our incoming 4<sup>th</sup> grade students who are reading and writing at the Kindergarten level (AA and B) will advance from .5 to 1st grade level (D-H).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> We plan on integrating students who are approaching standard, on standard, or above standard as measured by The New York State Standards. This will ensure that they interact with the General Education population and other Special Education children who might be more advanced and provide more challenging opportunities to learn. The reasoning is that we do not believe in the theoretical idea of placement for a child. Instead we will create a customized program to meet each student's individualized needs. Doing so will enrich these students and it will enable us to concentrate on the needs of students who are far below the New York State Standards in a particular subject.</p> <p>In addition to this integration, teachers will either push in, or team-teach during Literacy, Social Studies, Science, and Mathematics. The Wilson program will be implemented during Extended Day. During After School and Saturday programs students will attend sessions in small groups. Kid Biz use will be closely monitored to observe degree of comprehension with non fiction stories. Inquiry Team members will meet on a weekly basis to analyze data.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding will be provided by Title I, Inquiry Team, Contract for Excellence, and Title III funds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> We will use DRA Monitoring Progress spread sheet every three months, ITA data every 6-8 weeks, and teachers' assessments. Weekly meetings to analyze students' performance recorded during instructional walkthroughs, Acuity data, and assessments mentioned above will take place to make sure of target childrens' progress. In June, the NYS ELA test results will provide an end of the year report to analyze students' performance.</p>

**Subject Area**  
**(where relevant) :**

**Literacy**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> In 2010 our ELL population made achievement gains of 50.0%, which shows an improvement from the 2009 26.4% achievement gains. Our 2011 goal is to improve their gains from 50.0% to 60.0%</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Inquiry groups focused on ELLs will analyze the NYSESLAT scores to identify the students (usually Intermediate and Advanced ELLs), who are not meeting the new Common Core Standards in Reading and Writing. These students will participate in all programs that were designed for the improvement of Literacy, in addition to the Early Bird Program that will focus on writing.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Contract for Excellence, Title I, Title III, and Tax Levy funds will be allocated for this purpose, to pay for salaries and per-session of ELL, classroom, and intervention teachers, and instructional resources.</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Diagnostic Reading Assessment, Running Records, Kid Biz, and student writing will be our monitoring tools.
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**Subject Area  
(where relevant) :**

**Literacy**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Our goal will be for our students to improve by 4% and score 65% in the NYSELA test- for according to the new NYS Standards, our students scored 61% in the 2010 ELA test, which would have been 89% and meeting our 2010 goal, taking into account the 2009 cut scores.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> All classrooms, clusters, and intervention teachers will continue to teach Reading through the content areas. Our Skills Block will continue to offer all our personnel additional time to work with reduced number of students. After School, Saturday, and Early Bird will be added to improve the literacy skills of our students- most of whom(99%) are ELLs and former ELLs. <input type="checkbox"/>
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include 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>	<input type="checkbox"/> Funding will be provided by <input type="checkbox"/> Title III, Title I, Tax Levy, and Contract for Excellence.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> DRA reports, EdPerformance, Acuity, running records, and the NYS test results will be the data that we will be constantly reviewing, analyzing, and comparing.

## **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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4	67	67	67	67	20			
5	63	63	63	63	19		2	
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/> Wilson is delivered via small group instruction during the school day and Extended Day. Great Leaps is provided one-to-one, daily during the school day.</p> <p>Individual conferences also take place on a daily basis.</p> <p>Progress of at risk students is documented and reviewed at weekly Academic Intervention Team meetings and their instruction is reviewed at Instructional Design Team meetings.</p> <p>Acuity and Ed Performance are used to target specific reading strategies during the school day and during after school programs.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> AIS services are provided to at risk students via small group instruction and one-to-one tutoring. Acuity and Ed Performance are used to target specific mathematical concepts during the school day and during after school programs.</p>
<b>Science:</b>	<p><input type="checkbox"/> AIS services include small group guided reading and strategy lessons in the content areas. We will continue to offer a Science program during Spring Break and integrate Science into our Saturday program. In addition, science assemblies are conducted for fourth and fifth grade students.</p>
<b>Social Studies:</b>	<p><input type="checkbox"/> AIS services include small group guided reading and strategy lessons in the content areas.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><input type="checkbox"/> Small group counseling with an emphasis on common concerns such as conflict management, self-esteem, family changes, friendship, and academic support. Individual counseling to students needing assistance with academic, personal, educational, and/or social problems.</p> <p>Serves as a resource and provides information to teachers and parents to help students succeed.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The School Psychologist provides individual and group counseling to students.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The Social Worker provides individual and group counseling.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Paraprofessionals for students in need of a health paraprofessional. OT, PT, APE

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative 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)**

**4 and 5**

**Number of Students to be Served:**

**LEP 143**

**Non-LEP N/A**

**Number of Teachers 3**

**Other Staff (Specify) N/A**

**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.

□

At the 51<sup>st</sup> Avenue Academy, we implement a Freestanding English as a Second Language (ESL) program for approximately 143 English Language Learners (ELLs). We offer the "push-in" model of ESL instruction at our school to meet the needs of Beginner, Intermediate, and Advanced ELLs distributed among all classes. However, to serve some recent Chinese arrivals, we will have a 4th grade Chinese dual language class. This class will be taught English Literacy by a certified ESL teacher in the morning and Math, Science, and Social Studies (through the arts) by a Chinese Mandarin teacher and paraprofessional in the afternoon. We have placed 19 5<sup>th</sup> grade (Beginner, Intermediate and Advanced) in a semi self-contained program with ESL teachers well versed in ESL strategies. All of our ESL teachers are fully certified in Teaching English to Speakers of Other Languages (TESOL). These teachers work with the students for the entire school day in all subjects.

The majority of students are grouped heterogeneously together throughout all the classes to ensure for targeted instruction according to the HLIS form, the LAB-R, and NYSESLAT testing. They are serviced by a certified push in ESL teacher. Beginners and Intermediates receive 360 minutes (180 minutes of ESL and 180 minutes of Literacy). Advanced students receive 180 minutes of ESL instruction. Our rationale in alignment with the Language Allocation Policy (LAP), for having a reduced class size class and supplemental push-in service is to scaffold learning through ESL methodologies build vocabulary and improve test taking skills in the content areas.

In order to assist and support our English Language Learners and former ELLs we offer After School Literacy Programs three days a week for an hour and a half each day for a total of 4.5 hours a week (for a total of 38 weeks). These students are serviced by a licensed ESL teacher. We also offer an Early Bird Program geared toward newcomer ELLs. This program is taught by one certified ESL teacher and runs from October through June for a total of 38 weeks. The purpose is to help recent arrivals get acclimated with the culture and language. This Early Bird program specifically addresses instruction in English skills to improve literacy performance. Beginning level ELLs who attend this Early Bird ESL program are provided with academic language to acquire proficiency skills across the four modalities. These classes are offered 5 days a week for 30 minutes a day. We also offer a Saturday Academy Program to help our ELLs in Math, Science, and ELA. In addition to guided reading books and other resources, technology is infused into these programs. These programs started the first week of October and will continue for the entire school year.

To further differentiate instruction, we bought Achieve 3000 – KidsBiz. This emphasizes the literacy development of students utilizing individualized reading material. This is utilized in after school programs and Saturday programs for our English Language Learners. Other resources used are Treasure Chest and Reading A to Z. Data shows that small group instruction and materials geared towards individualized instruction increase reading levels and help students acquire social and academic language at an accelerated rate.

As for the freestanding model of ESL instruction, ESL push-in teachers and ESL and GE classroom teachers devote time to planning for instruction together. ESL teachers push-in to beginning-level and intermediate-level ELL classroom for 360 minutes a week (180 minutes of ESL instruction and 180 minutes of ELA instruction). They also push-in to advanced –level ELL classrooms for 180 minutes a week. ESL push-in instruction is aimed at providing academic instruction that follows the city and state standards in ESL, ELA, and content area through the core curriculum. ELLs are assigned to small groups and taught strategies to guide them in the production of language in both the verbal and written form. The primary mode of instruction is facilitated through scaffolding in the avenues of pre-reading, guided/shared reading, and post-reading strategies. An ESL push-in teacher actively assists students in attaining the above-mentioned standards, a positive step towards gaining English proficiency. Self-contained ESL teachers follow the curriculum guidelines planned by the 4<sup>th</sup> and 5<sup>th</sup> grade teachers. Additionally, common planning periods are schedule during the week to inform teachers of curriculum planning as well as give ESL teachers the opportunity to collaborate on lesson planning. Renzulli, which is based on student interest, will be utilized to assist teachers in differentiating instruction and meeting the needs of our ELLs.

All of our programs are supervised by the principal. Materials utilized are directly related to activities funded by Title III such as Achieve 3000, and Reading A to Z.

Parents are notified of the different programs offered to the children by the ESL Coordinator. A DVD in different languages is showed to all the ELL parents describing the different programs that are provided by the DOE. Parents are encouraged to select the program of their choice, which in our school happens to be the Free Standing ESL Program.

### **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.

□

Our professional development plan supports the Title III instructional program. ESL teachers are trained in Achieve 3000 and Reading A to Z. In addition, they have the opportunity to participate in professional development workshops and study groups formed by principal, coaches, network support specialist, OTL, and teachers. Teachers will be exposed to recent research on ELL's through professional scientifically-based books and materials, such as "Seven Keys to Comprehension," by Susan Zimmerman and Chryse Hutchins, "Making Content Comprehensible for English Learners: The SIOP Model, Second Edition, By Jana Echevarria.

The 51<sup>st</sup> Avenue Academy Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards. Topics that will be addressed during these professional development sessions are as follows:

- Scaffolding across the Disciplines: Types of Scaffolding
- Quality Teaching and Best Practices to improve ELL performance

- Differentiated Instruction
- Strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT, ELA, Math, Science, and SS Test readiness
- Mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments
- Ed Performance
- Acuity
- Renzulli Learning
- KidBiz

In addition, we will seek professional development opportunities to support moving our Level 3 students to Level 4.

Teachers will continue to be involved in curriculum planning and create lesson plans which take into account the strategies they learned to meet the academic needs of ELLs and Level 3 and 4 students. Additionally, the Office of English Language Learners offers Professional Development days during the year through the Literacy Leadership Institute for administrative staff and teachers. Staff members attend PD provided by OTI and other organizations. Schoolwide Inc. has already provided professional development to support our staff for next year.

**Section III. Title III Budget**

—

**School: The Fifty-first Avenue Academy**  
**BEDS Code: 342400010877**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>

<p><b>Professional salaries (schools must account for fringe benefits)</b>  - Per session  - Per diem</p>	<p>\$25,443.90</p>	<p>□ Hours of per session for ESL and General Ed teacher to support ELL Students:  510 × 49.89</p> <p>After School Program</p> <p>ESL teachers will provide direct instruction to the targeted ELL population for three 1. hour sessions for a weekly duration of 38 weeks</p> <p>4.5 hours per week for 38 weeks = 171 hours total</p> <p>171 x 49.89 (per session rate w/fringe)= \$8,531.19</p> <p>One supervisor will oversee the program, as there is no other after school program in session during these days. He will be paid at the supervisor per-session rate for the duration of the program (1.5 hr/ 17 weeks)</p> <p>1 supervisor X 4.5 hours per week X 38 weeks = 171 hours total</p> <p>171x \$8,927.91</p>
<p><b>Purchased services</b>  - High quality staff and curriculum development contracts</p>	<p>\$1,000</p>	<p>□ CITE Technology in the Classroom \$1,000 for 2 hours of Professional Development  Achieve 3000 Professional Development</p> <p>Reading A to Z Professional Development</p>
<p><b>Supplies and materials</b>  - Must be supplemental.  - Additional curricula, instructional materials.  - Must be clearly listed.</p>	<p>\$4,000</p>	<p>□ Books for Chinese speaking children  Leveled books</p> <p>Achieve 3000</p> <p>Reading A to Z</p>

<b>Educational Software (Object Code 199)</b>	\$2,000	<input type="checkbox"/> English Rosetta Stone language development
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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.

Home language surveys are collected for the purpose of gathering language data on the students and parents. When new students are admitted, parent selection and survey forms are completed to add to the existing language data. We also use data from ATS. Letters are sent to the translation unit to be translated in all needed languages. If parent does not respond to school letters phone calls are made using a translation.

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.

During Parents' Association Meetings, parents are consulted regarding the efficiency of our communication. The school's written translation and oral interpretation needs are recorded in the Title III binder and also in the updated Language Allocation Policy.

### **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.

Written translation services will be provided by NYCBOE translation unit, school staff, outside vendors and/or parent volunteers depending on the topic.

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

□

Oral translation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Oral translation services will be provided by an outside contractor who can be reached by telephone. The translation service is accessible to all staff in the school, and the hours of operation are Monday through Friday, 8 a.m. to 5 p.m.

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 51<sup>st</sup> Avenue Academy has distributed the Family Guides in all languages to parents. Our Parents Association meetings are translated in the languages that the parents attending speak. The NYS Discipline Code book was distributed in all languages. We have a visible flyer located near the main desk that states that we will provide all needed translation services. During Parent Teacher conferences we provide translators in Chinese, Spanish, and Bengali for the parents. If a parent has a conference with a teacher either live or over the phone translators are always available. All flyers and forms (medical,etc) are always available in the student's home language.

## 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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	317181.0	10706.0	327887
2. Enter the anticipated 1% set-aside for Parent Involvement:	3278.81		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,859.05	*	
4. Enter the anticipated 10% set-aside for Professional Development:	31,718.10	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 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.

N/A

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□The 51<sup>st</sup> Avenue Academy agrees to implement the following statutory requirements:

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.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents 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 request, and, to the extent practicable in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement , and will carry out programs, activities and procedures in accordance within 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 –

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The

compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

SCHOOL - PARENT COMPACT  
51 Avenue Academy

The school and parents working cooperatively to provide for the successful education of the children agree:

**The School Agrees**

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer and participate in their child's class
5. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

### **The Parent/Guardian Agrees**

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

*51 Avenue Academy*

*Digna Erstejn, Principal*

### **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 page 12.

2. Schoolwide reform strategies that:

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

We will continue to offer Extended Day and After School programs in Literacy, Mathematics, and Science. We also offer Literacy, Mathematics, and Science classes on Saturdays and over the vacation. In addition, we offer summer school in our building. This allows our teachers to work with their own students and target their specific needs.

During the day we have a 20 minute skills block in which each classroom teacher has a push-in teacher that comes to the class in order to work with small groups of students. In addition, our AIS program addresses the needs of all the students in the school, particularly the needs of those at risk of not meeting the State academic content standards.

All of our teachers collaborate in order to provide an enriched and accelerated curriculum. We integrate Reading and Writing in all areas; Math, Art, Music, Science, Social Studies, Health, and Physical Education. Each student utilizes technology and our classrooms have Smart Boards and Elmos.

Ed Performance and Acuity help us to assess our students and differentiate instruction. Renzulli learning and KidsBiz also allow teachers to differentiate instruction and provide additional assignments for our children to utilize both in school and at home.

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.

Please see above.

o Help provide an enriched and accelerated curriculum.

Please see above.

o Meet the educational needs of historically underserved populations.

Please see above.

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

Please see above.

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

Please see above.

3. Instruction by highly qualified staff.

We will continue professional development both within and outside of the school. For example, teachers will attend Schoolwide Inc., Renzulli Learning and other professional development organizations.

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

Coaches continue to model lessons to support teachers throughout the school day. (also see page 22).

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

a. Offer safe environment and opportunities for professional development

b. Have flexibility in teaching with methodologies

c. Emphasizing team and collaborative work

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

Broadway plays and other trips are offered as well as ESL classes.

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.

N/A

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

Teachers will continue to attend weekly Instructional Design Team meetings, Academic Intervention Team meetings, School Leadership team meetings in order to discuss students' needs and develop differentiation strategies to meet these needs.

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

AIS, Extra-curricular activities in addition to CBO's (Arts and Literacy: Hispanic Coalition) and Yi-Tong

Renzulli Learning, KidsBiz, Ed Performance and Acuity will also be utilized.

See pages 12-16

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.

Students attend weekly guidance assemblies in order to develop character

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of

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

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

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

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

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

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			all funds	True	page 12
Title I, Part A (ARRA)	Federal						
Title II	Federal						
Title III	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

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

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

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

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

1. Use program resources to help participating children meet the State standards.  
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;  
 N/A

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

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

4. Coordinate with and support the regular educational program;  
N/A

5. Provide instruction by highly qualified teachers;  
N/A

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

7. Provide strategies to increase parental involvement; and  
N/A

8. Coordinate and integrate Federal, State and local services and programs.  
N/A

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

0

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

In case we do have, we will pay attention to his physical, emotional, and academic needs. He will be treated like the other children, making sure that he/she attends trips by helping with the expenses of it for trips are educational. His guardian or caretaker will be attending workshops provided by the parent coordinator and school events. Our teachers will make sure that their assessment takes place during admission to be able to recognize and target their instructional needs.

### **Part B:**

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



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_24Q877\_021511-150449.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 408</b>	District <b>24</b>	School Number <b>877</b>	School Name <b>51<sup>st</sup> Avenue Academy</b>
Principal <b>Dr. Dina Erstejn</b>		Assistant Principal <b>NA</b>	
Coach <b>Mrs. Ruggiero- Literacy</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Ms. Butler- ESL</b>		Guidance Counselor <b>Ms. Brody</b>	
Teacher/Subject Area <b>Mrs. Judith Nakos-ESL</b>		Parent <b>Mrs. Farida Sadaat</b>	
Teacher/Subject Area <b>Mrs. Caroline Kim- ESL</b>		Parent Coordinator <b>Ms. Melito</b>	
Related Service Provider		Other	
Network Leader <b>Mr. Lucius Young</b>		Other	

#### B. Teacher Qualifications

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

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

#### C. School Demographics

Total Number of Students in School	<b>441</b>	Total Number of ELLs	<b>137</b>	ELLs as Share of Total Student Population (%)	<b>31.07%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The Home Language Identification Survey (HLIS) is administered to the parents/guardians of students who are first-time admits into the New York City school system. An informal oral interview in English and in the native language is also given at that time by a certified ESL teacher and translator. (We have Spanish, Chinese, and Korean translators readily available in the school. For lower incidence languages, we use the translation unit if and when necessary.) If the HLIS indicates that a language other than English is spoken at home, the Language Assessment Battery-Revised (LAB-R) is administered (by a certified ESL teacher) within ten days of the student being admitted. The LAB-R is hand-scored so that, based on the results, the student is placed in an appropriate class. Spanish-speaking students are also administered the Spanish LAB in the same way that they are administered the LAB-R.

For students who are new to our school, but not new to the New York City school system, the ESL coordinator, Ms. Kelley Butler checks their records in ATS and ARIS to verify whether or not they are entitled to receive ESL services and places the student in an appropriate class.

We have the following structures in place to ensure parents understand the three program choices:

1. Parent Letters (Parent Survey and Program Selection forms, Entitlement letters, and Continuation of Service letters)
2. Parent Orientations
3. Conference with ESL Coordinator

The ESL Coordinator insures that the above structures are in place.

The ESL coordinator also ensures that Entitlement and Continuation of Service letters are distributed and keeps track of the Parent Survey and Program Selection forms that are returned. Additional letters are sent and translated phone calls are made, if necessary, to the parents of the child who does not return forms. All forms (Parent Survey and Program Selection Forms, Entitlement Letters, and Continued Entitlement) are stored in the ESL Coordinators secure filing cabinet.

After reviewing our Parent Survey and Program Selection forms, as well as the Continuation letters, we have found that most of our parents have requested the ESL push-in program model for their children. In this program, an ESL teacher works with ELLs during instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

The 51<sup>st</sup> Avenue Academy understands that if a Parent Selection Form is not returned, the default program is Transitional Bilingual Education (TBE).

Each spring the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs. The results are used to plan appropriately for the following school year.

## 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>					7	7								14
<b>Total</b>	0	0	0	0	7	7	0	0	0	0	0	0	0	14

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	37
SIFE	0	ELLs receiving service 4-6 years	78	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	59	0	9	78	0	27	0				137
<b>Total</b>	<b>59</b>	<b>0</b>	<b>9</b>	<b>78</b>	<b>0</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>137</b>

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
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					33	21								54
Chinese					26	22								48
Russian					0	0								0
Bengali					7	3								10
Urdu					2	1								3
Arabic					0	0								0
Haitian					0	0								0
French					0	1								1
Korean					0	0								0
Punjabi					1	1								2
Polish					0	0								0
Albanian					0	0								0
Other					10	9								19
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>79</b>	<b>58</b>	<b>0</b>	<b>137</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

We have 20 fifth grade newcomer ESL students who are taught by a teacher who is dually certified in both ESL and common branches. These students are serviced by this teacher for the whole day. This is not a self-contained ESL class. There are former ELLs and Non-

ESL/ English-dominant students in the class as well. The only difference between this class and the rest of the classes school-wide, is that these students' classroom teacher is dually certified in both ESL and common branches. The remaining 4<sup>th</sup> and 5<sup>th</sup> ESL students are also placed heterogenously with English-proficient students and are serviced by an ESL push-in teacher. To meet the needs of our ELLs, our school has 3 full-time ESL teachers.

Beginner and Intermediate levels receive 360 minutes (180 minutes of ESL and 180 minutes of ELA) of instruction per week in order to receive intensive support in English. Advanced students receive 180 minutes of instruction per week in order to support their transitional needs. Our students receive services through the push-in model. ESL teachers teach five 50 minute periods a day, five days a week, which allows for all mandated minutes. All teachers work with ELL students on reading comprehension skills, increasing academic vocabulary, writing in different genres, improving test-taking skills, and building strong test-taking vocabulary to ensure success. Our teachers use the SIOP Model to make content comprehensible for ELLs. Our common planning periods allow classroom and ESL teachers to prepare lessons with clearly defined content and language objectives. Teachers build background. They make content comprehensible by speaking appropriately to accommodate students' proficiency levels and by clearly explaining academic tasks. Teachers provide opportunities for students to use strategies. Teachers consistently use scaffolding techniques throughout their lessons. Teachers also provide opportunities for interaction and discussion, group students to support language and content objectives, and afford students sufficient wait time. Hands-on activities allow students to apply content and language knowledge. Regular feedback is given to students on their output.

Newcomer ELLs who attend a Title III Early Bird ESL Program in the mornings are provided with social and academic language to acquire proficiency skills across the four modalities. Great Leaps, Voyager, Wilson, KidBiz, Renzulli, and Raz-Kids are some programs we have implemented to address the needs of ESL students at all levels depending on their individual needs. In our Title III After School Program, ELLs are given extra support in all academic areas. Our programs embody the conceptual understanding of challenging content and well-developed learning strategies that will prepare ELLs to think critically and solve problems. Our ELLs are actively engaged in standards-based curriculum. In addition, our programs promote collaboration between the classroom teacher and the ESL teacher.

The 51<sup>st</sup> Avenue Academy differentiates instruction for ELL subgroups and provides intervention services in the following ways:

- a. SIFE- we currently do not have any SIFE students
- b. Newcomers- In addition to a rigorous curriculum taught by the classroom and ESL teachers, newcomers are given the opportunity attend a morning program designed to teach academic vocabulary in order to increase reading comprehension and improve writing. They are also given the opportunity to attend an afterschool program which is designed to increase strategy usage in reading and improve reading comprehension skills. The program also prepares ELLs for the NYSESLAT and ELA.
- c. ELLs receiving service 4 to 6 years- In addition to a rigorous curriculum taught by the classroom and ESL teachers, these ELLs are given the opportunity to attend an afterschool program and/or the Saturday school program, both of which are designed to increase reading comprehension and improve reading and mathematics skills. These ELLs also use KidBiz Achieve 3000 at least twice a week.
- d. We currently do not have any long-term ELLs.
- e. ELLs identified as having special needs are in target groups. Teachers pull these students during lunch and work in small groups during mandated time to increaes reading comprehension, academic vocabulary, and writing and mathematics skills. These students also attend an afterschool program taught by a certified Special Education teacher.

The above programs and intervention services are offered in English only and all ELLs are afforded equal access to all school programs.

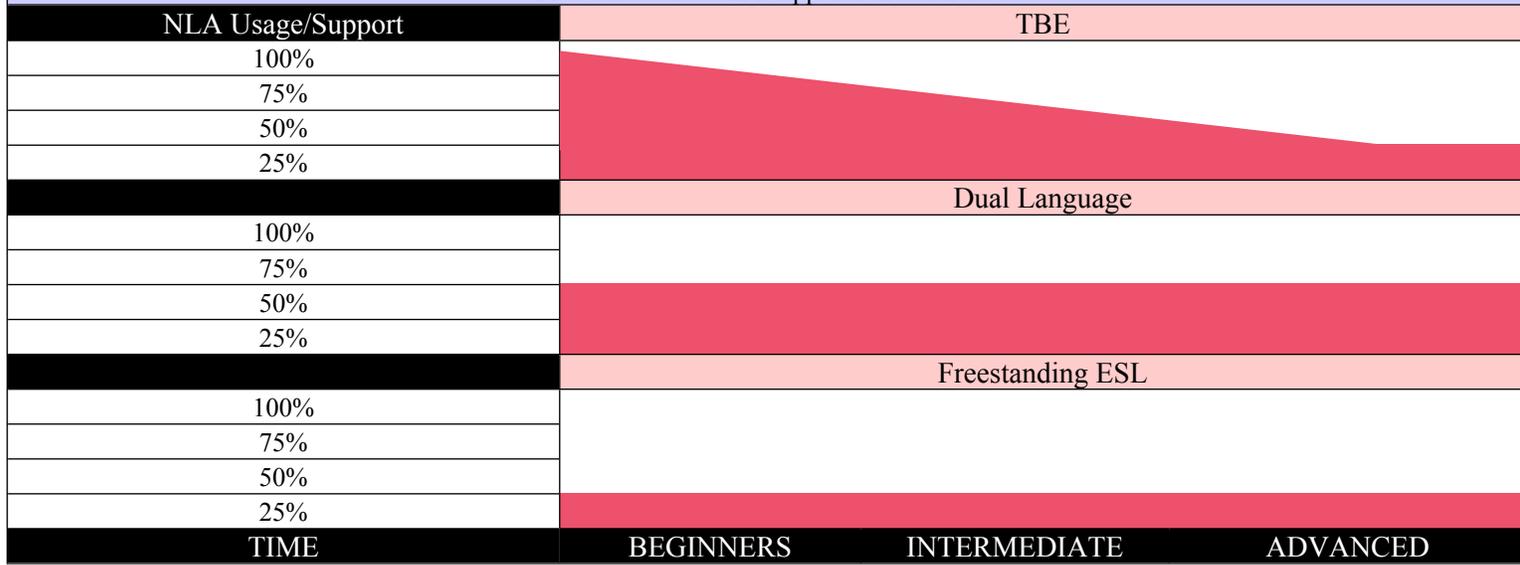
<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



**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?

The 51st Avenue Academy uses a variety of instructional materials to support our ELLs:

Guided reading books (reading and content areas)

Balanced Literacy

Achieve 3000 (reading and content areas)

Leveled libraries (reading and content areas)

Leap Frog

Wilson

Great Leaps

National Geographic

Diagnostic Reading Assessment

Reading A- Z (reading and content areas)

Raz-kids

Renzulli

Low-level/High- interest books

Trade books (content areas)

Social Studies and Science textbooks (content areas)

Our Academic Intervention Team has targeted some of our ELLs who are not meeting the New York State standards. We have created intervention plans for these children. These students receive individualized, small group, and differentiated instruction in English. Additionally, our ELL students attend Extended Day programs and programs over the vacation. These programs are taught in English.

This year, we are starting a new Early Bird program that is offered to ELLs who are taking the ELA for the first time. The program will use multi-media. Both computer-assisted learning and hard copy texts will be used to increase deductive reasoning skills in order to increase reading comprehension, expository writing skills, and prepare students to excel on the NYS ELA exam.

We will not be having an Early Bird program that targets brand new, beginning ELLs due to the low number of students that meet that criteria.

To meet the needs of newcomer students, bilingual staff members push into, whenever possible, the classes that have newcomer Chinese and Spanish-speaking students to offer support in Chinese and Spanish in the content areas, as well as to assist with helping these students learn the academic English required to read and write in English. Bilingual glossaries, including bilingual math glossaries, and bilingual trade books are available to students.

The 51<sup>st</sup> Avenue Academy has also implemented Rosetta Stone. Currently, 10 students are learning Chinese. Ten newcomer Chinese speaking students are using the program to learn English, in addition to receiving mandated ESL services. We will consider continuing this program in the upcoming school year as well, after a final evaluation of the program's effectiveness at the end of this school year. We would also like to continue our partnership with Midori and Friends, which celebrates Chinese culture through music and language.

To support students who have recently tested out of ESL (2 years): Push-in teachers work with students who have recently tested out of ESL. They provide support with academic language and work on improving writing skills. These students are also given the opportunity to attend afterschool, Saturday school, and winter/spring vacation program. Former ELLs also receive the same testing accommodations as current ELLs for two years after they test out of ESL. These accommodations include separate location, extended time, a third reading of the

listening passage on the ELA, and the use of bilingual word-for-word glossaries.

The 51<sup>st</sup> Avenue Academy values support and resources that correspond to both ELLs' ages and grade levels. The above services and materials are age- appropriate. For lower- level readers and beginning level ELLs, we use low level/ high interest books.

The 51<sup>st</sup> Avenue Academy also provides newly enrolled ELLs with the opportunity to attend our summer ELL Enrichment programs. Having this opportunity allows newly enrolled ELLs to become familiar with our school, teachers, students, curriculum, and our expectations of students before the start of the school year.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Our professional development plan supports the Title III instructional program. All teachers are trained in Achieve 3000 and Renzulli. In addition, all faculty and staff (including paraprofessionals, guidance counselors, psychologists, speech therapists, secretaries, and the parent coordinator) have the opportunity to participate in professional development workshops and study groups formed by the principal, coaches, network support specialist, OTL, and teachers. Teachers will be exposed to recent research on ELLs through professional, scientifically-based books and materials, such as "Seven Keys to Comprehension", by Susan Zimmerman and Chryse Hutchins, "Making Content Comprehensible for English Language Learners: The SIOP Model", Second Edition, by Jana Echevarria.

The 51<sup>st</sup> Avenue Academy Professional Development program will focus on providing all teachers and staff with scaffolding and differentiated instruction strategies for teaching ELLs. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards. Topics that will be addressed during these professional development sessions are as follows:

Scaffolding across the Disciplines: Types of Scaffolding

Quality Teaching and Best Practices to improve ELL performance

Differentiated Instruction

Strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT, ELA, Math, and Science test readiness.

Mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments

Ed Performance

Acuity

Renzulli Learning

Achieve 3000

Professional Development takes place during faculty conferences, grade conferences, and in-service days (Election Day, Brooklyn Queens Day, and the day teachers report back to work in September). These professional development opportunities count towards the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL licenses). Records of these professional development opportunities are maintained by our literacy coach.

In addition, we will seek professional development opportunities to support moving our level 3 students to level 4. Teachers will continue to be involved in curriculum planning and create lesson plans which take into account the strategies they learned to meet the academic needs of ELLs and level 3 and 4 students. Additionally, the Office of English Language Learners offers professional development days

during the year through the Literacy Leadership Institute for administrative staff and teachers. Staff members attend PD provided by OTI and other organizations.

To assist ELLs as they transition from elementary to middle school, teachers and students are given opportunities to meet with middle school teachers from the school across the street, where the majority of our students will attend. Teachers and students are invited to tour the school.

### 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?

At the 51<sup>st</sup> Avenue Academy, we offer many options for parents to become involved in their child's education. We offer workshops at the Parent's Association meetings, such as How to access and understand ARIS and Acuity and Transition to Middle School. We have guest speakers that speak to parents about useful topics, such as health insurance, computer safety for kids, etc. We have a partnership with Learning Leaders, an outside organization that trains parents to be volunteers in the classroom. This year, we offered an art workshop to parents and their children. This workshop was organized by our art teacher and parent coordinator. We also have assemblies that parents are always invited to watch. In addition, parents are always invited to attend class trips. Our parent coordinator also organizes parent involvement trips and cultural activities that are held on Saturdays. Some of these trips include a trip to the ballet and shows at Madison Square Garden and Lincoln Center. Parents of ELLs are invited to attend Learn English workshops which are held Thursday mornings from 9:00 to 10:00. Basic English and communication vocabulary is taught by our parent coordinator. We also have translators to assist during parent-teacher conferences and we use the translation unit to translate documents that are distributed to the parents.

We evaluate the needs of parents by sending out surveys to assess the needs of parents. We also have open discussions at our PTA meetings.

Our parental involvement activities address the needs of parents because we host workshops that are of interest to parents. We use parent surveys to find out what is of interest to the parents of our students. We also offer courses during the winter and spring breaks to help children with upcoming state tests. We offer translations in many languages.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					13	8								21
Intermediate(I)					19	15								34
Advanced (A)					47	35								82
Total	0	0	0	0	79	58	0	0	0	0	0	0	0	137

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

	<b>A</b>					24	23							
	<b>P</b>					42	18							
READING/ WRITING	<b>B</b>					11	5							
	<b>I</b>					19	12							
	<b>A</b>					47	28							
	<b>P</b>					1	5							

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4		18		28	14	0	60
5		8		28	4	0	40
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	11		40		21		3		75
5	2		23		17		11		53
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		20		25		6		56
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		4		49		11		67

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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								

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?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

DRAs and TCRWP are the assessments tools used to assess the early literacy skills of ELLs. The data shows that beginning ELLs can't always verbally retell a story but can respond to yes/no questions and point to pictures in order to answer a question. Therefore, beginning ELLs are placed in a class where they are taught by a certified ESL teacher for all subjects expect math.

After review of data, the following patterns in data across proficiency levels and grades have been observed: Many of our new admits are unable to respond on the LAB-R. For those students that are able to respond, we find the reading and writing scores on the NYSESLAT and LAB-R exams are lower than the listening and speaking scores. We find that our students perform better in listening and speaking sections because they are in the process of attaining speaking skills and acquiring everyday language. Reading and writing skills are acquired after the ELL child has reached the speech emergent stage. These patterns across NYSESLAT modalities have affected our instructional decisions in that we have now increased our use of graphic organizers to help ELLs plan and organize their writing. Staff members involved in making these instructional decisions include the principal, ESL coordinator and ESL teachers, the literacy coach, and the classroom teachers of ELL students.

Students tend to do better when they have the support of a test translated in their native language if they read fluently in their native language and understand content-specific vocabulary in their native language. Otherwise, the translated test is of no real value to them. We use ELL periodic assessment data to prepare students for the NYSESLAT. We currently administer the exam in the spring only. We use the New York State exams, NYSESLAT, and periodic assessments, along with informal assessments and student portfolios to assess student progress. The ESL teachers meet frequently to discuss how programs are working and monitor student progress. They evaluate what is working and what is not working based on student progress and plan accordingly with classroom teachers on a weekly basis. Students are being instructed to formulate and select their own goals and then self-monitor their 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.

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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	The 51 Avenue Academy (The Path To Academic Excell					
<b>District:</b>	24	<b>DBN:</b>	24Q877	<b>School</b>	342400010877	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.9	96.9	97.3
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.5	95.7	96.2
Grade 4	235	232	213				
Grade 5	219	229	228	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.0	89.6	89.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	14	19
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	454	461	441	(As of October 31)	2007-08	2008-09	2009-10
					24	30	20

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	8	24	Principal Suspensions	2	2	0
# in Collaborative Team Teaching (CTT) Classes	35	35	33	Superintendent Suspensions	0	0	2
Number all others	20	11	6				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	141	143	TBD
# ELLs with IEPs	2	31	TBD

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

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	2	2	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.6	67.6	97.1
				% more than 5 years teaching anywhere	28.1	32.4	61.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	88.0	94.1
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	97.3	100.0
Black or African American	2.0	0.9	0.9				
Hispanic or Latino	46.0	36.0	34.9				
Asian or Native Hawaiian/Other Pacific	49.1	58.4	60.5				
White	2.6	4.3	1.8				
<b>Male</b>	51.8	52.7	52.8				
<b>Female</b>	48.2	47.3	47.2				

**2009-10 TITLE I STATUS**

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Diferentiated 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
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	78.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

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

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

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