



P.S. 051 BRONX NEW SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 051 BRONX NEW SCHOOL
ADDRESS: 3200 JEROME AVENUE
TELEPHONE: 718-584-8772
FAX: 718-584-8935

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321000010051 **SCHOOL NAME:** P.S. 051 Bronx New School

SCHOOL ADDRESS: 3200 JEROME AVENUE, BRONX, NY, 10468

SCHOOL TELEPHONE: 718-584-8772 **FAX:** 718-584-8935

SCHOOL CONTACT PERSON: PAUL SMITH **EMAIL ADDRESS** psmith2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nicole Forbes

PRINCIPAL: PAUL SMITH

UFT CHAPTER LEADER: Eileen Bernstein

PARENTS' ASSOCIATION PRESIDENT: Rachelle Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: JACQUELINE GONZALEZ/Marie Rousseau

SUPERINTENDENT: SONIA MENENDEZ

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
Paul Smith	Principal	Electronic Signature Approved.
Scott Schneider	Assistant Principal	Electronic Signature Approved.
Althea Jervis	UFT Member	Electronic Signature Approved.
Nicole Forbes	Parent	Electronic Signature Approved.
Eileen Bernstein	UFT Chapter Leader	Electronic Signature Approved.
Dinah Krosnick	UFT Member	Electronic Signature Approved.
Rachelle Jackson	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Valerie Francis	Title I Parent Representative	Electronic Signature Approved.
Maria Collado	Parent	Electronic Signature Approved.
Lucy Kallenberg	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Bronx New School/P.S. 51 is located in the Norwood section of the northeast Bronx. Founded in 1988 by parents and teachers, its early beginning were in a church basement on Marion Avenue. At its inception Bronx New School became the first Kindergarten through fifth grade elementary school of choice in what was then District 10. In 1991 the school relocated to its present address at 3200 Jerome Avenue, Bronx, New York 10468-1106.

The population of our school is small and is comprised of 271 students, 14 teachers, 23 out-of-classroom staff members and 7 educational assistants. We are on first name basis at the school. Children are taught to respect people—not just titles.

Since the school's inception, we have had a long history of family involvement. Students are selected by lottery, and as long as a student is still in attendance, siblings are automatically accepted into the school. We host parent tours four times each year. During these tours, parents receive information about the school: the history of the school, the school philosophy, and visit classrooms to observe learning in action.

We strongly believe in collaboration between peers, and a collegial effort permeates the school, through students, staff and parents. Our teachers are well-informed, reflective and committed. There is consistent willingness to learn and improve our practice.

Our greatest accomplishment is the transfer of our educational philosophy into our instructional practice. We believe in consistent professional development to enhance instructional practice. We have instituted weekly all school professional development in conjunction with weekly grade team meetings on an as-needs basis, and we have weekly lab sites. Our literacy and math coaches plan curriculum in collaboration with teachers, facilitate professional development in the content areas, support instruction and student learning, as well as lab sites.

The integration of Community Based Organizations (CBOs) into our curriculum, particularly in the area of the arts, has made the connection between the school and CBOs seamless. Weekly All School Meetings, Thursday afternoon enrichment and remediation classes and our annual Unity Celebration has helped to enhance community in our school. Additionally, community is fostered through our all school excursions which occur throughout the school year, i.e., annual apple picking in the fall, bi-annual ice-skating, Walk-the-Oval, and field day at the end of the school year.

Other enrichments that help to enhance classroom instruction are:

Risse Street Community Garden : has been in operation for four years in conjunction with New York City Parks department. The garden is an outside laboratory which helps to expand children's knowledge of earth science

Dream Yard: is an art in the classroom program where a visiting artist works collaboratively with teachers and instructs children in visual arts. Dream Yard enriches the learning for children and enhances instruction in literacy and social studies.

Band: 4/5 grade students build a sense of community and achievement while learning to communicate ideas with musical expression. It reaches into other curricular areas such as English language arts, math, science and technology and is used to support and enhance student's learning experience.

Third Grade Chorus: Our third grade chorus was started this year in an effort to enrich children's learning experiences and expose to the music from other cultures

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 051 Bronx New School								
District:	10	DBN #:	10X051	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.7	94.6	TBD		
Kindergarten	62	50	50						
Grade 1	25	57	51	Student Stability - % of Enrollment:					
Grade 2	48	26	49	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	58	50	22		94.9	95.37	TBD		
Grade 4	50	58	52						
Grade 5	33	47	56	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		50.2	56.7	76		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	3	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants - Total Number:					
Total	277	288	280	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	0	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	23	23	25	Principal Suspensions	0	5	TBD		
# in Collaborative Team Teaching (CTT) Classes	6	8	8	Superintendent Suspensions	1	3	TBD		
Number all others	32	32	31						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	11	2	15	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	4	Number of Teachers	24	22	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	5	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	50	45.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	59.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	82	TBD
American Indian or Alaska Native	0.4	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	100	TBD
Black or African American	33.6	36.5	38.9				
Hispanic or Latino	53.1	53.8	50.7				
Asian or Native Hawaiian/Other Pacific Isl.	3.2	3.5	3.9				
White	9.8	6.3	5				
Multi-racial							
Male	50.5	51.4	50.7				
Female	49.5	48.6	49.3				
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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	71.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

ELA Achievement Levels

PROGRESS REPORT 2009-2010

In Student Performance Category of the Progress Report PS 51 achieved 49.6% students achieving Proficiency (Level 3 and 4) in ELA. The peer minimum was 20.1% and peer maximum was 90.4%.

In the Student Progress Category of the Progress Report PS 51 achieved 69.0% of students making at least 1 year of progress. The peer minimum was 49.8% and the peer maximum was 82.8% The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 70.5%. The peer minimum was 53.6% and the maximum was 91.0%.

NYS ELA OVERALL ACHIEVEMENT LEVELS FOR PAST 5 YEARS

Grade 3

Level 1	Level 2		Level 3		Level 4		Levels 3+4			
	%	%	%	%	%					
2006	3	8.6	5	14.3	21	60.0	6	17.1	27	77.1
2007	1	2.1	10	20.8	33	68.8	4	8.3	37	77.1
2008	8	14.3	16	28.6	26	46.4	6	10.7	32	57.1
2009	3	6.0	12	24.0	27	54.0	8	16.0	35	70.0
2010	5	2.1	8	33	9	38	2	8	11	46

Grade 4

Level 1	Level 2		Level 3		Level 4		Levels 3+4			
	%	%	%	%	%					
2006	0	0.0	13	35.1	22	59.5	2	5.4	24	64.9
2007	0	0.0	8	24.2	22	66.7	3	9.1	25	75.8
2008	2	4.0	10	20.0	36	72.0	2	4.0	38	76.0
2009	3	5.3	14	24.6	38	66.7	2	3.5	40	70.2
2010	3	6.0	25	51.0	21	43.0	0	0.0	21	43.0

Grade 5

Level 1	Level 2		Level 3		Level 4		Levels 3+4			
	%	%	%	%	%					
Year										

2006	4	11.1	12	33.3	17	47.2	3	8.3	20	55.6	
2007	1	2.8	15	41.7	19	52.8	1	2.8	20	55.6	
2008	0	0.0	3	9.4	28	87.5	1	3.1	29	90.6	
2009	0	0.0	6	12.8	39	83.0	2	4.3	41	87.2	
2010	6	11	17	31	20	37	11	20	31	57	
Level 1	Level 2		Level 3		Level 4		Levels 3+4				
Grade	Year	#	%	#	%	#	%	#	%	#	%
Total	2006	5	4.7	30	28.3	60	56.6	11	10.4	71	67.0
Total	2007	2	1.7	33	28.2	74	63.2	8	6.8	82	70.1
Total	2008	11	7.8	31	22.0	90	63.8	9	6.4	99	70.2
Total	2009	6	3.9	32	20.8	104	67.5	12	7.8	116	75.3
Total	2010	11	11.0	50	39.0	50	39.0	13	10.0	83	49.0

Grades 3-5

PS 51 NYS ELA achievement data shows decrease:

26.3% decrease in students achieving Level 3 and 4 for 2009-2010

NYS ELA OVERALL ACHIEVEMENT LEVELS FOR PAST 5 YEARS BY ETHNICITY

Level 1	Level 2		Level 3		Level 4		Levels 3+4				
Year	Category	%	%	%	%	%	%	%	%	%	
2006	Black	4	12.1	11	33.3	18	54.5	0	0.0	18	54.5
2006	Hispanic	3	5.6	17	31.5	30	55.6	4	7.4	34	63.0
2006	White	0	0.0	0	0.0	12	63.2	7	36.8	19	100.0
2007	Black	0	0.0	14	40.0	21	60.0	0	0.0	21	60.0
2007	Hispanic	2	3.4	17	28.8	37	62.7	3	5.1	40	67.8
2007	White	0	0.0	1	5.6	12	66.7	5	27.8	17	94.4
2008	Black	3	6.0	11	22.0	34	68.0	2	4.0	36	72.0
2008	Hispanic	7	11.1	15	23.8	39	61.9	2	3.2	41	65.1
2008	White	0	0.0	3	14.3	13	61.9	5	23.8	18	85.7
2009	Black	3	5.3	11	19.3	41	71.9	2	3.5	43	75.4
2009	Hispanic	3	3.9	16	20.8	51	66.2	7	9.1	58	75.3
2009	White	0	0.0	4	26.7	8	53.3	3	20.0	11	73.3
2010	Black	14.9	18	38.3	15	31.9	7	14.9	22	46.8	
2010	Hispanic	6	10.0	22	36.7	29	48.3	3	5.0	32	53.3
2010	White	0	0.0	4	36.4	4	36.4	3	27.3	7	63.6

PS 51 NYS ELA achievement data by Ethnicity:

From 2006-2009 there had been steady improvement in outcomes overall for students in categories, Black by 20.9% and Hispanic by 12.3%. However, with the newly reconfigured cut scores for the New York State ELA Assessment all ethnic groups showed a decrease in scores: Blacks 28.6%, Hispanics 20.0%, and Whites 9.7%.

Over the same period there has been a decrease of students in one category, White by 25.0%

Mathematics Achievement Levels

PROGRESS REPORT 2009-2010

In Student Performance Category of the Progress Report PS 51 achieved 45.7% students achieving Proficiency (Level 3 and 4) in Mathematics. The peer minimum was 37.6% and peer maximum was 100.0%.

In the Student Progress Category of the Progress Report PS 51 achieved 55.0% of students making at least 1 year of progress. The peer minimum was 41.4% and the peer maximum was 86.2% The percentage of students in the lowest 1/3 achieving at least 1 year of progress was 67.0%.The peer minimum was 45.7% and the maximum was 88.2%.

NYS MATHEMATICS OVERALL ACHIEVEMENT LEVELS FOR PAST 5 YEARS

Grade 3

Level 1	Level 2		Level 3		Level 4		Levels 3+4				
	Year	%	%	%	%	%					
2006	0	0.0	2	5.7	21	60.0	12	34.3	33	94.3	
2007	2	4.2	5	10.4	31	64.6	10	20.8	41	85.4	
2008	1	1.8	9	15.8	38	66.7	9	15.8	47	82.5	
2009	0	0.0	4	7.8	31	60.8	16	31.4	47	92.2	
2010	2	8.0	12	48.0	6	24.0	5	20.0	11	44.0	

Grade 4

Level 1	Level 2		Level 3		Level 4		Levels 3+4				
	Year	%	%	%	%	%					
2006	0	0.0	10	27.0	25	67.6	2	5.4	27	73.0	
2007	0	0.0	5	15.2	21	63.6	7	21.2	28	84.8	
2008	3	6.1	7	14.3	34	69.4	5	10.2	39	79.6	
2009	3	5.3	11	19.3	28	49.1	15	26.3	43	75.4	
2010	6	12	28	56.0	11	22.0	5	10.0	16	32.0	

Grade 5

Level 1	Level 2		Level 3		Level 4		Levels 3+4				
	Year	%	%	%	%	%					
2006	5	14.3	10	28.6	19	54.3	1	2.9	20	57.1	
2007	1	2.7	13	35.1	22	59.5	1	2.7	23	62.2	
2008	0	0.0	2	6.3	24	75.0	6	18.8	30	93.8	
2009	1	2.1	2	4.3	31	66.0	13	27.7	44	93.6	
2010	2	4	20	37.0	19	35.0	13	24.0	32	59.0	

Grade 3 - 5

Level 1 Year	Level 2		Level 3		Level 4		Levels 3+4			
	%	%	%	%	%					
2006	5	4.7	22	20.6	65	60.7	15	14.0	80	74.8
2007	3	2.5	23	19.5	74	62.7	18	15.3	92	78.0
2008	4	2.9	18	13.0	96	69.6	20	14.5	116	84.1
2009	4	2.6	17	11.0	90	58.1	44	28.4	134	86.5
2010	10	8.0	60	47.0	36	28.0	33	18.0	69	46.0

PS 51 NYS Mathematics achievement data shows continuous growth:

40.5% decrease in students achieving Level 3 and 4 since 2009

NYS ELA OVERALL ACHIEVEMENT LEVELS FOR PAST 4 YEARS BY ETHNICITY

Level 1 Year		Level 2		Level 3		Level 4		Levels 3+4			
		%	%	%	%	%					
2006	Hispanic	3	5.6	10	18.5	37	68.5	4	7.4	41	75.9
2006	Black	2	6.3	10	31.3	17	53.1	3	9.4	20	62.5
2006	White	0	0.0	2	10.5	9	47.4	8	42.1	17	89.5
2007	Hispanic	2	3.4	15	25.4	35	59.3	7	11.9	42	71.2
2007	Black	1	2.8	6	16.7	26	72.2	3	8.3	29	80.6
2007	White	0	0.0	2	11.1	8	44.4	8	44.4	16	88.9
2008	Hispanic	3	4.8	10	16.1	43	69.4	6	9.7	49	79.0
2008	Black	1	2.0	8	15.7	36	70.6	6	11.8	42	82.4
2008	White	0	0.0	0	0.0	14	66.7	7	33.3	21	100.0
2009	Hispanic	2	2.5	9	11.4	44	55.7	24	30.4	68	86.1
2009	Black	2	3.6	8	14.3	38	67.9	8	14.3	46	82.1
2009	White	0	0.0	0	0.0	5	33.3	10	66.7	15	100.0
2010	Hispanic	5	8.2	27	44.3	19	31.1	10	16.4	29	47.5
2010	Black	5	10.2	25	51.0	12	24.5	7	14.3	19	38.8
2010	White	0	0.0	3	27.3	2	18.2	6	54.5	8	72.7

PS 51 NYS Mathematics achievement data by Ethnicity:

From 2006-2009 there was a steady improvement in outcomes overall for students in categories, Black by 19.6%, Hispanic by 10.2% and White by 10.5%. However, the reconfiguration of New York State Assessment cut scores in August 2010 indicated a decrease for all ethnic groups: Blacks decreased 43.3%, Hispanics 38.6%, and Whites 27.3%.

Over the same period there has been a decrease of students in one category, White by 25.0%

Implications from the Data Trends

- In addition, the data trend for ELA reveals that we have a majority of students clustered in Level 2, pointing to a need to focus on the 'slipables' and the 'pushables' at the top and the bottom of these levels. This calls for more efforts to differentiate our instruction and ensure a lift in overall attainment to achieve improvements in the performance rates for all.
- We need to ensure a judicious selection of data to facilitate analysis against the grade level performance standards and indicators in ELA. This will allow us to move ahead with our use of data and to devote effort in planning our differentiation for overall progress.

2. What have been the greatest accomplishments over the last couple of years?

In general PS 51 has shown continuity throughout the grades due to our consistency in the area of curriculum development, extensive curriculum planning during the summer to be able to begin the work and we have continued the work of grade teams. We have maintained a consistent focus on the improvement of student outcomes and the following accomplishments are supportive of this:

Our greatest accomplishments over the last few years have been the ability to provide small group instruction through our AIS providers.

All teachers have been provided with professional development, coaching support and suitable instructional materials to help implement the workshop model in all major subject areas.

Grade teams will use available State, City and school based assessment data to plan support of struggling students by pin pointing their major learning needs.

Many teachers are using small group guided practice and instruction, thereby providing differentiation to support our students to target skills and strategies in ELA and mathematics.

Our ELA coach provides support for teams to plan using the NYS Standards and performance indicators in developing the units of study and in utilizing the information provided by an analysis of data including Acuity.

We have a Teacher Resource Room that contains an ever growing and rich supply of a range of fiction and non fiction texts for targeting student comprehension at all reading levels and specific reading skills.

PS 51 has a Data Specialist who assists the school administration, grade teams, and AIS by collecting, entering, maintaining and analyzing data to support a focus on improved outcomes in all core subject areas.

3. What are the most significant aids or barriers to the school's continuous improvement?

ELA

ELA standards involve reading and writing as well as speaking and listening. Our education community is being supported through our CFN network.

Differentiation

Last year we focused on using data (e.g. reading levels) to differentiate and cater to a range of learning needs and this year we aim to make this a major goal. Our performance trends indicate that our least proficient students (level 1's) are moving towards academic success by obtaining at least a level 2 and this highlights our increasing ability to differentiate as well as maximizing instructional opportunities. Also raise the level of achievement for our children who exceed proficiency standard. Our data indicates a need to work to improve the learning outcomes for our highest performing students (levels 3 and 4) by ensuring academic rigor in lessons and differentiated activities for them.

Data

MARCH 2011

As indicated we have started to move forward in addressing the major areas of challenge. It is the thoughtful use of data and embedding benchmarks against which to track school and student progress; i.e., what we collect, what we need to work towards and by when, and how we use to it help improve outcomes for each student in our school, that is to become a major goal for us again this year. Prior to 2010 the data showed an overall achievement in ELA for African-American and Hispanic students. In mathematics all three ethnic groups (African-American, Hispanic and Caucasian) showed a steady improvement as well. However, in August 2010 the cut scores for New York State Assessment was reconfigured resulting in a sharp decrease for all ethnic groups.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> 1. Mathematics To increase children's cognition of mathematical concepts and facility with computation in order to enable children to transfer and apply mathematical knowledge.	<input type="checkbox"/> <ul style="list-style-type: none"> • 5% of our Level 2 students will attain grade level proficiency by June 2011. • 5% of our Level 1 students will increase their score by June 2011.
<input type="checkbox"/> 2. Professional Development Provide weekly professional development sessions to enhance instructional practice in order to foster student proficiency across curricular areas. Our literacy and math coaches will analyze teacher survey results to ascertain strengths and needs. Use resultant data from survey to plan needs based professional development across curricular areas. Use student baseline data to identify trends and/or patterns to plan for classroom instruction. 100% of teachers will participate in weekly professional development.	<input type="checkbox"/> <ul style="list-style-type: none"> • 100% of classroom teachers, with assistance from coaches, will analyze ITA data to determine student progress. • 100% of students in grades 2-5 will self-assess their learning and set goals for themselves based on their baseline data, with assistance.
<input type="checkbox"/> 3. Spelling Teachers will instruct children in spelling and help children develop fluency, accuracy and automaticity with spelling patterns and word families.	<input type="checkbox"/> <input type="checkbox"/> To achieve the goal. <ul style="list-style-type: none"> • Teachers will assess and track student progress in spelling in conjunction with the reading assessment throughout the school year. • Children will show improvement in spelling by June 2011.
<input type="checkbox"/> <input type="checkbox"/> 4. Technology	<input type="checkbox"/> <ul style="list-style-type: none"> • 100% of all 2nd through 5th grade children will produce a technology

<p>Utilize technology to enhance instruction, engage students, and extend student learning across all.</p>	<p>project by June 2010.</p> <ul style="list-style-type: none"> • 100% of all 2nd through 5th grade children will demonstrate their facility with the Smart Board and other types of technology by June 2010.
<p><input type="checkbox"/>5. Reading (Literacy) Improving our third through fifth grade children's comprehension of academic language in text and on informal and formal assessment by June 2011.</p> <ul style="list-style-type: none"> • Teachers will demonstrate high-order thinking during classroom instruction and discussions. • Teachers will model the use of questioning to read, analyze, and interpret varied text. 	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • 5% of our Level 1 students will increase their reading score by June 2011. • 5% of our Level 2 students will reach grade level proficiency by June 2011.

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

Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. Mathematics To increase children's cognition of mathematical concepts and facility with computation in order to enable children to transfer and apply mathematical knowledge.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Hire a math coach to assist all classroom teachers with instructional planning and assessment. • Conduct lab sites in math in all grades. • Graph baseline, midline, and end-line data to identify strengths and needs of students understanding of mathematical concepts. • Provide professional development to all teachers in the use of ARIS and ACUITY to plan differentiated instruction for students by December 2010. • Comprise a math team representative of K-2 teachers and 3-5 teachers. • 100% of all children 2nd through 5th grade will daily reflections about mathematics. • Teachers will provide students with daily opportunities for accountable talk in mathematics. • 100% of classroom teachers will use questioning to foster critical thinking and discussion in mathematics. • Infuse the use of technology to develop, reinforce, and master mathematical skills and computational automaticity. <input type="checkbox"/>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DY0 Assessment, Part 154 and PCEN LEP, C4E, IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>10% of our Level 1 children will demonstrate mathematical progress and understanding on unit tests and other assessments administered. 10% of our Level 1 children will be able to explain their mathematical understanding orally and in writing.</p>

Subject Area
(where relevant) :

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>2. Professional Development</p> <p>Provide weekly professional development sessions to enhance instructional practice in order to foster student proficiency across curricular areas. Our literacy and math coaches will analyze teacher survey results to ascertaini strengths and needs. Use resultant data from survey to plan needs based professional development across curricular areas. Use student baseline data to identify trends and/or patterns to plan for classroom instruction. 100% of teachers will participate in weekly professional development.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Develop a year-long schedule for bi-weekly professional development. • Plan and implement follow-up sessions with teachers during grade-team meetings. • 100% of students will have completed baselines in reading, writing, and math by the end of September 2010. • Baselines will encompass varied competencies in literacy and varied strands in math. We will use test specifications for ELA and Math to develop baselines. • Our on-site data specialist will graph baseline data results for teachers by October 4, 2010. • 100% of all teachers will participate in discussion groups. • 100% of all teachers will participate in book study groups. • Have experts from CFN provide professional development for our school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 154 and PCEN LEP, C4E, IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Coaches will use resultant data to plan and implement needs-based professional development.

Subject Area
(where relevant) :

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> 3 . Spelling</p> <p>Teachers will instruct children in spelling and help children develop</p>
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<i>Time-bound.</i>	fluency, accuracy and automaticity with spelling patterns and word families.
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>	<input type="checkbox"/> <p>100% of all children will receive daily instruction in spelling. 100% of all kindergarten through third grade teachers will use Wilson's Foundations daily to foster spelling knowledge. 100% of all fourth and fifth grade teachers will use Month by Month Phonics to develop, practice, and reinforce spelling knowledge. We will initiate a School Spelling Bee throughout grades 2-5. Purchase grade appropriate dictionaries for all classrooms. Purchase thesauruses for all third through fifth grade classrooms. Teachers will incorporate word games, dictionaries, and thesauruses into their daily classroom instruction. Teachers will administer weekly spelling tests and track student progress with reading assessment throughout the course of the school year.</p>
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 154 and PCEN LEP, C4E, IDEA</p>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>5% of our least proficient students (Level 1) will demonstrate their increased spelling fluency on periodic teacher created assessments. 5% of our Level 1 children will demonstrate their spelling knowledge orally and on written assignments.</p>

Subject Area
(where relevant) :

Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>4.Technology</p> <p>Utilize technology to enhance instruction, engage students, and extend student learning across all.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> 100% of all teachers will receive Smart Board training in September 2010. • Our technology specialist will work with 100% of classroom teachers to plan and implement technology lessons that launch, reinforce, and/or extend learning. • Students will produce two technology projects during the school year that encompasses multiple disciplines. • Teachers will incorporate the use of ACUITY to plan, extend, and differentiate learning for students. • Teachers will assess student progress using technology. • Students will use technology to self-assess their progress across content areas.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 154 and PCEN LEP, C4E, IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> 100% of all 2nd through 5th grade children will produce a technology project by June 2010. • 100% of all 2nd through 5th grade children will demonstrate facility with the Smart Board and other types of technology by June 2011. • 100% of all Level 1 and Level 2 children in 3rd, 4th, and 5th grades will use ACUITY to

practice, reinforce, and extend their learning.

**Subject Area
(where relevant) :**

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 5. Reading (Literacy) Improving our third through fifth grade children's comprehension of academic language in text and on informal and formal assessment by June 2011.</p> <ul style="list-style-type: none"> • Teachers will demonstrate high-order thinking during classroom instruction and discussions. • Teachers will model the use of questioning to read, analyze, and interpret varied text.
<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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Our K-5 Literacy Coach will support all classroom teachers with instructional planning and assessment. • Conduct lab sites in literacy, specifically in reading, in all grades. • Graph baseline, mid-line and end-line data to identify strengths and needs of student comprehension. • Provide professional development to all teachers in reading in the use of ACUITY and ARIS to plan differentiated instruction for students by October 2010. • Create a literacy team representative of K-2 teachers and 3-5 teachers. • 100% of all children in 2nd through 5th grade will write daily reading responses. • Teachers will provide student with daily opportunities for accountable talk in reading of text and analysis of text questions. • 100% of classroom teachers will use questioning to foster critical thinking and discussion in literacy. • Infuse the use of technology to develop, reinforce, and master mathematical skills and

	computational automaticity.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The funding sources use to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Early Grade Class Size Reduction, Title I and Title III, TL Children First Inquiry Team, TL DYO Assessment, Part 143, and PCEN LEP, C4E, IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • 5% of our Level 1 students will increase their reading score by June 2011. • 5% of our Level 2 students will reach grade level proficiency by June 2011. • Teachers will review student reading responses to determine student comprehension of text and the use of higher-order thinking. • Teachers will confer with students consistently to determine progress and understanding of text. • Children will articulate their progress orally and in writing and use it goals throughout the course of the school year.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Academic-related pedagogical staff (i.e., literacy specialist, AIS and SETTS providers) works one-on-one or with small groups of children (in risk of academic failure) throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing into classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children. These lessons can vary from teaching new and or reinforcing concepts and skills from units of study. Programs that we utilize are research-based programs such as: Reading Recovery, Foundations, Wilson, Sounds in Motion, Words their Way. In addition, while the upper grades focus on test sophistication; the primary grades focus more on guided reading and strategy groups as a way to reinforce reading for meaning and towards fluency.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Students performing at Levels 1 and 2 are assigned to receive differentiated instruction. Academic-related pedagogical staff (i.e., Math coach, AIS and SETTS providers) works with small groups of children throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing in to classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children. In addition, teachers use periodic assessments, end of the unit assessments, and predictive assessments to monitor and provide meaningful data on each child's progress.</p>
<p>Science:</p>	<p><input type="checkbox"/> Academic-related pedagogical staff (i.e., Science Staff Developer, AIS and SETTS providers) works with small groups of children throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing in to classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> The AIS and SETTS teachers provide differentiated instruction with small groups of children during the course of the school day (this is only through a "push-in" model). All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children.</p>

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> N/A
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The social worker meets with parents and teachers to plan related services for child inclusive of recommending appropriate placement for children. Additionally, the social worker and AIS provider meets to evaluate the efficacy of the recommended services.
At-risk Health-related Services:	<input type="checkbox"/> The school nurse works with students regarding health issues (i.e., diabetes, asthma, seizures, chronic allergies, etc.) and provide informational workshops for teachers and students regarding health-related services. Additionally, the nurse monitors students on a regular basis and communicated with parents on a needs basis (depending on a child and his or family—this can be on a regular/daily basis).

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 12

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

In the BxNS (P.S. 51) we offer an ESL program, but no bilingual program. Our goals are 1) to enable our English Language Learners to achieve academic proficiency in English in writing, reading, speaking, and listening and 2) to meet NY State standards in all academic content areas. During the school day our ELLs receive English Language instruction ranging from 180-360 (weekly) minutes depending on their levels of achievement in the LAB (Language Assessment Battery). As our students are in twelve different classrooms, and we have only one ESL teacher, we employ a pull out program for instruction. The ESL teacher and classroom teachers collect data on these students such as Teachers College reading records which inform their instruction to meet the specific needs of the students. The instructors look for areas of strength and weaknesses and also use these to inform their instruction.

Our ESL program focuses on reading, writing, listening and speaking. It enhances the learning our students are receiving in their classrooms. In reading the ESL teacher focuses on skills such as comprehension, main idea and inference. There is also an important fluency component built in.

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.

□

The BxNS offers Professional Development to all classroom and cluster teachers and out of classroom specialists who work with our ELL students. Teachers attend faculty meetings and after school workshops that support and train them in ESL strategies and methodology. These workshops and meetings have included and will continue to include the following:

- Study groups on best practices to support ELLs
- ESL strategy and methodology training
- Training on Teachers College Reading Records
- Training on listening and speaking and how to incorporate this work into classrooms
- Smart Board training on enhancement of ELL strategies
- Writing workshops that include explicit teaching of grammar, punctuation and English usage for all students and specifically for ELLs.
- Collaboration between classroom teachers and specialists (such as ESL teachers and SETTS) to improve quality of instruction.

Section III. Title III Budget

School: PS 51x
 BEDS Code: 321000010051

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	n/a	<input type="checkbox"/> Low Level High Interest Trade Books (Anastasio Publishing)
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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 Bronx New School is comprised of 50.7% Hispanic students. We also utilized the Home/School Language survey to gather information.

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.

School communication is sent home in Spanish and English. Letters are translated from English into Spanish by on-sight bilingual staff. Additionally, when the need arises, we send letters to the Department of Education Translation and Interpretation Unit for translation, and then reviewed by one of our on-staff translators. For larger documents we have secured a private contracted vendor.

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.

The school will provide parents with school documents or notification in their home language. First, all large documents will go to the DOE Interpretation and Translation Unit. For larger documents we have secured a private contracted vendor. Then the letter will be reviewed by a Bronx New School staff member and sent out the next day. This will be done 2-3 weeks in advance of distribution.

Smaller documents will be translated by on-staff

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.

At the Bronx New School every effort is made to communicate to parents in their native language as well as English. Phone calls are made to notify parents of important school wide events as well common day to day occurrences.

During All-School Meetings, i.e. State of the School Address, Parent Teacher Meetings, Parent Conferences and month SLT meetings, the principal ensures that interpreters are on hand to translate for parents who are Spanish-dominant speakers.

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>.

As per the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service, The Bronx New school – PS 51x provides the following:

- Home language preference sheets for translation and interpretation services for both written and oral communication.
 - Out of our 240 families, the data from the preference sheets are as follows:
 - 204 English speaking families (do not need the services)
 - 34 Spanish speaking families

- The principal utilized translation personnel during PTA, SLT, PTC and all school meetings. A school staff member or parent provides translation services.

- The school sends out bilingual notifications to parents

We share our findings with the school community through our SLT, PTA and school meetings.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$166,883	\$201,010	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,668		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,344	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,688	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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



The School Parental involvement policy and School-Parent compact annual review will be September 2011

Goal(s)

- ✓ To ensure communication with our student's families about school programs, student progress, and school goals through effective avenues.
- ✓ To ensure communication with our student's Spanish speaking families.
- ✓ To increase parental involvement in the education process
- ✓ To develop specific strategies to better utilize parents as partners in their children's education.
- ✓ To develop a unit of parent volunteers from each classroom, to support our school with dispatching key information regarding parent workshops, meetings and more.

Parents are the first educators of their children and essential partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. P.S. 51 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, and Parent Teacher Conferences.

Parental Involvement is central to the mission and goals of our school and the success of our students. In order to keep families abreast of their children's academic learning, both in core and enrichment programs, PS 51 has created a myriad of opportunities via presentations and interactive workshops.

- E-chalk parent-friendly website, www.thebronxnewschool.org
- All information pertaining to the school such as events, activities, calendar and homework assignments are posted on this website.
- Curriculum Night

Parents are invited to sit with their child's teacher and have a group discussion about the Curriculum which is used in the classroom. They also see firsthand what is expected of the students.

- State of the School Address

This is an all-school meeting that addresses the goals that the Principal has set for the students, and teachers and what is expected of all members of the school community.

- Goal Setting/TC Assessment

All of the Bronx New School community takes part in goal setting. At the start of the school year, students, teachers and parents/guardians write their goals or what they plan to achieve or tackle during the school year. Teachers use these items to plan curriculum for students, to plan workshop for parents and professional development for themselves. Throughout the year, students, teachers and parents reflect on the goals to assess their progress and propel them towards success.

- Principal Letters

Principal Paul Smith writes a monthly letter to parents, students and teachers informing them of upcoming events, community happenings and the state of the school. The letters, distributed in each child's classroom and via our school website, keep community members informed and in turn, active in school

- Educational workshops

On certain months educational workshops are done in the areas of Literacy, Math, Science, and Social Studies

- Coffee and Conversation

One morning per month Paul Smith, Principal sets aside a morning to informally meet with parents.

- Translation and Interpretation

We provide Spanish translation of most of our documents for our Hispanic population and interpretation is performed whenever needed.

- Questions or concerns

It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

- Distributions of information

In addition to the above-mentioned website, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The Parent Coordinator and PTA also prepare bulletins and the school arranges for the distribution of these flyers to every child. Full school mailings may be conducted at least once a year.

- Kindergarten Breakfast.

During the first two days of school Kindergarten parents are invited to wait for their child (breakfast is served for the Parents). They also have the opportunity to meet the Administration, Staff and PTA.

Evidence

- Minimum 10% increase in the percentage of families responding to the 2009-2010 school's survey.
- Minimum 85% of the families being able to articulate the goals of the school.

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

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

School Parent Compact

School

We believe that education is a primary factor in determining the future successes and well-being of our students.

We believe that excellence in education is the product of rigorous endeavors.

We are committed to providing quality education for every student at The Bronx New School.

We are committed to:

- Being responsible for our own learning and the learning of others.
- Working together to support one another in doing our best work.
- Knowing children well and teaching based on what we know about them.
- Teachings in ways that allow for individual choice.
- Teaching in ways that are experiential.
- Adopting, adapting and creating exemplary programs.

- Maintaining high standards for ourselves, and one another.
- Being accountable to one another and to stake holders outside of The Bronx New School.
- Planning toward, and structuring our learning community to support these goals.
- Working hard to achieve our goals and maintain the standards we have set for ourselves.

Parent/Guardian

Parents are a fundamental and essential part of the Bronx New School and thereby have their own specific rights and responsibilities.

I understand: Parents have the right to obtain the best possible education for their children. We have the responsibility to be active participants in their education.

I understand: Parents have the right to work closely with their children’s teachers, to collaborate and participate in our children’s school experiences.

I understand: Parents have the right to be fully informed about school and classroom events and activities planned for their children as well as services available to assist children in other ways.

- Parents have the responsibility to receive and review information sent to them.
- Parents are encouraged to ask questions and remain aware and informed.

I understand: Parents have the right to decline to have their children participate in functions, activities and educational services, which they believe are counter to their beliefs or their children’s needs.

I understand: Parents have the responsibility to register their divisions with the appropriate parties using positive dialogue.

I understand: Parents have the right to participate in The BxNS PTA, SLT and with prior arrangements, to visit the school.

I understand: Parents are to conduct themselves with the utmost respect for the school community.

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.

Inquiry Team meets weekly to plan instruction and professional development sessions based on whole school and grade level needs.

See also Page 10 – Section IV

2. Schoolwide reform strategies that:

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

Providing all students with 50 minutes, 3-days a week, after school. Struggling students work on target areas of need based on assessments. They work in small groups. Other children are given enrichment projects in various content areas.

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.

Enrichment clubs meet weekly to engage students' interests and motivation in areas of their choice.

o Help provide an enriched and accelerated curriculum.

Children are given enrichment projects in various content areas.

o Meet the educational needs of historically underserved populations.

AIS providers support targeted populations based on data and assessments. They collaborate with classroom teachers on instructional needs of students.

ESL provider supports target populations based on data and assessments. She collaborates with classroom teachers on instructional needs of students.

Providing Academic Intervention Services to students who are at risk.

- 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.



Providing counseling to mandated and at risk students.

A team of classroom teachers, administrators, coaches, and special education personnel meets to ensure that the IEP Process is equitable for all children and their families.

Providing Academic Intervention Services to students who are at risk.

Providing Reading Recovery to targeted first grade at risk students.

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

3. Instruction by highly qualified staff.



Our entire staff is highly qualified. We also train student teachers from Teachers College – Columbia University, Bank Street College, City College and New Paltz University and have extensive Staff Development in and after school to expand our expertise in content and other professional areas.

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.



- **Scheduled weekly common grade planning for all classroom teachers where data are discussed and analyzed and curricula is carefully planned. Teachers also meet several times weekly on grade level.**
- **Weekly Professional Development after school workshops are conducted by disciplinary teams, administration, and staff developers.**
- **Teachers, coaches, and administration work with AIS and ESL teachers to review student assessments and plan for their specific academic learning needs.**

- **Grade teams plan with literacy coached using standardized test data, available through ARIS and Acuity (such as running records and TC Assessments, ELA Simulation and Predictive) to define strategy lessons and guided reading.**
- **All classroom teachers collaborate with literacy coaches to plan and implement lessons (Lab Sites) within various units of study. Weekly lessons take place on each grade level and are open to colleagues for observation on that same grade level. Debriefing sessions take place after each lab lesson.**
- **Grade 3-5 teachers use common planning time to access Acuity and TC Assessment Pro to plan differentiation for student assignments.**
- **Professional Development to assist teachers to plan scaffolding strategies for English Language Learners.**
- **Planning for enrichment projects in various content areas for accelerated students.**
- **Intervistation to observe and discuss practices in content areas.**
- **Cluster teachers are provided with opportunities for PD outside of the school in Music, Theater, and Technology.**
- **A team of classroom teachers, administrators, coaches, and special education personnel meets to ensure that the IEP Process is equitable for all children and their families. Teachers are trained in how to implement and understand the IEP process and to differentiate and optimize learning for all children.**

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

As vacancies arise, every possible step is taken to hire the highly qualified personnel. A hiring committee comprised of administrators, coaches, teachers, and parents review resumes and conduct interviews and observe demonstration lessons.

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

- **We provide Parent Nights for families to understand each of the content areas via the workshop model. For example, teams of staff and coaches plan and implement workshops on literacy, math, science, and social studies.**
- **Celebrations, musical and theatrical performances, publishing parties, and special events are open for families to attend and participate in the celebrations.**
- **Kindergarten and First Grade Parents are given a family survey to indicate their interests and hobbies to share with students.**
- **Newsletters are sent to parents informing them of upcoming school events.**
- **At Curriculum Night Principal speaks with the entire parent body about the school's academic and social visions for the year. Cluster Teachers, Specialists, and Coaches describe their roles and programs. Then Classroom teachers meet their parent body to describe their grade level curriculum in all content areas and expectations.**
- **Parent Conferences include goal setting between teachers, students, and parents in all the content areas.**
- **Our March Progress Report is far more detailed as parents are given a narrative report in every subject as well as in the social and emotional areas.**

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



Kindergarten teachers, parent liaisons, parent coordinator, and Educational Assistants are available to assist every incoming kindergartner to make the transition smooth and comfortable.

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



- **Teachers, literacy coaches, and administration meet throughout the year regarding the use of academic assessments and their value in improving the achievement of our students.**
- **Teachers and coaches meet extensively to plan a yearly calendar of curricula, data collection, and academic assessments.**
- **Inquiry Team meets to plan academic assessments and set goals in specific subject areas for all students.**
- **A team of classroom teachers, administrators, coaches, and special education personnel meets to ensure that the IEP Process is equitable for all children and their families. They also look at different modes of testing and how to support our students in these areas.**

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



Extra support is an integral part of every classrooms in the Bronx New School (BxNS). For instance, in grades 4 and 5, additional support personnel work with small groups and individuals who are having difficulty with particular academic areas. This takes place from 8:30am-11:00am daily. In grades Kindergarten through 2nd grade, additional support personnel is there one period a day. In 3rd grade two full teachers are with the CTT class. Guidance counselor, SETTS teacher, AIS Support, Reading Recovery, Related Service Personnel are also available to ensure that students who are having difficulty are provided with effective and timely assistance. The students are also target for AIS support in this way.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$139,583	True	22-29
Title I, Part A (ARRA)	Federal	Yes			\$164,840	True	22-29
Title II	Federal			N/A	\$205,331	True	
Title III	Federal			N/A	\$0	True	pages 22-29 & Appendix 2 & 3
Title IV	Federal			N/A	N/A		N/A
IDEA	Federal	Yes			\$69,205	True	22-29
Tax Levy	Local	Yes			\$1,822,325	True	22-29
C4E	State	Yes			\$69,205	True	22-29

¹**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.

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

1

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

PS 51 provides priority support for STH population in regard to support services such as:

- a. At-risk Health-related Services
- b. Guidance Counselor
- c. Support for struggling learners
 1. AIS teacher services
 2. 37.5 minutes
 3. Extended Day

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_10X051_110810-155020.docx

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 CFN 402	District 10	School Number 051	School Name The Bronx New School
Principal Paul Smith		Assistant Principal Scott Schneider	
Coach Min Hong		Coach Althea Jervis	
Teacher/Subject Area Cindy Roopchand		Guidance Counselor	
Teacher/Subject Area Dinah Krosnick		Parent Maria Collado	
Teacher/Subject Area		Parent Coordinator Helena Ortiz	
Related Service Provider Eda Clarke-Ramsay		Other	
Network Leader Jacqueline Gonzalez		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	271	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	4.43%
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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

When a student is admitted to the NYC public school system, parents are integral to the decision-making process. This process ensures the identification, the appropriate placement and educational services for every child in the New York City public school system.

Parents are given a Home Language Survey (HLTS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make informed educational decisions regarding the selection of an appropriate program that best meets the needs of their child, parents participate in several activities before they make a decision.

Parents review a parent information CD that delineates placement options. This parent orientation CD is available in nine languages. Parent brochures are disseminated native languages to enrich the understanding of each available program. Then parents complete the Parent Selection Form and the school adheres to the parental choice selections. Due to limited request from parents, we do not have a dual language or bilingual program. Therefore, at this time, for the 2010-2011 academic year, we only offer a Freestanding ESL program. At any time in the near future, if numbers and interests increase for a bilingual and a dual language program we will reconsider the possibility of opening these programs.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	9	0	3	3	0	1	0	0	0		12
Total	9	0	3	3	0	1	0	0	0		12

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			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	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	1	0	2	3								9
Chinese														0
Russian														0
Bengali														0
Urdu				1										1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other				1									0	1
TOTAL	1	2	1	3	2	3	0	12						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The Bronx New School/P.S. 51, implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To include recognized and researched based ESL instructional strategies across all content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

English Program

Freestanding English as a Second Language Program

The Freestanding ESL component is comprised of K-5 students. They range from Beginning to Advanced Proficiency levels. They receive 360 minutes of ELA each week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-out assistance. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our twelve (12) ELL students in the ESL program are fully certified. In order to help students progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit of study.
- Scaffolding learning which is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Providing students with on-going support during work periods; conferencing with students in and out of class; formative assessments; and running records.
- Provide additional support in small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELL students. Some aspects of this policy include:

- Consistent and continuous monitoring of students by teachers to assess the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Scaffolding instruction to increase comprehension with visual aids such as maps, posters, atlases.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

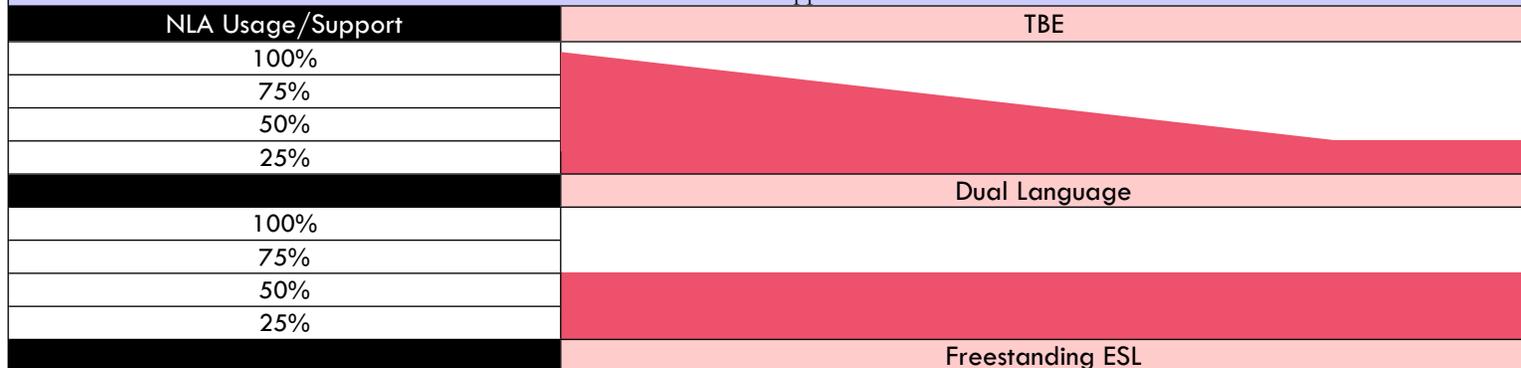
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Instructional Materials:

The Freestanding ESL program uses the NYC Balanced Literary Workshop in the delivery of instruction. This includes the use of high interest low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLS and their families. These include:

- Translation and Interpretation Services: Funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents

Program Evaluation

We evaluate the success of our programs for ELLs by looking over time at each ELL's proficiency level indicated on the NYSESLAT. In addition, short term and long term goals are determined for each child and then growth and mastery of goals are documented and analyzed. The ESL teacher then aligns the ESL program and lessons to meet the objectives and outcomes for particular units of study implemented in classrooms.

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Consistent home school communication.

Plan for Long Term ELLs

Students between 4-6 years of service are the smallest number of ELL students across the grades. An analysis of their scores on the NYSESLAT, NYS ELA and NYS Math assessments indicates that reading and writing is challenging for these students. Differentiated instruction is used throughout all content areas. We incorporate AIS services throughout the school day.

Targeted Intervention Programs for ELLs in ELA, Math and other Content Areas

P.S. 51 makes use of all data available to assess student progress and plan intervention services for our students. These tools are inclusive of:

- ATS database
- Student Portfolio
- TC Running Record
- Writing and Math baseline, midline and endline
- Teacher anecdotal record
- Teacher articulation
- Teacher observation
- ELA AIS and Math during Extended Day
- Push-in
- ARIS
- ACUITY
- New York START

A number of intervention programs offered are ELA AIS and Math during Extended Day. These intervention address student needs according to grade level and proficiency. We have a push-in program in which teachers work with individual children and small groups in their classrooms throughout the day. And all students in all ELL subgroups are targeted during this time.

Plan for Continuing Transitional Support

All former ELL students are closely monitored to assess and maintain their progress. Test scores are analyzed to identify strengths and needs of ELL student and the analysis is then used to differentiate instruction according to the need of the student. We use a combination of assessments to determine the progress of our ELL children's progress which consists of formative and summative assessments. All ELL students are allowed to continue to receive support for two years after they attain proficiency with parental support and on-going notification. All former ELLs who score out in the last two years are entitled to test accommodations on state exams.

Materials used for our students at the Bronx New School are grade and age appropriate. We used standard-based assessments and resources that correspond with all student needs. These also address their strengths and weakness, language levels and modalities for each student of each particular grade. (Revise the language and provide a list of resources and materials used).

Plan for Special Needs Students

We have some special needs ELL students in our ESL program. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.

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)?

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.

Professional development is provided by school staff and the community learning support personnel organization. This includes all pedagogues, our assistant principal, our school psychologist, our occupational therapist, the school secretary, the parent coordinator and paraprofessionals. At this time we do not have a guidance counselor.

We keep a record of all professional development sessions that include attendance records, agendas, and documentation and topics provided throughout the school year.

- School Staff: Within the schools Professional Development program, the focus is on:
 - Literacy needs of our ELL population within the prescription of the Balanced Literacy model.
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - Scaffolding in the content areas
 - Native Language Literacy Development
 - Differentiation in the ESL classroom

All professional development sessions will support the minimum 7.5 hours of ELL training for all staff members. Additional support is given throughout the year by our Childrens First Network ELL Support Specialist Elimarie Soto.

E. Parental Involvement

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

The Bronx New School conducts parent workshops in English and Spanish. We have 4 workshops scheduled for the upcoming months. The workshops are on Literacy, Math, Science and Homework help. Families are asked to attend and to bring their child to participate on hands-on activities. The goal is to give parents an idea of what their child is learning and to allow parents to ask questions.

We use The Interpretation Unit at One Fordham Plaza, for our translation and over the phone interpretation during Parent-Teacher Conferences. The Bronx New School PTA asks parents to translate their documents into Spanish.

We evaluate the needs of the parents by sending a parent survey in November. The survey is anonymous and allows parents to express concerns, make suggestions and share positive feedback.

Our parent involvement activities address the needs of the parents by providing information in dual languages, interpretation during meetings, and over the phone interpretations for parent teacher conferences. When parents call the school, our automated phone system is programmed in two languages (i.e., English & Spanish) and parents can request to speak to someone in their language when applicable. Parents can also receive homework help in their home language.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1						2
5			2						2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Assessment Analysis NYSESLAT

The NYSESLAT encompasses the four competencies of literacy: listening, speaking, reading and writing. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Beginning Level ELL students are students who have newly arrived to the country or who are new to school and they are dominant in a language other than English.

After analyzing NYSESLAT data, the patterns revealed were:

- Target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Offer additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Provide small group Academic Intervention classes in ESL to target language modalities according to their needs
- Provide Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.

All activities and additional supports offered to our ELL student population are focused on their acquisition of language proficiency and academic progress.

New York State ELA Results by Grade and by Levels:

Only four (4) ELL children took the New York State ELA in winter 2010. The data table below shows their current grade with their previous year's score.

Grade	Level 1	Level 2	Level 3	Level 4
3				
4	1			
5		3		

Based on our LAB-R and NYSESLAT results the majority of our ELL school population is intermediate/advanced. We have two (0) children who are at the Beginner (B) level and 6 one child who is at the Intermediate (I) level. The remaining seven (5) children are Advanced (A).

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure the adequate delivery of instruction by licensed personnel as stipulated by NCLB and CR Part 154
- Content Area teachers and ESL teachers will collaborate to create a knowledgeable and reflective learning community experienced in researched based instructional strategies.
- Analyze ELL student data to become well-informed about the performance of each student to make informed educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student data to identify strengths and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELL students; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		10/29/10
	ESL Teacher		10/29/10
	Parent		10/29/10
	Teacher/Subject Area		10/29/10
	Teacher/Subject Area		10/29/10
	Coach		10/29/10
	Coach		10/29/10
	Guidance Counselor		
	Network Leader		10/29/10
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 051 Bronx New School					
District:	10	DBN:	10X051	School		321000010051

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.7	94.6	95.2
Kindergarten	50	50	44				
Grade 1	57	51	47				
Grade 2	26	49	50				
Grade 3	50	22	47				
Grade 4	58	52	29				
Grade 5	47	56	53				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	288	280	270				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.9	95.4	96.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	50.2	76.0	83.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	3	2

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	25	14	Principal Suspensions	0	5	8
# in Collaborative Team Teaching (CTT) Classes	8	8	11	Superintendent Suspensions	1	3	0
Number all others	32	31	26				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	22	23
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	3
# receiving ESL services only	2	15	TBD				
# ELLs with IEPs	1	4	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	50.0	45.5	78.3
				% more than 5 years teaching anywhere	50.0	59.1	73.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	82.0	95.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	94.4	100.0	100.0
Black or African American	36.5	38.9	39.3				
Hispanic or Latino	53.8	50.7	55.2				
Asian or Native Hawaiian/Other Pacific	3.5	3.9	3.0				
White	6.3	5.0	2.6				
Male	51.4	50.7	48.9				
Female	48.6	49.3	51.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	44.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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