



**12X057
THE CRESCENT SCHOOL**

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

SCHOOL: 12X057

ADDRESS: 2111 CROTONA AVENUE BRONX, NEW YORK 10457

TELEPHONE: 718-367-9446(7)

FAX: 718-584-1937

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 (SURR)...	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: CS 57X **SCHOOL NAME:** The Crescent School

SCHOOL ADDRESS: 2111 Crotona Avenue Bronx, New York 10457

SCHOOL TELEPHONE: 718-367-9446 (7) **FAX:** 718-584-1937

SCHOOL CONTACT PERSON: Maureen Howard AP **EMAIL** mhoward@schools.nyc.gov
ADDRESS: nyc.gov

POSITION/TITLE**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jessica Maban

PRINCIPAL: Edsel Philip

UFT CHAPTER LEADER: Gary Litt

PARENTS' ASSOCIATION PRESIDENT: Diane Arias

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** Jose Ruiz

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Myrna Rodriguez

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
Edsel Philip	*Principal or Designee	
Gary Litt	*UFT Chapter Chairperson or Designee	
Diane Arias	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Pat Huck	Teacher	
Paul Keane	Teacher	
Jessica Sequinot-Maban	Teacher/Chairperson	
Lybra Winds	Parent	
Jasmin Santiago	Parent	
Jennifer Castillo	Parent	
Sharon Morales	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.

The CS 57 school community is comprised of a stable staff of committed professionals who have appeared open to new and innovative approaches to raising student achievement. There has been thoughtful and creative alignment of resources in a determined effort to raise student achievement.

CS 57X has set a goal for all children to read, write, and compute at or above grade level by the end of the school year. It is also our hope to prepare our students for the technological challenges and opportunities of the 21st century. Therefore, we have equipped ten (10) classrooms with SMARTBOARD technology in Grades 2-5. Our goal is to have every classroom in grades 2-5 equipped with SMARTBOARD technology. In addition to a fully equipped Computer Lab, two (2) rolling laptop labs are utilized on the third and fourth floors, so students have access online resources. Six (6) additional rolling laptop labs with 90 netbooks and 98 additional laptops with printing capabilities from the iZONE Innovative Pilot Grant will ensure that all students have access to our iZONE Pilot online learning resources, Compass Learning and Time to Know, during the school day, during Extended Time tutoring sessions, and during our after school program.

Teachers in Grades 3-5 have been utilizing ACUITY online services in order to customize weekly assessments, holiday and weekend homework packets, as well as differentiated Literacy and Math in-class center activities. This year, teachers in grades 1 and 2 have begun to also utilize ACUITY to meet the differentiated needs of students who are exceeding grade level benchmarks in Literacy and Math.

All children in Grades K-3 are assessed twice a year with Early Childhood Literacy Assessment System (ECLAS2) for literacy, and Everyday Math Unit tests as required by the program. All teachers administer bi-weekly Math assessments in order to keep the focus on data and differentiating instruction.

This year, we have begun our collaboration with Children's Progress Academic Assessment for Grades K-2. This assessment program is a computer-adaptive formative assessment system for early literacy and mathematics, is aligned to New York State Standards, and is appropriate for all students, including English Language Learners and students with Special Needs. The program provides instant feedback for teachers in order that data can be analyzed and instruction can be customized for students' individualized needs.

All children in Grades 3-5 are assessed regularly with ITA and predictive assessments in Math and Literacy. Data is used to drive instruction by tracking progress as well as identifying students in need of academic intervention. Students in Grades 3-5, including Special Needs and English Language Learners (ELLs) have the opportunity to attend an after school program twice a week from October until May. Teachers utilize online Scantron Performance Series assessments and in-house Scantron technology to assess children bi-weekly and analyze data by skill and item in order to inform classroom instruction.

Data is analyzed and discussed on a regular basis at Inquiry Team meetings with teachers, staff developers and supervisors, and appropriate curricular accommodations are made to support struggling students. The Data Inquiry Team meets regularly with grade leaders, after school staff, cluster teachers and out of classroom personnel in order to analyze data, conduct item analyses from

Interim Assessments and Predictive tests, Kaplan assessments, ACUITY teacher-created assessments, and Performance Series, and address any progress and achievement issues.

Fordham University America Reads Challenge tutors assist with small group classroom instruction in all Grades K-5.

Grade 1 students will participate in a Studio in a School Artist-in-Residence program for the school year.

Parents are invited to attend workshops during the school day in order to develop skills for personal growth, as well as supporting the growth of their children, and are included in school wide decision-making through participation on the School Leadership Team.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS) Directions:

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 057 Crescent								
District:	12	DBN:	12X057	School BEDS Code:	321200010057				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment (As of October 31)	2007-08	2008-09	2009-10	Attendance - % of days students attended: (As of June 30)					
Pre-K	18	18	18	2007-08	2008-09	2009-10			
Kindergarten	94	83	67	90.9	91.5	TBD			
Grade 1	78	60	87	Student Stability - % of Enrollment: (As of June 30)					
Grade 2	81	71	83	2007-08	2008-09	2009-10			
Grade 3	64	58	75	90.7	86.7	TBD			
Grade 4	81	62	67	Poverty Rate - % of Enrollment: (As of October 31)					
Grade 5	92	83	70	2007-08	2008-09	2009-10			
Grade 6	0	0	0	92.8	91.5	96.3			
Grade 7	0	0	0	Students in Temporary Housing - Total Number: (As of June 30)					
Grade 8	0	0	0	2007-08	2008-09	2009-10			
Grade 9	0	0	0	11	29	TBD			
Grade 10	0	0	0	Recent Immigrants - Total Number: (As of October 31)					
Grade 11	0	0	0	2007-08	2008-09	2009-10			
Grade 12	0	0	0	6	2	6			
Ungraded	2	0	12	Special Education Enrollment: (As of October 31)					
Total	510	455	479	2007-08	2008-09	2009-10			
				24	8	32	Suspensions (OSYD Reporting) - Total Number: (As of June 30)		
							2007-08	2008-09	2009-10
							11	10	TBD
							Special High School Programs - Total Number: (As of October 31)		
							2007-08	2008-09	2009-10
							0	0	0
							English Language Learners (ELL) Enrollment: (BESIS Survey) (As of October 31)		
							2007-08	2008-09	2009-10
							0	0	0
							Number of Staff - Includes all full-time staff: (As of October 31)		
							2007-08	2008-09	2009-10
							44	46	TBD

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	19	Number of Administrators and Other Professionals	12	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	68.2	63.0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	43.2	45.7	TBD
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	% Masters Degree or higher	68.0	83.0	TBD
American Indian or Alaska Native	0.4	0.2	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED)	100.0	97.2	TBD
Black or African American	31.2	27.3	31.5				
Hispanic or Latino	67.2	70.5	65.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.2				
White	1.0	1.3	1.7				
Male	51.4	48.4	49.3				
Female	48.6	51.6	50.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received	Title I Part A Funding:			2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive
	Improvement Year 1						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:		√	ELA:				
Math:		√	Math:				
Science:		√	Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
Student Groups							
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	98.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

Performance Trends:

English Language Learners:

The third grade is organized into four (4) classes and has twenty (20) ELLs. Four (4) students are in the Beginning Stage of Language Acquisition, seven (7) are at the Intermediate Stage, and nine (9) are in the Advanced Stage. Three (3) third grade students have an Individualized Education Plan (IEP). Spring 2010 data reveals that only two (2) ELLs reached all third grade Level 8 benchmarks. Specifically, only two (2) ELLs were able to master the Spelling sub-strand of Phonics. However, three times as many third grade ELLs mastered Level 8 benchmarks in the Reading and Oral Expression and Listening and Writing strands as six (6) students were able to do so.

In Grade 4 there are currently seven (7) ELL students. The seven students are dispersed within the different stages of Language Acquisition. There are four (4) in the Beginning Stage and three (3) in the Advanced Stage. None of the fourth grade ELLs have an Individualized Education Plan (IEP).

In terms of the Grade 4 ELL students' performance on the NYS exams, the results range. Within the NYS ELA Exam, there were four (4) Level 2s and three (3) Level 1s. With the NYS Math Exam there were six (6) Level 3s, one (1) Level 2 and one (1) Level 1.

In Grade 5 there are currently ten (10) ELL students. The ten (10) students are dispersed within the different stages of Language Acquisition. There are three (3) in the Beginning Stage, four (4) in the Intermediate Stage, and three (3) in the Advanced Stage. Two (2) fifth grade ELLs have an Individualized Education Plan (IEP).

In terms of the Grade 5 NYS Assessments the data was as follows. Within the NYS ELA Exam there were four (4) Level 2s, two (2) Level 1s, and four (4) students were first year exemptions. Within the NYS Math Exam there were three (3) Level 3, five (5) Level 2, and two (2) students who did not reside in New York State at the time of the Math assessment. Within the NYS Grade 4 Science Exam there were two (2) Level 3s, five (5) Level 2s, one (1) Level 1 and two students who did not reside in the state at the time of the assessment.

In all, fifteen (15) students passed the 2010 NYSESLAT.

Early Childhood: Children's Progress and ECLAS 2 Analysis for Grades 1-2

Kindergarten Children's Progress Data Analysis:

This year is the first year of implementation of a computer-adapted Reading and Mathematics assessment for students in Grades K-2. Sixty-seven (67) kindergarten students completed the entire assessment and nine (9) appeared to require an additional support session with a one to one proctor. An analysis of the Fall, 2011 assessment in Reading reveals that 64% of the students mastered the Listening Strand, 55% mastered Phonics/Writing, 36% mastered Phonemic Awareness, and only 14% mastered the Reading strand.

An analysis of the Mathematics reveals that 88% of the students assessment mastered Measurement, 81% mastered Numeracy, 56% mastered Operations, and 50% mastered Patterns/Functions.

Data for Students with Disabilities in Kindergarten

Twenty-one (21) students with Disabilities were assessed in Kindergarten. Twelve children are assigned to a 12:1 1R self-contained class and nine (9) are in an Integrated Co-Teaching class. One child in the Integrated Co-Teaching class was unable to complete the assessment. The twelve (12) children in the 12:1 were assessed at the Pre-Kindergarten level but it appears that the level was too easy and we will assess at kinder level.

Grade 1 ECLAS2 Data Analysis

Spring, 2010 Grade 1 ECLAS2 data, including General and Special Education students, as well as English Language Learners, reveals that there are only 16% of children mastering Spelling benchmark Level 3. Only 17% of the students assessed were able to decode on grade level. Only 24% of children at Level 3 in the Vocabulary Strand and 26% mastered Level 3 Sight Words. 21% of the students assessed in the first grade were able to read with comprehension and accuracy at Level 3,

52% of the first grade students are able to master the writing development strand and 50% mastered the Listening Strand, In addition of the 77 students assessed, only 5% are able to meet the targeted fall benchmark for Guided Reading Benchmark of Level E.

ECLAS2 Data for Students with Disabilities in Grade 1

There are thirteen (13) Students with Disabilities (SWD) in Grade 1. Nine (9) students are assigned to a 3R self-contained class, and five (5) SWD are in General Education classes. Three (3) SWD students in the 3R class were assessed with ECLAS2 and none mastered grade level benchmarks.

The strength of the SWD in General Education appears in the area of Writing Development.

Grade 2 ECLAS2 Data Analysis

Fall, 2010 Grade 2 ECLAS2 data, including General and Special Education students, as well as English Language Learners, reveals that 47% of the students have mastered the Level 5 Spelling Strand, 45 % mastered Decoding, 48% mastered Vocabulary, 53% mastered Sight Words, 52% mastered Level 5 Reading Strands and have reached the appropriate Guided Reading benchmark for November. Only 25% of the students have mastered the appropriate grade level benchmark for Writing Expression, although 62% met the benchmark for Writing Development. The children appear to have been given the tools for a strong writing foundation in Grades K and 1.

ECLAS2 Data for Students with Disabilities in Grade 2

There are twelve (12) Students with Disabilities (SWD) in Grade 2. Eleven (11) students are assigned to an Integrated Co-Teaching (ICT) class, and one (1) SWD is in a General Education class.

Only four (4) Grade 2 SWD in the Integrated CO-Teaching Class mastered the Reading strands as well as. No other child in that class mastered any benchmarks.

The strengths of the SWD in the ICT class appear to be is in the areas of Vocabulary, Decoding, and Sight Words, as well as Writing Development.

Spring 2010 Grades 3-5 New York State English Language Arts Data Analysis

Two hundred eight (208) students in Grades 3-5 participated in the Spring, 2010 New York State English Language Arts (ELA) assessments.

Seventy-four (74) students were assessed At Grade 3 in ELA. Grade 3 data will be provided by performance level totals. In the area of ELA, 18% of the students achieved Level 4, 58% achieved Level 3, 39% achieved Level 3, and 15% achieved Level 1. 46% of our grade 3 students performed at Level 3 or above.

Sixty-four (64) grade 4 students were assessed. 66% of Grade 4 students scored below the 75th growth percentile. 34% of Grade 4 students scored above the 75th growth percentile. 39% of Grade 4 students performed at Level 3 or above.

Seventy (70) grade 5 students were assessed. 81% of Grade 5 students scored below the 75th growth percentile. 19% of Grade 5 students scored above the 75th growth percentile. 30% of Grade 5 students performed at Level 3 or above.

Between grades 4 & 5, the overall growth percentile for students at or below the 75th percentile was 74%. 26% of our Grades 4 & 5 students scored above the 75th growth percentile.

Spring 2010 Grades 3-5 New York State Mathematics Data Analysis

Two hundred ten (210) students in grades 3-5 participated in the Spring, 2010 New York State Mathematics assessments.

Seventy-four (74) Grade 3 students were assessed in Mathematics. Grade 3 data is reported by performance levels. 20% of Grade 3 students achieved level 4, 31%of Grade 3 students achieved Level 3, 39%of the students achieved Level 2, and 9% achieved Level 1. According to our School Report, 51% of our grade 3 students performed at Level 3 and above.

Sixty-six (66) grade 4 students were assessed in Mathematics. 75% of Grade 4 students scored below the 75th percentile, leaving 25% of the grade 4 students scoring above the 75th growth percentile.

According to our School Report, 56% of Grade 4 students performed at Level 3 and above.

Seventy (70) Grade 5 students were assessed in Mathematics. 75% of Grade 5 students scored within or below the 75th growth percentile, leaving 25% of Grade 5 students scoring above the 75th growth percentile. According to our School Report, 54% of Grade 5 students scored at Level 3 or above.

Between Grades 4 & 5, the overall growth percentile for students at or below the 75th percentile was 75%. 25% of Grade 4 & 5 students scored above the 75th growth percentile.

Greatest Accomplishment

More than half of the tested students in Grades 3-5 scored at Level 3 or above in Mathematics.

Barriers to Progress

One of the most obvious barriers to progress has been the lack of gains within the English Language Learner (ELL) and Students with Disabilities (SWD) populations. While most, if not all, SWD and ELL students receive test modifications during administration of the New York State assessments, students in Grade 5 have not made progress and have, in fact, regressed.

However, one glaring deficiency is in the sub-group of Special Education students in self-contained classes. Only two (2) Grade 5 Special Needs students passed the Mathematics exam, and one (1) child was mainstreamed for most of the school day, and has since been de-certified. The other child attends a self-contained class. Every child with an Individualized Education Plan (IEP) who is in a General Education class with Related Services passed the New York State Mathematics assessment.

Greatest Accomplishments:

DATA: School administrators and staff developers collect and analyze data from each teacher every month. Data Inquiry Teams meet bi-weekly after school, teachers meet weekly during Professional Learning Teams periods, and Cabinet and Executive Cabinet members meet weekly in order to analyze

and discuss student progress and/or slippage. Administrators and staff review the data and display it publicly throughout the school with graphs, charts and on an LCD monitor in the main hallway. Our findings then determine student placement in various programs, such as tutoring groups, AIS groups, inquiry groups, after school programs, guided reading groups, IEP teacher groups, and SETSS intervention groups, as well as enrichment groups.

Closing the Achievement Gap:

- In an effort to close the achievement gap, Grades 3, 4 and 5 are provided with Academic Intervention Services. These professionals assess the students' abilities and provide instruction and monitor accomplishments.
- Summer School is available for students in Grades 2, 3, 4 and 5 to reinforce skills and prevent slippage.
- All Grade 5 students are provided with information and training about the process of articulation into a Middle School.
- Grade 5 students will be visiting neighboring colleges in order to develop a college and career focus at an early age.
- An after school program is available to all students in Grades 3, 4, and 5.
- Data Specialist examines data to target areas of academic weaknesses and to create an action plan to address individual student needs.
- Inquiry Teams examine data twice monthly and determine a course of action for differentiating instruction.
- Time to Know and Compass Learning iZONE pilot computer-adapted Math and Literacy programs assess students on an ongoing basis.

Barriers to Progress:

We examined Level 2 students across Grades 4 & 5 to see if they scored 75% or higher on the November 2010 ELA Acuity ITA. For Grade 4 it showed that only 3 out of 26 Level 2s scored at or above 75%. The data also showed that 5 out of 29 of our Grade 5 students scored 75% or above.

Early Childhood ECLAS2 data reveals that children are not meeting appropriate grade-level benchmarks. There appears to be a need to address the individual areas of concern for each child and teachers have begun to develop personalized goals for each student.

There needs to be more parental involvement in school wide activities, including parent workshops on assessments and curriculum. A series of workshops on familiarizing parents with ECLAS2 and DRA data, Math/Reading Connection, writing, and raising the level of academic expectations for students has commenced.

PARENT OUTREACH: Learning outcomes, needs, and expectations are discussed, presented, and addressed during Parent-Teacher Conferences, workshops, and teacher outreach. Monthly calendars, books and materials are sent home in order to provide parents with additional instructional information and resources to better aid the child in making progress. 95% of our parents responded to the Learning Environment Survey in March 2010.

We began a series of Parent Workshops two years ago, and we continue to provide parents with the tools necessary for the academic growth of each and every child during the 2010-2011 school year. A Parent Computer Center provides parents with the opportunity to access ARIS Parent Link, and monitor the progress of their child. The ESL Coordinator also conducts Parent Workshops on English as a Second Language on a regular basis. The Assistant Principal facilitates creation of a monthly calendar for parents and utilizes the services of the Department of Education Translation Unit as needed.

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.

1. Early Childhood :

- A. By spring, 2011, there will be a 20% increase in the number of students, including English Language Learners, meeting Grade 1 Level 4 benchmarks in Reading Accuracy and Comprehension on ECLAS2 from 23% to 43%.
- B. 40% of all Kindergarten students, including English Language Learners, will meet Kindergarten Level 2 benchmarks on ECLAS2 in spring, 2011.
- C. By spring, 2011, there will be a 10% increase in the number of students, including English Language Learners, meeting Grade 2 Level 6 benchmarks in Reading Accuracy and Comprehension on ECLAS2 from 52% to 62%.

2. English Language Learners:

- a. By June 2011, there will be a 5% increase in the number of English Language Learners passing the 2011 NYSESLAT exam.
- b. By Spring, 2011, there will be an increase in the average proficiency rate of English Language Learners from 2.41 to 2.56 on the New York State ELA exam, reducing the achievement gap between English Language Learners and English Proficient Learners by one third.

3. Parent Outreach and Involvement:

By spring, 2011, there will be stability at 95% in the numbers of parents participating in the Learning Environment Survey.

4. Student Progress

By Spring 2011, there will be a 7% increase, from 38% to 45%, in the number of students in Grades 3-5 achieving Levels 3 and 4 on New York State assessments..

5. Students with Disabilities

We will increase the average ELA proficiency rate of our IEP students from 2.18 to 2.39, to reduce the proficiency rate gap between general education and IEP students from .71 to .5 as measured by the 2011 New York State English Language Arts exam.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 1. Early Childhood GOAL A

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>A. By spring, 2011, there will be a 20% increase in the number of students, including English Language Learners, meeting Grade I Level 4 benchmarks in Reading Accuracy and Comprehension on ECLAS2 from 23% to 43%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Assistant Principal collects monthly reading benchmark data and submits to Tech specialist for school wide display. • Assistant Principal has met and will continue to meet with classroom teachers at grade-level Common Planning Team meetings during the first week of each month in order to review assessment data and to address any issues and/or concerns. • Assistant Principal has met and will continue to meet with teachers in Grade1 monthly in order review and analyze Read Well assessment data, ECLAS2 data, Children’s Progress, and guided reading levels each month. • All teachers submit personalized goals for each student in the area of literacy. Copies of each child’s goals will be given to parents at Parent Teacher Conferences. • Assistant Principal reviews and collects teachers’ goals. • Assistant Principal oversees the development of class data binders and reviews data binders regularly. • Assistant Principal ensures that all components of Balanced Literacy (Readers’ Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers’ Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in Grades K-2. <ul style="list-style-type: none"> •Assistant Principal ensures that all teachers plan Balanced Literacy lessons utilizing a variety of resources from the Literacy Resource Lab. •Assistant Principal ensures that all classes implement the Point of Entry Lesson Plan Model in order to create literacy lessons that meet the personalized needs of all students, including students with Special Needs and English Language Learners. • Assistant Principal ensures that children in Grade 1 receive additional small group

	<p>instruction in Read Well for forty-five (45) minutes daily. Assistant Principal schedules and oversees all Read Well activities and addresses all teacher needs.</p> <ul style="list-style-type: none"> •Assistant Principal ensures that AIS/ F-status teacher provides additional small group instruction for children at risk of academic failure. Those groups are reviewed on a regular basis and reorganized when appropriate. •Assistant Principal ensures that ESL teachers provide additional support for English Language Learners. •Assistant Principal ensures that differentiated Holiday Homework Packets address literacy. •Assistant Principal conducts Formal and Informal Observations to ensure all curricular mandates are being met. • Assistant Principal addresses data and any related literacy issues and concerns with all supervisors at weekly Executive Cabinet meetings. • Assistant Principal attends School Leadership Team Meetings in order to address student progress and school data. • Assistant Principal monitors all Second Literacy Block Read Well 1 assessments and groupings. • Assistant Principal facilitates training of all teachers in Grade 1 in the use of ARIS data information bank and ACUITY for Grade 1 to create assessments. • Assistant principal collaborates with the Testing Coordinator to create a K-2 Yearly Assessment Calendar and makes such calendar public. • All classroom computers have access to appropriate Early Learning Literacy software and websites. • AUSSIE Data Consultant provides horizontal and vertical grade level support for Quality review, Common Core Standards, Data Analysis, Curriculum, and Goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I ARRA • Tax Levy • Fair Student Funding • Title I • General Hold Harmless • CFN 606 Workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Administrative formal and informal observations will ensure adherence to all curricular mandates as evidenced in the Curriculum Maps. • Plan books will be reviewed by supervisors in order to ensure adherence to all curricular mandates. • All teachers will engage in professional discussions about the data and student learning at vertical and horizontal Professional Learning Team Meetings, and complete reflections. All reflections sheets are monitored. Assistant Principal attends at least one (1) Common Planning Team Meeting monthly in order to oversee curricular mandates and to ensure conversations about data, curriculum, and student progress are occurring during this

professional period.

- **Teachers administer running records to all children at least once a month and all data is submitted to supervisors for review, analysis and public display throughout the school.**
- **Teachers conduct Read Well assessments every three (3)- six (6) days in order to chart progress throughout the program. Supervisor collects data and reorganizes groups according to recent data.**
- **Teachers in Grades K-2 administer Children's Progress online computer-adapted assessments in the Fall, Winter and Spring. Supervisor, teachers, and Testing Coordinator conduct item analysis in order to plan differentiated instruction in literacy and to chart student progress.**
- **Analysis of the Fountas Pinnel reading levels bi-monthly to reflect September, November, January, March and June benchmarks**
- **Analysis of the Read Well assessments and monitoring of progress**
- **Analysis of Fall, 2010 and Spring, 2011 ECLAS2 data**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 1. Early Childhood GOAL B

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>40% of all Kindergarten students, including English Language Learners, will meet Kindergarten benchmark Level 2 on the Spring, 2011 ECLAS2 assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Assistant Principal collects monthly reading benchmark data and submits to Tech specialist for school wide display. • Assistant Principal has met and will continue to meet with classroom teachers at grade-level Common Planning meetings during the first week of each month in order to review assessment data. • Assistant Principal has met and will continue to meet with teachers in Kindergarten monthly in order review and analyze Read Well assessment data, Children's Progress, ECLAS2 data, and guided reading levels each month. • All teachers submit personalized goals for each student in the area of literacy. Copies of each child's goals will be given to parents at Parent Teacher Conferences. • Assistant Principal reviews and collects teachers' goals. • Assistant Principal oversees the development of class data binders and reviews data binders regularly. • Assistant Principal schedules all kinder classes so that, from September to December, all children receive one (1) hour of Read Well literacy instruction in the morning and ninety (90) minutes of Balanced Literacy in the afternoon. The schedules shift in February after Winter ECLAS2 kinder administration, when children will receive ninety (90) minutes of Balanced Literacy in the morning and a forty-five (45) minute Read Well Block in the afternoon directly after lunch. • Assistant Principal ensures that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in Kindergarten. •Assistant Principal ensures that all teachers plan Balanced Literacy lessons utilizing a

	<p>variety of resources from the Literacy Resource Lab.</p> <ul style="list-style-type: none"> •Assistant Principal ensures that all classes implement the Point of Entry Lesson Plan Model in order to create literacy lessons that meet the personalized needs of all students in Kindergarten, including students with Special Needs and English Language Learners. •Assistant Principal ensures that students are assessed on a regular basis and Read Well groups are reorganized according to the needs of each child. •Assistant Principal ensures that ESL teachers provide additional support for English Language Learners. •Assistant Principal ensures that differentiated Holiday Homework Packets address literacy. •Assistant Principal conducts Formal and Informal Observations to ensure all curricular mandates are being met. • Assistant Principal addresses data and any related literacy issues and concerns with all supervisors at weekly Executive Cabinet meetings. • Assistant Principal attends School Leadership Team Meetings in order to address student progress and school data. • Assistant Principal monitors all Second Literacy Block Read Well K assessments and groupings. • Assistant Principal facilitates training of all teachers in Kindergarten in the use of ARIS data information bank. • AUSSIE Data Consultant provides horizontal and vertical grade level support for Quality review, Common Core Standards, Data Analysis, Curriculum, and Goals • All classroom computers have access to appropriate Early Learning Literacy software and websites.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I ARRA • Tax Levy • Fair Student Funding • Title I • General Hold Harmless • CFN 606 Workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Administrative formal and informal observations will ensure adherence to all curricular mandates as evidenced in the Curriculum Maps. • All teachers will receive both hard and digital copies of the Curriculum Maps. • All parents will be apprised of all curricular mandates via Parent Workshops, and agendas and attendance logs will serve as documentation of these meetings. • Plan books will be reviewed by supervisors in order to ensure adherence to all curricular mandates. • All teachers will engage in professional discussions about the data and student learning at vertical and horizontal Professional Learning Team Meetings, and complete reflections.

All reflections sheets are monitored.

- **Assistant Principal attends at least one (1) Common Planning Team Meeting monthly in order to oversee curricular mandates and to ensure conversations about data, curriculum, and student progress are occurring during this professional period.**
- **Teachers administer running records to all children at least once a month and all data is submitted to supervisors for review, analysis and public display throughout the school.**
- **Teachers conduct Read Well assessments every three (3)-six (6) days in order to chart progress throughout the program. Supervisor collects data and reorganizes groups according to recent data.**
- **Teachers in Grades K-2 administer Children's Progress online computer-adapted assessments in the Fall, Winter and Spring. Supervisor, teachers, and Testing Coordinator conduct item analysis in order to plan differentiated instruction in literacy and to chart student progress.**
- **Reading Running Records are collected monthly in order to analyze student progress and to inform instruction.**
- **Analysis of the Fountas Pinnel reading levels bi-monthly to reflect September, November, January, March and June benchmarks**
- **Analysis of the Read Well assessments and monitoring of progress**
- **Analysis of Winter 2011 and Spring 2011 ECLAS2 data**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 1. Early Childhood GOAL C

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>A. By spring, 2011, there will be a 10% increase in the number of students, including English Language Learners, meeting Grade 2 Level 6 benchmarks in Reading Accuracy and Comprehension on ECLAS2 from 52% to 62%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Assistant Principal collects monthly reading benchmark data and submits to Tech specialist for school wide display. • Assistant Principal has met and will continue to meet with classroom teachers at grade-level Common Planning Team meetings during the first week of each month in order to review assessment data. • Assistant Principal has met and will continue to meet with Grade 2 teachers monthly in order review and analyze assessment data, ECLAS2 data, Children's Progress, and guided reading levels each month. • All teachers submit personalized goals for each student in the area of literacy. Copies of each child's goals will be given to parents at Parent Teacher Conferences. • Assistant Principal reviews and collects teachers' goals. • Assistant Principal oversees the development of class data binders and reviews data binders regularly. • Assistant Principal ensures that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in Grade 2. <ul style="list-style-type: none"> • Assistant Principal ensures that all teachers plan Balanced Literacy lessons utilizing a variety of resources from the Literacy Resource Lab. • Assistant Principal ensures that all classes implement the Point of Entry Lesson Plan Model in order to create literacy lessons that meet the personalized needs of all students in Grade 2, including students with Special Needs and English Language Learners.

	<ul style="list-style-type: none"> •Assistant Principal ensures that children at risk of academic failure receive additional support in reading. Those groups are reviewed on a regular basis and reorganized when appropriate. •Assistant Principal ensures that ESL teachers provide additional support for English Language Learners. •Assistant Principal ensures that differentiated Holiday Homework Packets address literacy. •Assistant Principal conducts Formal and Informal Observations to ensure all curricular mandates are being met. • Assistant Principal addresses data and any related literacy issues and concerns with all supervisors at weekly Executive Cabinet meetings. • Assistant Principal attends School Leadership Team Meetings in order to address student progress and school data. • Assistant Principal schedules and oversees all Grade 2 Extended Time 10:1 tutoring activities and addresses all students’ needs. • Assistant Principal facilitates training of all Grade 2 teachers in the use of ARIS data information bank and the creation of customized homework and assessments on ACUITY. • Assistant principal collaborates with the Testing Coordinator to create a K-2 Yearly Assessment Calendar and makes it public. • AUSSIE Data Consultant provides horizontal and vertical grade level support for Quality review, Common Core Standards, Data Analysis, Curriculum, and Goals • All classroom computers have access to appropriate Early Learning Literacy software and websites. • Grade 2 classrooms have been equipped with SMARTBOARD technology and clickers. • Students in Grade 2 are assessed online with Scantron Performance Series.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I ARRA • Tax Levy • Fair Student Funding • Title I • General Hold Harmless • CFN 606 Workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Administrative formal and informal observations will ensure adherence to all curricular mandates as evidenced in the Curriculum Maps. • All teachers will receive both hard and digital copies of the Curriculum Maps • All parents will be apprised of all curricular mandates via Parent Workshops, and agendas and attendance logs will serve as documentation of these meetings. • Plan books will be reviewed by supervisors in order to ensure adherence to all curricular mandates. • All teachers will engage in professional discussions about student learning and best

practices at vertical and horizontal Professional Learning Team Meetings, and complete reflections. All reflections sheets are monitored.

- Assistant Principal attends at least one (1) Professional Learning Team Meeting monthly in order to oversee curricular mandates and to ensure conversations about data, curriculum, and student progress are occurring during this professional period.
- Teachers administer running records to all children at least once a month and all data is submitted to supervisors for review, analysis and public display throughout the school.
- Teachers in Grade 2 administer Children's Progress online computer-adapted assessments in the Fall, Winter and Spring. Supervisor, teachers, and Testing Coordinator conduct item analysis in order to plan differentiated instruction in literacy and to chart student progress.
- Scantron performance Series data is analyzed and teachers plan accordingly to address areas of weakness.
- Analysis of the Fountas Pinnel reading levels bi-monthly to reflect September, November, January, March, and June
- Fall, 2010 and Spring, 2011 ECLAS2 data analysis

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

2. English Language Learners

Subject/Area (where relevant): GOAL A

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in the number of English Language Learners passing the 2011 NYSESLAT exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students in grades 2-5, including Special Needs students and English Language Learners (ELLs) receive tutoring in English Language Arts, Math, and /or Social Studies and Science in a 10:1 group ratio on Tuesdays and Wednesdays from 2:20-3:10PM. • All students in Grades 3-5, including Special Needs children and English Language learners, are invited to participate in an after school Literacy and Math Program from October 2010 – May 2011 from 3:10 to 5:10 PM Tuesdays and Wednesdays. • All English Language Learners receive English as a Second Language (ESL) instruction with a push in model from certified ESL instructors. • All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations. • Teachers will be given the opportunity to discuss best practices with colleagues during vertical and horizontal Professional Learning Team meetings on Thursdays from 2:20-3:10 PM. • Alignment of budget to reflect to hire AUSSIE Data consultant to facilitate Professional Learning Team meetings. • Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation • Assistant Principals will meet with teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support.

	<ul style="list-style-type: none"> •Assistant Principals ensure that all components of Balanced Literacy (Readers’ Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers’ Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all grades. •Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met. • The focus of the F-Status teacher is on Grades 3-5 Math and Reading ELLs based upon analysis of sub-group data. • Reduced class size contributes to a smaller student to teacher ratio for ELLs • Special Needs English Language Learners are mainstreamed part of the day, according to IEP mandates. • Grades 2-5 classes with a predominance of ELLs have been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas. • Additional classroom library books and picture dictionaries have been purchased for all classroom libraries. • Three (3) classrooms have been equipped with an Audio Enhancement System in order to encourage oral language development for ELLs in the Early Grades. • Staff has been trained in the analysis of NYSESLAT data and the implications for instruction. • All teachers create customized Holiday and Vacation Packets and assessments in Reading and Math on the ACUITY website. • AUSSIE Data Consultant provides horizontal and vertical grade level support for Quality review, Common Core Standards, Data Analysis, Curriculum, and Goals • Attendance Worker and Guidance Counselor conducts home visits in order to address high lateness and absenteeism. • Fordham University <i>America Reads Challenge</i> interns provide additional small group instruction in all curricular areas with a focus on literacy. • Special Needs ELLs are invited and included in small group Extended Time and after school groups. • Students in Grades 3-4, including ELLs and students with Special Needs will participate in an iZONE Technology Pilot for Reading and Math at least 2 ½ hours in each area weekly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Math Coach: Title I • F status: Title III LEP, Tax Levy • SMART BOARDS: Tax Levy /Fair Student Funding • General Hold Harmless, Contract for Excellence, Supplementary School Support, Supplementary 2A • After school inquiry team meetings: Contract for Excellence • CFN 606 Workshops

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- ITA exams are administered in November and March and Predictive exams are administered in January. A subsequent item analysis of the data is conducted in order to plan differentiated instruction on skills that were not mastered.
- School Achievement Facilitator (SAF) schedules and conducts Core Inquiry Team, Grade Leaders Professional Learning Team, , and Cluster Data Inquiry Team meetings monthly in order to analyze data and assist teachers in planning data-driven instruction.
- After school KAPLAN assessments provide information for item analysis which subsequently informs instruction.
- Attendance is monitored daily.
- Our school has enrolled in the NYSESLAT Periodic Assessment provided by New York City Department of Education Office of Assessment and Accountability three times a year. ESL Coordinator meets with ESL teachers to analyze data and make curricular and grouping adjustments, as necessary.
- Spring 2011 NYSESLAT exam.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

2. English Language Learners

Subject/Area (where relevant):

GOAL B

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring, 2011, there will be an increase in the average proficiency rate of English Language learners from 2.41 to 2.56 on the New York State ELA exam, reducing the achievement gap between English Language Learners and English Proficient Learners by one third.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students in grades 2-5, including Special Needs students and English Language Learners (ELLs) receive tutoring in English Language Arts, Math, and /or Social Studies and Science in a 10:1 group ratio on Tuesdays and Wednesdays from 2:20-3:10PM. • All students in Grades 3-5, including Special Needs children and English Language learners, are invited to participate in an after school Literacy and Math Program from October 2010 – May 2011 from 3:10 to 5:10 PM Tuesdays and Wednesdays. • All English Language Learners receive English as a Second Language (ESL) instruction with a push in model from certified ESL instructors. • All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations • Teachers will be given the opportunity to discuss best practices with colleagues during vertical and horizontal Professional Learning Team meetings. • Alignment of budget to reflect to hire AUSSIE Data consultant to facilitate Professional Learning Team meetings. • Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation • Assistant Principals will meet with teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support. • Assistant Principals ensure that all components of Balanced Literacy (Readers’ Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers’ Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all grades.

	<ul style="list-style-type: none"> •Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met. • The focus of the F-Status teacher is on Math-based and Reading literature for ELLs based upon analysis of sub-group data. • Special Needs English Language learners are mainstreamed part of the day, according to IEP mandates. • Grades 2-5 classes with a predominance of ELLs have been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas. • Students in Grades 3-4, including ELLs and students with Special Needs will participate in an iZONE Technology Pilot for Reading and Math at least 2 ½ hours in each area weekly. • Additional classroom library books and picture dictionaries have been purchased for all classroom libraries. • Staff has been trained in the analysis of NYSESLAT data and the implications for instruction. • All teachers create customized Holiday and Vacation Packets and assessments in Reading and Math on the ACUITY website. • AUSSIE Data Consultant provides horizontal and vertical grade level support for Quality review, Common Core Standards, Data Analysis, Curriculum, and Goals • Attendance Worker and Guidance Counselor conduct home visits in order to address high lateness and absenteeism. • Fordham University <i>America Reads Challenge</i> interns provide additional small group instruction in all curricular areas with a focus on literacy. • Special Needs ELLs are invited and included in small group Extended Time and after school groups.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Math Coach: Title I • F status: Title III LEP, Tax Levy • SMART BOARDS: Tax Levy /Fair Student Funding • General Hold Harmless, Contract for Excellence, Supplementary School Support, Supplementary 2A • After school inquiry team meetings: Contract for Excellence • CFN 606 Workshops

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- School Achievement Facilitator (SAF) schedules and conducts Core Inquiry Team meetings. Grade Leaders Data Inquiry, and Cluster Data Inquiry Team meetings during each month in order to analyze data and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments, teacher-created Acuity tasks and assessments)) to address the needs of students who do not appear to be making progress .
- ITA exams are administered in November and March, and Predictive exams are administered in January. Teachers, Staff Developer, ESL teachers, and supervisors analyze the data after each scheduled interim assessment and review scores that do not reflect Tier IV and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments, teacher-created Acuity tasks and assessments)) to address the needs of students who do not appear to be making progress .

The following analysis of current data drives all decisions for groupings and the necessary realignment of resources :

- November 2010 Acuity ITA ELA data for ELLs reveals that out of 18 Grade 3 students, 13% scored in Tier 1, 81% in Tier 2, 6% in Tier 3, and no student scored within the 4th Tier. The average percentage of points gained per student was 32%.
- November 2010 Acuity ITA ELA data for ELLs reveals that out of 18 Grade 4 students, 13% scored within Tier 1, 38% within Tier 2, 50% within Tier 3, and no student scored within the 4th Tier. The average percentage of points gained per student was 47%.
- An analysis of students who scored Level 2 on the May 2010 NYS ELA exam reveals that these students have maintained or advanced from their Level 2 status. Our determinant factor was to examine how many scored at or above a Tier 3 on the Acuity ELA ITA. We had zero (0) of our Level 2 ELL students score at or above Tier 3 on the Acuity exam.
- November 2010 Acuity ITA ELA data for ELLs reveals that out of 10 Grade 5 students, 25% scored within Tier 1, 63% within Tier 2, 13% within Tier 3, and no student scored fall within the 4th Tier. The average percentage of points gained per student was 39%. We had zero (0) of our Grade 5 ELL Level 2 students score at or above a Tier 3 on Acuity.
- Reading Running Records are collected monthly in order to analyze student progress and to inform instruction.
- Acuity customized assessments for ELA are teacher-generated packets based upon ITA and Predictive data twice yearly.
- After school KAPLAN assessments provide information for item analysis which subsequently informs instruction. This data is discussed by an Inquiry Professional

Learning Team once a month on Thursday afternoons.

- **Attendance is monitored daily.**
- **Our school has enrolled in the NYSESLAT Periodic Assessment provided by New York City Department of Education Office of Assessment and Accountability three times a year.**
- **Spring 2011 New York State ELA exam**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 3. Parent Outreach and Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring, 2011, we will maintain 95% the numbers of parents participating in the Learning Environment Survey and increase the number of parents attending Parent Workshops by 20 % as measured by attendance logs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Outreach by Upper grade Assistant Principal and Bilingual Guidance Counselor provides support and articulation for parents in completing Middle School applications and making school choice decisions. • Administration addresses any issues, concerns or questions about Progress Reports with parents. • Parents are informed by Assistant Principal at dismissal and morning line up that Parent Teacher Conferences provide the opportunity to complete the Learning Environment Parent Survey with support in the home language. • Assistant Principal attends all Parent Literacy/Math/Assessment/Data Workshops which provide the opportunity and forum for parents to be apprised of all New York City DOE Children First initiatives, Teachers' College Writing Workshop Model, Curriculum Maps, and New York State Standards in order to have parents support their child(ren) with academics twice monthly. • Assistant Principal articulates with members of the Parents' Association in order to inform Parents of English Language Learners that they have been afforded and will continue to be afforded the opportunity to learn English in order to better support their child(ren) academically through knowledge gained during ESL classes and Literacy Workshops. • Assistant Principals ensures that parents are aware that children receive Holiday Homework Packets that address Literacy, Math, and Content Area knowledge. • Assistant Principal will poll parents who speak African dialects, French, and Spanish to ask if they would be available to facilitate completion of Learning Environment Parent Surveys during the week of Parent Teacher Conferences.

- Bilingual Parent Coordinator and staff members who speak languages other than English will also support parents in the completion of Learning Environment Parent Surveys.
- Assistant Principals support and will continue to support Scholastic Book Fairs and Scholastic Reading is Fundamental Initiatives and review materials that might be relevant to parental interests and needs. These materials and resources have been given and will continue to be given as incentives for attending parent workshops.
- Principal ensures that monthly calendars are distributed in a timely manner.
- ESL Workshops conducted by the ESL Coordinator provides parents with the necessary speaking skills to provide support for children.
- Assistant Principals meet with teachers during Common Planning Team Meetings in order to determine if any parental outreach/intervention is needed.
- Pupil Personnel Team/AIS meetings have addressed and will continue to address any familial problems and issues that impact the child's social-emotional and academic development, and the ability of the parent to participate in their child's academic experiences.
- Principal has discussed and will continue to discuss parent outreach, issues and concerns at weekly Executive Cabinet Meetings with the Assistant Principals.
- Principal and Assistant Principal articulate and will continue to articulate with Parents' Association members on a regular basis.
- Early Childhood Assistant Principal attends community Pre-kindergarten information sessions in order to inform community members of all aspects and expectations in Kindergarten at C.S. 57X.
- Early Childhood Assistant Principal greets and will continue to greet all Pre-K-2 parents and caregivers at morning line up and dismissal each day.
- Early Childhood Assistant Principal greets parents who are late picking up children and informs them of the importance of prompt pick up and arrival at school.
- Early Childhood Assistant Principal writes all pertinent letters to parents in English and translates into Spanish.
- Assistant Principals are available outside classrooms during Parent-Teacher conferences.
- Parents will be given multiple opportunities at regular intervals to discuss their child(ren)'s learning needs and to access ARIS in the Parent Technology Center with support from a Bilingual Parent Coordinator and a Bilingual Testing Coordinator.
- Positive Behavior Interventions and Supports (PBIS) and Pupil Personnel Team(PPT) Team meetings afford teachers and team members to discuss student behavioral anecdotal records and parental/familial issues on a regular basis.
- A translation device has been purchased and provides support in Spanish for parents who may have difficulty understanding key concepts at School leadership Team Meetings and Parent Workshops and meetings.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement</p>	<p>SECTION VI: ACTION PLAN</p> <ul style="list-style-type: none"> • PBIS Incentives: Tax Levy • Parent Workshops: Title I • Parent Coordinator: Parent Coordinator money
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>4. Student Progress</p> <ul style="list-style-type: none"> • Attendance logs at Parent Workshops and ESL classes • Attendance at Parent Association meetings and events. • Number of parents attending Parent Teacher Conferences will be measured by attendance and collected by the Assistant Principal. • Increased parental involvement in student assemblies, field trips, and other school activities
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By Spring 2011, attendance will reflect a 7% increase, from 36% to 43% in displayed in the state tests and classrooms and will be updated regularly and discussed with parents at School Leadership Team meetings.</p> <ul style="list-style-type: none"> • Spring 2011 Learning Environment Survey
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students in grades 2-5, including Special Needs students and English Language Learners (ELLs) receive tutoring in English Language Arts, Math, and /or Social Studies and Science in a 10:1 group ratio on Tuesdays and Wednesdays from 2:20-3:10PM. • All students in Grades 3-5, including Special Needs children and English Language learners, are invited to participate in an after school Literacy Program from October 2010 – May 2011 from 3:10 to 5:10 PM Tuesdays and Wednesdays. • All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations. • Teachers will be given the opportunity to discuss student work and best practices with colleagues during vertical and horizontal Professional Learning Team meetings on Thursdays from 2:20-3:10 PM. • Teachers in Grades 3 and 4 have been trained in Compass for Learning (Grade 3) and Time to Know (Grade 4) and are participants in New York City pilot technology innovation iZONE grant and students received computer-assisted Literacy and Math instruction for an additional period in each area daily. • Alignment of budget to reflect to hire AUSSIE Data consultant to facilitate Professional Learning Team meetings in vertical and horizontal cohorts, and monthly school wide meetings. • Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation • Assistant Principals will meet with teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support. • Assistant Principals ensure that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided

	<p>Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all grades.</p> <ul style="list-style-type: none"> •Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met. • The focus of the F-Status teacher is on Math and Reading in Grades 3-5 for ELLs based upon analysis New York State assessment data. • Special Needs English Language learners are mainstreamed part of the day, according to IEP mandates. • Classrooms in Grades 2- 5 have been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas. • All teachers create customized Holiday and Vacation Packets and assessments in Reading on the ACUITY website. • Attendance Worker and Guidance Counselor conduct home visits in order to address high lateness and absenteeism. • Fordham University <i>America Reads Counts Challenge</i> interns provide additional small group instruction in all curricular areas with a focus on literacy.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Math Coach: Title I • F status: Title III LEP, Tax Levy • SMART BOARDS: Tax Levy /Fair Student Funding • Support, Supplementary 2A • After school inquiry team meetings: Contract for Excellence • CFN 606 Workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • School Achievement Facilitator (SAF) schedules and conducts Core Inquiry Team meetings. Grade Leaders Data Inquiry, and Cluster Data Inquiry Team meetings during each month in order to analyze data and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments, teacher-created Acuity tasks and assessments)) to address the needs of students who do not appear to be making progress . • ITA exams are administered in November and March, and Predictive exams are administered in January. Teachers, Staff Developer, ESL teachers, and supervisors analyze the data after each scheduled interim assessment and review scores that do not reflect Tier IV and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments, teacher-created Acuity tasks and assessments)) to address the needs of students who do not appear to be making progress .

The following analysis of current data drives all decisions for groupings and the necessary realignment of resources :

- Recent data analysis (November 2010) reveals the number of students achieving Tier IV (Level 3) is as follows: Grade 3 : 12%, Grade 4 : 19%, and Grade 5: 32 %. Curricular and grouping adjustments have been made to address areas of weakness.
- Teachers in Grades 2 and 5 utilize SMARTBOARD clicker responses and instant feedback is provided so order that teachers can make adjustments to lesson plans as needed.
- Reading Running Records are collected monthly in order to analyze student progress and to inform instruction, and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments) to address the needs of students who do not appear to be making progress .
- SMARTBOARD STUDENT RESPONSE UNIT data and Time to Know and Compass for Learning iZONE Pilot individual and class data.
- Scantron Performance Series ELA assessments are administered in October, February, and April. Grade Leaders Data Inquiry, and Cluster Data Inquiry Team meetings during each month in order to analyze data and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments, teacher-created Acuity tasks and assessments)) to address the needs of students who do not appear to be making progress .
-

Students with Disabilities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the average ELA proficiency rate of our IEP students from 2.18 to 2.39, to reduce the proficiency rate gap between general education and IEP students from .71 to .5 as measured by the 2011 New York State English Language Arts exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students in Grades 2-5, including Special Needs students, receive tutoring in English Language in a 10:1 group ratio on Tuesdays and Wednesdays from 2:20-3:10PM. • All Special Needs students in Grades 3-5 children are invited to participate in an after school Literacy Program from October 2010 – May 2011 from 3:10 to 5:10 PM Tuesdays and Wednesdays. • All Special Education teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations. • Special Education teachers will be given the opportunity to discuss best practices with colleagues during vertical and horizontal Professional Learning Team meetings. • Alignment of budget to reflect to hire AUSSIE Data consultant to facilitate Professional Learning Team meetings. • Assistant Principals will confer with inter-visitation facilitator and review reflection logs that Special Education teachers complete at the end of an inter-visitation • Assistant Principals will meet with Special Education teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more

	<p>support.</p> <ul style="list-style-type: none"> •Assistant Principals ensure that all components of Balanced Literacy (Readers’ Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers’ Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all Special Needs classes. •Assistant Principals conduct Formal and Informal Observations in Special Needs classes to ensure all curricular mandates are being met. • Special Needs students are mainstreamed part of the day, according to IEP mandates. • All Special Education teachers create customized Holiday and Vacation Packets and assessments in Reading and Math on the ACUITY website. • Attendance Worker and Guidance Counselor conduct home visits in order to address high lateness and absenteeism. • Fordham University <i>America Reads Counts Challenge</i> interns provide additional small group instruction in all curricular areas with a focus on literacy in Special Needs classrooms. • Grades 3- 4 Special Needs students participate in an iZONE Technology Pilot for Reading and Math at least 2 ½ hours in each area weekly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Math Coach: Title I • F status: Title III LEP, Tax Levy • After school inquiry team meetings: Contract for Excellence • IDEA, IDEA IEP Para, IDEA ARRA Related Service, IEP Teacher, Tax Levy IEP Para, Tax Levy IEP Teacher • CFN 606 Workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • School Achievement Facilitator (SAF) schedules and conducts Core Inquiry Team meetings. Grade Leaders Data Inquiry, and Cluster Data Inquiry Team meetings during each month in order to analyze data and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments, teacher-created Acuity tasks and assessments)) to address the needs of students who do not appear to be making progress . • ITA exams are administered in November and March, and Predictive exams are administered in January. Teachers, Staff Developer, ESL teachers, and supervisors analyze the data after each scheduled interim assessment and review scores that do not reflect Tier IV and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments, teacher-created Acuity tasks and assessments)) to address the needs of students who do not appear to be making progress .

The following analysis of current data drives all decisions for groupings and the necessary realignment of resources :

- Recent data analysis (November 2010) of twenty-three (23) Grade 3 students with IEPs, reveals that 16% scored within Tier 1, 53% scored within Tier 2, 32% scored within Tier 3, and not one student scored within Tier 4. The average percentage of points gained per student was 39%.
- Recent data analysis (November 2010) of five (5) Grade 4 students with IEPs, reveals that 50% scored within Tier 1, 50% scored within Tier 2, and not one scored within Tiers 3 and 4. The average percentage of points gained per student was 33%.
- Recent data analysis (November 2010) of thirteen (13) Grade 5 students with IEPs, reveals that 31% of our students scored within Tier 1, 38% scored within Tier 2, 15% scored with Tiers 3 and 4. The average points gained per student was 40%.
- Teachers in Grades 2 and 5 utilize SMARTBOARD clicker responses and instant feedback is provided so order that teachers can make adjustments to lesson plans as needed.
- Reading Running Records are collected monthly in order to analyze student progress and to inform instruction, and determine the appropriate realignment of resources (F-status, ETS groupings, After School class assignments, materials, curricular adjustments) to address the needs of students who do not appear to be making progress .
- SMARTBOARD STUDENT RESPONSE UNIT data and Time to Know and Compass for Learning iZONE Pilot individual and class data.
- After school KAPLAN assessments provide information for item analysis which subsequently informs instruction. This data is discussed by an Inquiry Professional Learning Team once a month on Thursday afternoons.
- Attendance is monitored daily in order to determine outreach measures that need to be taken in order to ensure students are in school and learning (Family Worker makes home visits, Guidance Counselor class parents, etc) .
- Our school has enrolled in the NYSESLAT Periodic Assessment provided by New York City Department of Education Office of Assessment and Accountability three times a year.



REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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	81	0	N/A	N/A	4	2	1	6
1	77	6	N/A	N/A	10	5	4	30
2	83	0	N/A	N/A	3	2	6	33
3	71	71	N/A	N/A	1	1	1	27
4	35	32	31	----	2	3	2	21
5	25	21	----	9	9	2	0	15
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<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><u>During the school day:</u></p> <ul style="list-style-type: none"> • Grades 1, 3, 4-5: F status teachers work with students in small group sessions, providing direct instruction in phonemic awareness, fluency, guided reading and writing. • Grades K-1 classroom teachers have completed the third year of implementation of a Second Literacy Intervention Reading Block each morning for sixty (60) minutes in Kindergarten and forty-five (45) minutes for Grade 1. Grade 1 children are grouped according to ability levels based upon one to one assessments and groups are no larger than six (6) or eight (8) to one. ESL teachers provide small group push in and pull out support with Read Well intervention reading program. • F-Status teachers provide small group (no greater than 6:1) for selected students at risk of academic failure, at risk of not making adequate progress on New York State assessment and ECLAS2, or may not make one year of progress. Each group session is “personalized to the specific instructional needs of each child two times each week. <p><u>Extended Time: Tuesdays, Wednesdays 2:20-3:10 PM_</u> ESL and staff provide small group and one to one tutoring using selected materials appropriate to each child’s “personalized instructional needs”. Grades 3-5: AIS support staff, F-Status teacher, cluster teachers, classroom teachers and Related Service Providers provided individual and small groups support with Kaplan Keys, Keep On Reading!, Steps to Success, Wilson, Literature Circles, Comprehension Connections, and Mastering the New York State ELA. Grade 2: ESL and classroom teachers provide push in small group support (including Students with Disabilities and English Language Learners) for phonemic awareness activities, phonics, fluency, vocabulary development and comprehension. (Best Practices in Reading, Reading Options for Achievement, Strategies for Successful Reading and Writing, Comprehension Connections, Connecting Vocabulary, Just Right Reading, Finish Line Reading, Essential Skills, Phonics Options Level D, Kaplan Reading Comprehension, Comprehensive Reading Assessment, Taking the High Road) Selected students in Grade 2 receive Read Well interventions for reading in a 10:1 setting, as determined by data.</p>

	<p><u>After School: Tuesdays, Wednesdays 3:10-5:10PM:</u> Grades 3-5: Data –driven instruction for selected students, including Students with Disabilities and English Language Learners: Kaplan Advantage and Test Companion</p>
Mathematics:	<p><u>During the school day:</u></p> <ul style="list-style-type: none"> • Grade 1 F Status teacher provides small group instruction, both push in and pull out, for students who are not mastering key Everyday Math concepts. • IEP Teacher provided both push in and pull out support for Students with Disabilities and English Language Learners, in Grades K-5, as needed. • Grades 3-5 F Status teachers work with students in small group and one to one sessions, providing direct instruction using EDM extensions and manipulatives, as well Guided reading books with a focus on informational text that addresses math concepts, skills, strategies, and study skills) • <u>Extended Time: Tuesdays, Wednesdays 2:20-3:10 PM_</u> Kaplan Key and Math Literature Connection • <u>After School: Tuesdays, Wednesdays 3:10-5:10PM</u> Grades 3-5: Kaplan Advantage and Test Companion
Science:	<p><u>During the School Day:</u></p> <ul style="list-style-type: none"> • F-status teachers provide academic interventions for students using content area literature for Grades 4 and 5 • Students in Grades 3,4 and 5 receive two (2) prep periods a week in Science which focus on content area instruction and hands-on science experiences. • Utilization of all assessments to determine strengths, weaknesses, and trends among Grade 4 students <p><u>Extended Time: Tuesdays and Wednesdays 2:20-3:10</u> Integration of Content Area Literature into the Extended Time program for Grades 3, 4, and 5</p> <p><u>After School: Tuesdays, Wednesdays 3:10 -5:10</u> Integration of content area literature in the after school program for Grades 3, 4, and 5</p>
Social Studies:	<p><u>During the School Day:</u></p> <ul style="list-style-type: none"> • F-status teachers provide academic interventions for students using content area literature for Grades 4 and 5 <p><u>Extended Time: Tuesdays and Wednesdays 2:20-3:10</u> Integration of Content Area Literature into the Extended Time program for Grades 3, 4, and 5</p> <p><u>After School: Tuesdays, Wednesdays 3:10 -5:10</u> Integration of content area literature in the after school program for Grades 3, 4, and 5</p>

At-risk Services Provided by the Guidance Counselor:	The at-risk services provided by the guidance counselor focus on stress management, anger management, and creating a bully-free environment. The goal is to empower the children with strategies in order to cope with conflict and to interact cooperatively with their peers. In conjunction with on-going counseling, the guidance counselor arranges for speakers to conduct workshops with the students and to also schedule a class trip.
At-risk Services Provided by the School Psychologist:	At risk counseling which consists of social skills training, pushing into classrooms to assist teachers in focusing the child or dealing with behavior issues. Provides community outreach services to parents, as well as one to one conversations with parents about psycho-social development. participates in Pupil Personnel Committee to set up at risk services for students in General Education
At-risk Services Provided by the Social Worker:	At risk counseling which consists of social skills training, parent outreach (opportunities for tutoring for GED, ESL classes, linking parents to social service agencies for assistance, family therapy, court-related issues(ie: foster care, housing, custody issues), participates in Pupil Personnel Committee to set up at risk services for students in General Education. Provides push in support for students at risk because of academic or social issues
At-risk Health-related Services:	<ul style="list-style-type: none"> • Public Health Nurse conducts “Open Airways” program for groups of students with asthma. • Guidance Counselor also turn keys information from Asthma Workshop to staff and conducts counseling sessions on how to reduce asthma triggers that are emotional. • Public Health Nurse counsels students who are at risk of obesity or who have weight-related issues. • Kress Vision Center at New York University provides free eyeglasses for students in Grades K-1 and Special Education, dependent upon New York City vision screening and another outside vision agency provided free eyeglasses for students in Grades 4 and 5. • Medical Doctor provided examinations for students who have not had a physical examination all year.

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.

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).

- X 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.
- X 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): 2nd Grade

Number of Students to be Served: 22 LEP

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

The Crescent School’s **Title III** funds will ensure that English Language Learners develop English proficiency, academic achievement, and attain New York State and New York City standards in accordance with the No Child Left Behind (NCLB) Act through additional enrichment services.

In order to attain standard English language achievement and reading development as measured by NYSESLAT and Fountas and Pinnel reading levels, **Title III** funding will be used to provide pull out instructional support services to 2nd grade English Language Learners.

Goals:

- ELLs will develop proficiency.
- ELLs will achieve high levels of academic attainment in core academic subjects and meet the same challenging standards all children at CS 57X are expected to meet by means of high-quality, scientifically-based language instructional programs that include: social and academic language development; linguistic objectives; spiraling academic coursework; scaffolding; academic rigor; Second Language Strategies and ESL methodologies.
- ELLs will make content area gains and meet Fountas & Pinnel Reading benchmarks.

Targeted Population & Materials

Data shows that first grade ELLs have fallen behind on the NYSESLAT, Fountas & Pinnel Reading benchmarks and on E-CLAS. Current running record data shows Grade 1 students who are identified as ELLs, are reading below Fountas & Pinnel Reading Level J. By the month of June, Fountas & Pinnel Reading level for Grade 1 should be level J. In addition, E-CLAS benchmarks have not been met and therefore are considered at-risk for academic failure.

An “F” status certified ESL teacher will provide additional support to the identified children using scaffolding techniques including contextualization, modeling, bridging, and meta-cognition to improve reading comprehension and build vocabulary. The language of instruction is English with native language support as needed through the availability of native language materials in the classroom library.

Twenty-two students will receive small group instruction in Literacy using Words Their Way. Another portion of Title III funding will be used to purchase classroom leveled library material in the reading levels being developed and native language material from Rigby.

Data Analysis

*Data represents students’ grade level for school year 2009-2010.

Overall NYSESLAT* Proficiency Results	Grade:	1
Beginner(B)		15
Intermediate(I)		7
Advanced (A)		0
Total		22

Total (B) & (I): 22

Professional Development and Support

The ESL Coordinator serves as facilitator for Collaborative Parent-Teacher Workshops for English Language Learners. The ESL Coordinator also serves as facilitator and consultant to ESL providers as they plan appropriate ESL lessons for students who are Limited English Proficient. The Literacy/Math Coach and the ESL Coordinator collaboratively plan professional development activities that will serve to provide all staff members with reading strategies that address the needs of all English Language Learners. Workshops and professional learning opportunities are provided throughout the school year.

Topics include:

- NYSESLAT Staff Development that is data driven
- Professional Staff Development for teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition and strategies such as scaffolding instructional strategies, academic language to support content area participation, “teacher-talk” repertoire awareness, meta-linguistic skills, such as sound-to-symbol correspondence, linguistic functions within the context of a lesson, and differentiated instruction.
- MONDO consultant will assist ESL educators to learn best practices to use in the ELL’s classroom.
- Training on the Stages of Language Acquisition and the impact upon the students’ receptive language skills.
- Training on the skills and strategies to better assist our students in meeting grade-appropriate proficiency levels on the NYSESLAT.
- All ESL teachers and classroom teachers with a high number of ELLs receive profession development from the Leadership Learning Support Organization (LSO)
- Staff members (Principals, Assistant Principals, Common Branch Teachers, Paraprofessionals, Guidance Counselors, Special Education Teachers, and Parent Coordinator) attend scheduled staff development sessions.

* Agendas and sign-in sheets are maintained in the school building.

Parental Involvement

At the onset of the school year, the ESL Coordinator attends to all parental issues and concerns via phone call and in office enrollment support, prior to the first day of school. Parent orientations are conducted in English and Spanish by the ESL coordinator on an as-needed basis. The school’s Parent Coordinator attends the sessions to provide information as to the services available to parents at our school and to provide general support for the parents. Additional orientations, counseling, and support are offered to parents by staff developers.

We ensure that adequate information is distributed to the extent possible in various languages at all parent activities and meetings.

Members of the Parent Association will take courses on School Leadership Team participation. The ESL Coordinator, Literacy/Math Coach, and Assistant Principals will provide workshops on ESL for Adults, Literacy and The Home, Mathematics, Curricular Mandates, and Preparing Your Child for NYS Assessments.

Parents of targeted ELLs who have not met NYS/NYC standards or have been identified at risk, will be invited to participate and observe instruction that detail specific goals, strategies, and approaches that will assist the child’s language and academic development growth.

* Agendas and sign-in sheets are maintained in the school building.

This entire section must be completed for each budget submitted.

SECTION XVII

BUDGET NARRATIVE

School District 12 For Title III
 BEDS Code 3212000010057

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)						
<i>Code 15 Professional Salaries</i>	<i>“F” status teacher 4 times per month from October–May = 32 days \$331.67 (includes fringes) X 40 = \$10,061.34</i>						
<i>Code 16 Support Staff Salaries</i>	<i>N/A</i>						
<i>Code 40 Purchased Services</i>	<i>N/A</i>						
<i>Code 45</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 80%;"><i>Classroom Leveled Libraries from Rigby</i></td> <td style="text-align: right;"><i>\$1,778.66</i></td> </tr> <tr> <td><i>Words Their Way: Word Study in Action</i></td> <td style="text-align: right;"><i>\$2,000.00</i></td> </tr> <tr> <td><i>Rosetta Stone Language Development Software</i></td> <td style="text-align: right;"><i>\$2,000.00</i></td> </tr> </table>	<i>Classroom Leveled Libraries from Rigby</i>	<i>\$1,778.66</i>	<i>Words Their Way: Word Study in Action</i>	<i>\$2,000.00</i>	<i>Rosetta Stone Language Development Software</i>	<i>\$2,000.00</i>
<i>Classroom Leveled Libraries from Rigby</i>	<i>\$1,778.66</i>						
<i>Words Their Way: Word Study in Action</i>	<i>\$2,000.00</i>						
<i>Rosetta Stone Language Development Software</i>	<i>\$2,000.00</i>						
<i>Grand Total</i>	<i>\$15,840</i>						

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.
 - a. Although we have a parent translating at School Leadership Team meetings, parents have requested that we provide non-English speaking participants with a copy of the Comprehensive Education Plan (CEP) in Spanish.
 - b. We will distribute a New York City Department of Education Parent Handbook in English and in Spanish based upon many requests from parents for a Spanish translation of the Handbook.
 - c. Review of parent attendance at Parent Workshops reveals inconsistent parental involvement at Parents Association Meetings. Spanish-speaking parents have also expressed an interest in workshops that are aligned with the educational goals of the city as well as Standards that are set forth by New York City and New York State. Although a parent or staff member translates most of the information at meetings into Spanish, parents appear to feel that their needs are not being optimally addressed.
 - d. Due to a large influx of parents from non-Spanish-speaking countries (Ghana, Nigeria, Yemen, Albania, Senegal, etc) and the diversity of languages, many parents are experiencing a disconnect from the school community

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.
 - a. An analysis of feedback response forms and parents' comments at Parent Workshop and School Leadership Team Meetings revealed that we need to post a sign in Spanish that informs parents that Spanish-speaking staff members are available to translate during meetings/conferences with teachers and at Parent Workshops. All letters, notices, and calendars ARE translated into Spanish and we will continue to do so.
 - b. We discussed these findings at the School Leadership Team.

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
 - a. We will email the Comprehensive Education Plan and other pertinent documents to Department of Education for translations into Spanish and Arabic, and ensure distribution to parents. New York City Department of Education Parent Handbooks have been distributed in English and Spanish.
 - b. By providing copies of pertinent school documents to parents in Spanish, and Arabic, when necessary, we will be better able to communicate information about the school's academic programs as well as expectations about parental involvement and student performance. We will thereby increase parents' capacity to improve their children's achievement.
 - c. Principal purchased a translation machine to assist parents in hearing translations at workshops.
 - d. Parent Coordinator/Assistant Principal pairs parents who speak similar dialects to form a support network.

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.
 - a. Monthly Parent Workshops on data, curriculum, literacy and mathematics provide parents with opportunities to learn more about academic expectations and assessments and to understand their role in helping their children to succeed.
 - b. A translator (Parent Coordinator, teacher, staff member, another parent) will translate all pertinent information at all Parent Workshops, Parents' Association Meetings, School Leadership Team meetings, Parent Conferences, etc. for all parents who require information to be in Spanish.
 - c. Signs have been and will continue to be posted in Spanish and Arabic in strategic common areas of the school (main entrance foyer, main Office, Parent Coordinator's Office, Parents' Room) informing parents that translation services are available in our school.

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>
 - a. We will post sign in Spanish and Arabic in strategic common areas of the school (main entrance foyer, Main Office, Parent Coordinator's Office, Parents' Room) informing parents that translation services are available in our school.
 - b. All parents will receive a copy of "Important Notice for Parents Regarding Language Assistance Services" during the first week of school. The school contact person will be the Parent Coordinator.

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:	\$480,398	\$123,690	\$604,098
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,804	\$1,237	\$6,041
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,020	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$88,224	*	

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

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

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

Directions: Attach a copy of the school's parent contract.

School Name: C.S. 57 - THE CRESCENT SCHOOL

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

THE SCHOOL AGREES	THE PARENT/GUARDIAN AGREES
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none">• Parent-teacher conferences at least annually• Frequent reports to parents on their children's progress• Reasonable access to staff• Opportunities to volunteer and participate in their child's class• Observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork; read for 25 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15-30 minutes per day.</p> <p>To monitor his/her child/Children's:</p> <ul style="list-style-type: none">• Attendance at school• Homework• Television watching <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.


Signature of Principal/Teacher
Date: 1/28/09

Signature of Parent/Guardian
Date: _____

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.

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.**

Reference CEP Pages 11-16

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.

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

Reference CEP pages 17-41

3. Instruction by highly qualified staff.

All teachers hired will be NYS certified. Professional Development will support NYS, NYC Standards, Balanced Literacy and Every Day Math, as well as the Common Core Standards.

Two (2) experienced “F” Status teachers will provide Academic Intervention in small group settings targeting Grades 1, 3,4,5. After school Programs reflect two hours of instruction in literacy and math, while targeting those students in need in grades 3-5, inclusive of Special Education and ELL’s.

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.

Professional Development will be ongoing, based upon staff needs and feedback. Weekly Professional Learning Team (PLT) meetings provide a forum in which teachers can examine student work and share best practices. New teachers receive differentiated professional development based upon the needs determined by formal and informal observations and teacher input. AUSSIE Data Specialist provides monthly support and training in Common Core Standards and data analysis, as well as in-class support when needed. All teachers are scheduled for an inter-visitation to another teacher’s classroom to observe best practices in action. All staff members are also afforded the opportunity to reflect on the inter-visitation and all reflections are collected by the administration.

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

A school brochure will be available, if it is necessary to attend Job Fairs. Administrative staff will attend Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of teachers and/or administration. School website is updated regularly.

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

- a. Ongoing Workshops for parents: Topics to include Math and Literacy, Informational Sessions about NYS Assessments, ARIS and English as a Second Language
- b. Oral Language Development Workshops for parents in Grades Pre-K-2 will aid parents in learning how to develop a rich and varied verbal repertoire in order to facilitate the child's oral language experiences in the classroom.
- c. All parents who attend workshops are given books as gifts in order to build a home library for their child(ren) .
- d. All parents who attend workshops are given incentives and gifts at the end of the workshops.

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.

Early Childhood Assistant Principal and Family Assistant will provide support for parents, (resources, on-going monthly workshops) for transitioning students into the all day Kindergarten program. Early Childhood Assistant Principal, as representative for the Early Childhood cohort has, and will continue, to meet with leaders of neighboring pre-school programs and provide information for parents during orientation sessions.

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

Teachers will have an opportunity to examine all critical data (ECLAS2, Children's Progress Computer-adapted assessments, E-PAL, Predictive and Interim Assessments, NYS Assessments, ACUITY and SCANTRON data, etc) during Common Planning , Inquiry Team meetings and block planning sessions and plan for appropriate instruction for all students. Teachers will have input in grouping students for AIS After School Programs. Teachers will examine the data and engage in conversations with administration, support staff, and colleagues in order to determine the appropriate course of action to help all students meet NYC and NYS benchmarks. Teachers will also have input in determining the best small group strategies that will help students attain proficiency. The Staff Developer will provide input on available resources that will be used for small group instruction and AIS programs. Teachers will have input in identifying the students who will receive intervention services. Data Inquiry Professional Learning Team will meet regularly to examine assessments and plan strategies for all focus groups.

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.

Reference CEP pages 44-47

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.**

Title I/School Wide Projects, Title I ARRA, Fair Student Funding, FED Program Title IIA, Title IIA, NYSTL. Title III, Part 154, Universal Pre-K, IDEA

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

Explanation/Background:

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	--	---	--	---

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

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

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

		in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			403,534	✓	
Title I, Part A (ARRA)	Federal	✓			122,453	✓	
Title II, Part A	Federal	✓			11.571	✓	
Title III, Part A	Federal						
Title IV	Federal		✓				
IDEA	Federal	✓			73,266	✓	
Tax Levy	Local	✓			2,231,210	✓	

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.

Reference CEP pp 17-47

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Reference CEP pp 17-47

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

Reference CEP pp 17-47

4. Coordinate with and support the regular educational program;

Reference CEP pp 17-47

5. Provide instruction by highly qualified teachers;

Reference CEP pp 17-31 and 36-47

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

Reference CEP pp 17-31 and 36-47

7. Provide strategies to increase parental involvement; and

Reference CEP pp 33-35

8. Coordinate and integrate Federal, State and local services and programs.

Reference CEP pp 17-47

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: N/A **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: N/A

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.)
There are currently twenty-five (25) “Students in Temporary Housing” attending our school.
2. Please describe the services you are planning to provide to the STH population.
 - **All students in Grades 3-5 are invited to attend after school programs on Tuesdays and Wednesdays. Parent Outreach by Assistant Principals ensures that children in temporary housing or shelters are attending.**
 - **All staff will be informed about any child who is in temporary housing and/or a shelter upon registration.**
 - **Agency contacts are required to sign name and contact numbers in a special book in the Main Office for staff to reference as needed.**
 - **All parents are made aware of the breakfast times to ensure all students have a healthy, nutritional start to the day.**
 - **A list of Food Pantries and /or other food services are provided to parents upon request.**
 - **Parent Association President has reached out to parents who appear to have basic needs of clothing and food and communicates that information to the Assistant Principal and or the Principal.**
 - **Guidance Counselor, Social Worker, and School Psychologist provide support for parents and children, as needed.**
 - **Holiday gifts are provided for all children, with special focus on STH**
 - **All parents will be apprised of summer feeding sites and students will be invited to attend summer school either of at-risk of academic failure or for enrichment.**

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 057 Crescent					
District:	12	DBN:	12X057	School		321200010057

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		90.9	91.5	91.1
Kindergarten	83	67	81				
Grade 1	80	87	80	Student Stability - % of Enrollment:			
Grade 2	71	83	84	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	58	75	92		90.7	86.7	87.7
Grade 4	62	67	75				
Grade 5	83	70	66	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		92.8	96.3	92.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	29	50
Grade 12	0	0	0				
Ungraded	0	12	11	Recent Immigrants - Total Number:			
Total	455	479	507	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	2	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	32	41	Principal Suspensions	11	10	5
# in Collaborative Team Teaching (CTT) Classes	28	19	25	Superintendent Suspensions	0	0	0
Number all others	23	29	23				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	44	46	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	14	7
# receiving ESL services only	92	90	TBD				
# ELLs with IEPs	3	19	TBD	Number of Educational Paraprofessionals	0	0	6

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	94.7
				% more than 2 years teaching in this school	68.2	63.0	73.2
				% more than 5 years teaching anywhere	43.2	45.7	63.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	83.0	90.2
American Indian or Alaska Native	0.2	0.4	0.2	% core classes taught by "highly qualified" teachers	100.0	97.2	94.0
Black or African American	27.3	31.5	27.8				
Hispanic or Latino	70.5	65.3	70.4				
Asian or Native Hawaiian/Other Pacific	0.2	0.2	0.2				
White	1.3	1.7	1.4				
Male	48.4	49.3	48.3				
Female	51.6	50.7	51.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase		Category			
	In Good		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	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	50	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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 Children First Network 606	District 12	School Number 057	School Name The Crescent School
Principal Edsel Philip		Assistant Principal Gretta Gallas & Maureen Howard	
Coach Brenda Torres-Vera/Math Coach		Coach Rolando Perez/ESL Coordinator	
Teacher/Subject Area G. Johnson/Special Education		Guidance Counselor Linda Egefeld	
Teacher/Subject Area J. Maban/General Education		Parent Diana Arias	
Teacher/Subject Area S. Tierney/General Education		Parent Coordinator	
Related Service Provider Angela Scasso/Speech		Other L.. Alicea/School Social Work	
Network Leader Petrina Palazzo		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	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	510	Total Number of ELLs	94	ELLs as Share of Total Student Population (%)	18.43%
------------------------------------	------------	----------------------	-----------	---	---------------

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. Community School 57 maintains a free-standing ESL push-in program. Presently, Bilingual and Dual Language program options are unavailable since there has not been a demand for these program models. Our staff is mindful and keeps parents aware of the three program choices. If the trend for other program choices develops, our school will take the necessary steps to develop these programs.

Upon enrollment all students are screened in accordance with mandates. The ESL coordinator, Mr. Perez (New York State licensed ESL pedagogue) routinely conducts initial oral interviews, oversees Home Language Identification Surveys, and manages computerized system-wide reports to identify current or potential English Language Learners (ELLs).

This process entails determining whether the child is newly admitted to the system or is a transfer student from another New York City public school. If the child is a transfer student, a biographical history and test history is produced from ATS. If entitled NYSESLAT or Language Assessment Battery (LAB-R) scores appear on test history reports, then the ELL coordinator is immediately advised.

Mr. Perez, the ESL coordinator runs reports such as the RADP (ATS newly admitted and discharge report) on Mondays of each week to identify potential ELLs. Moreover, on a weekly basis LAB-R eligibility is compared to students who require LAB-R testing.

Computerized reports are frequently generated in order to identify entitled and non-entitled ELLs who have taken the NYSESLAT. Parents are informed in person and receive the appropriate program choice placement letters once their child's ELL status is determined. The reports are also used to indicate and inform parents of students who may have tested out and may benefit from transitional services.

If the student is new to the New York City school system, the parent is given the HLIS in the language they can understand and a pedagogue who speaks the appropriate language is contacted to support the parent as they fill out the form. In the event that an interpreter is not available, the translation unit is contacted by phone in order to provide interpreter or translation services. During this process, an informal interview is conducted with the parent to determine SIFE status and prior schooling in public education in the United States.

An informal interview is conducted in English and in the native language with the child to determine the dominant language. If the HLIS deems LAB-R testing but the child is English dominant, then the documentation for not testing with the LAB-R is attached to the HLIS. If the student is LAB-R eligible, a letter is sent to the parent and information is logged or a copy of the letter is maintained for the ELL compliance binder.

The LAB-R test will be administered within 10 days of initial placement (with parental orientations and program selection procedures following immediately).

At all times, HLIS are provided to the ELL Coordinator, Mr. Perez. The coordinator completes the school's portion of the HLIS and LAB-R tests accordingly, signs off and completes student placement information once LAB-R testing is finalized and parent selection forms are obtained. Home language codes are determined and the pupil accounting secretary is advised so that ATS codes may be entered. Copies are made of completed HLIS forms for the ELL office compliance binder. Original HLIS and any attachments are placed in the child's cumulative record. In addition, copies of the parent selection form and questionnaire are made and placed in the ELL compliance binder.

2. Objective parent orientations are conducted within 10 days of registration in order for caregivers to make an informed decision regarding the program they would like their child to participate in (English as a Second Language, Transitional Bilingual and Dual Language). The sessions are conducted in English and Spanish by the ESL coordinator along with the Parent Coordinator and thereafter on an as-needed basis. Sessions consist of a viewing of the parent orientation video (available in other languages) that provides information on the types of ELL programs available for their children. CS 57 provides parents with literature in their native language that explains program models. Moreover, the parent coordinator is active by securing that outstanding parent selection letters are acquired by inviting parents whose students have enrolled after the beginning of the school year to view the ELL Orientation video in the appropriate language and sign an attendance sheet. As always, the ESL coordinator maintains ELL orientation agendas, attendance sheets, and selection forms in the ELL compliance binder.

3. The ESL coordinator routinely logs and ensures that entitlement letters, parent surveys, and program selection letters are distributed and returned on a timely basis. Parents are provided with appropriate forms through the classroom teacher or an ESL certified teacher. In the event that a form is not returned, we send letters home to the caregivers or make telephone calls requesting they return the required form within a few days. We are flexible in scheduling parents to meet with teachers or administration in order to discuss this matter. In addition, at CS 57 we ensure that adequate information is provided to the extent possible in various languages at all parent

activities and meetings.

4. Efforts to communicate with parents in their native language are continuously made. The ESL coordinator and other staff members who may speak the parent's native language make efforts to contact the parents and inform them of the different instructional programs for second language learners. Moreover, the school's bilingual Parent Coordinator attends the sessions to provide information as to the services available to parents at our school and to provide general support for the parents. Copies of all forms, letters, and contact attempts are logged and filed at the school.

5. Parent survey and parent/guardian selection forms show evidence of a vast trend toward opting for an ESL program. At the moment, 17 newly admitted ELLs entered the ESL program. After reviewing their options, parents opted for the ESL program at CS 57.

6. As a result of the general trend toward ESL only programming, CS 57 has not needed to create Transitional Bilingual Education and Dual Language models. Parents opting for settings other than Freestanding ESL are offered the choice of placing their child in the requested setting at CS 57 if a definite mandated number of requests is evident. Otherwise if unavailable, efforts will be made to place the child at a site that contains the parental choice setting. In addition, ESL teachers meet parents of ELLs throughout the school year to discuss progress and possible program model modifications pertinent to the child.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	12	22	15	18	18	9								94
Total	12	22	15	18	18	9	0	0	0	0	0	0	0	94

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	69	0	11	11	0	1	1	0	1	81
Total	69	0	11	11	0	1	1	0	1	81

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0								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:
Ethnic breakdown of EPs (Number):	
African-American: <u>N/A</u>	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	18	14	15	16	8								83
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2		1										3
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	2	2	1								7
TOTAL	12	22	15	18	18	9	0	94						

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. a) CS 57 retains instructional time and ensures comprehensive growth for ELLs in the curricula areas by endorsing its data-driven Inclusion ESL/Sheltered Instruction push-in program model, that is in accordance with CR Part 154 mandates. Building leaders endorse collaborative planning and provide ESL teachers access to work with pertinent grade level team members to develop units of study that mirror the units being developed in the classroom. School-wide curriculum guides and math pacing calendars are also adhered to and offer another structure or lens for instruction. Moreover, teachers are encouraged to keep articulation and group planning logs.

1. b) Our ELL group sizes ranges from 3 to 9 students. The ESL teachers are able to offer differentiated data-driven instruction that is in accordance to the child's needs and learning styles.

Numerous considerations are taken into account when grouping students. We examine their history and data and consider factors such as the ELLs' language proficiency, age, academic performance and needs. After reviewing the data, homogenously groupings are created wherever possible. Otherwise, mixed grouping occurs if a classroom contains an insufficient number of ELLs.

2. The building staff is knowledgeable of mandated ESL teaching blocks. The ESL coordinator gathers ATS reports such as the RLAT and the RLER to determine student eligibility and needs. Subsequently, placement is set up along with schedules and groupings that are designed according to the ELLs proficiency level and modality.

a) Based on student proficiency levels, weekly time instruction is allotted as follows: a minimum of 360 ESL minutes for Beginning and Intermediate levels; 180 weekly ESL minutes/180 ELA minutes for Advanced level students. Teaching schedules are distributed to pertinent classroom teachers and are adhered to in order to ensure that all LEP students receive all mandated minutes of service.

3. There are 3 New York State ESL certified teachers at CS 57 who ensure ELLs become proficient in English, the target language. We prepare our ELLs not only for state grade assessments but also for future educational achievements by means of content area push-in instruction.

We offer students the opportunity to develop their social language and engage in hands-on academic activities. Lessons are taught using ESL methodologies such as Total Physical Response(TPR), CALLA (Cognitive Academic Language Learning Approach), scaffolding, bridging, and schema building. ELLs' instruction employs the same materials as our non-ELL programs and includes supplemental materials such as guided reading ESL level libraries. In addition, they are provided with optional English and native language versions of formal assessments.

To ensure success, all English Language Learners are held to the same standards as the general education population. This is accomplished using an array of instructional materials that are comprised of and provide ESL foundations, theories, and methodologies.

Our school uses the ELA core curriculum as the base for ESL, Native Language support, and English Language Arts instruction.

ESL-based materials language support materials include:

- Rigby on Our Way to English
- Santillana Intensive English
- Houghton Mifflin Leveled Readers
- Rosetta Stone Language Learning Success (Software)
- Shutterbug

Our ELLs are exposed to mainstream classroom math (Everyday Math) and science texts that take ELLs language development needs into consideration. Moreover, its instructional guides provide teachers with an option of strategies that will help meet the language development of ELLs.

Charts, realia, manipulatives, and other approaches or tools such as field trips are employed in order to support language development.

Every ELL in Grades K-5 receive Everyday Math instruction for 3 forty-five (45) to sixty (60) minutes daily at CS 57. Our students are assessed at the end of each unit of study and groupings are changed according to data. ESL teachers provide additional oral language support for the development of academic English in all content areas. ELLs are included in all cluster programs, Extended Time tutoring (Grades 2-5), and after school (Grades 3-5).

4. a) Currently, there are no SIFE students at CS 57. In the future, should we have SIFE students we will examine their history to determine any accommodations. SIFE students will be placed in ideal groups and learning environments that best meet their academic, language and social needs. We will also use funds and resources that will enable this population to secure achievement and make essential academic gains. Supplemental services for SIFE students may include intensive ESL, extended day program, reading and math intervention, summer school participation, one-to-one tutoring and additional parental outreach.

b) Our ESL teachers have plans, instructional goals and strategies for all ELL newcomers. The ESL teachers assist them in developing their basic interpersonal communication skills with a focus on oral language development. Our ESL teachers also work alongside classroom teachers so that the new student receives optimum support and interventions. Newcomers may be paired with a classroom teacher or “class buddy” who is proficient in the child’s first and target language. The classroom teachers receive professional development and additional dialogue on ESL methodologies and strategies for fostering and maintaining a Sheltered English classroom. Interactions can range from fostering language that is relevant to everyday life situations, creating context-rich classroom environments and wait-time considerations.

Our newcomers are exposed to numerous resources such as additional time at classroom listening centers, utilizing Rosetta Stone English Language Learning software, differentiated and age appropriate content-based supplemental materials, and native language content math books and glossaries

An instructional plan is in place in order to prepare ELLs for ELA testing after one year. Our school makes the process comfortable for the ELL. From the onset, our ELLs and parents are advised about this process. We utilize appropriate and differentiated instructional materials and ESL strategies that will help the ELL acquire the target language alongside a base that prepares them for future high stakes exams.

Additional F-status AIS small group instruction is provided for children determined to be at-risk of academic failure. All children in Grades K-1 are provided with an additional forty-five minute Read Well Intervention block, which includes whole group and small group reading support.

As always, students are met individually in order to discuss their individual strengths and needs. Parents are also made aware of their child’s performance by means of personal telephone communication, in-house conferences, or through the mail.

c) Our ESL teachers have instructional goals and plans for ELLs receiving 4-6 years of service. Appropriate ESL and strategies methodologies will be included into learning experiences that focus on weak language modalities as per NYSESLAT reports. Other relevant periodic ELA and Math related forms of concrete data will be used to drive instruction.

For the most part, this population of ELLs’ strengths lie in listening and speaking comprehension. They lag in reading and writing skills. Therefore, we emphasize reading and writing. Our school uses collaborative group work and cooperative learning experiences such as jigsaw that promote problem-solving and accountable talk. Lessons provide explicit instruction in the structure of English language, background building, bridging, and academic vocabulary development.

Supplemental strategies and services are afforded for ELLs who are struggling academically. Small group activities, Wilson Reading Program, Intensive ESL, and Fordham University tutoring is provided for selected students. As always, students are also encouraged to participate in after school programs and holiday school sessions.

Furthermore, we stress that students are met with individually to discuss their strengths and needs and that parents are made aware of their child’s 4-6 years service status and its standardized testing exemption implications.

d) CS 57 provides careful consideration for Long-Term ELLs. Aside from using ESL methodologies previously mentioned, we provide supplemental techniques, strategies and scaffold instruction.

Long term ELLs may receive additional individualized support and instruction to help meet their educational needs. Academic Intervention Services (AIS), ELA/Math support services, peer tutoring, one-to-one tutoring, counseling, Intensive ESL, and support or focus on weak linguistic modalities are considered and assigned to targeted ELLs. In addition to supplemental services, observations and data collection, Long-Term ELLs may be discussed at length by the AIS Team, upon where alternative services or programming may be assigned.

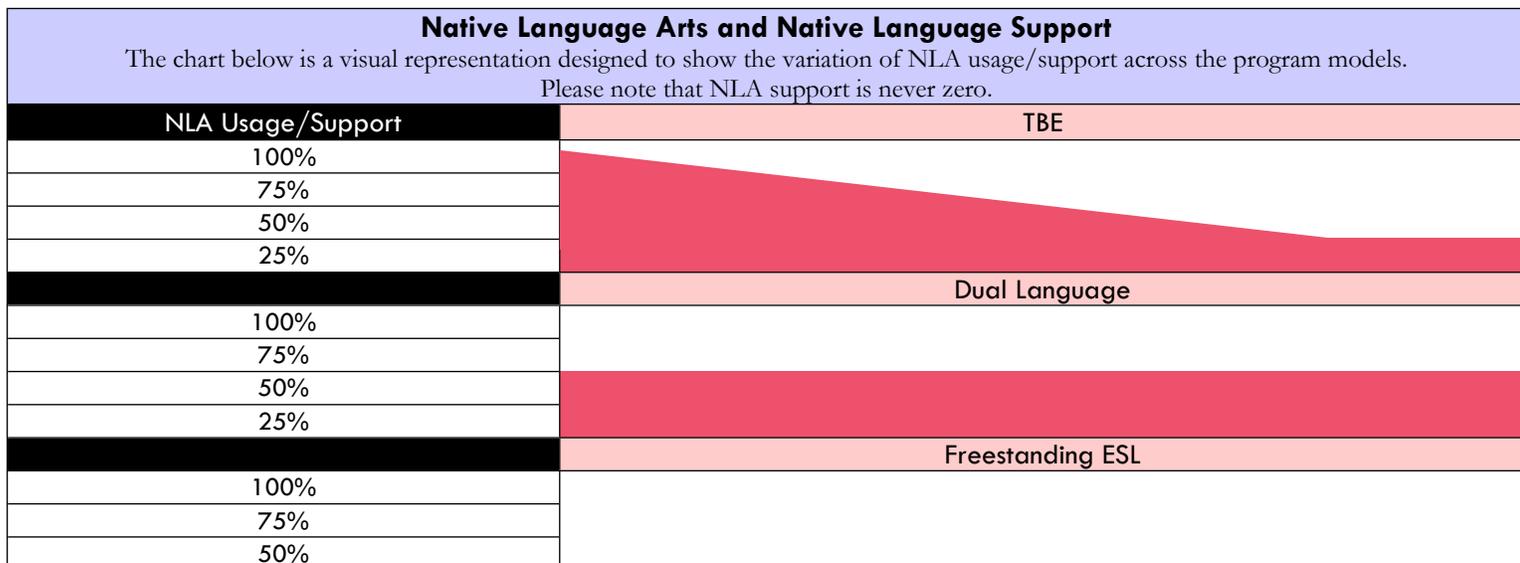
e) The ESL teacher considers IEP requirement for ELLs identified as having special needs. Monthly math, reading, and attendance data reviewed. Supplemental services that include individual or small group sessions are held during the school day. They include: occupational and physical therapy, the development of social skills in small groups, sessions for anger management, and stress reduction sessions.

Remediation and reinforcement of concepts/subskills required to learn are emphasized. Small group differentiated ESL instruction that takes into account the child's strengths and weak linguistic modalities are taken into account when scheduling and designing their ESL program. Wherever possible special needs ELLs are provided with supplementary learning aids and are afforded least restrictive settings such as CTT classroom settings, after-school classes, and pull-out small guided reading activities.

Students with IEPs and students identified as "at-risk" are carefully monitored by classroom and SETSS teachers to ensure progress is made. Teachers assess ELLs periodically throughout the year. Classroom teachers and SETSS teachers meet regularly to discuss: short term goals, progress made with specific skills, differentiated instruction, modifications needed for class work, curriculum planning, implementing interventions, and to reflect on how the various interventions and modifications have worked thus far. At times, students are decertified from some or all services over time when it is determined that all goals are met and no support services are needed.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. CS 57's has intervention programs in place that target ELLs in ELA, math and other content areas. Once ELLs' learning needs are identified, groupings and strategies are applied to meet these needs. For example, in order to provide content area optimum support, ESL teachers may push into a student's science class once a week. Moreover, during guided reading push-in instruction, ESL teachers may also select to make use of guided reading books that are aligned to a certain science unit of study.

Our school offers Math AIS, ELA, and Science AIS supplemental services. Our After School program provides 2 weekly hours of reading comprehension and writing through a thematic approach. In addition, 2 weekly hours are allotted for mathematics after school instruction. Currently, we have 2 F-Status teachers that provide pull-out supplemental services for targeted ELLs.

Funding for Programs & Source(s);

- After School Math and Literacy Program: Title I Funding
- F-Status Teachers: Tax Levy, IDEA ARRA, Mandatory CEIS
- Supplies, Parent Involvement, After School Math and Literacy Program: Title III

The targeted intervention programs for ELLs makes use of the following materials: Words Their Way, Kaplan Advantage: New York ELA & Math, Houghton Mifflin Leveled Readers, Empire State NYSESLAT, Rosetta Stone Language Learning Success (Software), and Time 2 Know. Intervention providers make use of charts, realia, manipulatives, and other ESL approaches that support language development and in ELA, math and other content areas.

6. Support plans are in effect for ELLs who have reached proficiency on the NYSESLAT. Services such as counseling, ESL push-in instructional

visits, student (briefings/next steps) orientations about the exit out process, and parental outreach are carried out in order to facilitate this transition. Our school articulates with parents and students in order to make them aware of special testing accommodations that will remain for two years after attaining proficiency. Former ELLs are also encouraged to attend our after school programs. In addition, ESL teachers provide resources for lesson planning, scaffolding concepts, and academic vocabulary support to the classroom teacher so that former ELLs will continue to be provided with the necessary tools for language development.

7. Notable improvements will take place during the upcoming school year at CS 57. We will add books and resources for teacher use and professional development. Books of interest will include:

- Scaffolding Language, Scaffolding Learning by Pauline Gibbons
- Fifty Strategies for teaching ELLs by Adrienne L. Herrel
- Learning to Learn in a Second Language by Pauline Gibbons

In addition, students in Grades 3-5 have been provided with individual laptops that incorporate programs such as Time to Know. Such programs track student progress and provide ELA and math activities that range and adapts to the student's abilities.

Our CS 57 ELLs will also have the opportunity to make further museum visits and explore the language and critical thinking that is necessary for them to examine art works. Museum trips and guided tours will be integrated into the curriculum.

8. The cluster music program at the school has been temporarily discontinued due to budget reductions. In lieu of this absence, teachers are encouraged to infuse music appreciation into the curriculum. Due to lack of funding, Phipps, a community based organization no longer partners with our school. They provided services, such as counseling and educational and leisure excursions to our parents and students. At the present, additional efforts are made to supplement counseling services and improve parental participation on field trips.

9. Our ELLs are afforded equal access to all school programs. All students in Grades 3-5, inclusive of ELLs are expected to join the school's Math and Literacy After School program. Most students in early childhood classes and upper grade classes receive a period of art at least once a week. All children participate in auditorium presentations that showcase the art of students, theatre, appropriate speaking roles, as well as language and cultural-based presentations.

We ensure that supplemental materials that enhance or meet the needs of ELLs' language developmental needs are purchased on an as needed-basis.

Our school has a Parents' Association that actively maintains dialogue with the parents of ELLs in order to encourage ELLs to increase their curricular and extracurricular participation. Moreover, in order promote equal access to all school programs, we make outreach (personal calls, mailed letters, or home visits) efforts to ELLs and their parents in their native language.

10. There is a strong focus on technology at CS 57. All ELLs have access to laptops and to the computer laboratory. They conduct internet based research, create power-point presentations, write reports, make use of audio listening and phonics development interactive activities, and access websites in teacher guided lessons that require research.

11. Our ESL and general education teachers validate and encourage native language support. Our goal is to assist our ELLs construct meaning from academic materials and experiences in English while respecting their native language and its culture. Our school makes certain that we:

- determine student language strengths and limitations to establish academic needs;
- make use of native language support for content teaching in first and succeeding years through available content instructional materials;
- pair teachers who are familiar with the entitled student's first language;
- "buddy-up" newcomers with students who are familiar with their native language
- encourage native language support from other student's peers;
- make native language books and online libraries and media resources available to ELLs;
- create multicultural activities that value ELLs first language;
- provide bilingual glossaries;
- teach skills and strategies that assist second language acquisition (recognizing cognates).

12. Our school assures that support and resources for ELLs are aligned to ages and grade levels. For instance, we provide native language

support through websites, bilingual glossaries, and deliver native language support through staff and student peers.

Our school administrators and ESL teachers maintain a high level of quality control. We ensure that instructional materials and supplemental resources are researched-based, age appropriate, data driven, grade level appropriate, and standards-based.

13. Prior to beginning of the school year, CS 57 implements numerous activities to assist newly enrolled ELLs. ESL staff members recommend useful English language development software such as Rosetta Stone or websites that facilitate second language acquisition. Teachers are provided with strategies and methodologies that foster language development and give insights or a better understanding into the world of the second language learner.

14. Currently, language electives are not offered to ELLs. However, our school makes available native language support and cultural activities that are particular to the child via art and literature.

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)?

D. Professional Development and Support for School Staff

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

1. Our school provides staff with professional development to support the understanding Language Allocation Policy (LAP). The ESL teachers work with other pedagogues to ensure that LAP policy foundations are understood and incorporated into daily classroom instruction. Our ESL coordinator and ESL teachers consult and work closely with ELLs' classroom teachers to discuss topics such as content area support, differentiation, and best ESL practices. The ESL coordinator also works closely with an ELL specialist from the Children First Network 606 in order to create data-driven training that is receptive of students' linguistic skills, while also developing strategies to better assist our students in meeting grade-appropriate proficiency levels on the NYSESLAT as well as other New York State standardized exams. The Math Coach and the ESL Coordinator collaboratively plan professional development activities that serve to provide all staff members with methodologies that address the needs of all ELLs. Professional development topics for this school year include; Developing Vocabulary with ELLs, The language of mathematics for ELLs, Differentiation, and Second Language Acquisition-Essential Information from Jim Cummins. Outside consultants from Time to Know and Aussies ELA consultants assist all educators to learn best practices to use in the ELL's classroom.

2. Our school keeps the individual child in mind and wants parents to make informed decisions about the best options for their child. The ESL coordinator and ESL teachers work with other staff members and parents to provide support for 5th grade students transitioning into middle school. Classroom teachers and ESL teachers conference with parents and students to discuss middle school options, program choices, mandated minutes of services and assessment accommodations such as extended time on NYS exams.

3. Our school offers professional staff development for teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition strategies, such as scaffolding, academic language to support content area participation, "teacher-talk" repertoire awareness, meta-linguistic skills, linguistic functions within the context of a lesson, and differentiated instruction. In addition, teachers are informed of outside professional development opportunities that may exist.

Professional Development agendas and attendance sign-in sheets are maintained in the school building.

E. Parental Involvement

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

1. At CS 57, we feel that parental involvement extends itself beyond Parent-Teachers Conferences. Therefore, our school is a parent friendly building that welcomes and encourages parental involvement. Parents plan and engage themselves in various school community activities such as, school gardening, fundraising, field trip activities, class celebrations, trophy award ceremonies, bake and food sales, and seasonal events.

CS 57 feels that ELLs' parents are an integral part of the school community and therefore provides workshops that are translated in Spanish, the second most dominant language in the school building. Sessions address the needs of parents and target the academic expectations and promotional standards for each grade. Parents of students in grades 3-5 receive training on NYS assessments and also receive materials and instructional strategies that they can employ at home with their ELLs.

Parents are offered our Parent Handbook which includes information regarding assessment and accountability, state and city academic content standards, and serves to outline the role that parents may play in fostering student ownership of their educational experiences.

Learning outcomes, needs, and expectations are discussed, presented, and addressed during Parent-Teacher Conferences, workshops, and teacher outreach. Parents also participate in School Leadership Team Meetings and have input during Quality Reviews. We keep parents informed through monthly calendars, telephone calls and resources to better aid the child in making progress

2. At CS 57, we make on-going efforts to reach out to parents. Currently we are not working with any Community Based Organizations.

3. Our school evaluates and pays close attention to the needs of ELLs' parents. Throughout the school year, parents meet regularly at CS 57's Parent Association room to make decisions and discuss schoolwide initiatives. Our school's teachers and administrators communicate with parent leaders to discuss the needs of the parents. In addition, parents were surveyed and elicited ideas as to the types of workshops and programs to be initiated that address their needs and concerns. In addition, 95% of our parents responded to the Learning Environment Survey last year and between 85% and 92% of parents appear to feel satisfied or very satisfied with academic expectations, communication between the school and home, and their child's engagement in educational opportunities at school.

4. Parents are involved in various activities at CS 57. When parents have a concern, they meet with school officials and discuss alternative options. For example, in the past Spanish dominant parents expressed their desire to participate in workshops or activities that were mostly or partly moderated in Spanish. As a result, translations during workshops are now offered for Spanish speaking parents. Our school also has a new Parent Computer Center that provides parents with the opportunity to access ARIS Parent Link, and monitor the progress of their child.

In addition, as per parental request, CS 57 offers bi-monthly Beginner ESL classes to parents. Our school has been able to make great changes on behalf of and in conjunction with parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	11	5	6	2	4								36
Intermediate(I)	0	11	5	10	5	3								34

Advanced (A)	4	0	5	2	11	2								24
Total	12	22	15	18	18	9	0	0	0	0	0	0	0	94

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	0	0	0	1							
	I	0	8	1	0	0	0							
	A	0	7	8	11	5	5							
	P	0	6	5	5	10	2							
READING/ WRITING	B	0	11	4	4	1	3							
	I	0	10	5	10	3	3							
	A	0	1	3	2	10	2							
	P	0	0	2	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	7	5	1	19
4	4	2	2	0	8
5	5	4	0	0	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	8	0	8	0	0	0	20
4	2	2	4	0	2	0	1	0	11
5	3	1	4	1	0	0	0	1	10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	1	1	4	0	3	0	11
8	0								0

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

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

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

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

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

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

1. All ELLs are assessed twice yearly in Grades K-3 with ECLAS2 and DRA in Grades 4-5 to determine literacy guided reading instructional levels and groupings. ESL teachers utilize a push in model during the Balanced Literacy Block in order to provide high quality ESL instructional support according to the child's stage of language acquisition. Running records are used to determine movement between levels and to design possible interventions. We use technology to conduct informal and formal assessments that help determine ELLs' early literacy skills at young ages. In addition, each ELL has a tracking portfolio that is used to determine progress in areas such as written work, spelling, grammar, reading comprehension, and vocabulary development.

2. Overall analysis of current LAB-R and NYSESLAT results reveal 38% of students performing at level B; 36% at level I, and 26% attaining level A. Academic fluency consideration in addition to NYSESLAT or LAB-R data is used to group students homogeneously or heterogeneously for targeted area instruction. Of note, 85% of our ELLs are subgrouped as ELLs in US schools less than 3 years.

Our goal is to develop proficient learners and to support the exit out process. To do this we are using multiple data assessment tools. For example, 2010's in-house scoring of the NYSESLAT revealed K-1 grade band students struggled with sentence writing and picture descriptions. The upper grades generally completed their pre-writing graphic organizers appropriately and transferred their pre-planning ideas. Yet, they had a difficult time writing well-developed essays that flowed nicely and thus were determined to be partially proficient on the rubric writing scale.

3. NYSESLAT modality analysis data indicates that the proficiency levels in reading and writing are lower than in listening and speaking. Enhancing reading and writing modality student performance across all grades is a targeted area for further development. Of note, testing data reveals that 15 of 93 enrolled ELLs passed the 2009 NYSESLAT. Our goal is to increase the number of intermediate and advanced ELLs across all grades. We expect to see a larger number of grade 3-5 ELLs to become proficient during the 2010-2011 school year.

4 a.) NOT APPLICABLE

b) School Leaders and teachers are using the results of the ELL Periodic Assessment to drive instruction. Online score reporting system shows what skill each question on the test is addressing and which areas students are struggling in. ESL teachers and classroom teachers can then collaborate to differentiate instruction, target student needs, and create groupings. For example, data trends indicate that large number of students struggle making inferences or understanding the main idea.

c) Data indicates that grades 3-5 need additional assistance in the areas of reading and writing. Teachers of ELLs are accessing interim assessment reports to create homogenous groupings according to the skill that is in further need of development. Explicit dialogue about test results and implications are shared with staff members, parents, and students.

5. NOT APPLICABLE

6. Community School 57 takes into account test scores, portfolio assessment and the ELLs development in the second language to determine success within the program. The needs of the ELL are re-examined and addressed if gains are not being progressively made. Numerous aforementioned interventions may be applied in order to stimulate student success. ELLs who may not make satisfactory gains are discussed at Pupil Personnel Team meetings and may be observed by the school social worker, a psychologist, a SETTS teacher, a speech teacher or other appropriate support team members.

During this school year, we created an ESL Professional Learning Team that is comprised of ESL teachers. The team utilizes student data to drive meetings, discussions, and goal setting.

Teachers, administration, and parental feedback is considered when examining the success of the ESL program for each individual ELL. Based on our data, we will continue to provide and utilize all appropriate resources that will foster the on-going language development of the ELL.

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.

APPENDIX:

PART A: NEEDS ASSESSMENT FINDINGS

Based on the HLIS and initial conferences with incoming parents and students, we have determined that most of our ELL students and parents are Spanish speakers. Languages such as Arabic, Twi, and Fulani are becoming noticeably apparent. This information is available as an ATS Report (RAPL) and on the student's emergency cards. Through this, we conclude the parent's language of preference.

Parental outreach and critical communication is mostly conducted by bilingual English and Spanish speaking staff. This includes, but it is not limited to, letters to parents and caregivers, notifications, flyers, calendars, newsletters, permission slips, consent forms, report cards, and the student discipline code (Spanish).

Our bilingual English/Spanish staff includes, but is not limited to: school administrators, teachers, office secretaries, a guidance counselor, a school psychologist, a school social worker, and a parent's association president. When required, another staff member can participate in parent-teacher conferences to provide language support.

Moreover, we ensure that translations are provided in conferences, discipline hearings, School Leadership Team meetings, Parents' Association meetings, Parent-Teacher conferences, and phone conversations.

As always, in the event that an interpreter is not available for minority languages that are spoken in the building, such as Twi or Arabic, the NYC DOE's Translation & Interpretation Unit is contacted in order to accommodate communication.

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		1/10/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		