



**P.S. 53X
THE BASHEER QUSIM SCHOOL**

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

**SCHOOL: DISTRICT 9/BRONX 53X
ADDRESS: 360 EAST 168TH STREET
TELEPHONE: 718-681-7276
FAX: 718 681-7298**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 53X **SCHOOL NAME:** The Basheer Qusim School

SCHOOL ADDRESS: 360 East 168th Street Bronx, NY 10456

SCHOOL TELEPHONE: 718-681-7276 **FAX:** 718-681-7298

SCHOOL CONTACT PERSON: Dr. Collin M. Wolfe **EMAIL ADDRESS:** CWolfe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Victoria Gill

PRINCIPAL: Dr. Collin M. Wolfe

UFT CHAPTER LEADER: Desline Walters-Brown

PARENTS' ASSOCIATION PRESIDENT: Delsy Montes de Oca

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** 209

NETWORK LEADER: Marlene Wilks and Daniel Purus

SUPERINTENDENT: Dolores Esposito

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
Dr. Collin M. Wolfe	*Principal or Designee	
Desline Walters-Brown	*UFT Chapter Chairperson or Designee	
Delsy Montes de Oca	*PA/PTA President or Designated Co-President	
Gloria Martinez	DC 37 Representative, if applicable	
Charles Wilson	Member/Teacher	
Martiza Pena	Member/ Teacher	
Jocelyn Isaacs	Member/ Teacher	
Victoria Gill	Member/Teacher	
Mary Torres	Member/Parent	
Yenny Frias	Member/Parent	
Lissette Perez	Member/Parent	
Elizabeth Riera	Member/Parent	

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School's Vision and Mission

Our school vision is anchored in the belief that "every child who is enrolled at PS 53X will read, write and perform mathematically on or above grade level at the completion of each school year." In an effort to accomplish this goal, the entire school community mission is to attain "excellence in teaching and learning."

Our principal has provided a framework based on several correlates that focus on improving school climate, school culture, student achievement and school progress. This framework includes: a clear mission and vision, instructional leadership, frequent monitoring of student progress, maintaining a safe and orderly environment and developing positive home school relations.

Student learning is the most important criterion used in making decisions about the instructional program. Curricula maps focus on grade specific performance indicators that are aligned with the state standards. The delivery of instruction occurs within the framework of the workshop model. We have institutionalized an "A-Day/B-Day" model which allows for equity in the allotted instructional time for all core subjects. In furtherance of this, our school schedule has provided 100 minutes within the school day for all grades to become engaged in professional discourse each week and allows for teachers on each grade to meet daily.

There is a climate of high expectations for success: attention is distributed equally between low and high performing students. Our students know what is expected of them and teachers provide opportunities for students to experience success. In support of this, our school is structured into cohorts. These instructional cohorts match the ranges in academic performance of students across the grade.

In regards to instructional leadership, the principal, our instructional leader, conveys high expectations for students, staff and administrators. Congruently, our instructional leader emphasizes that the purpose of school is teaching and learning. We have established partnerships with AUSSIE, Accelerated Literacy Learning, Santillana and our Learning Support Organization, Children First Network 209, to support these efforts. There is continuous collaboration between teachers and administrators to strengthen and monitor students' performance and progress. The teachers use the common preparational time to plan units of study based on state standards. The units of study have culminating activities and projects, activity based rubrics and student checklists used for self evaluation. Students' artifacts are memorialized in the form of monthly publications and celebrations; there are benchmark folders for all core subjects, writers' notebooks, math logs, science journals and classroom displays. A variety of assessments are used and the results are analyzed to improve individual student performance and to improve the instructional program.

The daily instructional program is structured to facilitate the teaching of all core subjects. This framework provides opportunities for students to learn content and structures students' time on task. The Flow of the Day/Flow of the Block, which outlines the instructional periods, is posted in all classrooms.

We maintain a safe and orderly environment. Our school climate is conducive to teaching and learning. Good behavior and achievement efforts are rewarded. Teachers and staff are familiar with the citywide standards of discipline and intervention measures.

We have maintained strong home/school partnerships and are steadfast in our efforts in strengthening this collaboration. Our parents understand our school goals and are given information on how to help their children at home. We host an annual Back to School Night and employ multiple means of communicating with parents including designing a parent handbook, newsletters, monthly calendars, town hall meetings, notes, telephone calls, parent/teacher conferences, open house and home visits, as well as school and class meetings. We have created opportunities for parents to accomplish personal goals and have established several programs such as, GED classes, E.S.L instruction and computer technology classes, as part of our extended week program.

Contextual Information about the School's Community and its Unique and Important Characteristics

PS 53X is a school located in the Morrisania neighborhood of the Bronx. Our school is within Congressional District 16, which of the 435 Congressional Districts, is cited as the poorest in the nation. We are a Title I school comprised of a diverse population of students. Our school strives to create an atmosphere where children feel safe and can build self esteem through achievement, cultural pride, appreciation and understanding.

Our unique and important characteristics include: our grade organizational design and the strategic placement of students in classes. This cohort system allows for equity and attention to low and high performing students. Our ELL students are appropriately placed within this cohort system. Our rigorous (K-2) Dual Language Program offers our English proficient students an opportunity to learn Spanish and Spanish dominant students an opportunity to acquire English proficiency. We have gifted and talented classes on grades 1-3 and a vibrant Enrichment Program, which is pillared on the theoretical beliefs and philosophies of Joseph Renzulli and Howard Gardner. These students are selected from grades 3 -5 and are engaged in rigorous activities that allow them to explore each of the multiple intelligences. The project based assignments and field experiences give students the opportunities to synthesize their learning and develop authentic projects.

The Arts serve as an integral part of our school-wide curriculum, which includes a band, and an onsite collaboration with Dancing Classrooms, Revels-Bey and Theatres to Go. Our arts program allows students the opportunity to explore creative media while enhancing cognitive abilities.

We have a Science Lab where students engage in hands on investigations through laboratory experimentation. Inquiry study, the process of asking questions and conducting experiments, is part of the lab study model that students use to make connections in understanding the natural world

We celebrate our students' academic achievement through our biannual "STARS Honor Society" assembly. We also recognize and celebrate students' accomplishments in various curricula areas by hosting an annual Curricula Fair, Science Expo, School Wide Challenge Competition and Spelling Bee that span across all grades.

To ensure that our students receive a strong foundation, we have established a Reading Recovery Program in collaboration with New York University. The Reading Recovery Program opens doors to a literate future by targeting children in the lowest quartile who are at risk of not meeting the state standards and providing them with intervention in reading and writing. The program model is structured one to one for the duration of 15-20 weeks for each student. Daily assessments, individual educational student plans and high parental involvement are some factors that contribute to the program success.

We have structured an open access early childhood computer lab and a state of the art upper grade computer lab. Several classrooms are equipped with computers for daily usage. In addition, all classroom teachers have access to computer carts that store laptops for students' use. Furthermore, in promoting media usage, we are beginning to furnish most classrooms with SmartBoards.

Our fifth grade is departmentalized to prepare our students for the social and academic challenges that await them in middle school. The instructional program offers academic specialization

in a self contained classroom, and provides students with an opportunity to become familiar with a middle school environment and the transition of moving from class to class.

Strategic Collaboration/Partnerships

PS 53X has partnered with Cluster 2, in Children First Network 209, which supports us in the usage of data and the monitoring of quality instruction to improve the students' outcomes. We participate in various professional development opportunities as part of our work with the Cluster. This partnership will continue through the 2010-2011 school year. We have developed strong partnerships with several affiliations and organizations. For example, as part of our instructional program and focus on strengthening teacher's instructional practices we have partnered with AUSSIE. Our partnership with Boy Scouts of New York supports our students in further developing moral values that is perpetuated through positive behavior relating to community service, respect and tolerance.

Additionally, we have commenced a partnership with Wellness in Schools that focuses on fruits and vegetables being supplied to students to promote healthy eating. The fruits and vegetables are strategically placed in designated areas on each floor so students may have snacks at any time throughout the course of the day. The program also focuses on having someone come in and have structured sports and play activities for students during their recess at lunch. We have also introduced a new afterschool program called Ready, Set and Learn, which focuses on exposing our students on a variety of sports they are not generally accustomed to, such as, fencing, martial arts and different forms of dance like jazz. In our efforts to promote healthy eating in the school we have a chef that comes in and helps the kitchen staff in preparing healthy dishes for our students. The chef also facilitates an after-school program, Side by Side where parents prepare and cook healthy dishes alongside their children.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 53X				
District:	09	DBN #:	09X053	School BEDS Code:	320900010053

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	55	65	54		89.9	91.8	91.4		
Kindergarten	184	192	214						
Grade 1	208	210	222	Student Stability: % of Enrollment					
Grade 2	203	216	203	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	207	204	213		88.3	87.3	87.2		
Grade 4	237	246	237						
Grade 5	238	208	221	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		83.2	80.6	93.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		70	180	211		
Grade 12	0	0	0						
Ungraded	0	1	4	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1332	1342	1368		18	11	16		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	31	43	44						
No. in Collaborative Team Teaching (CTT) Classes	11	4	6	Principal Suspensions	1	0	0		
Number all others	43	92	79	Superintendent Suspensions	1	0	2		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	212	142	227	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	207	136	171	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	8	45	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	100	97	102
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals	19	19	14
	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	5	15
	0	0	0	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	98.9
American Indian or Alaska Native	0.2	0.3	0.1	Percent more than two years teaching in this school	66.0	66.0	75.5
Black or African American	38.1	35.0	35.2	Percent more than five years teaching anywhere	46.0	47.4	60.8
Hispanic or Latino	61.1	62.8	61.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.4	1.0	Percent Masters Degree or higher	82.0	84.0	85.3
White	0.4	0.6	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.9	97.7	98.9
Multi-racial	N/A	N/A	N/A				
Male	50.4	50.6	49.9				
Female	49.6	49.4	50.1				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	83.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.6	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)	47	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

In the School Restructuring Plan submitted in 2004, the New York State Department of Education (NYSED) identified the following subgroups in grade four as in need of improvement: Hispanic students in the area of English Language Arts and Limited English Proficiency (LEP) students in Mathematics.

In 2007-2008, the overall accountability status was Restructuring Year 3; the NYSED report has identified all subgroups as meeting the adequate yearly progress targets. The students with disabilities subgroup met AYP using safe harbor targets. In 2008-2009, the overall accountability status was In Good Standing. The data on the state report card for the 2009-2010 school year indicates that we continue to be in good standing. We need to focus on two subgroups in the area of literacy. They are the English Language Learners and Special Education students. To ensure that this Comprehensive Educational Plan is in alignment with previous and current data, we have employed various mechanisms to continuously assess and evaluate the instructional program. Emerging from these broad based analyses, we observed the following trends:

Literacy K-5

We utilized the DRA and Rigby as formative and summative assessments in grades K-5. These assessments are used to diagnosis the students' strengths and weaknesses in phonemic awareness, fluency, vocabulary and comprehension. The data was used to group students based on their individual needs.

3-5

In reviewing data from 2007-2008, the New York State School Report Card identified all subgroups as meeting adequate yearly progress targets in ELA with the special education subgroup meeting adequate yearly progress using safe harbor targets. The New York City Progress report for 2007-2008 indicated that 48.1% of students performed on levels 3 and 4. The data from the 2008-2009 New York City Progress Report indicated that 61.3% of our student population performed at levels 3 and 4.

In reviewing data derived from the New York City Department of Education Progress Report for 2009 -2010, the exemplary proficiency gains for the respective subgroups are listed in the table below.

NYC Department of Education Progress Report 2009 – 2010 Exemplary Proficiency Gains
English Language Arts

Exemplary Proficiency Gains	Student Group
Percent at Proficiency	
17.2%	Self-contained
2.0%	SETSS
Percent at 75th Growth Percentile or Higher	
35.7%	English Language Learners
31.9%	Lowest Third Citywide
35.6%	Self-Contained/CTT/SETSS

Based on these results, we will continue to focus on the systemic and instructional practices that have proven to be effective. We will provide professional development to our pedagogical staff that supports the instructional program. The usage of systemic curricula maps in literacy will ensure that all students receive standards-based rigorous instruction. Our efforts in this regard should result in performance and progress gains. We have adopted the Common Core Standards for the 2010-2011 academic year in grades K-5.

The Reading Recovery program targets the needs of at-risk students in grade one. The Academic Intervention Program on grades four and five provides literacy support to identified “at risk” students. These teachers and paraprofessionals utilize a variety of strategies to help students acquire the skills in which they demonstrate deficiency. In addition to regular standards-based classroom instruction, we have an ESL teacher who services ELL’s. We further support our ELL’s by offering early morning, after school program as well as Saturday and holiday academies.

Low performing students are mandated to participate in our Extended Day Program. The students receive small group instruction to support reading and writing skills. To further address the needs of these students, we offer Early Morning, After School, Saturday and holiday academies.

Our Academic Enrichment Program engages students in grades three through five in rigorous activities that allow them to explore each of the multiple intelligences. The project based assignments and field experiences give students the opportunities to synthesize their learning and develop authentic projects.

**Mathematics:
Pre K – 2**

We administer a variety of assessments such as criterion referenced performance assessments, unit tests, student observations, and the Everyday Mathematics Recognizing Student Achievement instruments. These assessments include a systemic grade specific mathematics baseline, midline, and end line to assess skills that address the domains of the Common Core State Standards as well as the process and content strands of the New York State Mathematics core curriculum. Teachers analyze and utilize data to monitor student progress and develop instructional lessons, small group tasks and differentiated activities.

3-5

In reviewing the 2007-2008 New York State Report Card, all subgroups met their adequate yearly progress targets in mathematics. The 2007-2008 New York City Department of Education Progress report indicated that 78.2% of students performed on levels 3 and 4. The 2008 -2009 New York City Progress report indicated that 88.3% of students performed on levels 3 and 4.

In reviewing data derived the New York City Department of Education Progress Report for 2009 -2010, the exemplary proficiency gains for the following subgroups are listed in the table below.

NYC Department of Education Progress Report 2009-2010 Exemplary Proficiency Gains
Mathematics

Exemplary Proficiency Gains	Student Group
Percent at Proficiency	
51.7%	Self-Contained
15.7%	SETSS
Percent at 75th Growth Percentile or Higher	
20.6%	English Language Learners
22.8%	Lowest Third Citywide
28.3%	Self-Contained/CTT/SETSS

Based on these results, we will continue to focus on the systemic and instructional practices that have proven to be effective. We will provide professional development to our pedagogical staff that supports the instructional program.

Teachers utilize the Common Core Standards as well as the MST New York State standards as a guide in planning appropriate lessons. We emphasize student mathematical writing through our use of math learning logs. The purpose of these logs is to facilitate student mathematical thinking. Prompts are used to pose questions or problem situations, which emphasize content and process strands.

Our Academic Enrichment Program engages students in grades three through five in rigorous activities that allow them to explore each of the multiple intelligences. The project based assignments and field experiences give students opportunities to synthesize their learning and develop authentic projects. Enrichment is also provided through math projects, our school wide Math Expo and School Wide Challenge.

Low performing students are mandated to participate in our Extended Day Program. The students receive small group instruction to reinforce math concepts and build skills. We further support all students by offering early morning, after school, Saturday and holiday academies.

**Science:
K – 5**

In grades K – 5, we utilize the MST Standards and the New York City Scope and Sequence to drive our science instructional program. To ensure that students engage in quality based science instruction, we develop units of studies where teachers expose children to inquiry based learning that reflect a student centered problem solving approach to science. These units expose children to a series of discoveries and scientific concepts through investigation, identification, observation, predictions, and problem solving. The application of these skills allow student to investigate important issues in the world around them. Student learning is measured by criterion assessments, end of unit assessments and exit projects.

Teachers utilize a variety of qualitative and quantitative data to assess and monitor student progress. Student outcome is a pivotal point in our assessment, as teachers utilize performance outcomes to plan for differentiated instruction, modified goals and determine next steps for students and themselves. We utilize the New York State and New York City Science Standards as a guide in developing student outcomes based on the Science performance indicators.

In addition, we utilize the Harcourt Brace and Delta FOSS science programs that emphasize a hands-on approach which facilitates scientific investigation leading to the enhancement of problem solving skills. Our science curriculum also provides many opportunities for students to develop and maintain the essential skills that form the basis for scientific inquiry.

The science units which are developed require students to formulate and investigate their own hypotheses, conduct observations, and make comparisons. In addition, they gather, record, display or interpret data. Other skills developed include planning and conducting simple experiments, identify and contrast variables, predict, infer and draw conclusions. These inquiry skills are important tools essential to investigating the natural world.

We offer a Science academy on Saturdays and holidays which provide additional preparation for the NYSPET exam for grade 4 students. In review of the New York State Report Card data from 2007–2008, our fourth grade subgroups met the AYP targeted goals. Based on the 2008-2009 “The New State Report Card” data from, our fourth grade subgroups met the AYP targeted goals.

Social Studies:

K – 2

In grades K- 2, we utilize the New York City Scope and Sequence and the New York State Core Curriculum to guide our social studies instructional program. The kindergarten curriculum focuses on helping students develop self awareness as budding youths. In grade one, the development of identity and social interaction are emphasized. The students learn about their roles as members of a family and local community. In grade two, students learn about their own community and explore rural, urban and suburban communities in the United States. Teachers collaborate in order to plan Social Studies units that provide developmentally appropriate learning experiences. The teachers use authentic literature in the implementation of the Social Studies curriculum.

3 –5

In grades 3-5, the Social Studies curriculum is based on the New York City Scope and Sequence and New York State Core Curriculum. These standards are used as a guide to develop units of study and determine student outcomes. Based on the Social Studies performance indicators, we utilize a variety of qualitative and quantitative data to assess and monitor student progress. Student outcome are pivotal point in our assessments, as teachers utilize performance outcomes to plan for differentiated instruction, modified goals and determine next steps for students and themselves. Our Social Studies program stimulates students to formulate questions and utilize resources such as, reference books, magazines, and technology. The fourth and fifth grade teachers utilize the Houghton Mifflin Social Studies program. Classroom libraries in all grades house a variety of literature that supports the social studies curriculum.

Students participate in class discussions and work cooperatively with peers on projects. The program requires students to research, create products, read a variety of fiction and nonfiction texts for information. Consequently, students question text before, during and after reading and listening. Congruently, students draw conclusions, use writing to express and communicate ideas, cite resources and form opinions about current and past events.

Professional Development

The P.S.53X teaching staff has embraced the school’s vision and has taken steps in creating an environment that is distinguished by collaborative work and a focus on student achievement. Our professional learning plans are aligned with district and school-wide systemic initiatives. The plans address student learning and quality teaching to improve student achievement which is evidenced by the success rate on state and city assessments. The teachers engage in activities that focus on collaborative work and developing instructional plans for identifying outcomes. Teachers use the Professional Teaching Standards to develop professional goals that are measurable and observable. The administrative team supports and assists teachers in meeting these goals. We provide onsite and offsite professional development for all teachers and staff. Our onsite professional development consists of:

- 100 minute grade cohort Professional Development sessions
- Study groups
- Inter visitations
- Differentiated Teacher Professional Development
- Peer Mentoring

- Coach Mentoring
- Support from our Cluster
- AUSSIE
- Fishbowls
- Lunch and Learns

Our offsite professional development consists of:

- Professional sessions held by our Cluster
- Department of Education Professional Development

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

We have established an enrichment program, which is pillared on the theoretical beliefs and philosophies of Joseph Renzulli and Howard Gardner. These students are selected from grades 3 -5 and are engaged in rigorous activities that allow them to explore each of the multiple intelligences. The project based assignments and field experiences give students the opportunities to synthesize their learning and develop authentic projects. Additionally, we have a music/band teacher, students in grades K-5 are learning to play instruments such as the accordion, flute, trumpets, frenchhorn, clarinet, trombone, saxophone, altohorn, the baritone horn and the drums.

In keeping with accomplishing the mission of the school, we have built capacity amongst staff and operational systems within our school organization through our school based mentoring program, peer mentors and coaches. We have a strong parent-school collaboration that includes a vibrant parent engagement program, which utilizes our staff in the offering of E.S.L. instruction, G.E.D. and computer technology classes to parents.

What have been significant aids and barriers to the school’s continuous improvement?

One of the most significant aid in the continuous improvement of our school has been establishing a clear vision and mission. We continue to diversify our professional development program, which focuses on the different needs of our teachers. We have differentiated the instruction for our students in order to meet their diverse needs.

Some of the barriers we face regarding our school's continuous improvement are our large transient student population and our large recent immigrant population with limited English proficiency. There is also a high asthma rate among our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1:

By June 2011, the number of teachers participating in inquiry work in the school will increase to 91%.

During the 2008-2009 school year, approximately 65 teachers participated in Inquiry work at P.S. 53X. During the 2009-2010 academic year, 90 % of teachers on this staff were engaged in Inquiry work, under the guidance of the central Inquiry Team. During the 2010-2011 school year, it is expected that 91% of our staff will be engaged in Inquiry work, with continued guidance from central Inquiry Team.

Goal #2

By June 2011, school-wide attendance will increase 1% as measured against the attendance for the 2009-2010 school year, barring mitigating circumstances.

Supervisors will present staff and parents with existing school-wide attendance data trends, and discuss the implications of such trends. A committee will be formed to work with the principal in analyzing daily attendance trends of students in each classroom on each grade. The committee will develop strategies aimed at achieving and sustaining a high average attendance for the school year. The committee will present staff and parents with a strategic plan aimed at improving current school-wide attendance trends. This plan outlines class targets, benchmarks, incentives, and intervention strategies aimed at monitoring the efficacy of this plan. Attendance is correlated to academic performance and achievement in many instances.

Goal #3: By June 2011, we will increase the number of students performing at levels 3 and 4 by 3%, and increase the number of students who demonstrate progress by 2.5 %, as measured by internal benchmarks such as: the DRA, simulated tests, and 6-week cycle assessments in reading and math- as well as the New York State ELA and math examinations.

Based on our most recent progress report, we will deploy several strategies and put several measures in place to enhance students' performance and demonstration of progress. The plan for meeting this goal includes creative staffing and scheduling, as well as providing quality professional development.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Increase Inquiry Work School wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1 By June 2011, the number of teachers participating in inquiry work in the school will increase to 91%.</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>Target Population: Teachers in grades Kindergarten through Fifth</p> <p>Responsible Staff Members: Assistant Principals, Classroom Teachers, School Based Support Team and the IEP/SETSS Teachers.</p> <p>Implementation Plan:</p> <ul style="list-style-type: none"> • A central Inquiry Team comprising of teacher representatives from each grade (K-5) along with supervisors, coaches and enrichment teachers will be assembled. The team will meet weekly for the purpose of school-wide planning and goal-setting. • A monthly 100-minute period will be scheduled throughout the school year to accommodate professional development for teachers and time for engaging in inquiry work in grade-alike cohorts. • Each grade representative from the central Inquiry Team will spearhead the inquiry work during the monthly 100-minute period. • The newly refurbished computer lab, along with laptops allocated for each grade, will be available for teachers to access relevant students’ data.

	<ul style="list-style-type: none"> • Teachers will identify subgroups of students to target and monitor their progress in both literacy and math for school-wide Inquiry study. • The Central Inquiry Team will periodically publish pamphlets outlining the school-wide Inquiry work. This will be augmented by a bulletin board which is designated for displaying Inquiry work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I SWP funds will be set aside to provide professional development and other resources.</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>Projected Gains: During the 2010 -2011 academic year, 91% of teachers on this staff will be engaged in Inquiry work, under the guidance of the central Inquiry Team.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • An accumulation of agenda and attendance sheets with respect to weekly meetings. • Participating teachers will articulate their best ideas and practice, while producing evidence with respect to their work on the Inquiry teams. • A list is generated reflecting students who are selected for Inquiry study and evidence of their work are examined to determine progress. • There is a compilation of artifacts generated by the target population of the inquiry work. This, along with case studies, reflects the ongoing monitoring of students who are involved in the research project. • A collection of professional literature which supports inquiry work is available • Classroom teacher will use Inquiry work data to shape and fashion their classroom instructional programs and replicate effective strategies in their classrooms. • 91% of teachers are involved in the collaborative inquiry process.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2 By June 2011, school-wide attendance will increase 1% as measured against the attendance for the 2009-2010 school year.</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>Target Population: Students in grades Kindergarten through Fifth</p> <p>Responsible Staff Members: Assistant Principals, Classroom Teachers, Parents and Students</p> <p>Implementation Plan: The plan for meeting this goal is as follows:</p> <ul style="list-style-type: none"> • Supervisors present staff and parents with existing school-wide attendance data trends, and discuss the implications of such trends. • Supervisors collaborate with teachers and staff in developing school-wide vision and mission for students' attendance. • A committee is formed to work with the principal in analyzing daily attendance trends of students in each classroom on each grade. The committee develops strategies aimed at achieving and sustaining a high average attendance for the school year. • The committee presents staff and parents with a strategic plan aimed at improving current school-wide attendance trends. This plan outlines class targets, benchmarks, incentives, and intervention strategies aimed at monitoring the efficacy of this plan. • A monitoring system is instituted, aimed at alerting parents of students who are absent from school for more than two consecutive days. This system will reflect: <ul style="list-style-type: none"> a) telephone calls b) post cards or letters c) a visit from the school's family worker that alert parents about such absences.

	<ul style="list-style-type: none"> • Where there are chronic patterns among students' attendance and all reasonable interventions are undertaken by the school without positive results, the matter will be reported to the state as education neglect. • An attendance teacher is assigned to clear registers of "no shows" early in the school year. • Principal meets with the school's attendance team weekly to monitor school-wide trends in students' attendance. • An assistant principal is designated to supervise the school-wide attendance program and reports progress directly to the principal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funds will be set aside to provide professional development and other resources.</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>Projected Gains: During the 2010 -2011 academic year, daily attendance will increase by 1%.</p> <p>Evidence: Parents receive timely contacts from school regarding absences and lateness of students in their custody.</p> <ul style="list-style-type: none"> • Classrooms with perfect attendance receive certificates for posting on their doors. • Daily announcements of classes with 96%-100% daily attendance. • Students with perfect attendance records receive awards and incentives for their individual efforts. • The school hosts regular attendance-related assemblies where students and their parents are invited to join in the celebrations.

Subject/Area (where relevant): Increase number of students performing on levels 3 and 4

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3: By June 2011, we will increase the number of students performing at levels 3 and 4 by 3%, and increase the number of students who demonstrate progress by 2.5 %, as measured by internal benchmarks such as: the DRA, Rigby, simulated tests, and 6-week cycle assessments in reading and math, as well as the New York State ELA and math examinations.</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>Target Population: Teachers in grades kindergarten through fifth</p> <p>Responsible Staff Members: Assistant Principals, Classroom Teachers, School Based Support Team and the IEP/SETSS Teachers, AIS staff, etc.</p> <p>Implementation Plan:</p> <p>Budget is being used to fund a full-time Assistant Principal for Curriculum and Instruction, as well as a mathematics coach.</p> <ul style="list-style-type: none"> • Additional budgetary allocation is being used to fund a full-time enrichment teacher. • There is currently in effect early morning, after-school, Saturday and holiday academies geared at providing additional instructional opportunities for students on the testing grades. • Teachers use periodic assessments, simulated state tests, running records and RSA’s to monitor students’ progress in ELA and Mathematics. • Teachers use formative assessments such as DRA, Rigby and RSA’s to assess students’ progress in reading and mathematics throughout the school year. • Supervisors utilize the informal and formal observations systems to monitor instruction and provide teachers with professional development in the discipline of literacy and mathematics. • Teachers meet with individual, or groups of students periodically, to assess students’

	<p>progress regarding the achievement of their learning goals and to set new ones where necessary.</p> <ul style="list-style-type: none"> • Students will collaborate with teachers in developing activity-based rubrics and will be trained to use such rubrics to evaluate their individual class work and assignments. • Supervisors will provide training to staff on how to use qualitative and quantitative data to inform planning and instruction. This will include training on accessing and utilizing data housed in ARIS. • The principal will institute school-wide Inquiry teams aimed at monitoring students' progress in literacy. • School identifies, recruits, and utilizes the services of staff developers and consultants for the purpose of training teachers on current trends in educational research. • Funding is allocated in Galaxy to support professional development and provide materials and other resources to staff. • School works consistently with the Cluster support staff to monitor the quality of instruction and provide next steps. Our CFN leader and her team of Instructional Specialists will conduct regular learning walks throughout the school and will collaborate with supervisors in providing teachers with feedback pertaining to students' learning goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I SWP funds will be set aside to provide professional development and other resources.</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>Projected Gains: During the 2010 -2011 academic year, the number of students performing on levels 3 and 4 will increase by 3%. In addition, students will demonstrate progress by 2.5%</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Teachers use the results from formative and summative assessments to plan for

instruction.

- Students are placed in differentiated groups for instruction arising from continuous assessment and monitoring of their progress.
- Teachers develop lessons that are based on the Common Core and state's standards, and accompany these lessons with appropriate performance rubrics and student self assessment tools. These lessons are presented within the context of the "instructional framework."
- A weekly 100-minute period will be scheduled throughout the school year to accommodate professional development for teachers and time for common planning and review of students' artifacts in grade-alike cohorts.
- Each student will maintain individual portfolios bearing samples of literary and mathematical work, which spans various genres, topics and concepts. This will be augmented by the systemic use of writers' notebooks, reading logs and math logs.
- The staff is engaged in varied forms of professional learning which includes but not are limited to: interclass visitations, lab sites, fish bowls, study groups and "lunch and learns."
- Teachers and students develop professional teaching goals and meaningful performance outcomes, as measured by the contents of students' portfolios.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	N/A	N/A	15	2	3	4
1	44	44	N/A	N/A	18	0	2	37
2	0	0	N/A	N/A	19	3	4	27
3	0	0	N/A	N/A	22	3	1	42
4	88	88	-	-	12	2	5	48
5	85	85	-	-	11	0	4	40
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<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>To increase student achievement for students identified “at risk” of not meeting state standards in English Language Arts, AIS services will be provided by trained staff. The services will be provided to students in small groups and one to one tutoring. Instruction will take place during the school day, before and after school, and the extended week program. Classroom teachers will provide differentiated instruction, guided instruction and conduct conference sessions with students.</p>
<p>Mathematics:</p>	<p>AIS services will be provided for students identified “at risk” in Mathematics. Trained staff utilizes the Everyday Math Program Intervention strategies and games. The Everyday Math Program’s instructional design is crafted to capitalize on student interest and maximize student learning by teaching students multiple methods and strategies for problem solving. Students will be exposed to concrete modeling as a pathway to abstract understanding. Furthermore, the use of manipulatives and or pertinent math vocabulary will be utilized. Additional resources such as Math Steps and New York State Math will be incorporated. Services will be provided to students in small groups and one to one tutoring. Instruction will take place during the school day, before and after school, and the extended week program. Classroom teachers will provide differentiated and guided instruction.</p>
<p>Science:</p>	<p>To increase student knowledge of scientific concepts, trained AIS service providers will emphasize a hands-on approach to learning, utilizing the FOSS and New York City Scope and Sequence with students identified “at risk.” Students will be actively engaged in the discovery process with connected experiences to the natural world. Additional resources, such as New York State Measuring Up will be utilized. Students will practice problem solving skills, improve critical thinking and increase scientific literacy. These services will be provided in small groups before, during and after school including the extended week program. Classroom teachers will develop plans derived from the New York State MST standards.</p>
<p>Social Studies:</p>	<p>To improve student achievement for students identified “at risk” in Social Studies. Students will be engaged in activities that foster the development of thinking and process skills that will help them to understand and investigate important issues. Classroom teachers will develop inquiry based units of study and plan small group and guided instructional sessions for students. These services will be provided before, during and after school and the extended week program.</p>
<p>At-risk Services Provided by the Guidance Counselors:</p>	<p>The intervention services provided by the guidance counselor to “at risk” students include immediate crisis intervention sessions, individual counseling and family meetings as needed. The students will be provided with strategies to cope with peer pressure, conflict resolution and anger management. These services will be provided during the regular school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist will provide crisis intervention services to small groups and one on one sessions to targeted students. The services will provide students with strategies to cope with school stress and home life issues. Students will engage in activities that promote self esteem and self confidence resulting in improved school experiences. Students will receive services during the school day.</p>

At-risk Services Provided by the Social Worker:	The social worker will provide crisis intervention services to targeted students in one to one student counseling sessions and family sessions as needed. Immediate intervention and short term counseling will be provided to students as needed. Counseling services and referrals to outside agencies will be recommended for families, parents and students.
At-risk Health-related Services:	AIS health related services for students identified "at risk" will be provided in small groups, one to one sessions and family meetings as needed. These informational and instructional sessions will focus on nutrition, asthma, hygiene, obesity and other health related issues. Service providers include school dietician, counselors and the school nurse. These services will be provided during the day and an after-school Side by Side Programs with parents and students.

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

NCLB/SED requirement for all schools

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

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

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: 392 LEP _____ Non-LEP

Number of Teachers 18 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

We have developed a comprehensive instructional program which includes Dual Language classes in grades K-2 and Transitional Bilingual (TBE) classes in grades K-5. All students who speak a language other than English or Spanish are grouped homogenously and receive instruction in English combined with the utilization of intensive ESL methodology. The core content area instruction is provided through a sheltered English approach.

The students in the Transitional-Bilingual Education program primarily receive content area instruction in Spanish. English is taught as a Second Language. All English Language Learners in TBE classes are expected to build academic skills in their native language and subsequently transfer these skills in the acquisition of the second language.

At PS 53X we work diligently to make sure all our students are critical thinkers and creative problem solvers. Concomitantly, we ensure that they achieve their personal best through exemplary daily instruction, AIS, Saturday and holiday academies and after school instruction. All ELL students grouped in homogenous classes are serviced by push in/ pull out teachers.

These classroom teachers meet on a weekly basis to plan instruction and analyze students' performance. They provide support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time.

ELL's on grades two through five are placed in homogenous classes. The teachers use ESL methodology to teach English Language Learners. Teachers modify the delivery of instruction in core subjects such as ELA, Math, Science, and Social studies in order to ensure that the materials are comprehensible to ELLs as well as to promote learning and second language development. The teachers adjust lessons to meet many linguistic needs by modifying speech rate and tone, direct instruction of vocabulary and grammar, repeating key words, phrases, or concept and using context clues. Congruently, teachers make extensive use of modeling strategies, as well as relating instruction to students' background knowledge and experience.

Please refer to the attached LAP Worksheet

The table provided below further disaggregates other languages not indicated on the LAP worksheet

Total Number of ELLs 392 Percent of Student Population **28.49%**

Number of Students by Grade in Each Language Group

Grade	PreK	K	1	2	3	4	5
Spanish							
Wolof			1				
Soninke	1		3	3	4	4	
Slovak			1				
Mossi		1					
Mandinka	1	3		1	1	1	
Fulani	1		1				
Twi				1	1	1	
Afrikaans	1	1		4	5		3

Bengali			1		1	1	
French		1		1	2	3	4
Arabic		1	1		2		2
Bambara						1	
Niger						2	
Twi					1	1	1
Punjabi				1			
Seri							1

Our Dual Language Program

PS 53X redesigned the previous Dual Language (DL) Program to make it more consistent with CR Part 154 and with Education Law 3204 and CR Part 117; we are working on making certain that all ELLs at our school are given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency and exceed requirements as mandated by the State Education Department of New York. As per Commissioner’s Review Part 154, all DL instructors are highly qualified teachers of English Language Learners. Professional development is an on going process. Teachers meet on a weekly basis to plan instruction, analyze student work, and discuss students’ progress. Teachers adjust their instruction based on the analyses. The aforementioned activities aid teachers in planning learning experiences congruent to students’ needs. The staff development is relevant and hands-on which includes problem-solving activities that address real concerns.

PS 53X’s Dual Language Program enrolls English Proficient (EP) students and English Language Learners (ELL) in a rigorous academically and technology driven curriculum. It is a side-by-side-model in which both EP and ELL students will learn academic content in both English and Spanish implementing the Half Day Instructional Model. Literacy will be developed sequentially so that all students in grades K-2 will learn literacy in their first language before beginning explicit literacy instruction in the second language. In grades K-2, EP students will learn literacy in English and ELL's will learn literacy in Spanish. They will follow the Balanced Literacy Model.

Literacy is the only time during the instructional day where classes will be homogeneously grouped for language (all EPs in monolingual classes, all ELL’s in bilingual classes). Each class will be heterogeneously grouped with EP and ELL students for all other subject areas. Both EP and ELL students will learn academic content in both English and Spanish through the implementation of a Half Day Instructional Model.

The Chart below explains the Half Day Rollercoaster Model:

Monday	Tuesday	Wednesday	Thursday	Friday
Spanish	English	Spanish	English	Spanish
English	Spanish	English	Spanish	English

Monday	Tuesday	Wednesday	Thursday	Friday
English	Spanish	English	Spanish	English
Spanish	English	Spanish	English	Spanish

Teachers will follow grade level core-curriculum in all subject areas, promoting student centered learning while embedding instructional strategies that promote language development. They will use different strategies such as scaffolding and sheltering language to provide multiple-entry points for students as they learn a second language. Alternating English one day and Spanish the next day throughout the year reaffirms the commitment to develop proficiency in both languages.

Assessment Analysis:

The following table and graph outlines the results of the NYSESLAT exam and the implication for instruction:

Spring 2009-2010 NYSESLAT Reading and Writing Results

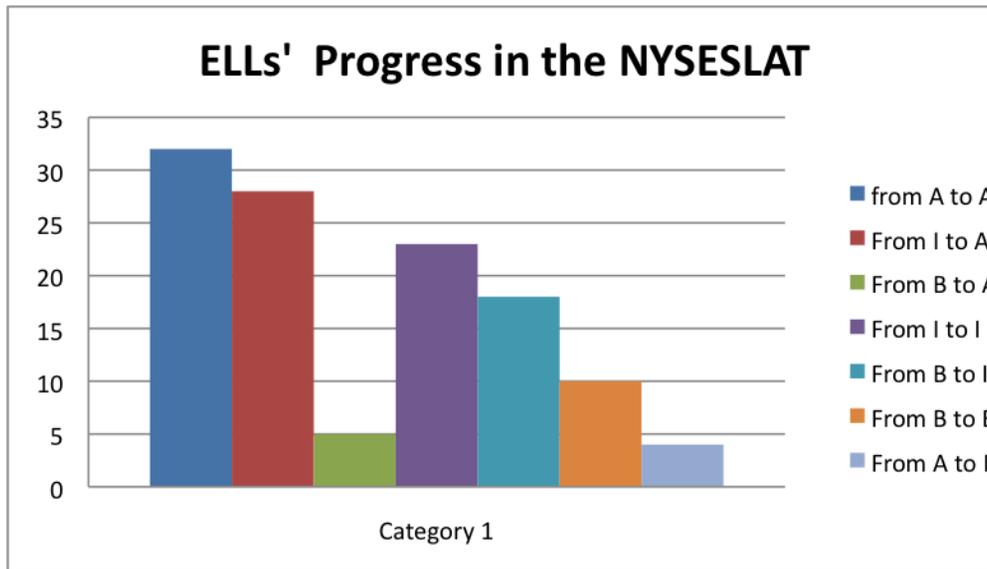
Level	K-1	2-4	5
Number Tested	124	232	80
Beginner	30%	17%	14%
Intermediate	44%	34%	18%
Advanced	15%	36%	43%
Proficient	10%	13%	26%

Spring 2009-2010 NYSESLAT Listening and Speaking Results

Level	K-1	2-4	5
Number Tested	124	232	80
Beginner	5%	4%	8%
Intermediate	24%	13%	14%
Advanced	34%	50%	43%
Proficient	37%	34%	36%

After examining the results in the four tested modalities we have noted the following patterns:

- In grades one through five, the highest scores were in the listening and speaking components of the NYSESLAT.
- The percentage of students demonstrating proficiency in reading and writing has increased from grades 2 through 5.
- The chart below indicates the NYSESLAT performance analysis from the 2008 and 2009 tests.



The following trends are derived from the strengths and needs noted in the NYSESLAT and other assessments, such as, LAB-R, DRA, ACUITY, New York State English Language Arts test, and criterion-referenced assessments.

- The Balanced Literacy program which emphasizes speaking, listening, reading and writing skills is implemented in order to enhance the performance of ELLs on the NYSESLAT and ELA exams.
- We provide Academic Intervention Services (AIS) according to students assessed needs, based on the data analyses. Specialty teachers employ a push in/pull out model to provide individualized and small group instruction.
- We hold Saturday academy, holiday academies and Afterschool academies to strengthen math, reading, writing, social studies and science skills.
- We will continue an Early Morning ESL Program to better prepare students for the NYSESLAT exam. Students are given activities that familiarize them with the format and subject matter of the test.

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.

Professional Development and Support for School Staff

Our teachers who support our ELL’s have a year long professional development plan. The following outlines the workshops and professional development they will participate in during the 2009-2010 school year:

- Monthly LAP meetings that are designed to discuss different issues pertaining to the ELL population of students (i.e. new arrivals, long-term ELL’s, ELL’s who have received services for 4-6 yrs and SIFE students.). These meetings also provide professional development on topics such as data management, types of assessments for our ELL students, strategies to utilize with ELL’s, and the utilization of a professional text called “Scaffolding Language, Scaffolding Learning” by Pauline Gibbons.
- In house training provided by Santillana on the topics such as the utilization of the “Intensive English” program and focusing on Wiggins and McTighe’s lesson design format (Understanding by Design).
- Individualized support by different consultants, such as AUSSIE, Accelerated Literacy and Santillana
- Learning Support Organizations’ ESL workshops
- BETAC workshops and any other professional development opportunities provided by the Dept. of Education

Section III. Title III Budget

School: PS 53X BEDS Code: 320900010053

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	\$ 8, 116	Early Morning Academy: 162.68 hrs for ESL and General Ed teachers to support ELL students.
Purchased services - High quality staff and curriculum development contracts.		Santillana
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 4,058	Leveled books, Guided reading books, Student workbooks ELA, Math

Educational Software (Object Code 199)		
Travel		
Other	\$1,353	Parent Involvement
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Home Language Surveys indicate that more than 50% of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish. We have a growing population of French speaking families, so there is an emphasis on translating parent letters. Parent workshops are facilitated with translators.

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.

P.S.53X's pupil accounting registration data indicates that families from Latin American, Caribbean and West African regions have increased. In strengthening our home-school partnership, all parent letters and other documents will be translated. Translation will also be provided at parent workshops, "back to school night", and during parent-teacher conferences. This information will be reported to the school community through written communiqué, phone calls and meetings.

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.

PS 53X will provide parents with translated documents regarding critical information about their children's education in a timely manner. These documents will include but are not limited to: registration forms, report cards, progress reports, conduct sheets, trip consent forms, and entitlement to public and special education services forms. Translations will be provided by qualified bilingual and bi-literate staff members.

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.

PS 53X will provide parents in need of language assistance with oral interpretation services during the regular and extended school day in order to promote shared accountability and provide access to information about their child's academic progress. These services will be provided by assigned office staff and the parent coordinator.

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>.

Parents will be notified via letter from the school and through postings in conspicuous locations in the school building. The school sign in front of the building will be used as another form of communication to parents. The parents' bill of rights will be posted on a bulletin board in the lobby and copies will be made available upon request.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,431,319	313,981	1,727,300
2. Enter the anticipated 1% set-aside for Parent Involvement:	14, 313	3,139	77,452
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	71,566	*	
4. Enter the anticipated 10% set-aside for Professional Development:	143,132	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.9%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Inform staff members teaching in out of license areas. Provide staff with tuition reimbursement for those working on courses or credits to be licensed in current assigned areas. Likewise, staff is encouraged to make appointments to speak with certification officers at the ISC and to apply for certification once all criteria have been met.

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

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

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

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

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

P.S. 53X agrees to implement the following statutory requirements:

- The school has put into operation, programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school is ensuring that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school has incorporated this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school is providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school involves the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The school is governed by the following statutory definition of parental involvement, and carries out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - That parents play an integral role in assisting their children in the learning process.
 - That parents are encouraged to be actively involved in their children’s education at school.
 - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. P.S. 53X takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. Parents participate on the School Leadership Team, Partners in Reading, field trip activities, book fairs, bake sales and volunteer in other school activities.
 2. P.S. 53X takes the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
Parents participate on the School Leadership Team, PA meetings, Safety Committee, Building Response Team and meetings with the Principal and cabinet members.
 3. P.S. 53X provides the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 4. P.S. 53X coordinates and integrates Title I parental involvement strategies with parental involvement strategies under the following programs: Reading First, Early Reading First, Pre-Kindergarten, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs and Reading Recovery.
 5. P.S. 53X conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 6. P.S. 53X builds the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. Parents will be involved in workshops, conferences, classes, both onsite and off site the school plant.
- b. The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- c. The school provides assistance to parents by encouraging teachers, pupil services personnel and other staff to keep the lines of communication open between the parents and school community. The school values and relishes the contributions of parents, thereby building ties between parents and school.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Reading First, Early Reading First, Pre-Kindergarten, Home Instruction Programs for Preschool Youngsters and conduct other activities, such as parent classes, that encourage and support parents' increased participation in the education of their children.
- e. The school takes actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable format.

School-Parent Compact:

P.S.53X and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, staff, and students share the responsibility for improved academic achievement. The developed partnership will facilitate children meeting and or exceeding the State's standards. This school-parent compact will be in effect during school year 2010- 2011.

P.S. 53X:

1. Provides high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards.
2. Holds parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March.
3. Provides parents with frequent reports on their children's progress. Congruently, the school will provide report cards during parent-teacher conferences and send home individual student progress reports.
4. Provides parents with reasonable access to staff. Concomitantly, staff will be available for consultation with parents during the school day and after school as needed.
5. Provides parents with opportunities to volunteer and participate in their children's' classes. Likewise, parents may attend field trips and partake in cultural activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the parents' rights to be involved in Title I, Part A programs. The school will convene the meeting at different times for

parents for instance, meetings will be held in the morning and evening so that as many parents as possible may attend. The school will invite encourage parents to attend these meetings.

9. Provides information to parents of participating students in an understandable format which may include translation.
10. Provides parents of participating children with information, in a timely manner, about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. Provides opportunities for parents to share suggestions and participate in decision making about the education of their students. The school will respond to any such suggestions as soon as practicably possible.
12. Provides each parent with an individual report about the performance of his or her child on state assessments in math, language arts, science and social studies.
13. Provide each parent timely notice when his/her child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified as defined (section 200.56 of Title I provision).

Parent Responsibilities

We, as parents, support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Volunteering in our children's classrooms.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.
- Staying informed about our children's education and communicating with the school by promptly reading and responding to all notices from the school.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I Part A parent representative on the School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, and other school or policy advisory groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or guardian, who is responsible for my welfare, all notices and information received by me from my school.

This School Parental Involvement Policy and School Compact has been developed jointly with, and agreed on with, parents of children participating in Title I Part A programs, as evidenced by completed forms. This policy was adopted by P.S.53X on 06/04/09 and will be in effect

for the period of September 2010 – June 2011. The school will distribute this policy to all parents of participating Title I Part A children around or before September 2010.

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.

We begin each school year by utilizing the previous school term's New York State ELA, Mathematics, and Science test score data, along with school wide standards based formative assessments in reading, writing and mathematics. We utilize the data derived from these assessments to inform our instructional decisions and practices in order to meet the needs of the various subgroups, as required by the NCLB.

See Section IV for the '10– '11 Needs Assessment.

2. Schoolwide reform strategies that:

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

We provide opportunities for all our students to meet the State's proficient and advanced levels of students' academic achievement. We have established school-wide systems and structures relative to the achievement of a developmentally appropriate, rigorous instructional program. With regards to the core curriculum, we will continue to implement a standards-based curriculum that is anchored in the belief that every student can attain mastery in learning. The delivery of instruction occurs within the framework of a workshop model. We have institutionalized an "A-Day/B-Day" model, which allows for equity in the allotted instructional time for the teaching in all core subjects.

Our classrooms are child-centered where learning is an active process in which the learning environment encourages students to construct ideas, foster concepts, and to build upon the students' current knowledge. In addition to standardized state and city tests, we also monitor student progress using a variety of ongoing assessments such as, unit tests, criterion referenced assessments, conferencing, student observations and systemic baselines, midlines, and end line assessments. We utilize data derived from these assessments for establishing student goals, grouping of students and to differentiate activities to meet the needs of our students.

Our instructional practices include: providing students with multiple points of entry for problem solving, exploring, cooperative learning activities, and a hands-on approach, to foster students meta cognitive skills.

We have established multimedia centers in our two annexes (pre-kindergarten -grade 1), and our main building (grades 2 -5), which are comprised with a computer lab and a library to provide opportunities for our students to utilize technology to support curriculum initiatives and to enhance skills for academic growth.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In order to increase the amount of quality instructional time we at P.S.53X have implemented the following programs:

- Extended Day for students who have not attained mastery of grade level standards
- Early Morning ELL Program
- Academic Intervention Services for “at risk” students
- After School Academic Intervention Programs for grades 3 -5
- Early Childhood and Upper Grades Saturday Academies
- ESL Intervention Program
- Mid-Winter/Spring Recess and other holiday academies
- Summer School

- Help provide an enriched and accelerated curriculum.

P.S. 53X has created an academic enrichment program that targets students in grades three through five in rigorous project-based learning and thematic studies such as: New York State as a Melting Pot, Skyscrapers, Public Transit System in New York, Civic Citizenship, and Government, Ecology and Nature in New York City. In addition, the students in grades one through five have been grouped for the purposes of providing them with an accelerated curriculum, which focuses on inquiry learning, project based learning and research through technology.

- Meet the educational needs of historically underserved populations.

To meet the needs of historically underserved population such as English Language Learners (ELL), our ELL students are strategically placed in bilingual or ESL classes, where Bilingual and or ESL teachers implement standards based instruction which includes the use of models, visual aids and provide a print rich environment. Accountable Talk (Lauren Resnick) is emphasized and encouraged among students to facilitate language learning as well as to facilitate academic skills.

See LAP and Appendix 2 for further services provided to our ELLs.

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

To address the needs of our low academic achieving "at risk" students, who are performing on levels 1 and 2, we provide an Extended Day Program where students have the opportunity to receive small group instruction in subjects such as literacy, math, social studies and science. To further address the needs of these students we offer a third grade after school program, which provides children with an opportunity for small group instruction as a continuance in skill building. We further address the needs of such students by providing AIS instruction, after school programs, Saturday and holiday academies in literacy, math, social studies and science. In addition to AIS instruction, our early childhood students are supported with a Reading Recovery program.

See appendix 1 for services provided for our "at risk" learners.

3. Instruction by highly qualified staff.

In recognition of the belief that "*nothing is more important to a child's success in school than finding well prepared teachers*", as indicated in the *No Child Left Behind Act*, P.S. 53X continues to recruit highly qualified teachers. Our pedagogues are state certified teachers, both permanent and provisional. The instructional program is executed by highly qualified teachers who embrace the school's vision and take a deliberate approach in creating an environment that is distinguished by collaborative work and a focus on student achievement. Our professional learning plans are aligned with district and building system initiatives. They address student learning and improve student achievement, which is evidenced by the success rate on state and city assessments. They focus on teaching and learning, involve collaborative work and include plans for identifying outcomes.

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.

At P.S. 53X, we provide all pedagogues, with high quality and ongoing professional development aligned with the Professional Teaching Standards. We provide a repertoire of professional learning opportunities that impact on classroom instruction and teacher's professional growth. We have created opportunities through creative scheduling for teachers per grade to participate in weekly professional planning sessions, peer coaching and mentoring initiatives. In addition, we have established collaborative partnerships with Accelerated Literacy Learning, AUSSIE, Santillana and specialists from our ICILSO (Network 19), in order to provide individual teachers with opportunities to deepen their own knowledge base and instructional practices within the school community and more importantly student achievement. Our clearly defined vision and mission, diversification of professional development and a prevalence of high expectations regarding students and teacher performance will enable children to meet the New York State academic standards. We recognize that professional learning is also a process by which educators move towards mastery in instruction, while broadening their understanding of self and career in an environment that fosters mutual cooperation, emotional support and personal growth.

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

In accordance with the *No Child Left Behind Act*, in conjunction with our vision and district initiatives, P.S.53X is committed to attracting highly qualified teachers. Our pedagogues are state certified teachers, both permanent and provisional. We actively recruit teachers from

educational and district job fairs, universities and colleges with teacher certification programs that are known for providing pre-service teachers with an extensive background in curriculum and instruction. All teachers are provided with professional development that impacts student achievement and proven teaching practices.

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

The P.S.53X school community strongly encourages parental involvement and parent participation. We believe in fostering a strong home school partnership and providing opportunities for parents to actively participate in the education of their children. P.S.53X has a long standing Parent's Association and an active outreach system in place, which is spearheaded by our Parent Coordinator. We have a vibrant parent engagement program and have created opportunities for parents to participate in literacy workshops during the school day. These workshops provide parents with information about our instructional program and strategies that can be used at home to support their children. We utilize our staff and offer daily ESL instruction to parents of Hispanic and African descent. We also have an extended weekday program to support our parent community in obtaining computer technology skills and we also sponsor GED classes.

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

Our plans in assisting preschool children in the transition from early childhood programs to our elementary school include establishing partnerships with the daycare centers and preschool centers in our local school community. The students attending our pre kindergarten program receive standards based instruction that is aligned with the New York State Pre kindergarten Standards. The teachers utilize the Kindergarten Literacy Program (KLP) and Developmental Learning Materials (DLM) language through a structured flow of the day that mirrors the instructional practices in early childhood classes. We have a vibrant outreach program for parents and families that are attending P.S. 53X. To support students who attend programs outside of our pre-kindergarten program, we provide opportunities and forums for those parents to obtain information about our school through open house and town hall meetings. We have established a system where the local daycares and preschool programs set up visitations with the families of students zoned for our school.

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.

We employ various methods in order to involve teachers in the decision making process. Prior to commencing the school year, teachers are invited to participate in curriculum planning. Teachers on each grade have input as to the instructional content, strategies and method that will be taught to the students. Teachers sit with their immediate supervisors three times a year. During these sessions the teacher informs the assistant principal on the progress of each of their students. The teacher then makes instructional decisions with the assistant principal's guidance as to the improvement plan for groups of students in the class. Another decision making method is the allotted 100 minute weekly professional period where teachers discuss and analyze student work and make instructional decisions as a collective group.

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.

Students who are experiencing difficulty mastering the proficient and advanced levels of academic achievement receive instructional support. The following are some vehicles through which these students receive additional instructional support:

- Academic Intervention Services through individual and small group instruction.
- Push in and pull out ESL instruction
- Early Morning Academy
- After School Academy
- Saturday Academy

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.

Starting in the 2009-2010 school year, we piloted a program which commenced in March called "Breakfast in the Classroom". The program began with second grade and will be school wide commencing in the 2010-2011 school year. In addition, we are promoting healthier eating; therefore, the cafeteria will undergo some structural changes. The students will have a salad bar, kiosk, and

We have an adult ESL program three days a week for parents of Iberian descent and twice per week for parent of African descent. Included is an adult computer class for parent once a week.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		✓				
Title I, Part A (ARRA)	Federal		✓				
Title II, Part A	Federal		✓				
Title III, Part A	Federal		✓				
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local		✓				

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:

codes.

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Our data indicates that there are 83 students who reside in temporary housing

2. Please describe the services you are planning to provide to the STH population.
 - Extended Day for students who have not attained mastery of grade level standards
 - Early Morning ELL Program
 - Academic Intervention Services for “at risk” students
 - After School Academic Intervention Programs for grades 3 through 5
 - Early Childhood and Upper Grades Saturday Academies
 - ESL Pull-Out
 - Mid-Winter/Spring Recess and other holiday academies
 - Summer School

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 053 Basheer Quisim					
District:	9	DBN:	09X053	School		320900010053

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	65	54	47		89.9	91.8	91.4
Kindergarten	192	214	197				
Grade 1	210	222	210	Student Stability - % of Enrollment:			
Grade 2	216	203	213	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	204	213	199		88.3	87.3	87.2
Grade 4	246	237	249				
Grade 5	208	221	212	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		83.2	93.2	93.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		70	180	211
Grade 12	0	0	0				
Ungraded	1	4	3	Recent Immigrants - Total Number:			
Total	1342	1368	1330	(As of October 31)	2007-08	2008-09	2009-10
					18	11	16

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	44	47	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	4	6	16	Superintendent Suspensions	1	0	2
Number all others	92	79	67				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	142	227	TBD	Number of Teachers	100	97	102
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	14
# receiving ESL services only	136	171	TBD				
# ELLs with IEPs	8	45	TBD	Number of Educational Paraprofessionals	6	5	15

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.9
				% more than 2 years teaching in this school	66.0	66.0	75.5
				% more than 5 years teaching anywhere	46.0	47.4	60.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	84.0	85.3
American Indian or Alaska Native	0.3	0.1	0.2	% core classes taught by "highly qualified" teachers	90.9	97.7	98.9
Black or African American	35.0	35.2	33.0				
Hispanic or Latino	62.8	61.8	65.5				
Asian or Native Hawaiian/Other Pacific	0.4	1.0	0.9				
White	0.6	0.4	0.4				
Male	50.6	49.9	50.8				
Female	49.4	50.1	49.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	21.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	7.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 209	District 9	School Number 53	School Name Basheer Qusim School
Principal Dr. Collin M. Wolfe		Assistant Principal Lorena Moreno	
Coach		Coach	
Teacher/Subject Area Martiza Pena (Second Grade)		Guidance Counselor Jenny Rojas	
Teacher/Subject Area Evelyn Velez (Fourth Grade)		Parent Mary Torres	
Teacher/Subject Area		Parent Coordinator Yalette Garcia	
Related Service Provider Ms. Milton		Other Yezenia Centeno, AP	
Network Leader Marlene Wilks		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	3	Number of Certified Bilingual Teachers	12	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1376	Total Number of ELLs	392	ELLs as Share of Total Student Population (%)	28.49%
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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.
1. In order to identify possible ELL students we at PS 53X take the following steps to ensure that the process for the students and parents move smoothly. First, when students are being registered parents must fill out the Home Language Survey, which lets us know what languages are spoken at home. Once the parent has identified a language other than English on that form, the pupil accounting secretary asks the parents whether or not the child speaks, reads, writes and understands English. If the parent indicates that the child does not, the pupil accounting secretary lets the parent know the programs available (TBE, Dual Language, etc.) The student is placed in a class and awaits the LAB-R exam and initial testing, that is administered by an ESL teacher. All children who are considered ELL's after undergoing the process described will take an annual state ESL exam called the NYSESLAT. The classroom teacher assesses each individual student in the speaking strand of the exam if they are a Dual Language or TBE teacher. The students receiving push-in ESL services will get assessed by the ESL teacher for that strand. The students then get tested on the reading, listening and writing strands by their classroom or ESL teacher.
 - 2/3. There have been 7 parent orientation meetings in order to inform parents about the choices available to them. At these orientation meetings, parents viewed a video in the community language about program choices and were able to ask questions about the different programs that are available for their children at PS 53X. Additional parent orientation meetings will be held as needed. Our students receive the entitlement letters as well as a welcome letter from their classroom teacher. Once the letters are distributed the students take the letters home in order to get their parents' or guardians' signatures. The letters are then returned and filed at the school.
 4. The students are then placed in the programs that their parents have elected to place them in. We have a Dual Language Program, where our parents know that students will receive a 50/50 instructional program in both the students' Native Language and Language of Acquisition for both the ELL's and EP students. In our TBE program, students are placed according to proficiency levels on the NYSESLAT exams. We have a class of new arrivals and beginning level students. We then have a second TBE class that includes students in the intermediate and advanced levels of language acquisition. This allows the teacher to tailor their instruction to the needs of these specific students. For students who speak languages other than Spanish, they receive ESL instruction through a push-in/pull-out model.
 5. After reviewing the Parent Survey selection forms for the past few years, the trend in program choices are TBE, ESL and DL Programs.
 6. All the programs offered at PS 53X are 100% aligned with what parents have requested in the Parent Survey and Program Selection Forms.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
Check all that apply	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"/>

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	3	2	1	0	0	0	0	0	0	0	9

Dual Language (50%/50%)	2	2	2	0	0	0	0	0	0	0	0	0	0	6
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	1	1	1	2	0	0	0	0	0	0	0	5
Total	3	3	4	4	3	3	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	392	Newcomers (ELLs receiving service 0-3 years)	229	Special Education	21
SIFE	8	ELLs receiving service 4-6 years	120	Long-Term (completed 6 years)	14

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	147	6	4	50	0	17	3	0	0	200
Dual Language										0
ESL	82	2	0	70	0	0	11	0	0	163
Total	229	8	4	120	0	17	14	0	0	363

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	29	24	28	68	55	25	0	0	0	0	0	0	0	229
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	29	24	28	68	55	25	0	0	0	0	0	0	0	229

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	28	0	25	0	21	0	0	0	0	0	0	0	0	0	0	0	0	0	74	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	24	0	22	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	65
TOTAL	28	24	25	22	21	19	0	74	65											

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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

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
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	4	6	9	12	11	6	0	0	0	0	0	0	0	48
TOTAL	6	8	11	17	15	12	0	69						

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.

1. How is instruction delivered?
 A. The organizational models that are currently utilized at PS 53X are the Self-Contained Transitional-Bilingual Classes for students that consider Spanish as their native language. We also have an early childhood Dual Language program for ELLs who are Spanish dominant and are acquiring the English language. Likewise, we have EP students who are dominant in the English language and are acquiring Spanish through this program. As the population of students in the school's neighborhood has changed, we have seen an increase in the number of students who speak languages other than Spanish; therefore, we began to group these students homogenously to meet their needs.

B. Our students remain in self-contained transitional bilingual classes in each grade from kindergarten through fifth grade. We have a Dual Language Program which serves grades k-2. Students who speak languages other than English are homogenously grouped in grades 2-5.

2. How does the organization of your staff ensure that the number of instructional minutes is provided according to proficiency levels in each program model?

The self-contained teachers who provide instruction to our TBE, Dual Language and ESL students follow a schedule that is aligned to the CR Part 154 guidelines for the amount of language allocated for each proficiency level. In our TBE classes, the teachers teach one period of Native Language Arts (NLA) instruction on a daily basis. Our students receive ESL instruction if they are intermediate and beginning level students, our advanced students receive ELA instruction as per CR Part 154's language allocation. Our content specialty teachers teach extra periods of science, social studies and art to our ELL students. In our Dual Language classes, the students receive instruction for 50% of the time in English, which is done in the content areas (i.e. science, social studies and the arts.)

3. Describe how the content areas are delivered in each program model.

At PS 53X we work diligently to make sure all our students are critical thinkers and creative problem solvers. Concomitantly, we ensure that they achieve their personal best through exemplary daily instruction, AIS, Saturday and holiday academies and after school instruction. All ELL students are grouped in homogenous classes or are serviced by push in/ pull out teachers.

These classroom teachers meet on a weekly basis to plan instruction and analyze students' performance. They provide support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time.

ELL's on grades two through five are placed in homogenous classes. The teachers use ESL methodology to teach English Language Learners. Teachers modify the delivery of instruction in core subjects such as ELA, Math, Science, and Social studies in order to ensure that the materials are comprehensible to ELLs as well as to promote learning and second language development. The teachers adjust lessons to meet many linguistic needs by modifying speech rate and tone, direct instruction of vocabulary and grammar, repeating key words, phrases, or concept and using context clues. Congruently, teachers make extensive use of modeling strategies, as well as relating instruction to students' background knowledge and experience.

ELL's who are homogeneously grouped receive instruction in English. Instruction is conducted in English using intensive ESL methodology. Core content area instruction is provided through a sheltered English approach. The goals of the program are as follows:

- To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, early morning programs and Saturday academies.
- To incorporate ESL strategies and methodologies into literacy, mathematics and content area components of instruction.
- To aid students in attaining "on grade" performance levels for the city and state, as measured by norm-referenced assessments.

Students in the Transitional-Bilingual Education program receive their content area instruction in Spanish. English is taught as a Second Language. ELLs are expected to build academic skills in their native language and subsequently transfer these skills in the acquisition of the second language. The NYS Commissioner's Regulation Part 154 determines the language of instruction allocated for each student.

The goals of the programs are as follows:

- To attain English proficiency and meet the expectations held for all students regarding the state's academic content achievement standards.
- To incorporate ESL strategies and methodologies into literacy, mathematics and all content area subjects.
- To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, and after school, holiday and Saturday academies.

Students in the Dual Language program are English proficient students and English Language Learners (ELL) who are Spanish dominant. Students are engaged in a rigorous technology driven curriculum. It is a Side-by-Side-Model in which both EP and ELL students will learn academic content in both English and Spanish.

The goals of the program are as follows:

- Develop proficiency in their first language.
- Develop proficiency in their second language.
- Develop positive cross-cultural attitudes, behaviors and skills that will help them function in a global society.
- Attain higher levels of self-esteem.
- Help each ELL meet or exceed New York State and City Standards.

4. How do you differentiate instruction for ELL subgroups?

Our Language Allocation Policy accommodates students at all levels of language acquisition by providing students with multiple options and avenues to acquire content area subjects. Students receive instruction in English for all subject areas. Content area subjects are adapted using different language acquisition methodologies for ESL lessons while also adhering to the New York State ESL Standards. Students at beginner and intermediate levels of language acquisition receive 360 minutes of ESL instruction per week, as determined by the NYSESLAT scores. Students at the advanced levels receive 180 minutes of ESL instruction per week. Our ESL model ensures that all instruction is scaffolded and differentiated to meet the diverse needs of all students. The teachers provide support through modeling, questioning, feedback and the use of graphic organizers. The scaffold is gradually removed as the students independently demonstrate strategic behaviors; the core of our Balanced Literacy block is comprised of ESL methodologies, which present instruction suited to the needs of all learners. A new "Instructional Framework" is being used for all students. It begins with a connection to prior lessons followed by direct instruction. Direct instruction incorporates a "teaching point" which models the learning objective. Next is the differentiated group activities where students discuss and try the strategy introduced. The teacher confers with students and conducts guided group instruction during the differentiated portion of the "Instructional Framework."

Each classroom is equipped with numerous selections of literature at levels that are appropriate for each student. Students are encouraged to visit the local library as well as our school library. Each classroom shows ample evidence of rigorous work. The bulletin boards are used to display writing pieces. Writing folders contain various writing initiatives. Teachers maintain running records, and conferencing notes in reading and writing. Also, students are provided with extra instructional time on Saturdays, holidays and after school. The goal of these sessions is to provide extra learning and exploration time. Guided Reading lessons accommodate individual needs as per test data analysis and teacher recommendations. Every lesson includes the four language modalities (reading, writing, listening and speaking) tested in the NYSESLAT. Listening and speaking skills are incorporated into reading and writing lessons. The after school, vacation and Saturday academies include math, reading, writing, science and social studies lessons that focus on problem solving skills using a holistic approach where the four modalities are integrated into instruction.

As per our CR Part 154 narrative that regulates PS 53X's ESL program to be consistent with Education Law 3204 and CR Part 117, we are intensively working on making certain that all ELL's at our school are being given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency within three years and exceed requirements as mandated by the State Education Department of New York. The following five points continue to describe other ways in which we differentiate by providing ample additional opportunities for students to acquire the English language.

A. Describe your plan for SIFE students.

Our students who have years of interrupted education receive a differentiated instructional program via their teachers in self-contained ESL classes as well as in TBE classes. The school has structured an Academic Intervention Service program throughout the school day where designated trained teachers and staff provide more instructional support for these students. These teachers utilize a variety of ESL strategies like using realia, scaffolding, questioning and accountable conversations. They utilize instructional resources such as "Passport Voyager and Soar to Success" to assist them in helping the students acquire the English language and to close the deficiency gap in skills and strategies.

B. Describe your plan for new arrivals (less than three year)?

For the students who are new arrivals, they are given additional instructional support. They are invited to partake in an ELL intervention program one hour before the regular school day begins. In addition, these students remain for extended day and receive an additional 37.5 minutes three days per week and receive one period of pull out ESL instruction. The instructional support they receive ranges in the different content areas (ELA, Mathematics, Science and Social Studies). In literacy, they receive additional support in phonics and phonemic awareness. The students also focus on the speaking and listening strands.

The classroom teacher differentiates by making sure they tailor instruction based on the data gathered across the different disciplines. As stated previously, we follow the "Instructional Framework", which is anchored on the premise that teachers need to differentiate their instruction. The following are some ways through which teachers of new arrivals differentiate instruction: individual conferences, guided reading sessions, paired-reading, cooperative activities, and hands-on activities.

C. Describe your plan for ELL's receiving services 4-6 years.

For students who have been receiving services for 4 to 6 years, we have the Early Morning ESL program which targets these students one hour before the regular school day begins for three days throughout the week. These students are also included in our weekly Saturday institute that focuses on targeted support in literacy, mathematics, science and social studies. These students are engaged in Balanced Literacy and Mathematics approach during school hours, which allows the teacher to individualize instruction on a needs basis. In order to meet the needs of the students, teachers conduct individual and small group conferences, strategy lessons, guided reading, book clubs, literature circles, hands-on science activities, mathematical exploration and accountable conversations within the content areas.

D. Describe your plan for Long-Term ELLs.

We will continue to include long-term ELLs in all of the support programs, including the Early Morning ESL Academy, the Saturday Academy and the After-school Enrichment program. These students will also be exposed to a rigorous instructional program through the "Instructional Framework," which will facilitate these students becoming more self-regulated learners and becoming aware of the routines that will lead to independent activities.

E. Describe your plan for students with identified as having special needs.

We have students with IEPs who are also classified as ELLs. These students not only participate in our extended day school activities, they also receive individualized and small group instruction from the SETTTS teacher. We have one self-contained special education TBE class. These students receive individualized and small group instruction from the class teacher. These students also partake in the Afterschool Academy that targets literacy, mathematics, science and social studies. In addition, these students receive occupational therapy, guidance counseling, physical therapy, etc.

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
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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?

5. Describe your targeted intervention programs for ELL's in ELA, Math and other content area. (Specify the ELL subgroups)

We have several programs to target the needs of our English Language Learners in literacy, mathematics and the content areas. One of the programs is the Early Morning Self-Contained ESL Academy. Our ELL's from grades 3-5 receive additional instructional support four days per week, prior to the start of the regular school day. This program is conducted in the students' language of acquisition, which is English. The program focuses on helping students who have been receiving ESL services or who have been in TBE classes for 4-6 years. This program targets their weaknesses in acquiring the second language. Their biggest deficiencies as a group have been in the areas of reading and writing, which is reflected in their NYSESLAT scores. In addition, some of our ELL students in the same subgroup aforementioned also participate in the After-School Enrichment Academy. Although some of these ELL students fall into the intermediate and advanced stages of language acquisition as determined by the annual NYSESLAT test, they also scored in levels 3 and 4 on the New York State ELA and Mathematics exams. Therefore, the Enrichment program targets them for literacy and mathematics in order to teach them strategies that will help them demonstrate progress on the New York State ELA and Mathematics exam. Mastery of select skills and strategies will then translate into enhanced performance on the NYSESLAT. We also have an Early Childhood afterschool and spring academies. These academies will target students' instructional needs in the four strands, listening, speaking, reading and writing. These students need to strengthen their foundation in literacy, mainly phonemes, high-frequency words, phonics and the structure of the English Language. The academies will be taught in the students' language of acquisition.

6. Describe your plan for providing continual transitional support (2 yr) for ELL's reaching proficiency on the NYSESLAT.

The students who receive proficiency on the NYSESLAT exam usually perform very well on the English Language Arts and the Mathematics exams. Some of these students will remain in a TBE class because the parents opt for them to remain in these class settings. The students whose parents do not opt for them to remain in these classes will be mainstreamed into regular classes. Students who are mainstreamed will participate in the Enrichment program and engage in project based and technology assisted learning. Additionally, these students will participate in our band program that affords them the opportunity to learn to play a musical instrument. These activities enhance students' performance and allow them to cultivate a better command of the English language.

7. What new programs or improvements will be considered for the upcoming school year? N/A

8. What programs/services for ELL's will be discontinued and why? This question is not applicable to us. At this time our ELL services and programs are working to support our students.

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

All our ELL students are given an equal access to all of our programs, whether they occur in the morning, after-school or on Saturday mornings.

- Our after-school program is an enrichment academy that supports students in getting a better grasp of the English language. Students focus on the comprehension skills they are deficient in as well as the structure of the English language.
- Our Early-Morning ESL program focuses on students' acquisition of a second language with a major focus on the reading and writing strands, which the NYSESLAT data demonstrated was a weakness for us.
- Our Saturday academy focuses on students' mastery of reading, writing, mathematics and the content area. Literacy extends

through all subject areas and our ELL students need to understand the structure of language and how to differentiate between the various text formats.

10. What instructional materials, including technology, are used to support ELL's .

- Our new arrivals utilize the “English Now” materials for small group instruction for push-in and pull-out program.
- The new arrivals and students with 4-6 years of service utilize “Santillana’s Intensive English Program”
- For the early childhood they utilize “Elefonetica, De Canciones, La Cartilla, Ortografia, Pan y Canela, etc.” in the students’ native language in order to teach emergent literacy in their Native Language.
- The teachers utilize SmartBoards as a technology component for ELL's to promote TPR(Total Physical Response)and the use of realia and make learning more concrete for them.
- The classroom libraries reflect the levels of the students who are homogenously grouped. The TBE classes reflect libraries that have books in both languages and are leveled as well.
- Materials for mathematics, science and social studies are available in English for our ELL's in homogeneous classes and in both languages for TBE and Dual Language Classes.
- The classes are also equipped with listening centers with books on CD and computers to promote further use of technology.

11. How is the native language support delivered in each program? (TBE and Dual Language)

Native Language Instruction for all ELL's in the TBE program

- Highly conceptual and linguistically demanding with a focus on challenging work and high production.
- Introduction and development of academic discourse.
- Assessment of conceptual understanding.
- Native Language Arts instruction is 90 minutes daily.

Beginning Level

Intermediate Level

Advanced Level

60% Spanish language use (content area)

50% Spanish language use (content area)

25% Spanish language use (content area)

Native Language Instruction for all ELL's in the Dual Language program

- Highly conceptual and linguistically demanding with a focus on challenging work and high production.
- Introduction and development of academic discourse.
- Assessment of conceptual understanding.
- Native Language Instruction is 50% of the day.
- The ELL students receive their emergent literacy in the Native Language.
- The EP students receive their Native Language Instruction in the content areas (science and social studies).

12. Do required services support, and resources correspond to ELL's ages and grade levels?

Yes, our services support the ELL students in grades K-5 and the resources available to them are grade appropriate.

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

Parent orientation meetings are held during the latter part of the summer session to provide firsthand information on activities ELLs will be participating in during the school year. These students are then invited to participate in all the intervention programs available to help them become acclimated to the NYC school system.

14. We offer technology and music/band as part of an enrichment program.

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)?

PS 53X redesigned the previous Dual Language (DL) Program to make it more consistent with CR Part 154 and with Education Law 3204 and CR Part 117; we are working on making certain that all ELLs at our school are given meaningful access to a rigorous academic program.

Part V: Assessment Analysis

discuss students' progress. Teachers adjust their instruction based on the analyses. The aforementioned activities aid teachers in planning learning experiences congruent to students' needs. The staff development is relevant and hands-on which includes problem-solving activities that address real concerns.

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	1	3	1	5	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	8	8	4	10	2	0	0	0	0	0	0	0	101
Advanced (A)	0	5	7	15	39	35	0	0	0	0	0	0	0	99
Total	0	14	18	39	59	47	0	0	0	0	0	0	0	259

Teachers will follow grade level core-curriculum in all subject areas, promoting student centered learning while embedding instructional

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	3	1	5	0	0	0	0	0	0	0	0
	I	0	8	8	4	10	2	0	0	0	0	0	0	0
	A	0	5	7	15	39	35	0	0	0	0	0	0	0
READING/ WRITING	B	0	23	18	13	6	4	0	0	0	0	0	0	0
	I	0	5	7	22	21	14	0	0	0	0	0	0	0
	A	0	2	4	18	31	34	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	21	35	4	2	62
4	17	39	17	1	74
5	18	44	5	0	67
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

been in effect for the past eight years. The program entails the teaching of English as a Second Language to our parents of English

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	10	14	19	13	5	1	8	74
4	5	2	17	18	9	4	4	0	59

school community to evaluate the needs of our parents and to create programs aligned with their expressed needs.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	5	16	9	15	4	4	0	54
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	6	6	5	31	3	25	3	82
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14	6	5	3	28	9	3	0	68
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	2	18	11	4	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Paste response to questions 1-6 here

- At PS 53X we utilize the DRA reading assessment to determine students' strengths and deficiencies in literacy in grades K-5. This data informs the administration and teachers whether or not our students are acquiring language in the different strands (i.e. listening, reading, writing and speaking). The data highlights which student groups are not making sufficient gains in phonemic awareness, vocabulary, phonics, fluency, etc. An early diagnosis of deficiencies allows us to tailor the curriculum to meet the needs of the students and create supplemental programs that target those needs.
- After examining the results in the four tested modalities we have noted the following patterns:
 - In grades one through five, the highest scores were in the listening and speaking components of the NYSESLAT.
 - The ELLs in grades 3 through 5 improved their reading performance; however, there are deficiencies in their writing performance.
 - The table above indicates the NYSESLAT performance analysis from the 2008 and 2009 tests.
- The following trends are derived from the strengths and needs noted in the NYSESLAT and other assessments, such as, LAB-R, DRA, ACUITY,

that familiarize them with the format and subject matter of the test.

4. a. Examine student results. What are the patterns across the proficiency levels and grades? How are ELL's faring in tests taken in English as opposed to the native language?

Based on the table above, our students increased their proficiency levels as they moved from the early childhood grades to the upper elementary grades. In grades four and five, most students are performing on the intermediate and advanced levels. Based on the data which was displayed on our LAP worksheet, our ELL's have shown growth on the NYS ELA exam. In grades 3-5, most of the students are performing on Level 2 and Level 3. In Mathematics, some ELL students who took the test in English are performing on grade or above grade level. There is a large number of students performing on Levels 3 in contrast to the numbers on Levels 1 and 2. In the content areas (science and social studies) students demonstrate grade level understanding of the subject as indicated by the formative assessments and the NYS Social Science results.

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

The administration has structures in place that focus on the discussion of data. Three times a year the teachers meet with their immediate supervisors to discuss how the students are progressing in all academic areas. These discussions are anchored in the results of the following Periodic Assessments administered by the DOE, such as the ACUITY ITA's, Predictives, and the ELL periodic assessments. In addition, we administer in-house periodic assessments like the Simulated ELA, Mathematics exams and DRA's. The results of these assessments inform administration to adjust the instructional program and create intervention and enrichment activities.

c. What is the school learning about the ELL's from the Periodic Assessments? How is the Native Language used?

The school is learning that our ELL's are making steady progress. It is apparent from the data that our ELL's are performing as well as their mono-lingual counterparts. The native language is used to assess newly arrived students in the content areas of math, science and social studies. Students are able to overcome their deficiencies and demonstrate progress on the state exams.

5.a. How are the English Proficient (EP) students assessed in the second (target) language?

Students are assessed through the artifacts that are generated in the second (target) language. The writing demonstrated the mastery of the content learned in the target language. Teachers assess the students utilizing the DRA reading assessment system in the students' target language. This data demonstrates the students' proficiency in the target language.

b. What is the level of proficiency in the second (target) language for EP's?

Our Dual Language Program is currently from K-2, therefore our EP students have not taken the ELE. We assess the student's level of language acquisition through running records in Spanish (EDL 2).

c. How are EP's performing on State and City exams?

Not applicable (Our Dual Language program is an early childhood program K-2)

6. We evaluate the success of our programs that support ELL's through their performance on the state exams, which include the ELA, Mathematics, Science and Social Studies. The administration and teachers look at the data, and make informed decisions as to what is working within the programs. Additionally, the administration gathers data on the performance of students, through samples of their work, the data inform them on the progress the students have made in acquiring the English language and standards based content. The students' interim progress is another indicator of the programs' success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 09X053

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,431,319	313,981	1,727,300
2. Enter the anticipated 1% set-aside for Parent Involvement:	14,313	3,140	17,453
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	71,566	*	
4. Enter the anticipated 10% set-aside for Professional Development:	143,132	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.9%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Inform staff members teaching in out of license areas. Provide staff with tuition reimbursement for those working on courses or credits to be licensed in current assigned areas. Likewise, staff is encouraged to make appointments to speak with certification officers at the ISC and to apply for certification once all criteria have been met.

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

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

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

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

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

P.S. 53X agrees to implement the following statutory requirements:

- The school has put into operation, programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school is ensuring that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school has incorporated this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school is providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school involves the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school is governed by the following statutory definition of parental involvement, and carries out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - That parents play an integral role in assisting their children in the learning process.
 - That parents are encouraged to be actively involved in their children’s education at school.

- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. P.S. 53X takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. Parents participate on the School Leadership Team, Partners in Reading, field trip activities, book fairs, bake sales and volunteer in other school activities.
 2. P.S. 53X takes the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
Parents participate on the School Leadership Team, PA meetings, Safety Committee, Building Response Team and meetings with the Principal and cabinet members.
 3. P.S. 53X provides the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
 4. P.S. 53X coordinates and integrates Title I parental involvement strategies with parental involvement strategies under the following programs: Reading First, Early Reading First, Pre-Kindergarten, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs and Reading Recovery.
 5. P.S. 53X conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 6. P.S. 53X builds the school’s and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators. Parents will be involved in workshops, conferences, classes, both onsite and off site the school plant.

- b. The school provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- c. The school provides assistance to parents by encouraging teachers, pupil services personnel and other staff to keep the lines of communication open between the parents and school community. The school values and relishes the contributions of parents, thereby building ties between parents and school.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Reading First, Early Reading First, Pre-Kindergarten, Home Instruction Programs for Preschool Youngsters and conduct other activities, such as parent classes, that encourage and support parents' increased participation in the education of their children.
- e. The school takes actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable format.

School-Parent Compact:

P.S.53X and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, staff, and students share the responsibility for improved academic achievement. The developed partnership will facilitate children meeting and or exceeding the State's standards. This school-parent compact will be in effect during school year 2010- 2011.

P.S. 53X:

1. Provides high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards.
2. Holds parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March.

3. Provides parents with frequent reports on their children's progress. Congruently, the school will provide report cards during parent-teacher conferences and send home individual student progress reports.
4. Provides parents with reasonable access to staff. Concomitantly, staff will be available for consultation with parents during the school day and after school as needed.
5. Provides parents with opportunities to volunteer and participate in their children's' classes. Likewise, parents may attend field trips and partake in cultural activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the parents' rights to be involved in Title I, Part A programs. The school will convene the meeting at different times for parents for instance, meetings will be held in the morning and evening so that as many parents as possible may attend. The school will invite encourage parents to attend these meetings.
9. Provides information to parents of participating students in an understandable format which may include translation.
10. Provides parents of participating children with information, in a timely manner, about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. Provides opportunities for parents to share suggestions and participate in decision making about the education of their students. The school will respond to any such suggestions as soon as practicably possible.
12. Provides each parent with an individual report about the performance of his or her child on state assessments in math, language arts, science and social studies.
13. Provide each parent timely notice when his/her child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified as defined (section 200.56 of Title I provision).

Parent Responsibilities

We, as parents, support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television our children watch.
- Volunteering in our children's classrooms.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.

- Staying informed about our children’s education and communicating with the school by promptly reading and responding to all notices from the school.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I Part A parent representative on the School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, and other school or policy advisory groups.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or guardian, who is responsible for my welfare, all notices and information received by me from my school.

This School Parental Involvement Policy and School Compact has been developed jointly with, and agreed on with, parents of children participating in Title I Part A programs, as evidenced by completed forms. This policy was adopted by P.S.53X on 06/04/09 and will be in effect for the period of September 2010 – June 2011. The school will distribute this policy to all parents of participating Title I Part A children around or before September 2010.

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.

We begin each school year by utilizing the previous school term's New York State ELA, Mathematics, and Science test score data, along with school wide standards based formative assessments in reading, writing and mathematics. We utilize the data derived from these assessments to inform our instructional decisions and practices in order to meet the needs of the various subgroups, as required by the NCLB.

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

We provide opportunities for all our students to meet the State's proficient and advanced levels of students' academic achievement. We have established school-wide systems and structures relative to the achievement of a developmentally appropriate, rigorous instructional program. With regards to the core curriculum, we will continue to implement a standards-based curriculum that is anchored in the belief that every student can attain mastery in learning. The delivery of instruction occurs within the framework of a workshop model. We have institutionalized an "A-Day/B-Day" model, which allows for equity in the allotted instructional time for the teaching in all core subjects.

Our classrooms are child-centered where learning is an active process in which the learning environment encourages students to construct ideas, foster concepts, and to build upon the students' current knowledge. In addition to standardized state and city tests, we also monitor student progress using a variety of ongoing assessments such as, unit tests, criterion referenced assessments, conferencing, student observations and systemic baselines, midlines, and end line assessments.

We utilize data derived from these assessments for establishing student goals, grouping of students and to differentiate activities to meet the needs of our students.

Our instructional practices include: providing students with multiple points of entry for problem solving, exploring, cooperative learning activities, and a hands-on approach, to foster students meta cognitive skills.

We have established multimedia centers in our two annexes (pre-kindergarten -grade 1), and our main building (grades 2 -5), which are comprised with a computer lab and a library to provide opportunities for our students to utilize technology to support curriculum initiatives and to enhance skills for academic growth.

In order to increase the amount of quality instructional time we at P.S.53X have implemented the following programs:

- Extended Day for students who have not attained mastery of grade level standards
- Early Morning ELL Program
- Academic Intervention Services for “at risk” students
- After School Academic Intervention Programs for grades 3 -5
- Early Childhood and Upper Grades Saturday Academies
- ESL Intervention Program
- Mid-Winter/Spring Recess and other holiday academies
- Summer School

- Help provide an enriched and accelerated curriculum.

P.S. 53X has created an academic enrichment program that targets students in grades three through five in rigorous project-based learning and thematic studies such as: New York State as a Melting Pot, Skyscrapers, Public Transit System in New York, Civic Citizenship, and Government, Ecology and Nature in New York City. In addition, the students in grades one through five have been grouped for the purposes of providing them with an accelerated curriculum, which focuses on inquiry learning, project based learning and research through technology.

- Meet the educational needs of historically underserved populations.

To meet the needs of historically underserved population such as English Language Learners (ELL), our ELL students are strategically placed in bilingual or ESL classes, where Bilingual and or ESL teachers implement standards based instruction

which includes the use of models, visual aids and provide a print rich environment. Accountable Talk (Lauren Resnick) is emphasized and encouraged among students to facilitate language learning as well as to facilitate academic skills.

See LAP and Appendix 2 for further services provided to our ELLs.

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

To address the needs of our low academic achieving "at risk" students, who are performing on levels 1 and 2, we provide an Extended Day Program where students have the opportunity to receive small group instruction in subjects such as literacy, math, social studies and science. To further address the needs of these students we offer a third grade after school program, which provides children with an opportunity for small group instruction as a continuance in skill building. We further address the needs of such students by providing AIS instruction, after school programs, Saturday and holiday academies in literacy, math, social studies and science. In addition to AIS instruction, our early childhood students are supported with a Reading Recovery program.

See appendix 1 for services provided for our "at risk" learners.

3. Instruction by highly qualified staff.

In recognition of the belief that "*nothing is more important to a child's success in school than finding well prepared teachers*", as indicated in the *No Child Left Behind Act*, P.S. 53X continues to recruit highly qualified teachers. Our pedagogues are state certified teachers, both permanent and provisional. The instructional program is executed by highly qualified teachers who embrace the school's vision and take a deliberate approach in creating an environment that is distinguished by collaborative work and a focus on student achievement. Our professional learning plans are aligned with district and building system initiatives. They address student learning and improve student achievement, which is evidenced by the success rate on state and city assessments. They focus on teaching and learning, involve collaborative work and include plans for identifying outcomes.

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.

At P.S. 53X, we provide all pedagogues, with high quality and ongoing professional development aligned with the Professional Teaching Standards. We provide a repertoire of professional learning opportunities that impact on classroom instruction and teacher's professional growth. We have created opportunities through creative scheduling for teachers per grade to participate in weekly professional planning sessions, peer coaching and mentoring initiatives. In addition, we have established collaborative partnerships with Accelerated Literacy Learning, AUSSIE, Santillana and specialists from our ICILSO (Network 19), in order to provide individual teachers with opportunities to deepen their own knowledge base and instructional practices within the school community and more importantly student achievement.

Our clearly defined vision and mission, diversification of professional development and a prevalence of high expectations regarding students and teacher performance will enable children to meet the New York State academic standards. We recognize that professional learning is also a process by which educators move towards mastery in instruction, while broadening their understanding of self and career in an environment that fosters mutual cooperation, emotional support and personal growth.

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

In accordance with the *No Child Left Behind Act*, in conjunction with our vision and district initiatives, P.S.53X is committed to attracting highly qualified teachers. Our pedagogues are state certified teachers, both permanent and provisional. We actively recruit teachers from educational and district job fairs, universities and colleges with teacher certification programs that are known for providing pre –service teachers with an extensive background in curriculum and instruction. All teachers are provided with professional development that impacts student achievement and proven teaching practices.

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

The P.S.53X school community strongly encourages parental involvement and parent participation. We believe in fostering a strong home school partnership and providing opportunities for parents to actively participate in the education of their children. P.S.53X has a long standing Parent's Association and an active outreach system in place, which is spearheaded by our Parent

Coordinator. We have a vibrant parent engagement program and have created opportunities for parents to participate in literacy workshops during the school day. These workshops provide parents with information about our instructional program and strategies that can be used at home to support their children. We utilize our staff and offer daily ESL instruction to parents of Hispanic and African descent. We also have an extended weekday program to support our parent community in obtaining computer technology skills and we also sponsor GED classes.

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

Our plans in assisting preschool children in the transition from early childhood programs to our elementary school include establishing partnerships with the daycare centers and preschool centers in our local school community. The students attending our pre kindergarten program receive standards based instruction that is aligned with the New York State Pre kindergarten Standards. The teachers utilize the Kindergarten Literacy Program (KLP) and Developmental Learning Materials (DLM) language through a structured flow of the day that mirrors the instructional practices in early childhood classes. We have a vibrant outreach program for parents and families that are attending P.S. 53X. To support students who attend programs outside of our pre-kindergarten program, we provide opportunities and forums for those parents to obtain information about our school through open house and town hall meetings. We have established a system where the local daycares and preschool programs set up visitations with the families of students zoned for our school.

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.

We employ various methods in order to involve teachers in the decision making process. Prior to commencing the school year, teachers are invited to participate in curriculum planning. Teachers on each grade have input as to the instructional content, strategies and method that will be taught to the students. Teachers sit with their immediate supervisors three times a year. During these sessions the teacher informs the assistant principal on the progress of each of their students. The teacher then makes instructional decisions with the assistant principal's guidance as to the improvement plan for groups of students in the class. Another decision making method is the allotted 100 minute weekly professional period where teachers discuss and analyze student work and make instructional decisions as a collective group.

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.

Students who are experiencing difficulty mastering the proficient and advanced levels of academic achievement receive instructional support. The following are some vehicles through which these students receive additional instructional support:

- Academic Intervention Services through individual and small group instruction.
- Push in and pull out ESL instruction
- Early Morning Academy
- After School Academy
- Saturday Academy

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.

Starting in the 2009-2010 school year, we piloted a program which commenced in March called "Breakfast in the Classroom". The program began with second grade and will be school wide commencing in the 2010-2011 school year. In addition, we are promoting healthier eating; therefore, the cafeteria will undergo some structural changes. The students will have a salad bar and kiosk.

We have an adult ESL program three days a week for parents of Iberian descent and twice per week for parent of African descent. Included is an adult computer class for parent once a week.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds

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

In addition to programs previously described where we provide intervention and extended day programs, we at P.S. 53X has used Tax Levy funds to facilitate Parent Classes, which includes ESL, GED and technology. We believe that equipping parents with the necessary tools to assist their children at home is a key component in improving student achievement. We have also used the consolidated funds to provide each classroom with innovative technology, such as Smartboards and laptops. We have funded Reading Recovery teachers to address the needs of students on the early grades, kindergarten and first, to improve student performance, in addition to the other academic intervention services mentioned. We have also used the funds to facilitate the Arts, which include Assembly programs, residences such as Ballroom dancing, and guitar lessons. We also fund a music/band teacher who teaches students to play instruments such as the flute, trombone, saxophone, French horn and clarinet, just to name a few.

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic) (SWP)	Federal	✓			1,202,308	✓	9, 11
Title I, Part A (ARRA)	Federal	✓			310,841	✓	9, 10, 11
Title II, Part A (Title IIA Supplemental)	Federal	✓			357,622	✓	9
Title III, Part A (Title III LEP)	Federal	✓			36,781	✓	9, 13
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			5,638,347	✓	9, 16

Tax Levy : page 13

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- **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.
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