



**THE HUBERT H. HUMPHREY SCHOOL
PUBLIC SCHOOL 57R**

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

SCHOOL: 31/R/057

ADDRESS: 140 PALMA DRIVE, STATEN ISLAND, NY 10304

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P57R SCHOOL NAME: Hubert H. Humphrey School

SCHOOL ADDRESS: 140 Palma Drive, Staten Island, New York 10304

SCHOOL TELEPHONE: 718- 447-1191 FAX: 718- 720-0747

SCHOOL CONTACT PERSON: MS. Sandra Barnes EMAIL ADDRESS: SBarnes@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Margaret Rice

PRINCIPAL: Sandra Barnes

UFT CHAPTER LEADER: Patricia Lockhart

PARENTS' ASSOCIATION PRESIDENT: Mai Logan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 CHILDREN FIRST NETWORK (CFN): CFN 609

NETWORK LEADER: Debra Van Nostrand

SUPERINTENDENT: Erminia Claudio

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
Sandra Barnes	*Principal or Designee	
Patricia Lockhart	*UFT Chapter Chairperson or Designee	
Mai Logan	*PA/PTA President or Designated Co-President	
Fantasia McKenzie	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Joan Creamer	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rhonda Calcagno	Member/Assistant Principal	
Karyn Polanco	Member/Assistant Principal	
Patricia Reichert	Member/ Teacher	
Margaret Rice	Member/ SLT Chairperson*	
Latisha Smith	Member/Parent	
Millie Lightfoot	Member/Parent	
Carretta Webley	Member/Parent	
Sharde Thomas	Member/Parent	
Sallie Kingwood	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 57, The Hubert Humphrey School, is located in District 31, Staten Island, New York. We are an "A" school as defined by the NYC Progress Report for the past 2 years. This pre-kindergarten to fifth grade school serves a population of 671 students. There is a total of 73 English Language Learners translating to 11.0% of the school population. Our students reside in the Park Hill Low Income Housing Development, and the surrounding Clifton community. Our barrier free school was built in 1975. Universal free lunch is provided on a daily basis. Dinner is provided in our after-school programs. The attendance rate is currently 90.0%. The community is home to many new immigrants from West Africa, as well as a diverse population representing China, Mexico, Puerto Rico, the Dominican Republic, and Middle Eastern countries. The school is a central part of the community to many of the students and their families. The school building is a very well kept, modern structure, where pride in the students' accomplishments is evident in the prominently displayed student work.

We teach literacy following the methodology of the Columbia Teacher's College Reading Writing Project. PS 57 is in the fifth year of our Uniform Project. We are currently at 90% of students wearing uniforms. We initiated a school-wide incentive program called "*Barnes Bucks*" where students receive these incentives for wearing their uniforms, 100% attendance, and following our "*Big 6 Values*."

PS 57 partners with numerous local colleges and universities, such as Wagner College, College of Staten Island, and Touro College. We also collaborate with the YMCA, PAL, and Staten Island Mental Health to provide after school programs and outreach services to the students and the local community.

Beyond Excellence is a program that is offered two days per week to Grades 3-5, which incorporates cooking, physical activity, arts & crafts, and academic enrichment. Our Saturday Excel Program currently serves Grades 2-5; we offer Spanish conversation, songwriting, art, Robotics, and music. We offer a Saturday Excel recreation for our students and the neighboring community. We have instituted an *Above Excellence* class in Grades 1-5, which services our Level 3 & 4 students, and includes enrichment activities.

To address parent and community needs, PS 57 offers a Saturday ESL program, GED program, and childcare services so parents can attend these essential programs.

PS 57 is a caring community of readers, writers, and informed thinkers insuring that all students become productive responsible citizens who are valued and challenged to succeed with confidence and competence. The mission of PS 57 is to create an environment that displays a serious academic tone. All students will gain

lifelong knowledge and skills through excellent teaching. Students will be encouraged to develop their individual talents to become successful contributors to the world community. Our motto is *“Every student achieves Excellence Everyday!”*

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 057 Hubert H. Humphrey			
District:	31	DBN #:	31R057	School BEDS Code: 353100010057

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	29	50	52		91.3	92.3	91.4		
Kindergarten	94	102	100						
Grade 1	119	91	114	Student Stability: % of Enrollment					
Grade 2	108	103	97	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	115	98	106		87.7	91.6	86.7		
Grade 4	111	96	98						
Grade 5	104	98	95	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	0	0	0		82.6	91.5	91.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		18	23	24		
Grade 12	0	0	0						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	681	639	665		6	6	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	8	8	8	Principal Suspensions	0	0	2		
No. in Collaborative Team Teaching (CTT) Classes	7	7	7	Superintendent Suspensions	6	5	0		
Number all others	34	34	35						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	31	31	31	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	40	23	71	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	47	40	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	73	70	68
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	3	3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	14	13	25
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	95.9	97.1	100.0
American Indian or Alaska Native	0.7	0.6	0.6	Percent more than two years teaching in this school	84.9	90.0	91.2
Black or African American	59.3	55.1	54.6	Percent more than five years teaching anywhere	65.8	77.1	86.8
Hispanic or Latino	30.5	31.6	31.7				
Asian or Native Hawaiian/Other Pacific Isl.	3.2	3.0	3.2	Percent Masters Degree or higher	93.0	96.0	95.6
White	5.9	9.2	9.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	99.0	97.6
Multi-racial							
Male	49.9	52.0	53.7				
Female	50.1	48.0	46.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)	✓		
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓sh	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓					
Hispanic or Latino	X	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	✓sh	✓					
Limited English Proficient	✓sh	✓	-				
Economically Disadvantaged	✓sh	✓					
Student groups making AYP in each subject	5	6	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	63.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	3.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 57 has established a very firm foundation, built upon high expectations and a shared vision encapsulated by the school motto: *"Every student achieves excellence everyday!"* The school aims to create a community of skilled readers, writers, and informed thinkers. There are many aspects to this initiative. One example is that our teachers use every opportunity to meet the individual needs of students in an academic rigorous environment geared to meet their diverse learning abilities. We are a Columbia Teacher's College School. Instruction is driven through the collection of data, and observing students. The school vision and mission is highly valued by all stake holders. The climate of the school is positive and has improved based on high expectations set for all. All teachers are supported through on site professional developers provided through the Teacher's College support, which provides individualized professional development for teachers. There is a strong partnership between outside agencies and PS 57 to enhance the curriculum. Everyone is clear of the schools goals for improvement because the data driven goals are shared and prominently displayed.

The move to improve teaching and learning, and to raise achievement, is reflected in hallways with attractive displays of students' reading, writing, and math work. To enrich and enhance best practices in the classroom, teachers have taken part in quality professional development workshops, *Teachers College*, and have used the results of assessments, professional criticism, and conferences with students. The principal consistently looks at results from similar schools to compare the school's effectiveness. The principal sees the improvements in student progress over the year as due to a closer look at data and acting upon it.

Every teacher has a comprehensive assessment binder for each student. PS 57 uses monitoring for results which is a chart that indicates what students are doing well, and which students may be falling behind. The information is used for intervention and enrichment. Data is analyzed and used to target groups that are not doing as well as they should be. Academic Intervention Services is immediately implemented for those students in need. The data also supports programs for students in sub-group areas, as well as setting up a class in each grade for high achieving students. Resources are allocated appropriately, and reflect the needs identified from the analysis of the data. Assessment data is used to write curriculum maps for the entire school. Students receive focused feedback, and goals are set for them by their teachers. The Inquiry Team considers the needs of the lowest performing students and develops intervention strategies to address these students.

Information about differences in achievement of groups of students is readily available. The administrative team looks closely at subgroups to determine their performance, progress, and learning needs. The data shows that ELL students achieve better in mathematics than ELA. Additional resources have been allocated to improve the

performance of our ELL students. Special education students did not achieve as well as other students. Programs have been put in place to support the learning of our special education students.

The majority of members of our school community are aware of the principal's high expectation. This is achieved in a variety of ways, including: the *Principal's report*, *billboards outside school*, the school's *Big 6 Values*, and *meetings with small groups of parents*. All students sing the school song, written by teachers about the high expectations of the school each morning.

Parents appreciate how the principal has raised the morale of their children, leading to higher achievement. Parents value the ready accessibility of teachers, seeing them as going the extra mile for their children. The school has worked hard to involve parents in their child's learning and they greatly appreciate the strong focus on high achievement. Methods, such as talking through personal problems, have reduced incidences of poor behavior by children, thereby improving the school's climate for learning. There has been a thrust towards mutual respect. Students are encouraged to talk through their differences rather than fight. Some students have been trained as peer mediators.

Our Learning Environment Survey indicates PS 57 had an overall average survey score of 5.8%. In the category of engagement, our schools overall survey score was higher than 50% of other elementary schools in New York City. Parents reported that there was open, viable communication between the school and families. Parents indicated that they are welcome in our school. Parents reported that the school encourages students to do their best, by developing rigorous and meaningful academic goals.

Parent Involvement continues to be a priority for PS 57. The school has worked hard to involve parents in their child's learning and achievement. Events that have improved parent perceptions include: *curriculum conferences*, *open-school afternoons*, *Parents' workshops and surveys*.

PS 57 aims to keep class size reduced to ensure students receive the individualized support they require. By implementing differentiated instruction, we are sure to achieve excellence everyday.

A wide range of effective programs support the schools goals. PS 57 offers a Saturday GED class, Academic Intervention Programs, Saturday Excel, SES tutorial program (Perfect Score Tutoring), and Beyond Excellence. The Virtual Y group provides after school activities. PS 57 has very good partnerships with a range of agencies which support students' academic and personal growth. Our links with a range of colleges brings in student teachers who wish to gain experience in a city school. The school employs occupational therapists, speech therapists, and physical therapists. Counseling and mental health services are readily available. We pride ourselves on being an open, viable, full community school. We are open every day of the week, to provide academic enrichment, and social services for all students, and the community at large.

In summary, PS 57 has been assigned the letter grade of "A" over the past two years on our overall New York City progress reports score. In the 2009-2010 school year, our administrators received a school leader performance incentive award.

Our ELL population is increasing, which is having an impact on our student progress and performance. We need to increase student performance in ELA and Math. We need to increase the movement of students from Level 1 & 2 to Level 3 & 4.

The trends in ELA historically over the past three years indicate a percentage decrease in level 1 students while the percentage of students in level has increased. This indicates that students are making yearly progress. The percentage of students in level 3 and 4 has decreased. As a result, additional academic support, the implementation of Teacher College Reading Writing, Balanced Literacy, technology access, Mid Winter and Spring recess Intense Test Taking programs specifically geared to level 1 and 2 students. We continue to provide on going professional development based on school data scores, predictive assessment and TC assessment

There are many factors that attribute to our academic achievement. We provide reduced class size, individualized differentiated instruction in all classes. There remains to be areas of improvement in English Language Arts. English Language Learner students tend to struggle to meet the standards. These students will be provided additional small group instruction and intervention services.

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 # 1: LITERACY:

- By June 2011, the number of all students tested in Proficiency Level 3 & 4 in ELA will increase by 3% as indicated on the School Progress Report.

DESCRIPTION:

- As reported on the 2009-10 New York State Assessment Results, 30.6% or 87 out of 284 students were tested and achieved Proficiency Level 3 & 4. This indicates a need to improve student performance for 2010-2011. Our goal is to improve the percentage to 33.6% Based upon the 2010-2011 population, 284 students will be tested. 3% of this total would equal 9 students to achieve Level 3 or 4. This will produce a total of 95 students receiving a Level 3/4.

ANNUAL GOAL # 1B: LITERACY:

- By June 2011, the number of all students tested in ELA as identified by NCLB, will move 3.5% for All Students of Level 2 to Level 3 to meet or exceed Safe Harbor.

DESCRIPTION:

- As reported on the 2009-10 New York State Assessment Results, 61.2% of all students tested (174 out of 284) did not meet proficiency (levels 1 and 2) with 27.8% (79 out of 284 students) at level 1 and 41.5% (118 out of 284) at level 2. This indicates a need to improve student performance for 2010-2011. Our goal is to increase the number of students who move from level -2 and meet proficiency (level 3) by 4 students. .

ANNUAL GOAL 2: MATH:

- By June 2011 the number of all tested students in proficiency Level 3 & 4 in Math will increase by 3% as indicated on the School Progress Report.

DESCRIPTION:

- As reported on the 2009-10 New York State Assessment Results, 35.5% or 103 out of 290 students tested achieved Proficiency Level 3 & 4 and 64.4% did not meet proficiency (187 out of 290 students). This indicates a need to improve student performance for the 2010-2011 school year. Our goal is to improve the percentage of Level 3 & 4 to 38.5%. Based upon the 2010-2011 population, 290 students will be tested. Three percent of this total would equal 9 students to achieve a Level 3 or 4, giving us a total of 112 students in this category.

ANNUAL GOAL 3: PARENT INVOLVEMENT:

- To increase effective communication between administration and school constituency (parents and faculty) by 1% on the New York City Progress Report.

DESCRIPTION:

- Our overall score on the 2009-2010 New York City Progress Report School Environment Survey in the Communication Category of the School Environment Section was 5.8 out of 15. Our goal for the 2010-2011 year is for this score to increase by 3 points, producing a total score of 8.8 in this category of the School Environment Section.

ANNUAL GOAL 4: SCIENCE

- By June 2011, the number of Grade 4 students in proficiency Level 3 & 4 as indicated by the New York State Accountability Report will increase by 2%.

DESCRIPTION:

- As reported on the 2009-10 New York State Assessment Results, 57.4% or 54 out of 94 students tested achieved Proficiency Level 3 & 4 and 42.5% did not meet proficiency (40 out of 94 students tested). This indicates a need to improve student performance for the 2010-2011 school year. Our goal is to improve the percentage of Level 3 & 4 to 59.4%%. Based upon the 2010-2011 population, 94 students will be tested. Two percent of this total would equal 2 students to achieve a Level 3 or 4, giving us a total of 56 students in this category.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA #1

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, the number of all tested students in Proficiency Level 3 & 4 in ELA will increase by 3% as indicated on the School Progress Report
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> Students <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Students will be provided additional instructional support during February vacation on test taking strategies ◆ Data driven instruction ◆ Using the TC model students are being provided differentiated instruction based upon individual needs ◆ Classroom libraries that are culturally and diversely enriched ◆ All teachers will instruct students utilizing the Balanced Literacy approach in accordance with standards based curriculum to address students’ diverse learning needs and styles ◆ All teachers will provide word strategy instruction in small groups during extended day ◆ All teachers will support students by addressing student needs in small group tutorial sessions ◆ Curriculum relevance computer software is incorporated ◆ <u>Assessment Action Plan</u> <ul style="list-style-type: none"> ▪ Pre-Assessment: September 30, 2010 ▪ Mid-Year Assessment: March 1, 2011 ▪ End-Year Assessment: June 24, 2011 <p><u>Target Population:</u> Teachers <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57 the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Literacy Coach will continue to provide professional development on standard based instruction and support through model lessons to classroom teachers ◆ All teachers will utilize data results from NYS ELA Assessment, ACUITY-Periodic Assessment and Teachers College Reading and Writing Assessment results to individualize instruction and match students to appropriate materials

	<ul style="list-style-type: none"> ◆ TC provides on-site Professional Development ◆ School approved a SBO to provide Inquiry Team work in literacy on one of the 37.5 Extended Day time periods weekly in which teachers will review and analyze literacy data and plan lessons accordingly ◆ Common planning time is provided weekly <p><u>Target Population:</u> Parents <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011</p> <p>According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ GED class ◆ Virtual Y Parent Component ◆ Parent Coordinator conducts workshops ◆ PTA meetings where information is provided on ELA topics
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ◆ As a Title 1 school, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair student funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and Human Resources to implement this action plan from September 2010 – June 2011 as indicated below: ◆ 10% of Title I Funds will be set aside for Professional Development ◆ C4E ◆ Tax Levy Funds for AIS and classroom teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ All teachers will assess and monitor student progress and growth quarterly utilizing the Teachers College Reading and Writing Assessment ◆ All teachers will assess and track student gains through the administration of the Predictive and Instructionally Targeted Assessments given over the course of the year ◆ All teachers will confer with students weekly to monitor student goals and growth ◆ Administration and Literacy Coach will monitor student growth utilizing the ACUITY system, Teachers' College Assessment and classroom assessment binders ◆ Administration will observe teachers to ensure standard based instruction is being implemented ◆ Focused walkthroughs with checklist offers teachers feedback on instruction and room environment ◆ Indicators of Interim Progress ◆ As reported on the 2009-10 New York State Assessment Results, 30.6% or 87 out of 284 students were tested and achieved Proficiency Level 3 & 4. This indicates a need to improve student performance for 2010-2011. Our goal is to improve the percentage to 33.6% Based upon the 2010-2011 population, 284 students will be tested. 3% of this total would equal 9 students to achieve Level 3 or 4. This will produce a total of 95 students receiving a Level 3/4.

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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 2009-10 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 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: ELA #1B

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, the number of all students tested in ELA as identified by NCLB, will move 3.5% for All students of Level 2 to Level 3 to meet or exceed Safe Harbor.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> All Students <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Students will be provided SES Tutorial services, totaling 65 hours, to strengthen their literacy skills ◆ Data driven instruction ◆ Using the TC model students are being provided differentiated instruction based upon individual needs ◆ Classroom libraries that are culturally and diversely enriched with leveled books which encompass a variety of genres to support literacy ◆ All teachers will instruct students utilizing the Balanced Literacy approach in accordance with standards based curriculum to address students’ diverse learning needs and styles ◆ All teachers will provide word strategy instruction in small groups during extended day ◆ All teachers will provide small group and individual instruction for identified students, based on assessment results ◆ Use of technology to promote literacy development ◆ <u>Assessment Action Plan</u> <ul style="list-style-type: none"> ▪ Pre-Assessment: September 30, 2010 ▪ Mid-Year Assessment: March 1, 2011 ▪ End-Year Assessment: June 24, 2011

	<p><u>Target Population:</u> Teachers <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57 the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Literacy Coach will continue to provide professional development on standard based instruction and support through model lessons to classroom teachers ◆ All teachers will utilize data results from NYS ELA Assessment, ACUITY-Periodic Assessment and Teachers College Reading and Writing Assessment results to individualize instruction and match students to appropriate materials ◆ TC provides an on-site Professional Developer ◆ Faculty will attend calendar days at Columbia University to further extend their Professional Development ◆ School approved a SBO to provide Inquiry Team work in literacy on one of the 37.5 Extended Day time periods weekly in which teachers will review and analyze literacy data and plan lessons accordingly ◆ Common planning time is provided weekly ◆ Classroom lab sites are created on each grade and teachers are engaged in study groups to support targeted students <p><u>Target Population:</u> Parents <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ GED class ◆ Virtual Y Parent Component ◆ Parent Coordinator conducts workshops ◆ PTA meetings where information is provided on ELA topics
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ As a Title 1 school, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair student funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and Human Resources to implement this action plan from September 2010 – June 2011 as indicated below: ◆ 10% of Title I Funds will be set aside for Professional Development ◆ 5% Title I funds set aside to be used for Highly Qualified staff ◆ C4E ◆ Tax Levy Funds for AIS and classroom teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ All teachers will assess and monitor student progress and growth quarterly utilizing the Teachers College Reading and Writing Assessment ◆ All teachers will assess and track student gains through the administration of the Predictive and Instructionally Targeted Assessments given over the course of the year ◆ All teachers will confer with students weekly to monitor student goals and growth ◆ Administration and Literacy Coach will monitor student growth utilizing the ACUITY system, Teachers' College Assessments and classroom assessment binders ◆ Administration will observe teachers to ensure standard based instruction is being implemented

	<ul style="list-style-type: none"> ◆ Focused walkthroughs with checklist offers teachers feedback on instruction and room environment ◆ Student performance on TC Assessment Pro will indicate at least one movement in student independent reading levels per quarter ◆ Indicators of Interim Progress
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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 2009-10 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 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: Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2011, the number of all tested students in proficiency Level 3 & 4 in math will increase by 3% as indicated on the School Progress Report
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Target Population:</u> All Students <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ All teachers will utilize data results from NYS Math exam and ACUIITY – Periodic Assessment and ITA results to individualize instruction and match students to appropriate materials ◆ Students will be provided additional instructional support during February vacation on test taking strategies ◆ All teachers will implement instruction using the Everyday Math Program with the heavy focus on critical thinking and problem solving skills ◆ All teachers will address student needs in small group tutorial sessions ◆ All teachers will provide instruction through small group and one-to-one tutorials ◆ Interim Progress Report <p><u>Target Population:</u> Teachers <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Math Coach will continue to provide Professional Development on standard based instruction and support for teachers through model lessons ◆ School approved a SBO to provide and Inquiry Team work in Mathematics on one of the 37.5 extended day time periods weekly. Teachers will review and analyze mathematical data in ARIS, ACUIITY and end of the unit assessments and plan lessons accordingly. ◆ Interim Progress Report <p><u>Target Population:</u> Parents <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011</p>

	<p>According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Family Math Night ◆ PTA Workshops ◆ Parent Coordinator conducts workshops
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ As a Title 1 school, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair student funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and Human Resources to implement this action plan from September 2010 – June 2011 as indicated below: ◆ 10% of Title I Funds will be set aside for Professional Development ◆ 5% of Title I funds for Highly Qualified staff ◆ C4E ◆ Tax Levy Funds for AIS and classroom teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ All teachers will assess and monitor student progress and growth quarterly utilizing the Everyday Math Unit Assessments and Skills analysis inventories ◆ All teachers will assess and track student gains through the administration of the Predictive and Instructionally Targeted Assessments given over the course of the year ◆ All teachers will confer with students weekly to monitor student goals and growth ◆ Administration and Math Coach will monitor student growth utilizing the ACUITY system, classroom assessment binders and Item Skills Analysis Inventory ◆ Administration will observe teachers to ensure standard based instruction is being implemented ◆ Focused walkthroughs with checklists offer teachers feedback on instruction and room environment ◆ As reported on the 2009-10 New York State Assessment Results, 35.5% or 103 out of 290 students tested achieved Proficiency Level 3 & 4 and 64.4% did not meet proficiency (187 out of 290 students). This indicates a need to improve student performance for the 2010-2011 school year. Our goal is to improve the percentage of Level 3 & 4 to 38.5%. Based upon the 2010-2011 population, 290 students will be tested. Three percent of this total would equal 9 students to achieve a Level 3 or 4, giving us a total of 112 students in this category ◆ <u>Indicators of Interim Progress</u> <ul style="list-style-type: none"> ▪ <u>Pre-Assessment:</u> September 2010: Staff will evaluate the process of using multiple data sources to monitor student progress and teacher survey results ▪ <u>Mid-Year Assessment:</u> March 2011: Staff will share how they are following progress of students based on data sources and teacher survey results ▪ <u>End-Year Assessment:</u> June 2011: Staff will reevaluate the process of using multiple data sources to evaluate the students and teacher survey results

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 2009-10 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 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: Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ◆ By June 2011, the number of Grade 4 students in proficiency Level 3 & 4 as indicated by the New York State Accountability Report will increase by 2%
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Target Population:</u> All Students <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Students in grades K-2 will receive a minimum of 3 periods a week of Science instruction ◆ Students in Grades 3-5 will receive a minimum of 4 periods a week of Science instruction ◆ Hands-on experimentation in science labs ◆ All students participate in the Science Fair ◆ Lego Robotics team ◆ Literacy in the content area ◆ Increase of interest and science exploration through field trips ◆ Hands-on activities and School-wide Enrichment Model ◆ Classroom libraries filled with science books ◆ Focusing on using the academic language of science for our students with disabilities and ELLs ◆ Progress check at the end of each unit <p><u>Target Population:</u> Teachers <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Science cluster teachers will attend Professional Development and turn key strategies to all classroom teachers to provide content area information and support aligning with the NYC Scope and Sequence and NYS Science Curriculum <p><u>Target Population:</u> Parents <u>Responsible Staff:</u> All Staff <u>Timeline:</u> September 2010 – June 2011 According to Chapter 57, the following strategies have been implemented:</p> <ul style="list-style-type: none"> ◆ Parent Coordinator conducts workshops on Science Fair projects ◆ PTA Meetings with information on science curriculum and testing is presented

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ◆ As a Title 1 school, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair student funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and Human Resources to implement this action plan from September 2010 – June 2011 as indicated below: ◆ All students will be trained in the scientific method of exploration ◆ Title I funds for Professional Development ◆ Tax Levy Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ NYS ESPET Science will reflect a 3% increase in all scores ◆ All teachers review unit assessments ◆ Science Fair conducted for all grades to display projects reflecting Scientific Method and exploration ◆ As reported on the 2009-10 New York State Assessment Results, 57.4% or 54 out of 94 students tested achieved Proficiency Level 3 & 4 and 42.5% did not meet proficiency (40 out of 94 students tested). This indicates a need to improve student performance for the 2010-2011 school year. Our goal is to improve the percentage of Level 3 & 4 to 59.4%. Based upon the 2010-2011 population, 94 students will be tested. Two percent of this total would equal 2 students to achieve a Level 3 or 4, giving us a total of 56 students in this category

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 2009-10 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 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: PARENT & COMMUNITY ENGAGEMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • To increase effective communication between school administration and school constituency (parents and faculty) by 1% on the New York City Progress Report
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ◆ Parent Coordinator will do outreach workshops stemming from parent interest inventory. ◆ Through our partnership with the YMCA, Saturday GED, ESL, and Technology workshops will be available for parents ◆ Babysitting service will also be made available ◆ Creation of virtual PTA newsletter. ◆ As per Chancellor Regulation A-660 elections for PTA offices will be held

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • As a Title 1 school, Conceptual Consolidation will allow us to combine Federal and Local funds such as Fair student funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and Human Resources to implement this action plan from September 2010 – June 2011 as indicated below • Parent Coordinator Tax Levy Funds • School Leadership Tax Levy Funds • 1% of Title I SWP funds to be used for parental involvement • 1% of Title I ARAA funds to be used for parental involvement • Title I and Tax Levy Translation Services to hire social worker to translate notices, report card comments and conversations.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ◆ Bi-weekly Executive Board meetings held to discuss parent concerns and suggestion box responses. ◆ Increased parent attendance at all parent functions ◆ Parent ceremony of completion at commencement of programs. ◆ Establish open door where parents can speak to administration at any time. ◆ PTA has established daily drop in hours to address parent concerns. ◆ A parent suggestion box will be placed on the door of the PTA room. ◆ Increased parent response to Learning Environment Survey. ◆ Our overall score on the 2009-2010 New York City Progress Report School Environment Survey in the Communication Category of the School Environment Section was 5.8 out of 15. Our goal for the 2010-2011 year is for this score to increase by 3 points, producing a total score of 8.8 in this category of the School Environment Section.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	13	13	N/A	N/A	3	-	2	-
1	16	16	N/A	N/A	10	1	1	-
2	15	15	N/A	N/A	8	-	3	2
3	25	25	N/A	N/A	9	-	2	9
4	25	25	7	0	11	-	1	1
5	26	26	8	0	12	-	4	-
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	3 rd , 4 th and 5 th grade students will be provided with AIS services during the school day. Small group activities for students using the results from Teacher's College Assessment. Earobics, Acuity, Words Their Way (extended day), Learning A-Z, Rigby Reads, Intervention by Design and Uptown Education on line. Services will be provided in small groups and concentrate on reading skills and strategies as well as test taking skills including CTB, note taking through listening, editing and writing
Mathematics:	Small group tutoring for students using the monitoring for New York State skills developed by the school Use of Larson Math during the extended day Uptown Education on line
Science:	Instructions are differentiated according to student needs Hands-on activities Test Prep. One-to –one conferences will be provided during regularly scheduled science classes Tutoring of individual students
At-risk Services Provided by the Guidance Counselor:	Small group instruction 1:1 counseling Crisis Plan, Child Abuse Plan, Guidance Plan, Attendance Plan Confronting family/school issues (programmatic events) Mediation services Home Visits Ongoing intervention with agencies and community resource
At-risk Services Provided by the Social Worker:	Parent/child referrals to outside counseling; food pantries; clothing; job fairs; consultation with Early Intervention agencies, SSI and ACS. Referrals to Pre-K intake information; referrals to housing; Health Department; follow-up medicals and students referred for evaluations. Provide translation services for parents and students report cards.
At-risk Services Provided by the Psychologist:	Informal projective measures and child interviews Referrals to SIMH Outside referrals Parent outreach

At-risk Health-related Services:

6 weeks open airways classes in asthma, management for 3rd grade students with asthma

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

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

Section III. Title III Budget

School: PS 57R BEDS Code: 31R057

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$14,312	75 hours of per session for ESL and General Ed teachers to support ELL Students: 75 hours x \$49.89 (current teacher per session rate with fringe) = \$3,742 75 hours of per session for paraprofessional to support ELL Students: 75 hours x \$28.98 (current paraprofessional per session rate with fringe) = \$2,174 25 F-Status days to support ELL Students: 25 days x \$331.67 (current F-Status daily rate with fringe) = \$8,396
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$388	NYSESLAT instructional materials = #388
Educational Software (Object Code 199)		
Travel	\$300	Parent involvement activities for parents of ELL students =\$300

Other		
TOTAL	\$15,000	

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.

The data and methodologies used to assess the school's written translation and oral interpretation needs are determined by the Home Language Form given by the school secretary. The ESL teacher reviews the forms and determines the need for 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.

After reviewing the home language forms, most students require translation in Spanish. The information is given at meeting in both English and Spanish. Notices are sent home, phone calls are made in the Native Language by bilingual staff members and social worker.

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.

All written translation is done in-house by school staff. All school notices are sent home in both Spanish and English; additionally, letters are translated to any other language needed.

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

All oral interpretation is done in-house by school staff or parent volunteers.

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>.

All written translation and oral interpretations are done in-house by school staff, parent volunteers, or downloaded off the NYC DOE website.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$409,766.00	\$11,598.00	\$421,364.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,097.67	\$ 115.98	\$ 4,213.64
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 20,488.60	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 40,976.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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



HUBERT H. HUMPHREY SCHOOL

Public School 57, 140 Palma Drive. Staten Island, NY 10304. 718 447-1191 FAX 718 720-0747

*“Every student achieves **Excellence, Everyday!**”*

Sandra Barnes, Principal

Rhonda Calcagno, Asst. Principal

Karyn Polanco, Asst. Principal

September 8, 2010

PS 57 Title I School Parent Involvement Policy

PS 57 receives Title I Funds to implement supplemental instructional programs and has established procedures for involving parents in program activities. PS 57 is a SWP school.

The policies and procedures for parent involvement include: consultation, annual meetings and parent involvement activities.

A Parent Coordinator will oversee all school parent involvement activities.

Consultation The school will provide a comprehensive range of opportunities for parents to become informed in a timely manner about how the program is designed, operated and evaluated; allowing opportunities for parental participation so that parents and educators can work together to achieve the programs' objective. To assure on-going opportunities for consultation: Department of Education regulations require participating schools to have formal elections for Parent Advisory Councils (PAC) if they have Title I programs in their schools. The parents in the school must elect the PS 57 Parent Advisory Council members. The PAC must have a majority of members whose children are served under Title I programs. A teacher may serve as a PAC member. Members of the PAC assist in an advisory capacity in the planning, implementing and evaluating of Title I programs. The Parent Coordinator will schedule PAC meetings for the school and a teacher may serve as a Parent Advisory Council member.

- The PAC will attend District Advisory Council/District Council of Presidents meetings to:
 - Obtain information of the rights/responsibilities under Title I guidelines
 - Obtain written description of program activities for review, discussion and recommendations.
 - Obtain information and provide input regarding program goals, objectives, procedures for selecting and assessing schools and students, development of educational strategies, implementation and evaluation.
 - Receive monthly updates of program activities.
 - Discuss recommendations for changes

Annual Meetings

The school will hold an annual Open House in October during the PTA meeting where the Title I School Parent Involvement Policy and the School/Parent Compact are distributed. At the Open House, parents will be provided with information about opportunities for ongoing parent involvement. Funded personnel (reading, math, Reading Recovery, etc.) will provide information about program goals, objectives, activities, mid-year assessment and procedures for individual parent conferences throughout the year. Each funded teacher will conduct two (2) workshops during the school year related to topics specifically requested by parents. The school will provide on-going communications (including a monthly calendar) informing parent/school community of important events, school uniform mandates, PTA meetings, SLT meetings, science fair, Scholastic book fair and other noteworthy school related information. The Principal will also hold quarterly meetings with the PTA Executive Board.

Parent Involvement Activities

Title I money will be set aside to pay for parent involvement activities. These will include: workshops by outside consultants, trips, interpretation services, student back packs, Parent/Staff social gatherings, attendance at local, state and national conventions/conferences, attendance at shows, special school and outside events, etc. Parents will be consulted and will be given an opportunity to make recommendations for activities.

The administration and staff of PS 57 are committed to making parents feel wanted when they come to school by: - Maintaining and "Open Door" policy.

- Smiling and making parents feel welcome and appreciated when they come to school.

- Conducting tours of school, in small groups so parents can learn about school programs.
- Keeping a list of parent volunteers and encouraging parents to volunteer (Learning Leaders).
- Contacting new parents and conducting orientation for them.
- Soliciting parent ideas/interests.
- Soliciting parent volunteers for SLT.
- Having staff available to answer parent questions and provide direction when parents register their children.
- Holding meetings at various times of the day to encourage broader parent participation.
- Providing parents with a Parent handbook.
- Having staff and administrators attend PTA meetings.
- Communicating with parents in a positive manner.

Public School 57 R
School/Parent Compact
September 8, 2010

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

The school agrees to:	The Parent/Guardian agrees to:
Provide high quality curriculum and instruction;	Share the responsibility for improved student achievement;
Provide a safe, nurturing environment that will improve Academic success and enhance social developments;	Monitor our child/children's: Attendance at school Homework – agree on a special time and place
Offer a flexible number of meetings at various times;	Praise our children for effort, improvement and achievement, hold high expectations.
Actively involve parents in planning, reviewing and improving the Title I programs;	Read to our children for 15 to 30 minutes each day in grades K-!; Listen to your children read for 15 to 20 minutes each day in Grades 2 and 3; Have our children in grades 4-5 read independently for 30 – 60 minutes daily.
Provide parents with timely information about all programs;	Foster communication between teachers and parents by: <ul style="list-style-type: none"> ➤ Attending at least two parent/teacher conference each school year; ➤ Discussing the results of our children's progress with our children; ➤ Being accessible to school personnel; ➤ Volunteering and participating in our children's class and related activities;

Provide performance profiles and individual student assessment results for each child/provide pertinent school/district information;	Utilize the assistance that is offered through workshops, meetings, and communication, to discuss school activities daily with our children; ask to see schoolwork; and attend school's PTA meetings, other District and School Board meetings.
Foster communication between teachers and parents through: <ul style="list-style-type: none"> ➤ Parent-teacher conferences at least twice annually ➤ Reports to parents on their children's progress ➤ Reasonable access to staff ➤ Opportunities to volunteer and participate in classroom and school activities and observation of classroom activities. 	Complete and submit Learning Environment Survey Visit Parent Coordinator for assistance.
Provide professional development activities for parents according to their needs and interest.	
Convene an annual meeting for parent to inform them of the schools program and their opportunities for involvement;	
Ask parents and parent groups to provide information regarding the type of training or assistance they would need to help them be more effective in assisting their children in the educational process.	

Signatures Section

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of ensuring that all children succeed.

Signature of Principal

Signature of Parent/Guardian

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.

CEP Section IV page 11 (Needs Assessment)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

CEP Section VI page 16 (Action Plan)

3. Instruction by highly qualified staff.

Our teachers are all highly qualified. One hundred percent are fully licensed and 95.6% have completed their Master's Degrees. The few remaining are pursuing their Master's Degrees. (See pg.8 Demographics of CEP)

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.

Ongoing professional development is provided in all curriculum areas. Additional attention will focus on the Teacher's College Reading Writing Project Workshop Model, and employing data to drive individualized instruction. TC staff developers and onsite literacy coach will conduct study groups and lab-sites to assist teachers with strategies to strengthen their teaching methodologies.

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

PS 57 has a staff composed of highly qualified teachers. It is our practice to recruit teachers who possess a willingness to learn and grow as professionals. We offer an instructional support to teachers to help students meet the required standards. We create an environment of warmth and caring that is inviting, and at the same time, allows each educator to bring their interests, individuality, and creativity to the classroom.

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

- ✓ **Saturday GED program with babysitting provided**
- ✓ **Family Workshops –Literacy/ Math**
- ✓ **Off site workshops at Columbia University**
- ✓ **Saturday ESL with babysitting**
- ✓ **Computer Training Classes in ARIS**

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

We have scheduled visitation day for Pre-Kindergarten students and their parents from neighboring early intervention programs.

6. 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.
- ✓ **Inquiry Team** (Teachers, Principal, Assistant Principals, Literacy and Math Coaches)
 - ✓ **PPT Team** (Assistant Principal, SAT Members, Guidance Counselor, ESL Teacher, SETTS teacher, Speech providers, Literacy and Math Coach).
 - ✓ **School Leadership Team** (Principal, Assistant Principals, Teachers, School Aides, UFT Teacher, Parents)
7. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- ✓ **Teachers are conducting initial and ongoing assessments in literacy and math unit assessments.**
 - ✓ **Students in grades 3-5 take a predictive exam that measures skills according to strength and weaknesses.**
 - ✓ **Remediation is offered to students on an individualized basis**
 - ✓ **Students are producing “on demand” writing samples for teachers to assess student writing needs.**
 - ✓ **Teachers engage in individual conferences with students.**
 - ✓ **Administrators meet periodically with teachers to discuss student progress and strategies to ensure student mastery.**
 - ✓ **AIS and After-School (SES) programs are in place to address the needs of At-Risk students.**
8. 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.
- ✓ **Virtual Y- YMCA- Parent Component**

- ✓ **ESL Programs**
- ✓ **Title III Funds- Parent Involvement**
- ✓ **Nutritional Programs**
- ✓ **Staten Island Mental Health Services on site**
- ✓ **Wagner College Student Teachers and Observers**
- ✓ **College of Staten Island Student Teachers, SEEK Program, Observers**
- ✓ **Saturday Pre-GED and GED classes for the community**
- ✓ **US Coast Guard build partnerships with At-Risk students**
- ✓ **Anti-Bullying workshops provided by NYPD**
- ✓ **Cookshop nutritional program teaches students healthy eating techniques.**

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$344,203	✓	See Aligning Resources in CEP
Title I, Part A (ARRA)	Federal	✓			\$ 11,482	✓	See Aligning Resources in CEP
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			\$ 15,000	✓	See Title 111 Plan
Title IV	Federal			✓	N/A	N/A	
IDEA	Federal			✓	N/A	N/A	
Tax Levy	Local	✓			\$3,647,089	✓	See Aligning Resources in CEP

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Improvement year 2 **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

For the 2009-2010 school year, PS 57 did not meet AYP as identified by the NYS English Language Arts Exam in the sub group area of Hispanic Latino population. We attribute this lack of progress due to the fact that students in this category are in greater need of additional services to address their deficiency in acquisition of the English language.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Title III funding has be delegated to address this need through the hiring of an F-Status teacher, books and materials. (See LAP)

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The funds were used for the following:

- ✓ **Educational Consultant Service**
- ✓ **TC Staff Developers**

School Under Registration Review (SURR)

- ✓ **Supplementary materials for students**
- ✓ **Technology based programs and equipment**

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

Currently, no teachers require mentoring.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents are notified through the following means:

- ✓ **PTA and Parent Coordinator meeting sessions**
- ✓ **Parent Notification Meeting**
- ✓ **Letters and outside Billboard**
- ✓ **School website**

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have twenty seven (27) students in our school who are in temporary housing.

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

As per the RFLG, the services we plan to provide include:

- ✓ **Tutoring**
- ✓ **Provision of school uniform and school supplies free of charge**
- ✓ **After- School Programming**
- ✓ **Parent Training and Parental Workshops**
- ✓ **Assistance provided by Parent Coordinator**
- ✓ **Counseling services relative to the specific needs of each child**
- ✓ **Professional Development for staff working with these students and families geared towards meeting the specific needs of each child**

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 057 Hubert H. Humphrey					
District:	31	DBN:	31R057	School		353100010057

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	29	50	52		91.3	92.3	91.4
Kindergarten	94	102	100				
Grade 1	119	91	114	Student Stability - % of Enrollment:			
Grade 2	108	103	97	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	115	98	106		87.7	91.6	86.7
Grade 4	111	96	98				
Grade 5	104	98	95	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.6	91.5	91.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	23	15
Grade 12	0	0	0				
Ungraded	1	1	3	Recent Immigrants - Total Number:			
Total	681	639	665	(As of October 31)	2007-08	2008-09	2009-10
					6	6	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	90	89	92	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	59	55	70	Superintendent Suspensions	6	5	0
Number all others	34	34	35				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	31	0	TBD	Number of Teachers	73	70	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	21	21	10
# receiving ESL services only	40	23	TBD				
# ELLs with IEPs	1	47	TBD	Number of Educational Paraprofessionals	14	13	25

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	95.9	97.1	100.0
				% more than 2 years teaching in this school	84.9	90.0	91.2
				% more than 5 years teaching anywhere	65.8	77.1	86.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	96.0	95.6
American Indian or Alaska Native	0.7	0.6	0.6	% core classes taught by "highly qualified" teachers	94.4	99.0	97.6
Black or African American	59.3	55.1	54.6				
Hispanic or Latino	30.5	31.6	31.7				
Asian or Native Hawaiian/Other Pacific	3.2	3.0	3.2				
White	5.9	9.2	9.8				
Male	49.9	52.0	53.7				
Female	50.1	48.0	46.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	63.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	10						

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

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

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

Public School 57 R
School/Parent Compact
September 8, 2010

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

The school agrees to:	The Parent/Guardian agrees to:
Provide high quality curriculum and instruction;	Share the responsibility for improved student achievement;
Provide a safe, nurturing environment that will improve Academic success and enhance social developments;	Monitor our child/children's: Attendance at school Homework – agree on a special time and place
Offer a flexible number of meetings at various times;	Praise our children for effort, improvement and achievement, hold high expectations.
Actively involve parents in planning, reviewing and improving the Title I programs;	Read to our children for 15 to 30 minutes each day in grades K-1; Listen to your children read for 15 to 20 minutes each day in Grades 2 and 3; Have our children in grades 4-5 read independently for 30 – 60 minutes daily.
Provide parents with timely information about all programs;	Foster communication between teachers and parents by: <ul style="list-style-type: none"> ➤ Attending at least two parent/teacher conference each school year; ➤ Discussing the results of our children's progress with our children; ➤ Being accessible to school personnel; ➤ Volunteering and participating in our children's class and related activities;
Provide performance profiles and individual student assessment results for each child/provide pertinent school/district information;	Utilize the assistance that is offered through workshops, meetings, and communication, to discuss school activities daily with our children; ask to see schoolwork; and attend school's PTA meetings, other District and School Board meetings.
Foster communication between teachers and parents through: <ul style="list-style-type: none"> ➤ Parent-teacher conferences at least twice annually ➤ Reports to parents on their children's progress ➤ Reasonable access to staff ➤ Opportunities to volunteer and participate in classroom and school activities and observation of classroom activities. 	Complete and submit Learning Environment Survey Visit Parent Coordinator for assistance.
Provide professional development activities for parents according to their needs and interest.	
Convene an annual meeting for parent to inform them of the schools program and their opportunities for involvement;	
Ask parents and parent groups to provide information regarding the type of training or assistance they would need to help them be more effective in assisting their children in the educational process.	

Signatures Section

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of ensuring that all children succeed.

Signature of Principal

Signature of Parent/Guardian



HUBERT H. HUMPHREY SCHOOL

Public School 57, 140 Palma Drive. Staten Island, NY 10304. 718 447-1191 FAX 718 720-0747

"Every student achieves Excellence, Everyday!"

Sandra Barnes, Principal

Rhonda Calcagno, Asst. Principal

Karyn Polanco, Asst. Principal

September 8, 2010

PS 57 Title I School Parent Involvement Policy

PS 57 receives Title I Funds to implement supplemental instructional programs and has established procedures for involving parents in program activities. PS 57 is a SWP school.

The policies and procedures for parent involvement include: consultation, annual meetings and parent involvement activities.

A Parent Coordinator will oversee all school parent involvement activities.

Consultation The school will provide a comprehensive range of opportunities for parents to become informed in a timely manner about how the program is designed, operated and evaluated; allowing opportunities for parental participation so that parents and educators can work together to achieve the programs' objective. To assure on-going opportunities for consultation: Department of Education regulations require participating schools to have formal elections for Parent Advisory Councils (PAC) if they have Title I programs in their schools. The parents in the school must elect the PS 57 Parent Advisory Council members. The PAC must have a majority of members whose children are served under Title I programs. A teacher may serve as a PAC member. Members of the PAC assist in an advisory capacity in the planning, implementing and evaluating of Title I programs. The Parent Coordinator will schedule PAC meetings for the school and a teacher may serve as a Parent Advisory Council member.

- The PAC will attend District Advisory Council/District Council of Presidents meetings to:
 - Obtain information of the rights/responsibilities under Title I guidelines
 - Obtain written description of program activities for review, discussion and recommendations.
 - Obtain information and provide input regarding program goals, objectives, procedures for selecting and assessing schools and students, development of educational strategies, implementation and evaluation.
 - Receive monthly updates of program activities.
 - Discuss recommendations for changes

Annual Meetings

The school will hold an annual Open House in October during the PTA meeting where the Title I School Parent Involvement Policy and the School/Parent Compact are distributed. At the Open House, parents will be provided with information about

opportunities for ongoing parent involvement. Funded personnel (reading, math, Reading Recovery, etc.) will provide information about program goals, objectives, activities, mid-year assessment and procedures for individual parent conferences throughout the year. Each funded teacher will conduct two (2) workshops during the school year related to topics specifically requested by parents. The school will provide on-going communications (including a monthly calendar) informing parent/school community of important events, school uniform mandates, PTA meetings, SLT meetings, science fair, Scholastic book fair and other noteworthy school related information. The Principal will also hold quarterly meetings with the PTA Executive Board.

Parent Involvement Activities

Title I money will be set aside to pay for parent involvement activities. These will include: workshops by outside consultants, trips, interpretation services, student back packs, Parent/Staff social gatherings, attendance at local, state and national conventions/conferences, attendance at shows, special school and outside events, etc. Parents will be consulted and will be given an opportunity to make recommendations for activities.

The administration and staff of PS 57 are committed to making parents feel wanted when they come to school by: - Maintaining and “Open Door” policy.

- Smiling and making parents feel welcome and appreciated when they come to school.
- Conducting tours of school, in small groups so parents can learn about school programs.
- Keeping a list of parent volunteers and encouraging parents to volunteer (Learning Leaders).
- Contacting new parents and conducting orientation for them.
- Soliciting parent ideas/interests.
- Soliciting parent volunteers for SLT.
- Having staff available to answer parent questions and provide direction when parents register their children.
- Holding meetings at various times of the day to encourage broader parent participation.
- Providing parents with a Parent handbook.
- Having staff and administrators attend PTA meetings.
- Communicating with parents in a positive manner.

**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 6 (CFN 609)	District 31	School Number 057	School Name Hubert H. Humphrey
Principal Sandra Barnes		Assistant Principal Rhonda Calcagno	
Coach Kristine Cusick (Literacy)		Coach Ali Das (Math)	
Teacher/Subject Area Judith Ventura (Bil Spec Ed)		Guidance Counselor Elaine Gregorio	
Teacher/Subject Area Marie Pugliese (Bil Spec Ed)		Parent Mai Logan	
Teacher/Subject Area Carolyn Reid (Spec Ed)		Parent Coordinator Patricia Ham	
Related Service Provider Margaret Rice (Speech)		Other Karyn Polanco (Assistant Prin)	
Network Leader Debra VanNostrand		Other Irene Lepek (ESL Teacher)	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	27

C. School Demographics

Total Number of Students in School	671	Total Number of ELLs	71	ELLs as Share of Total Student Population (%)	10.61%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

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 include 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 the ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Our school uses a multi-step procedure for identifying ELL's. The Home Language Forms (HLF) are filled out with parents by the school trained office secretaries. If another language is mentioned, the ESL teacher or school psychologist have informal interviews in English and in the native language, if it's Spanish for the initial assessment and the informal oral interview. The licensed and certified ESL teacher reviews all newly admitted students HLF's and determines who is eligible for testing. As a part of the formal initial assessment, she administers the LAB-R within ten days of the student entering the New York City school system. As soon as the NYSESLAT scores are available, the licensed and certified ESL teacher evaluates the scores and determines the grouping of students according to levels of proficiency: B-I & A & P. (The proficient students receive support for the following two years). This score determines the amount of minutes scheduled according to CR Part 154. The ESL teacher coordinates the schedule and confers the scores to the student's classroom teacher. If a student does not pass the LAB-R, then that student is given the LAB Spanish version, if applicable. This student will become an ELL, receiving services until they test out with the NYSESLAT, which is given in the spring of each school year.

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.

Our school has structures in place that ensure parents understand all program choices. Parents of ELLs initially receive a letter inviting them to an orientation meeting in their language. The orientation meeting is given by the licensed and certified ESL teacher explaining what is available at our school. In this meeting, the New York City video is presented in their native language explaining the program choices. Parent Survey and Program Selection forms are filled out in their native language. Finally, the parent coordinator introduces herself and tells the parents what is available to them at our school and other helpful program. These meetings are held once a month to include new admits throughout the year. (If a parent is unable to attend the meeting, forms are sent home with the ELL student.) These forms are attached to the Home Language Form that are placed in the student's cumulative file.

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}.

Every year, the licensed and certified ESL teacher distributes all continuing and new students with entitlement permission slips that include parent surveys. If a form is not returned the default program is Transitional Bilingual. The forms are evaluated, filed, and kept with the ESL teacher in an information binder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must include and consultation/communication activities with parents in their native language.

Our school has 3 self-contained Special Education 12:1:1 bilingual Spanish classes. The procedure followed to place students in these classes is determined by the Committee on Special Education and the School Assessment Team. Public School 57 has a pull-out ESL instructional program that serves 77 ELL's. Parents are informed of their choices during the parent orientation meetings held throughout the year for new incoming students.

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices has been ESL. Transitional Bilingual programs are according to IEP mandates. So far this year (2010-2011) we have 9 new ELL's. Three selected bilingual and they were placed in the Special Education 12:1:1 Bilingual Spanish class, according to their IEP. From the remaining 6 students, 3 students requested the free-standing ESL and 3 requested Bilingual. The continuing 30 ELLs students (parent permission and program selection forms) reflect the majority program choice is the ESL free-standing program. Twenty-two parents selected ESL, and eight parents selected Bilingual.

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 program models offered at our school align with parent request. Parent orientation forms, continuing permission slips, and parent selection forms are evaluated and documentation is kept in student cum folder and copies are kept with the ESL teacher. Our school complies with parental choice. We currently have thirty continuing students in our school. Twenty-two parents selected free-standing ESL and eight selected transitional bilingual. Our school only offers ESL freestanding. If the numbers of parent selection continues to grow, bilingual classes will be created.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	3	5	6	3	7	7								31
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0						5		5
Push-In	4	4	9	9	10	4								40
Total	7	9	15	12	17	11	0	0	0	0	0	5	0	76

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	40
SIFE	2	ELLs receiving service 4-6 years	14	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			24						10	0
Dual Language										0
ESL	19	2	12				1		3	20
Total	19	2	36	0	0	0	1	0	13	20

Number of ELLs in a TBE program who are in alternate placement: 1

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	3	5	9	3	7	7								34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	3	5	9	3	7	7	0	34						

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

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

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

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	4	2	2	7	7	2								24
Chinese						1								1
Russian														0
Bengali														0
Urdu			2	2										4
Arabic		1												1
Haitian			1											1
French			1		1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			2	1								4
TOTAL	4	4	6	9	10	4	0	0	0	0	0	0	0	37

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

PROGRAMMING & 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)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

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})?

Our school has a freestyle, pull-out ESL program servicing 37 ELLs. Beginning and Intermediate ELLs receive 360 minutes per week during the school day as required under CR Part 154. Advanced students receive 180 minutes per week during the school day. The program services Beginning and Intermediate students in three 72 minute blocks. These blocks are mixed proficiency (Beginning and Intermediate) and mixed grade levels. One block is kindergarten and first grade. Another block is second and third grade. The last block is fourth and fifth grade. This would be a heterogeneous group of 8 – 10 students. The Advanced students have a thirty-two minute block every day. This block is for grades 3, 4 and 5 Advanced students. There are ten students in this group. Having three grade levels in one Advanced proficiency level works well as a heterogeneous group.

The Bilingual Spanish Special Education program is organized as a self-contained 12:1:1. There are three classes. There is a kindergarten and 1st class, a 2nd and 3rd grade, and a 4th and 5th grade class. These classes are heterogeneously grouped: Beginning, Intermediate and Advanced levels are placed together.

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)?

The school ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program with schedules approved by the instructional specialist assigned to our school. It is achieved through a pull-out model. Beginning and Intermediate ELLs receive 360 minutes per week and Advanced ELLs receive 180 minutes per week of ESL instruction during the scheduled school day. The program services students in three 72-minute blocks and 36-minute blocks each day. One 72-minute block each day for 5 days a week equals 360 minutes for the week. One 36-minute block each day for 5 days a week equals 180 minutes for the week. Every ELL receives their daily mandated minutes.

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All schedules are in compliance with CR Part 154.

The freestanding ESL program at P.S. 57 is delivered in 100% English by our New York State licensed and certified ESL teacher. New York State ESL standards are used to teach English in a content based cross curriculum format. Standard based instruction implemented in all four language skills: reading, writing, listening and speaking. The following scaffolding techniques are used: modeling, bridging, schema building, text representation, metacognition, and self-assessment with rubrics. This will enable students to pass the NYSESLAT. Academic language development in content areas is implemented.

ELA is delivered through the ESL and the Bilingual programs integrating Balanced Literacy into the yearly curriculum. Document based programs are implemented in all subject areas.

Native Language Arts is implemented in the three self-contained Bilingual Spanish Special Education classes. These classes follow the Transitional Bilingual New York State mandates delivered by New York State licensed and certified teachers. Content areas are delivered bilingually. There is 45 minutes daily of NLA.

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.

Content areas are delivered in each program model daily. The ESL program addresses New York State Standards. Instruction is presented in a cross curriculum format. Standard based ESL instruction is implemented in all four modalities and language skills: reading, writing, listening and speaking. Methods used to make content comprehensible include scaffolding techniques such as: modeling, bridging, schema building, contextualization, text representation, and self-assessment. Instruction is differentiated by language proficiency level and grade level.

The Bilingual program addresses New York State Standards for Native Language Arts in Native Language Spanish Instruction. English is the language used in the ESL instruction that is implemented in all four modalities. Scaffolding techniques are used throughout all lessons. Instruction is differentiated by language proficiency level and grade level.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE

At this time we have one SIFE students. The plan is the same mandated minutes of instruction during the school day depending on the LAB-R score. It was Beginning, therefore the student receives 360 minutes a week of ESL instruction. There are centers set up in the classroom specific for the SIFE students including picture dictionary and Leveled books. The student receives additional instruction time in the after school program and help with homework needs.

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.

Students in US schools less than three years are considered Newcomers. The Newcomer receives the mandated instructional minutes during the school day according to the LAB-R score (Beginning and Intermediate – 360, Advanced – 180 minutes per week). The ESL teacher works closely with the classroom teacher to make sure the student's needs are met. There is a Newcomer center provided by the ESL teacher that includes Books on Tapes, picture dictionary, Native Language books, Newcomer books from Addis & Wesley, and books at Beginning Levels. In addition, after school support programs are available.

c. Describe your plan for ELLs receiving service 4 to 6 years.

The plan for ELLs receiving service for 4 to 6 years, includes the extension of services. These students are in intense remediation focusing on higher order thinking concepts and questioning techniques. They use the writing process with self-assessments and rubrics during the school day. They receive AIS services during the school day. After school support programs with tutoring are in place for these students. Students participate in intensive test taking programs.

d. Describe your plan for Long-Term ELLs (completed 6 years).

There are no long-term ELLs at our school. The plan for long-term ELLs includes the extension of services. These students are in intense remediation focusing on higher order thinking concepts and questioning techniques. They use the writing process with self-assessments and

rubrics during the school day. After school support programs with tutoring are in place for these students. Students participate in intensive test taking.

e. Describe your plan for ELLs identified as having special needs.

The first thing with ELLs identified as having special needs is to review their IEP and look for goals and weaknesses. The ESL teacher has to be in close contact with the classroom teachers and providers. As directed, whatever the individual needs are, they are met. If it requires questions and directions read during tests, the student is tested accordingly. Modifications are provided during testing as directed by the IEP.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. 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.

Our school has many intervention programs for all ELLs on all grades. During the school year day, P.S. 57 offers AIS services. After-school there is a Beyond Excellence program and SES small group tutoring twice a week. P.S. 57 has a Saturday Excel Program offering test prep for all grades.

P.S. 57 has a Title III ESL Saturday Morning Program that focuses on oral language and its impact on literacy achievement. The program provides oral language instruction in English and uses language assessment to drive instruction. This program works in conjunction to the parent ESL Saturday Morning Program and the Land Foundation Family Outreach Center. Students and parents will work together in ELA, Math, and Content Areas. They will make and present science projects together. They will play math games and read books. Involving parents in a variety of their child's activities assists in the development of their child's linguistic skills and builds and enriches their first language literacy. Our Saturday program enhances the home-school connection.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

After reaching proficiency, ELLs continue to receive support from the ESL teacher. These students continue to receive extended time during testing for two years. They are included in all intervention programs at our school during the school day and after school and Title III Saturday Program.

7. What new program or improvements will be considered for the upcoming school year?

New programs at our school include the SES after-school small group tutorial. This program will be twice a week. The program for grades K – 2 is Perfect Score. The upper grades (3rd – 5th) are using Liberty Learning, which is a computer based program that helps students achieve and read on their individualized levels. The Title III Saturday Program for ELLs works with parents on oral language development in English.

8. What program/services for ELLs will be discontinued and why?

The Title III After-School Tutorial will be discontinued because there is sufficient after-school support.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have equal access to all school programs. All notices go home translated in Native Language so ELLs parents are aware of all programs being offered at our school.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used to support the ESL program include “Amazing English” by Addison Wesley, Scott Foresman’s E.S.L. Accelerated English Language, and Breakthrough to Literacy by McGraw-Hill. Computer technology is implemented throughout the lessons with EAROBICS.

Teaching materials used to support the Bilingual program include Balanced Literacy Workshop models and Everyday Mathematics with Bilingual materials. The Bilingual materials include: Nuevas Aventuras, Matematica Diarieras, and Paso A Paso. All classes are enriched with Breakthrough to Literacy by McGraw Hill. All classes have leveled libraries that include Native Language books.

11. How is native language support delivered in each program model? TBE, Dual Language and ESL)

The Spanish Bilingual 12:1:1 classes have Native Language support through Native Language libraries, content area materials and books, and Native Language dictionaries. Content tests are given in Native Language translations, such as Math, Science and Social Studies. Practice tests are also translated.

The ESL pull-out classroom includes a multi-language library including books in Spanish, Urdu and Chinese. Bilingual Spanish dictionaries are also available.

12. Do required services support and resources correspond to ELLs’ ages and grade levels?

Required services support, and resources correspond to ELLs ages and grade levels. The students are grouped in 2 year grades and ages, and materials correspond to each group.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Newly enrolled ELLs are newcomers. These students receive the mandated instructional minutes during the school day according to the LAB-R score (Beginning, Intermediate-360 minutes, Advance – 180 minutes per week). The ESL teacher works closely with the classroom teacher to make sure the students’ needs are met. There is a newcomer center provided by the ESL teacher to the newcomers. This center includes picture dictionaries, Native Language dictionaries, Books on Tape, and Newcomer books from Addison Wesley. In addition, Title III Saturday program is available to the newcomer focusing on oral-language development in English.

14. What language electives are offered to ELLs?

There are non language electives offered at our school at the present time.

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

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

P.S. 57 uses Teachers College Reading Writing Program (TCRWP).

Students in grades K-2 participate in "Shared Reading" in the Shared Reading Workshop. Students in grades 3 – 5 participate in "Conferencing." Professional Development is centered around supporting teachers with ELLs. PD focuses on the importance of supporting the struggling readers and differentiating instruction to meet the needs of the ELLs.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school provides an orientation meeting at nearby I.S. 49 for the graduating 5th grade class. The students go to the middle school and are introduced to the school and some of the staff.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

ELL training for new staff and teachers' of ELLs is scheduled for five days. The workshops are conducted at our school. The tentative dates are November 2nd, December 6th , January 3, February 7th & March 7th.

The topics scheduled are:

•Teachers College (TCRWP):

Grades K – 2:

"Shared Reading" in the Shared Reading Workshop

Grades 3, 4 & 5

Using "Conference Notes" to support struggling readers

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Describe parent involvement in your school, including parents of ELLs.

Parents are involved at our school, including ELLs, every Saturday morning. Our school has an adult ESL and GED program. This program is funded by the Staten Island YMCA and the Staten Island Foundation Family Outreach Center. There are two levels of ESL: one for Beginners and the other one for Advanced ESL. We also have a GED class. TThe GED class is for the parents that want to continue their education.

These classes are conducted by our licensed and certified ESL and Bilingual teachers. The ESL classes work in conjunction with the Title III program, focusing on oral-language development.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

P.S. 57 partners with the Staten Island YMCA, a Community Based Organization and the Staten Island Foundation Family Outreach Center for the services of the Saturday program. They sponsor the GED teacher and the ESL teachers at our school. This program includes trips, materials and the childcare that allows the parents to attend the program.

3. How do you evaluate the needs of the parents?

The needs of the parents are evaluated during the registration days. Before the Saturday program begins, there are two days of registration. Forms are filled informing of child care needs and other needs. There is also a New York State Assessment test given to the parents that determines the levels of English proficiency and GED assessments. These are all administered by our licensed and certified ESL and bilingual teachers.

4. How do your parental involvement activities address the needs of the parents?

Our parental involvement addresses many needs of the parents. Having child care encourages the parents to participate. The ESL teacher provides coffee and donuts creating a comfortable environment for learning. Having these classes helps the parents orient themselves in a new country and become acclimated with the community around them. As their English becomes more proficient, their acquired language enables them to have better job opportunities.

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)	6	6	12	6	10	1								41
Intermediate(I)	1	3	2	3	6	5								20
Advanced (A)			1	3	1	5								10
Total	7	9	15	12	17	11	0	0	0	0	0	0	0	71

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

	P													
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NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5		1		6
5	2	1			3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	12				12

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	5		2		1		0		8
5	0		4		0		0		4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	6		4		2		1		13

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	6	1						
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Describe what assessment tools 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.

Our school uses TCRWP to assess the early literacy skills of our ELLs. The ELLs are assessed through the following components of TCRWP: letter identification, letter sounds, high-frequency words, comprehension, fluency and re-tell. Assessment results provide our teachers with the students strengths and weaknesses. Teachers provide differentiated instruction to meet the needs of each student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT was given in the Spring 2010. Seventy-nine ELLs took the test. A total of 8 ESL students scored (P) Proficient and tested out of the ESL program. Data across proficiency levels and grades (K – 5) reveal that students scored higher in listening and speaking, and lower in reading and writing. Nineteen students scored Proficient in listening and speaking, and zero scored Proficient in reading and writing. Fifteen students scored Advanced in Listening and Speaking, and ten students scored Advanced in Reading and Writing. Twenty-four students scored Intermediate in listening and speaking, and twenty students scored Intermediate in reading and writing. Thirteen students scored Beginning in listening and speaking, forty-one students scored Beginning in reading and writing across all grades K-5. We do not have the scores for the fifth graders who graduated.

3. How will patterns across NYSESLAT modalities-reading/writing and listening/speaking-affect instructional decisions?

Patterns across NYSESLAT modalities-listening/speaking and reading/writing affect instructional decisions. Test scores show students are stronger in listening/speaking and weaker in reading and writing. This information will drive instruction, concentrating on the reading and writing process for all grades. Complying with NYS ESL mandates and addressing the NYS ESL and Bilingual Standards will be the basis for instructional decisions. Standards are used to teach English in a context based cross-curriculum format addressing the four modalities of speaking, listening, reading and writing.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs fairing in tests taken in English as compared to the native language?

Content tests, such as Math and Science are given in English. Spanish translation of tests are available upon request. Examining the New York State Test results indicate that ELLs do well in Math.

There were fifteen ESL students that took the 2010 New York State Math Test. We do not have the scores for last year's fifth graders that took the math test. Our current fourth and fifth grader scores show that five students scored Level 1, six students scored Level 2, and one student Level 3. There were thirteen Bilingual Spanish Special Education students that took the 2010 New York State Math Test last year. Six students scored Level 1, four students scored Level 2, two scored Level 3 and one scored Level 4.

We do not have the scores for last year's fifth graders that took the Spring 2010 ELA test. Our current fourth and fifth graders show that nine ESL students took the 2010 New York State ELA Test last year. Seven students scored Level 1, one student scored Level 2, and one student scored Level 3. There were no students who scored Level 4. There were 12 Bilingual Spanish Special Education students that took the 2010 NYS ELA Test last year. Twelve scored Level 1. These test scores show weakness in reading and writing. Therefore, instruction will be directed in this direction.

The ESL students did well on the 4th Grade 2010 NYS Science Test last year. Five ESL students took the 2010 NYS Science Test. Three students scored Level 2, and two students scored Level 3. There were six Bilingual Special Education students that took the 4th Grade 2010 NYS Science Test. Four students scored Level 2, and two students scored Level 3. The Science Test was given in English with Spanish translation.

Bilingual Spanish Special Education students took the ELE test in the Spring of 2010. We do not have the scores for the fifth grade students who graduated. Seven bilingual special education students took the test. Their raw scores ranged from two percent to twenty-seven percent.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Test scores show that the ELLs students need improvement in reading and writing. Teachers are using the results of assessments to drive instruction. Our school is focusing on addressing the ELLs needs in these areas by providing: AIS, Extended Day, Peer Tutoring, Small Group Instruction, One to One Instruction, and ongoing formal and informal assessment to monitor gains.

Part VI: LAP Assurances

The Native Language is used in the Bilingual Special Education Program. This program includes a Bilingual Library, Bilingual Dictionaries, and

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		