



**PS 64X PURA BELPRE ELEMENTARY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (09X064)**

**ADDRESS: 1425 WALTON AVENUE, BRONX, NY 10452**

**TELEPHONE: 718-681-8088**

**FAX: 718-537-6015**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 64      **SCHOOL NAME:** Pura Belpre

**SCHOOL ADDRESS:** 1425 Walton Avenue, Bronx, NY 10453

**SCHOOL TELEPHONE:** 718-681-8088      **FAX:** 718-537-6015

**SCHOOL CONTACT PERSON:** Ms. M. Connelly      **EMAIL ADDRESS:** [MConnel5@schools.nyc.gov](mailto:MConnel5@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Maureen Connelly

**PRINCIPAL:** Tara O'Brien

**UFT CHAPTER LEADER:** Anna Howard

**PARENTS' ASSOCIATION PRESIDENT:** \_\_\_\_\_

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 09      **CHILDREN FIRST NETWORK (CFN):** 402

**NETWORK LEADER:** Ms. Jacqueline Gonzalez

**SUPERINTENDENT:** Ms. Dolores Esposito

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Tara O’Brien	*Principal or Designee	
Anna Howard	*UFT Chapter Chairperson or Designee	
Giselle Melendez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lucy Veras	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	
Maureen Connelly	Chairperson/Classroom Teacher	
MargieJane Leslie	Out of Classroom Teacher-ESL Teacher	
Mr. Orlando Colon	Special Education Teacher	
Ms. Cynthia Soriano	Bilingual Teacher	

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

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

---

Our current student population is 832 students from Kindergarten through Fifth Grade with an English Language Learner population of 405. The number of ELLs represent nearly 50% of the total student enrollment. The vast majority of our English Language Learners are native speakers of Spanish. Our students with disabilities' population is currently at 156 students. This represents nearly 20% of our population.

PS 64X is a multicultural, multilingual community of student, parents, teachers, and support personnel who are active life long learners preparing for the 21<sup>st</sup> century. Individual learning styles and needs are respected and supported. We work collaboratively in a safe, nurturing child-centered environment that fosters a sense of belonging, high academic standards and achievement.

To address students high level of engagement and child youth development, the school maintains effective partnerships that support and address the academic, social and personal needs. To further the academic development and personal growth of our students, the school offers additional instructional resources and opportunities for every student. These programs are offered in all curriculum areas at various times throughout the school year.

- Community Based Organizations such as Midori and Friends, Bronx Arts Ensemble and the New Settlement After-School program have increased our students opportunities to be involved in Arts education, that include music and dance programming such as the guitar and violin in-school and after-school programs that develop students' knowledge, understanding and sense of self.
- Our partnerships with the Montefiore Child Health Clinic and Cookshop programs have supported our Bronx Health Heart Initiative that aims to decrease child obesity and develop healthy living and eating habits.
- Over recent years, we have modernized our school building through additional funding provided by grants. The school play park, the school library, and our school auditorium have all been renovated. Funding provided by City Council and Borough President Resolution A will support the purchase of innovative technology, and a digital public address system. Grants received from the Title IID initiative and SINI will continue to support our technology program.
- In an effort to prepare our students for a more global society, we seek to provide the opportunity for our population to become bi-literate and bilingual. During the 2010-2011 school year, we have expanded our Dual Language Program. We now have a Dual Language class in First grade and a Dual Language class in Kindergarten. This program which expands across all content areas will prepare our students for the challenges of the 21<sup>st</sup> century.
- As a Title I school, Supplemental Education Service providers work in collaboration with the school to extend instructional support to all eligible students and offer additional instructional resources and opportunities for students in the school. Currently the school is working with Learn-It Systems, NESI, Alternative Unlimited and Bi-Net who target students in grades K-5.
- To support students' perspective of Global Awareness and Social Responsibility students have participated in activities funded by the Children for Children Fund, and Penny Harvest.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 064 Pura Belpre				
<b>District:</b>	09	<b>DBN #:</b>	09X064	<b>School BEDS Code:</b>	320300010064

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.0	92.4	TBD		
Kindergarten	139	135	147						
Grade 1	152	147	152	<b>Student Stability: % of Enrollment</b>					
Grade 2	149	142	129	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	162	146	144		91.8	89.2	TBD		
Grade 4	168	147	145						
Grade 5	137	149	144	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					92.4	94.9	94.6		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					11	177	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	909	866	861		23	31	39		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	22	22	Principal Suspensions	2	1	TBD		
No. in Collaborative Team Teaching (CTT) Classes	74	54	50	Superintendent Suspensions	18	38	TBD		
Number all others	67	75	74						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	195	205	231	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	18	Early College HS Participants	0	0	0
# receiving ESL services only	206	212	172	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	15	79	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	88	88	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	16	16	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	6	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.1	0.2	0.2	Percent more than two years teaching in this school	64.8	69.3	TBD
Black or African American	17.2	14.8	13.8	Percent more than five years teaching anywhere	55.7	52.3	TBD
Hispanic or Latino	82.1	84.1	83.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.6	0.5	Percent Masters Degree or higher	77.0	80.0	TBD
White	0.2	0.3	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	98.8	TBD
Multi-racial							
<b>Male</b>	51.9	51.4	50.8				
<b>Female</b>	48.1	48.6	49.2				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓sh	✓	✓	-	-		
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	✓	✓	-				
Hispanic or Latino	✓sh	✓		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓sh	✓	-				
Limited English Proficient	✓sh	✓		-	-		
Economically Disadvantaged	✓sh	✓					
<b>Student groups making AYP in each subject</b>	6	6	1	0	0		

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	▶
<b>Overall Score</b>	73.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	15.3	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	43.6	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Performance Trends:**

For the 2009-2010 school year, PS 64 had been designated as Restructuring Advanced Focus. We received a C on our latest Progress Report. Although students continue to show progress from one year to the next, they are not performing at proficient levels on the New York State ELA and Mathematics assessments. This year we failed to make our Adequate Yearly Progress (AYP) in English Language Arts for any of our subgroups. According to the 2010 ELA, our students' median proficiency is 2.32 with 20.4% percent of students attaining proficiency. The ELA Item Analysis shows that our focus should remain on Literary Response and Expression. Although we met our AYP in Mathematics for the 2009-2010 school year, we saw a decrease of 42.9% of students meeting proficiency levels in Mathematics (28.7% attained proficiency). A review of the Math Item Analysis shows that our focus should be centered on Number Sense and Operations.

We continue to make significant gains in content areas. In 2009 – 2010, 56% of Fourth grade students demonstrated proficiency in science while 78% of Fifth grade students scored at a proficient level in social studies. Although there was an improvement in our science scores, in reviewing the performance scores, we found that many of our students were not able apply critical thinking processes to the performance component of the test. The students had the content knowledge but putting that content knowledge into practice was not consistent. As such, we realized that in all grades, inquiry based learning had to take place in the content areas, The school has adopted the New York City Science Initiative school-wide to further support hands on instruction, scheduling was revised to include a minimum of 45 minutes of content instruction 4 days a week and a 90 minute block of content 1 day a week. The Social Studies Program was revised to align Social Studies instruction with NYC and NYS standards through a use of a project based curriculum, pacing calendar, scope and sequence, and content based literature.

Findings from our School Based Inquiry and Collaborative Planning Teams show that language acquisition remains a barrier for our student population. As a school, we know that we have to increase our performance in literacy, thus improving the grades of all other content areas. One of the ways we are working to improve our students' reading proficiency is by restructuring our Literacy Program to align our instructional approaches, resources and assessments.

### **Greatest Accomplishments**

The school has increased its ability to collect a wide range of data. As a school we recognize that school staff is central to the success of the school. We are beginning to re-imagine the distribution of leadership through the school. We have worked on the redistribution of power and authority to

increase the number of teachers playing a meaningful role in setting goals and making important decisions.

The school will continue to support a culture of mutual respect for all members of the school community, by engaging in Collaborative Inquiry. All members of the school community will continue to have an opportunity to be a part of a risk-free learning environment that ultimately raises the level of achievement for all students. Working effectively as a team we will continue to raise the tone of the building and provide a stimulating environment.

Collaborative teams involved in the inquiry process focus on instructional coherence through the collection of data on how well students are learning the desired outcomes. Teams look at student work, disaggregated test and participation data (e.g. attendance, suspensions) and the community profile to implement strategies and processes that contribute to a cycle of ongoing improvement.

Collaborative Teams examine data that involve the school environment, student performance and progress. Teams gather and analyze a range of data including summative (e.g. State assessments, attendance, safety and discipline, student support services, referrals, student work products, and classroom observations) in order to create a clear portrait of the school's, grade, or sub groups strengths and areas of need. Teams establish and sustain a transparent and collaborative system for measuring progress toward interim goals and will make adjustments periodically throughout the year.

Scheduling provides the structure that encourages teacher collaboration through a common flow of the day that supports professional development (inter-visitation, lunch-n-learn sessions). All teachers are given time to work with the collaborative teams weekly. There are teams that are school wide and others that are grade specific. Teams analyze relevant data; test out instructional approaches; create and refine common student task. Through effective accountable collaboration, teacher teams develop goals; support the culture of data; discuss common issues, questions, and concerns; as well as support the quality of instruction.

### **Challenges**

This school year, the Administrative team will focus on improving teacher effectiveness. As stated in the 2009-2010 Quality Review, a system was needed to ensure the coherence of providing teachers with oral and written observational feedback. To do so, budget allotted for the purchase of iObserve, which follows the Charlotte Danielson framework. The iObserve database will allow the Administrative team the protocol necessary to monitor data on teacher effectiveness; provide meaningful feedback; develop teachers individual growth plans; provide professional development; and connect teaching practices to student achievement gains.

## 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.

---

### **I. English Language Arts:**

- a. Descriptor- After a review of the recent Accountability Reports (2009-2010 School Report Card and the 2009-2010 Progress Report) and an analysis of assessment data, we have found that although students have shown progress in Literacy, we still need to increase our overall performance of student attaining proficiency in English Language Arts.
- b. Instructional Objective-To increase student performance in literacy so that students are better able to understand, evaluate, and react to text. Students will show increased understanding in reading processes including fluency, vocabulary, reading strategies, ability to use text for improved comprehension, and the ability to respond to texts.
- c. Goal(s)-
  - i. By June 2011, 30% (130 of 431) of all Grade 3-5 students will be reading at or above proficiency level, based on the New York State English Language Arts exam; an increase of 8.9% from 2010.
  - ii. Ensure that No Child Left Behind Sub Groups show exemplary gains and an increase in growth percentile:
    - students identified as the lowest 1/3 will be ranked in the 80% growth percentile.
    - 15% of ELLs in Grades 3-5 will attain proficiency on the NYS ELA; an increase of 8.9% from 2010.
    - 10% of Special Education students in Grade 3-5 will attain proficiency on the NYS ELA; increase of 8.5% from 2010.

### **II. Mathematics:**

- a. Descriptor- The 2009-2010 School Report Card and analysis of assessment data shows a drastic decrease in the number of students demonstrating proficiency on the New York State Mathematics Test from 71.6% in 2009 to 28.7% in 2010, a 42.9% decrease in one year.
- b. Objective- To increase the number of proficient students who demonstrate a proficient or advanced level of understanding in Mathematical Skills and Strategies.
- c. Goal(s)-
  - i. By June 2011, 35% of (151 of 431) of all students in Third through Fifth grades will show mastery of mathematical skills and strategies as demonstrated by attaining a score at or above proficiency on the New York State Math test, an 6.3% increase from 2010.

### III. Content Areas:

- a. Descriptor- After review of the 2009-2010 School Report card and an analysis of Fourth Grade student performance on the Fourth Grade NYS Science exam and the Fifth Grade NYS Social Studies exam, we have found that although we have made exemplary gains in the content areas; we need to continue to increase student performance in the content areas so that students are better able to understand, evaluate and react to content knowledge and process skills in social studies and science.
- b. Objective- Students will show increase understanding of content knowledge, vocabulary and inquiry processes such as questioning, gathering data, making conclusions, and sharing findings.
- c. Goal(s)-
  - i. By the end of June 2011, 60% of all Fourth Grade students will attain proficiency in science based on the New York State Science Test.
  - ii. 40% of students in grades K-5 will demonstrate proficiency in Social Studies based on a comprehensive Social Studies Assessment.

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 30% (130 of 431) of all Grade 3-5 students will be reading at or above proficiency level, based on the New York State English Language Arts exam; an increase of 8.9% from 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Curriculum and Programming</b></p> <ul style="list-style-type: none"> <li>• This school year we will continue to concentrate on literacy development using the Treasures Reading Program which incorporates the teaching of phonics, phonemic awareness, vocabulary, fluency and comprehension. Teachers will continue to implement the reading and writing workshop model, word study, as well as integrate read-alouds and independent reading into daily student centered instruction. Teachers will model best practices following the to-with-and by model; in which students receive instruction as a whole group, small/guided group, and independently.</li> <li>• The school has worked to ensure that the curriculum is planned in accordance with New York State requirements and is in compliance with the <i>New York City Child First Initiative</i>. An instructional plan is in place to meet the needs of all students. As a result of the continuous need of our at-risk population, including our ELL students, teacher assignments will focus on student achievement. The budget allocation will continue to fund English as a Second Language support; in which every class containing ELL Students would have an ESL teacher push in during the literacy block. As a result ELL students will continue to be grouped according to their literary needs and will receive small group instruction based on their language acquisition level.</li> <li>• Teachers implement data based instructional approaches and activities that are aligned to student assessment which yield authentic, meaningful data. This data informs our next instructional steps at the school level, grade level, the class level, and for individual students. All students will receive a minimum of 165 minutes of daily instruction in comprehension skills and strategies based on the DRA<sup>2</sup> data. Tools available through Acuity will be used to support skills and strategies during the lieracy block specifically based on student needs on interim assessments (i.e. DRA, Predictive, ITA)</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• To ensure that we are providing quality instructional content to meet the diverse needs of all students’ are being met, we will purchase the complete Macmillan/McGraw Hill <i>Treasures Reading/ Language Arts Program</i>. The comprehensive research-based program builds on our existing Comprehensive Balanced Literacy approach and supports our alignment of instructional approaches and resources as well as assessments. It is our goal that the reading program will motivate and develop student success, therefore increasing students’ reading proficiency.</li> <li>• All teachers will participate in the New York State Reading Academy Foundation to support the school-wide implementation of Response to Intervention (RTI).</li> </ul> <p><b>Intervention and Enrichment</b></p> <ul style="list-style-type: none"> <li>• For the 2010-2011 school year, we have implemented a reading and writing initiative that seeks to increase students’ engagement and enthusiasm for reading, further developing students ability to construct meaning, clarify and expand their thinking about a text. All students in Kindergarten through Fifth grades will be exposed to carefully selected award winning children’s literature that will reinforce positive reading behaviors and strategies such as, building interest, vocabulary acquisition, retelling, comparing and contrasting, and comprehension.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>Resources:</i> Administration, Literacy Coach, UFT Teacher Center Specialist, Lead Teacher, Network Specialists, Academic Intervention Teachers, SBST, Leveled Libraries, Treasures Reading/Language Arts Program  <i>Funding Sources:</i> C4E FY 10, Tax Levy Fair Funding, Tax Levy one time allocation, Title I SWP, Title I ARRA, Title III, NYSTL (textbook),</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be assessed periodically throughout the school year using in-house assessments, informal assessments, conference notes, portfolios, Acuity (Predictive and ITAs), and DRA<sup>2</sup> to assess students' comprehension and reading level growth. The Curriculum and Grade Teams will set and monitor projected interim benchmark targets for each grade for in-house assessments.</p>

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 2008-09 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 (SINI/SRAP/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):**

**English Language Arts**

**Annual Goal:** *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

- Ensure that No Child Left Behind Sub Groups show exemplary gains and an increase in growth percentile
  - Students identified as the lowest 1/3 will be ranked in the 80% growth percentile.
  - 15% of ELLs in Grades 3-5 will attain proficiency on the NYS ELA; an increase of 8.9% from 2010.
  - 10% of Special Education students in Grade 3-5 will attain proficiency on the NYS ELA; increase of 8.5% from 2010.

**Action Plan**  
*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- Lowest-Third**
- All students identified as the lowest third will receive high quality, scientifically valid instructional support based on assessment of learner needs and the monitoring of student progress. Various interventions programs for students identified as approaching grade level standards (Tier II/Strategic) will include the Treasures Intervention Program; students identified as far below grade level (Tier III/Intensive) will include Triumphs, Foundations, Voyager, and Wilson. All intervention programs guide students through a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension, and technology skills.
- English Language Learners and Special Education Students**
- During the 2010-2011 school year, we will continue to align the English as a Second Language and Special Education programs to the monolingual curriculum. ELL students will be grouped within their classes to reflect their NYSESLAT proficiency level. ELL students will be engaged in activities that will emphasize the development of language skills including speaking and listening.
  - To help students identified as Long Term ELLs meet accountability measures students with 4 or more years of service will receive additional support through our Literacy through Arts After-School Program.
  - Special Education Students receive services by a certified special education teacher. These students are serviced in a variety of programs including Self-Contained, Integrated Co-Teaching and SETSS. All teachers will have access to Pre-Referral Intervention Manual (PRIM) that contains over 4,000 intervention strategies for 219 of the most common learning and behavioral problems.
- Professional Development**
- Funding will be allocated for Professional Development for Classroom, and ESL teachers on literacy instruction, including specific strategies to support ELLs.
  - All Teachers working with ELLs will receive professional development on using NYSESLAT data and differentiating strategies to meet students’ needs and in using effective ESL strategies.
  - Integrated Co-Teaching Teachers receive Power of Two training. Work with Marilyn Friend’s model of co-teaching will enhance ICT teachers capacity to plan, reflect, and problem solve about their practices. ICT teachers will engage in self-assessment, reflection on practice and professional conversation, to become more thoughtful and analytic about their work to improve their teaching and accelerating student learning.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><i>Resources:</i> Administration, Literacy Coach, Bilingual Coordinator, Lead Teacher, Network Specialists, Academic Intervention Teachers, SBST, Speech, IEP Teacher, ESL Teachers, Leveled Libraries, Bronx Arts Ensemble, Treasures Intervention Program, Triumphs, Wilson, Foundation, and Voyager  <i>Funding Sources:</i> C4E FY 10, Tax Levy Fair Funding, Tax Levy one time allocation, Title I SWP, Title I ARRA, Title III, NYSTL (textbook),</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be assessed periodically throughout the school year using in-house assessments, informal assessments, portfolios, and DRA2. There are projected interim benchmark gains for each grade for the literacy assessments.</p>

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 2008-09 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 (SINI/SRAP/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):**

**Mathematics**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 35% of (151 of 431) of all students in Third through Fifth grades will show mastery of mathematical skills and strategies as demonstrated by attaining a score at or above proficiency on the New York State Math test, an 6.3% increase from 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Curriculum and Programming</b></p> <ul style="list-style-type: none"> <li>• Students will be provided repeated exposure to new concepts and skills through the comprehensive <i>Everyday Math Program</i> that focuses on strand knowledge of Algebra, Data and Probability, Geometry, Measurement, Number Sense and Operations, and Patterns and Functions that incorporates text, manipulatives, and technology.</li> <li>• Assessment will continue to drive instruction in mathematics. We will continue to collect data regarding student math achievement from multiple sources including standardized state and city assessments, and in-house diagnostic, unit exams, and portfolio pieces. Teachers will use the Acuity Website as a resource to support skills and strategies during the math block specifically based on student needs obtained from the Predictive and ITA results.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Collaborative Planning sessions will include discussion over data, establishing trends and patterns among the grade and school-wide, researching possible strategies, interventions, and resources and implementation. The Teams will also identify and communicate effective methods of improvements through ARIS as a forum of pedagogical knowledge and practice, therefore strengthen instruction.</li> </ul> <p><b>Intervention and Enrichment</b></p> <ul style="list-style-type: none"> <li>• After a review of the needs assessment of student performance in mathematics it was determined that the 37 ½ Minutes Program will focus on providing our students in Second through Fifth Grades additional support in developing mastery of mathematical skills and strategies through small groups.</li> <li>• Mathematics Enrichment Cluster Teacher will provide additional skill based instruction to all students throughout the cluster cycles.</li> <li>• Due to the drastic decrease in Math scores, the School Based Inquiry Team will focus on quality improvement in Mathematics. They will analyze data to determine school wide trends and patterns and reflect on practice. Instruction will be adapted appropriate to the needs of students, the content, methodology, and delivery of instruction to ensure student access of the Math Curriculum.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><i>Resources:</i> Administration, Mathematics Coach, Lead Teachers, Network Specialists, Mathematic Cluster Enrichment Teacher, SBST, Everyday Mathematics textbooks and materials, Acuity, ARIS, School Based Inquiry Team <i>Funding Sources:</i> C4E FY 10, Tax Levy Fair Funding, Tax Levy one time allocation, Title I SWP, Title III, NYSTL (textbook), Title I ARRA</p>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval of periodic review; instrument(s) of measure; projected gains*

Students will be assessed periodically throughout the school year using program based formal and informal assessments and unit tests. Additionally, In-house assessments, informal assessments, portfolios, Acuity (Predictive and ITAs) will be used.

**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 2008-09 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 (SINI/SRAP/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.

<b>Subject/Area (where relevant):</b>	<b>Science</b>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, 60% of all Fourth Grade students will attain proficiency in science based on the New York State Science Test.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Curriculum and Programming</b></p> <ul style="list-style-type: none"> <li>• Students in grades K-2, are given a foundation of Inquiry Based learning through the use of the Foss Program which includes hands on activities and learning through inquiry, cooperative groups and investigations. Students in grades 3 -5 are taught using the blended approach combining the Foss and Harcourt programs. The blended approach incorporates inquiry based learning and content area reading and writing.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• It is understood that students must find relevance and familiarity in text, in order to do so we will build students’ background knowledge through strategic and well planned out of the building excursions; which will provide students with opportunities to demonstrate content skills and understanding.</li> <li>• A Science Laboratory will be developed to support students’ ability to think critically to create and solve Science Investigation.</li> <li>• During the Spring, the Science Enrichment Cluster will plan and organize Science exhibitions displaying student centered projects.</li> <li>• An after-school science program will be held in the spring time to support Fourth Grade students’ understanding of science content.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><i>Resources:</i> Administration, Lead Teachers, Foss Program, Harcourt Program, Science Classroom Libraries, textbooks, Science Lab, Science Cluster Teacher, <i>Funding Sources:</i> C4E FY 10, Tax Levy Fair Funding, Tax Levy one time allocation, Title I SWP, Title III, NYSTL (textbook), Title I ARRA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Students will be assessed periodically throughout the school year using unit assessments, informal tests, projects, and work folders.</p>

**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 2008-09 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 (SINI/SRAP/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):**

**Social Studies**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>40% of students in grades K-5 will demonstrate proficiency in Social Studies based on a comprehensive Social Studies Assessment</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Curriculum and Programming</b></p> <ul style="list-style-type: none"> <li>• The Social Studies block will follow the workshop model so that students can practice their reading and writing through social studies literature. Teachers will use the mini-lesson to model, introduce and reinforce literary and geographic skills and strategies. Students will receive daily instruction in Social Studies to increase their content knowledge.</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Social Studies cluster teacher will provide additional content based instruction to all students throughout the cluster cycles.</li> <li>• The Character Education program will serve as a pro-active approach to promote positive character building for all students in Kindergarten through Fifth grade. The design of the program focuses on the Six Pillars of Character:</li> <li>• It is understood that students must find relevance and familiarity in text, in order to do so we will build students' background knowledge through strategic and well planned out of the building excursions; which will provide students with opportunities to demonstrate content skills and understanding.</li> <li>• The school will continue to embed the Arts into the Multicultural Units of Study. During this unit of study, the entire school is immersed in global cultures and traditions.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><i>Resources:</i> Administration, Lead Teachers, Social Studies Classroom Libraries, textbooks, maps, globes, McGraw Hill Program, Social Studies Cluster, Character Education Program, AEC Coordinator <i>Funding Sources:</i> C4E FY 10, Tax Levy Fair Funding, Tax Levy one time allocation, Title I SWP, Title III, NYSTL (textbook), Title I ARRA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Students will be assessed periodically throughout the school year using unit assessments, informal tests, projects, and work folders.</p>

## **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	106	0	N/A	N/A	3	0	0	50
1	150	0	N/A	N/A	5	0	1	75
2	150	150	N/A	N/A	3	0	0	100
3	136	136	N/A	N/A	5	0	0	25
4	144	144	0	0	11	0	0	28
5	144	144	0	0	16	0	0	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Various interventions programs for students identified as approaching grade level standards (Tier II/Strategic) will include the Treasures Intervention Program; students identified as far below grade level (Tier III/Intensive) will include Triumphs, Foundations, Voyager, and Wilson. All intervention programs guide students through a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension, and technology skills.</p> <ul style="list-style-type: none"> <li>• Wilson- Small group instruction provided during the school day – grades 3 - 5</li> <li>• Voyager- Small group instruction provided during the school day- grades K – 3</li> <li>• Foundations- Small group instruction provided during the school day- grades K-1</li> <li>• After school Program- two hours of intensive small group ELA instruction- grade 3 – 5</li> </ul>
<b>Mathematics:</b>	<p>The 37 ½ Minutes Program will focus on providing our students in Second through Fifth Grades additional support in developing mastery of mathematical skills and strategies through small groups.</p> <ul style="list-style-type: none"> <li>• 37 ½ minutes- Small group instruction provided during extended day- grades 2 - 5</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• The After school Science Program- will provide two hours of intensive Science instruction (beginning in the Spring)- Grades 4</li> <li>• New York Restoration Program- Small Group Instruction- Grade 5</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Literacy through Arts After-School Program- Small Group provide afterschool- Grades 4 -5 ; students will focus</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Services provided individually and in small groups to identified at-risk students. In addition, services are extended to families in need of services.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• One to one counseling, once a week to identified at-risk students.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Cookshop Program- whole group instruction; during the school day; focuses on providing students the the tools and information needed to make healthy food choices.</li> <li>• Open Airway Asthma Support Group- small group, meets weekly with our Community Health liaison, Ms. Powerful, during lunch periods</li> <li>• Diabetic Support group- small group, meets weekly with our Community Health liaison Ms. Powerful, during lunch period</li> </ul>

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

*NCLB/SED requirement for all schools*

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

---

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

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

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

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

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

---

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

---

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

---

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

The Home Language Survey is used as a primary data source to determine the school's written and oral interpretation needs.

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.

Currently, 62% of our families identified Spanish as their Native Language. The school translates school letters and other forms of written communication into Spanish. We have had translators available at parent meetings to translate information using translation devices. In addition, we send larger documents such as the CEP, to the Department of Education Translation Unit.

We have found there is a small population of the school who are African but within this population there are several languages spoken. We continue to have difficulty finding translation in the various languages so that these parents can also have a complete understanding of what is offered in our school.

#### **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All documents sent out to the community have to have approval by the Principal. Once approved, if the document needs translation, the Principal will send it to identified staff members to translate. Large documents such as the CEP and parent handbooks will be sent to Central Office for translation. These translated documents will help bridge the gap between the school community and parents.

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.

Staff members or an outside contractor will translate meetings using equipment to support simultaneous translation.

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>.

Large documents will be forwarded to appropriate offices for translation.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,183,423.00	33,301.00	1,216,724.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,834.23	331.00	12,165.23
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	59,171.15	*	
4. Enter the anticipated 10% set-aside for Professional Development:	118,342.30	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

P.S. 64 x agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. Including but not limited to PBS Parent workshops, Parent Cook\shop program, Nutrition classes, Curriculum Nights, Dual Language parent Workshops, and Parent Meetings related to student performance on NYS assessments. Parents will consistently be informed of student progress or lack thereof throughout the school year, through progress reports and parent teach conferences.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
  - Members of the School Leadership Team conducted an annual review of the parent involvement policy by December 2010.
  - The Parent Involvement Policy was issued on November 9, 2010.

#### **1. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 64x will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: The school will use the state standards and performance indicators to drive instruction. The school will conduct on-going assessment and use the analysis to review and revise our practices.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: Parent-teacher conferences will be held in November 2010 and March 2011.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: In addition to report cards parents will receive progress reports four times a year and conferences where necessary.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can make appointments to see teachers via the parent coordinator, attend monthly breakfast per grade, attend school based support team meetings and parent teacher conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open House in September. Opportunities for open school week. Opportunities to volunteer by contacting the coordinator to obtain schedule and needs of the school.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at ELA and Math.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
13. Provide opportunities for parents to meet with Administrators by holding Administrative hours twice a week.

### Parent Responsibilities

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

- Monitoring attendance and lateness.
- Monitoring my child's apparel and ensuring that s/he wears uniforms daily.
- Uphold and reinforce the code of ethics and discipline code.
- Monitoring my child's progress through notebooks and work folders.
- Making sure that homework is completed.
- Make sure my child is prepared with necessary materials for his/her grade level.
- Monitoring amount of television their children watch.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- The School Parent Compact was issued on November 11, 2010.

**Student Responsibilities**

As a student, I will share the responsibility to improve my academic achievement and achieve the State’s high standards. Specifically, I will:

- Uphold the school code of ethics and discipline code
- Do my homework every day and ask for help when I need to.
- Keep my notebook and work folder organized
- Wear my uniform daily
- Come to school prepared with necessary materials and participate in school activities
- Periodically monitor and revise academic and social goals and work towards attaining set goals
- Read at least 30 minutes every day outside of school time and keep a record of my reading through reading logs and reading response.
- Complete all assignments and projects
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

## 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.

A needs assessment of the school has been conducted by reviewing students' performance records using ARIS, ATS and NYSTART. An analysis of the Quality Review also gave us insight on the performance of our students. Finally we used the New York City Progress Report to assess our school.

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

PS 64 uses RTI which is a state reading academy to ensure that we are using scientifically based researched instructional practices in our school The Inquiry Team is meeting and researching best practices for our various subgroups like English Language Learners as well as Special Education Students.

For the 2010-2011 school year, we have implemented a reading and writing initiative that seeks to increase students' engagement and enthusiasm for reading, further developing students ability to construct meaning, clarify and expand their thinking about a text. All students in Kindergarten through Fifth grades will be exposed to carefully selected award winning children's literature that will reinforce positive reading behaviors and strategies such as, building interest, vocabulary acquisition, retelling, comparing and contrasting, and comprehension.

3. Instruction by highly qualified staff

PS 64X currently has 100% highly qualified teachers teaching in core academic subjects. In addition, we continue to support the Lead Teacher and Mentoring Programs.

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.

On-going professional development is provided in-house through the use of coaches, Teacher Center specialist, Lead teachers and administrators. In addition, Network Specialists also provide professional development. At times, staff receives professional development outside of the school building. These workshops include workshops provided by the Department of Education. On-going professional development will be conducted on the use of effective instructional practices in balanced literacy, mathematics, and Informed Data Driven Instructional Practices for ELL and IEP students. Professional Development will be aligned to NYC Department of Education's Children First Initiative.

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

To attract highly qualified teachers a team of school leaders attend City-wide Job Fairs.

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

To promote a vibrant and active school and home partnership, the following programs will take place throughout the year:

- a. Curriculum Night
- b. Open-house
- c. Town Hall
- d. Literacy Celebrations
- e. Parent Volunteers
- f. ARIS ParentLink Orientation
- g. Cookshop Nutrition Classes

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

Not Applicable

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.
  - a. Professional development workshops
  - b. Faculty conferences
  - c. Grade conferences
  - d. Common preps
  - e. Collaborative Inquiry Planning periods
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.

PS 64 has active Instructional Support and Pupil Personnel Teams which meet weekly to review and revise academic instruction. Academic Intervention Services ensure that students who experience difficulty mastering the proficient or advanced levels receive support through:

- a. Academic Intervention Services
  - b. Wilson Intervention Program
  - c. Foundation Intervention Program
  - d. Voyager
  - e. Triumphs
  - f. Treasures Intervention Program
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.

Bronx Health Nutrition Program is working with PS 64x staff, students and parents to incorporate healthy eating habits, choosing healthy snacks and educating students about their diets. Parents participate in Nutrition classes once a week. We will work with dieticians of school to improve lunch selections. Additionally, we received a grant that provides an afternoon healthy snack of fruits or vegetables to all students in the school. PS64 participates in Penny Harvest. Firefighters from the FDNY come to the school to discuss fire safety to all students in the school.. Workshops have been given to both parents and staff.

## 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” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			994,076.32		Pgs. 14-15, 16-17, 18
Title I, Part A (ARRA)	Federal	✓			32,970		Pgs. 14-15, 16-17, 18
Title II, Part A	Federal	✓			Not available		
Title III, Part A	Federal	✓			Not available		Pgs. 14-15, 16-17, 18
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			Not available		Pgs. 14-15, 16-17, 18

**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.

## **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.

PS 64X is not a Title I Targeted Assistance Schools

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

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

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

**NCLB/SED Status:** Restructuring (Advanced)-Focus

**SURR<sup>3</sup> 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.

Although students continue to show progress from one year to the next, they are not performing at proficient levels on the New York State ELA and Mathematics assessments. This year we failed to make our Adequate Yearly Progress (AYP) in English Language Arts for any of our subgroups. According to the 2010 ELA, our students' median proficiency is 2.32 with 20.4% percent of students attaining proficiency. The ELA Item Analysis shows that our focus should remain on Literary Response and Expression. We have found that the school needs to systematically align literacy instruction for all grades.

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.

Please refer to Action Plan for ELA.

**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.

All teachers will receive support in literacy instruction through the direct training received from Macmillian/Mac-Graw Hill consultants on the implementation of the *Treasures* reading program. In addition, as a result of the continuous needs of our at-risk population, including our ELLs, all teachers will receive training on Response to Intervention, which will allow teachers to respond immediately to a student who needs additional intervention. Teachers will begin to explore the Common Core State Standards and begin to integrate the new standards into the curriculum and extend best-literacy practices from language arts instruction across the entire curriculum.

Teachers will receive training and support from various school leaders including the Data Specialist, Instructional Coaches, Lead Teachers, peer teachers, Network Specialist and the Department of Education on effective instructional strategies, interventions, and differentiation.

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

Coaches, lead teachers and other identified mentors will work collaboratively with new and second year teachers to provide support for instructional practices, classroom management, and other academic areas. The UFT Teacher Center Specialist will also ensure that all teachers have information about professional development offered by the UFT that would support their needs.

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.

Letters addressed to parents in their home language will be sent home explaining the school's identification and school improvement plan. Information will also be disseminated at Parent Association Meetings and Workshops.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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.)  
Currently there are 24 families living in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.

PS 64x employs a full time family worker who works with our students and their families to ensure that students are able to attend school on a consistent basis. If there is a need, she will do a home visit and outreach to families for the school. Additionally, the guidance counselor works with families to assist them in finding outside organizations that can help them. The parent coordinator works with parents in various tasks including assisting them with filling out various applications. Students who are in Temporary Housing are included in our Inquiry Team focus students and their academic progress is closely tracked. If necessary, these students are given personal intervention plans to address their academic needs.

### **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**

<b>School Name:</b>	P.S. 064 Pura Belpre					
<b>District:</b>	9	<b>DBN:</b>	09X064	<b>School</b>		320900010064

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.0	92.4	92.2
Kindergarten	135	147	106				
Grade 1	147	152	150	<b>Student Stability - % of Enrollment:</b>			
Grade 2	142	129	150	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	146	144	135		91.8	89.2	88.5
Grade 4	147	145	142				
Grade 5	149	144	144	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		92.4	94.6	99.2
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		11	177	259
Grade 12	0	0	0				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	866	861	828	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					23	31	39

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	22	22	24	Principal Suspensions	2	1	13
# in Collaborative Team Teaching (CTT) Classes	54	50	69	Superintendent Suspensions	18	38	14
Number all others	75	74	64				

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

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	205	231	TBD	Number of Teachers	88	88	84
# in Dual Lang. Programs	0	18	TBD	Number of Administrators and Other Professionals	16	16	11
# receiving ESL services only	212	172	TBD				
# ELLs with IEPs	15	79	TBD	Number of Educational Paraprofessionals	4	6	10

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.8
				% more than 2 years teaching in this school	64.8	69.3	90.5
				% more than 5 years teaching anywhere	55.7	52.3	67.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	80.0	86.9
American Indian or Alaska Native	0.2	0.2	0.4	% core classes taught by "highly qualified" teachers	94.3	98.8	93.5
Black or African American	14.8	13.8	15.0				
Hispanic or Latino	84.1	83.7	83.6				
Asian or Native Hawaiian/Other Pacific	0.6	0.5	0.6				
White	0.3	0.3	0.5				
<b>Male</b>	51.4	50.8	51.7				
<b>Female</b>	48.6	49.2	48.3				

#### 2009-10 TITLE I STATUS

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

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

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

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

	Phase			Category		
	In Good			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				v	

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	vsh	v		-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-				
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	vsh	v		-	-	
Economically Disadvantaged	vsh	v				
<b>Student groups making</b>	6	6	1	0	0	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	39.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	7.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	1.8	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.8		

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](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	<b>Children First Network</b>	District	<b>09</b>	School Number	<b>064</b>	School Name	<b>Pura Belpre</b>
Principal	<b>Ms. Tara O'Brien</b>			Assistant Principal	<b>Ms. Patricia Mamara</b>		
Coach	<b>Ms. C. Crocker-Bey</b>			Coach	<b>Ms. N. Toledano-George</b>		
Teacher/Subject Area	<b>Ms.</b>			Guidance Counselor	<b>Ms. A. Cooper</b>		
Teacher/Subject Area	<b>Ms.</b>			Parent	<b>type here</b>		
Teacher/Subject Area	<b>Ms.</b>			Parent Coordinator	<b>Ms. A. Cortes-Nater</b>		
Related Service Provider	<b>Mr. O. Colon</b>			Other			
Network Leader	<b>J. Gonzalez</b>			Other	<b>type here</b>		

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>7</b>	Number of Certified Bilingual Teachers	<b>17</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>5</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>832</b>	Total Number of ELLs	<b>405</b>	ELLs as Share of Total Student Population (%)	<b>48.68%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

The initial identification of students takes place during the early fall and throughout the school year during student registration. Parent orientation meetings are held to inform parents of incoming students about the three instructional program choice (Dual Language, Transitional Bilingual and Free Standing ESL) for their children. A full-time parent coordinator works in conjunction with the Bilingual Coordinator and ESL/Bilingual staff members to assist parents during the intake process. During the orientation, parents are informed about all three program choices; they watch a video related to the program options and have any questions and/or concerns addressed. To ensure that the video on the choices is seen, it will be available to be viewed all throughout September during the registration process. Additional outreach is conducted by telephone and during Fall Open House in September and Parent/Teacher Conferences in November during the daytime and in the evening. All orientations are provided in English and Spanish. Individual sessions are also provided to parents through appointment. All letters are given and orientation conducted in Spanish and English as well as any other language parents might need; a translator will be requested if needed for any language other than the two mentioned above.

During enrollment, parents complete the Home Language Survey (HLIS). A student is identified as an potential ELL if the Home Language is other than English or the student's native language is other than English. Potential students and their parents who are new to our school system are informally interviewed by our Bilingual/Testing Coordinator. During this interview, a decision is made about which program to choose. Students whose parents converse in Spanish are then addressed in Spanish for the remainder of the process. If the conversation happens in English, the registration process continues in English. The Pupil Accounting Secretary cross references the information to ensure that it is correctly input onto ATS. Informal interview questions include but are not limited to the following: Where do you come from? How long have you lived in the area? What is your favorite place in the neighborhood? Who do you like the best, the Yankees or the Mets? What is your favorite food? Parents are then encouraged to provide clarification of any or all of the responses on the Home Language Survey (HLIS) so that we may better understand and meet the students' instructional needs. Based on the parents' responses, a determination is made as to whether to assess the child using the revised Language Assessment Battery (LAB-R) or to label the student as English dominant. Once potential ELLs are identified, the revised LAB-R is administered within ten days of enrollment. Students eligible to receive services under CR Part 154 are those identified as students with Limited English Proficiency (LEP); they come from a home where a language other than English is spoken and score below a state designated level of proficiency on the LAB-R or the New York State English as a Second Language Assessment Achievement Test (NYSESLAT). Student who did not exhibit proficiency are offered a program selection choice.

To assist parents in making a selection that is most beneficial for their child, parents are provided with a photocopy of a parent guide for Students Learning English, published by the New York City Department of Education, in the language of their choice. Parents are also shown a Department of Education video for English Language Learners in the language of their choice. Parents who are unable to stay to watch the video are offered several opportunities to come to either our parent orientation sessions or schedule an individual meeting time to view the video. Parents are given the Parent Selection Form and the Parent Survey to complete.

At the end of the school year, Entitlement letters are sent to parents of all ELL students. Attached to the letters are the Parent Survey and Program Selection letter. Classes for the following year are formed to coly with parent request and the students' needs determined by NYSESLAT/ LAB-R results. In September, after reviewing the NYSESLAT data, continuation letters are given to all eligible students; the first attempt letter is sent home with a tear-off section and a copy is kept at the school. If no response is returned, a second attempt letter is sent home with a tear-off section and a copy is kept at school. If no response is returned, a third attempt is made by phone whereby a verbal agreement for consent is accepted, placed in a log and followed up with the parent(s) during the Parent/Teacher Conference in November when parents will provide his/her signature.

Upon review of the Parent Survey and the program selection choices of the past several years, we have noticed a pattern of preference for the Transitional Bilingual Program or Dual Language program by students of new, immigrant Spanish-speaking parents. New immigrant parents from countries where the native language is not Spanish along with Spanish-speaking parents who are in the United States for more than two years overwhelmingly select the Free Standing ESL program. During the current school year, parents have been choosing Bilingual programs (Transitional and Dual) at approximately the rate of 70% over the ESL program at a 30% rate. During the previous school year (2010-2011), the Bilingual Program Selection (TBE and Dual) was at approximately 52% and ESL at 47%. The increase in Bilingual selection is likely due to an increase in the number of parents wanting a Dual Language program for their children. Now that our Dual Language Program is in its second year, there have been a large number of parents seeking to register their children in the Dual Language Program. To align with parents program selection, we have expanded out Dual Language program to include another Dual Language class

on the Kindergarten level as our last year's students have moved to the first grade in the Dual Language Program.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	2	4	2	2	1	0	0	0	0	0	0	0	12
<b>Dual Language</b> <small>(50%:50%)</small>	2	2	0	0	0	0	0	0	0	0	0	0	0	4
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	1	1	0	0	0	0	0	0	0	0	0	2
<b>Push-In</b>	1	2	1	0	2	4	0	0	0	0	0	0	0	10
<b>Total</b>	4	6	6	3	4	5	0	0	0	0	0	0	0	28

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	405	Newcomers (ELLs receiving service 0-3 years)	273
SIFE	8	ELLs receiving service 4-6 years	128
		Special Education	95
		Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	154	8	37	59	0	13	1	0	1	214
Dual Language	49	0	0	0	0	0	0	0	0	49
ESL	70	0	22	69	0	20	3	0	2	142
<b>Total</b>	<b>273</b>	<b>8</b>	<b>59</b>	<b>128</b>	<b>0</b>	<b>33</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>405</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	34	59	39	39	23	0	0	0	0	0	0	0	214
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>20</b>	<b>34</b>	<b>59</b>	<b>39</b>	<b>39</b>	<b>23</b>	<b>0</b>	<b>214</b>						

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	28	10	20	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	48	22
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	11	1	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	25
<b>TOTAL</b>	<b>28</b>	<b>21</b>	<b>21</b>	<b>26</b>	<b>0</b>	<b>49</b>	<b>47</b>													

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>23</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>7</u>	Asian: <u>0</u>
Hispanic/Latino: <u>35</u>	Other: <u>0</u>
Native American: <u>1</u>	White (Non-Hispanic/Latino): <u>4</u>

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	8	15	21	22	26	26	0	0	0	0	0	0	0	118
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	6	4	4	4	0	0	0	0	0	0	0	0	21
<b>TOTAL</b>	<b>11</b>	<b>22</b>	<b>25</b>	<b>26</b>	<b>32</b>	<b>26</b>	<b>0</b>	<b>142</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. With nearly 50% (48.68%) of our student body identified as English Language Learners, it is imperative that the school's focus is on ensuring that students deemed Limited English Proficient (LEP) have the proper intervention and support necessary to ensure their progress in all content areas. English Language Learner (ELL) Language Arts Standards will continue to be integrated into each lesson in both the monolingual and bilingual classes. All three instructional programs available for ELLs include an ESL component designed to develop skills in listening, speaking, reading and writing in English and in content-area instruction; in addition, NLA components are included. To provide access and equity to our ELL populations, literacy and Mathematics instruction are consistent with the program model design. The organizational models used to deliver instruction to ELLs include Push-in (Co-teaching), Collaborative and Self-Contained. Using the data from our Developmental Reading Assessment (DRA2) administered in both English and Spanish, teachers along with administrators, the Data Analyst and the Bilingual Coordinator carefully analyze the students' needs and schedule teachers accordingly. The classroom program model is heterogeneous in K and 1st grade, composed of students of mixed proficiency levels. In Grade 2, there is one Free Standing ESL class with a licensed ESL teacher and students who need support in all four areas: Listening, Speaking, Reading and Writing. There is also one class with students who are considered Advanced in Listening and Speaking but who need more support in Reading and Writing by the information gleaned from the NYSELSAT. The teacher chosen for that class has an expertise in the Reading Recovery Program and, therefore, is able to apply the research-based strategies used in that program to support the ELL population in that class. On Grade 3, there is another Free Standing ESL class with students who need support in all of the four areas: Listening, Speaking, Reading and Writing; the teacher in that classroom is a licensed ESL teacher. In Grades 4 and 5, there is homogeneous grouping in which the proficiency levels of students are matched to a class. Students have been and will continue to be grouped in classes according to their NYSESLAT strands. Therefore, all of the students on a given grade level who are mandated to receive 360 or 180 minutes of explicit ESL instruction per week are together for service by a licensed ESL pedagogue. At a minimum, beginning and intermediate level ELLs receive 360 minutes of explicit ESL instruction per week and 90 minutes of Native Language instruction. Advanced level ELL students receive a minimum of 180 minutes of explicit ESL instruction and literacy development in addition to a 45 minute instruction period in Native Language instruction. Students in the bilingual classes receive the mandated 45/90 minutes of Native Language Arts instruction. To ensure that the mandated number of instructional minutes is provided in accordance with the CR Part 154, five (5) English as a Second Language teachers push-in (Co-teach) into monolingual classrooms during the Literacy period using the TREASURES Reading Program. In Transitional Bilingual Education (TBE), Dual Language (DL) and Free Standing ESL program models certified ESL and Bilingual classroom teachers provide small group instruction based on the needs of the students. Pedagogues are assigned to classrooms according to the needs of the ELL students. Additional support is provided to ELL students during the 37.5 minute Intervention Program to provide explicit and direct small group instruction in literacy in the target language. Each teacher team has a least one member who has a strong academic language proficiency in each of the languages.

During the school year, the Transitional Bilingual Education (TBE) program includes 12 classes; the categorization is as follows:

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
ICT Bilingual (1)	Bilingual (1)				
ICT Bilingual (1)					
	Bilingual (2)				
ICT Bilingual (1)					
SC Bilingual (1)	Bilingual (1)				
ICT Bilingual (1)	Bilingual (2)	Bilingual (1)			

The ELL students who have been in the United States for less than three years (newcomers) are usually placed in Bilingual classes by parent choice where they receive the required Native Language Arts and content area instruction in Spanish. They receive and will continue to receive the required units of ESL instruction. Looking at data for long-terms ELL students, the school will take a more active approach in providing Free Standing ESL classrooms in conjunction with parent choice offerings if needed. At this time, we have implemented a push-in (Co-teaching) model with the ESL teacher assigned for the mandated number of minutes. To help prepare ELLs who have been receiving services for more than 3 years, upper grade ELL students will be provided with a specific after-school intervention program targeting this population. The program is in conjunction with the Bronx Arts Ensemble and will consist of three afternoons a week for three hours for a period of fourteen (14) weeks; the program will consist of Ballroom Dancing and Literacy instruction whereby the teachers will institute ESL strategies to support student instruction in the target language. Teachers will use schema to connect knowledge and understanding through a variety of activities so that students' attention is focused and they are able to garner a general sense of reading texts and passages. Teachers will adjust their language demands by modifying speech rate and tone and by providing direct instruction of vocabulary and grammar. By repeating key words (Tier Two) words as well as phrases and concepts, and by using context clues, students will increase prior knowledge. In addition, the use of visuals, graphic organizers and cooperative learning, such as think-pair-share, turn and talk to your partner will be implemented to reinforce speaking and listening skills. When students have authentic purposes for using language as in this instance, learning Ballroom Dancing techniques, steps, moves, culture, expressions, they will have opportunities for social interaction thereby developing language skills in a meaningful way that addresses multiple intelligences and increases student engagement.

Over the last three years, we have found that there is an ever-increasing pattern of the number of students who have tested out of ESL

services. In the 2006-07 school year, 12 of our ELL students tested out of ESL services. In the 2007-08 school year, 20 of our ELL students tested out of ESL services. In the 2008-09 school year, 25 of our ELL students tested out of ESL services. In the 2009-10 school year, 33 of our students tested out of ESL services. To ensure that students who reach proficiency on the NYSESLAT continue to make academic progress, we will provide intensive support in English through continued ESL services to our former ELL students.

Also, our students in Bilingual inclusion classes or self-contained Bilingual classes, who have been identified as having special needs, receive instruction from either two classroom teachers or an ESL pedagogue, related-services teachers and educational assistants as specified in the each student's Individual Education Plan . Through ongoing assessments and small group work, the needs of these students will be continually assessed with an emphasis on having the students reach the goals of their IEPs.

## 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?

During the 2010-11 school year, we will continue to align the English as a Second Language and Special Education programs to the monolingual curriculum. To give students additional demonstrations of classroom concepts using instructional materials including technology, we have recently purchased a new reading program, Treasures Reading Program, which will provide meaningful, effective instruction to address the needs of our ELL students. With this program in place, it will give our teachers the support they need and our ELL students the opportunity they require to become educated, productive citizens. By choosing this program, we will ensure that a one-size fits all approach is no longer acceptable for our ELL students. On the other hand, best practices will be instituted for our ELL students involving strategies and techniques that make content comprehensible and that will provide opportunities for practice using academic English. In the Treasures English Language Learner Practice Book, there are activities to provide practice for the target skill or strategy taught each week: phonics, vocabulary, grammar, writing and book talk. The English Language Learner Practice Book provides additional language and concept support for ELL students. The resource book also includes Oral Language Proficiency

To make the lessons clear and meaningful, materials will include graphs, leveled readers, websites, models, vocabulary cards and visuals. Whole group instruction will be used to introduce a lesson and for teaching a specific skill as well as modeling. Working in pairs will allow ELL students to interact by using academic English in a non-threatening way. Small group work will be used to practice and reinforce skills and concepts at the ELL students' proficiency levels. Our ELL students will be encouraged to move beyond the yes/no response to more well-developed responses using critical thinking skills. Furthermore, to promote and support Native Language Arts instruction, classrooms will have bilingual dictionaries and Spanish libraries wherever possible.

In addition, ELL students come with a great deal of experiences; by allowing this culturally-specific knowledge to be discussed, students will be provided with opportunities to make connections to the new knowledge with their prior knowledge. When students are allowed to share their personal information and realize that it is respected and admired, they will begin to gain self-esteem and the desire to participate in a more meaningful way. By using a variety of techniques such as, gestures and visuals that support and assist ELL students with understanding and while speaking at rate proportionate to the students' proficiency level, content and concepts will have clarity and transparency. Students will not have to guess or be fearful of asking questions; a risk-free environment will be provided so that students feel comfortable and successful learning and using academic language.

To address students' high level of engagement and child youth development, the school will provide a behavioral program, Character Counts, in which the students will learn the Six Character Pillars in order to develop the personal growth needed to exist in the 21st Century in an ever-changing world. The program will assist them in developing positive cross-cultural attitudes and behaviors toward one another, to accept differences as well as similarities that will help them function in a global society. Each class will receive enrichment courses in Social Studies,

Science, Art, Library and Technology. In June, the entire school community will be engaged in thematic planning centered on multiculturalism. During the month-long Multicultural unit of study, students in Kindergarten through fifth grade have an opportunity to research and celebrate countries from around the world learning the customs, national anthems, habits and cultural nuances of others by learning to respect differences and similarities of others.

Moreover, we will implement a Book of the Month and Quality Writing initiatives whereby students are listening to Read Alouds of books specifically chosen to enhance and improve vocabulary acquisition (Tier Two) words as well as the various features and characteristics of quality writing: what it looks like, sounds like and how authors use descriptive language, word choice, dialogue, style, form, voice, purpose and message to create written work. In implementing these initiatives, ELL students will learn the importance of critical and higher-order thinking and be able to express ideas, debate concepts and formulate opinions. Most importantly, in Bilingual classrooms, ELL students will be held to high expectations and to engage in quality interactions. Teachers will be expected to sustain academic rigor, a clear language focus and to provide quality curriculum in teaching English Language Learners. ELL students will be exposed to genre studies during our 37.5 minute period as we institute the Drop Everything and Read (DEAR) as a school-wide program.

### C. Schools with Dual Language Programs

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

In an effort to prepare our students for a more global society, we seek to provide the opportunity for our population to become bi-literate and bilingual. The integration of the Dual Language program into our school seeks to develop positive, cross-cultural attitudes and to attain higher levels of self-esteem and critical thinking. During the 2010-11 school year, we will implement a Dual Language enhanced curriculum across the content areas that will prepare our students for the challenges of the 21st Century.

The Dual Language program supports the linguistic demographics of the school with 50% of our students that are native English language speakers and the other 50% are ELLs. Similarly, the most represented languages spoken are given equal status within our school. In our Dual Language program, the classes integrate; 50% of the students are English Proficient (EP) and 50% are ELLs. We currently have one dual language class in Kindergarten and one in first grade. On each grade there is an English room and a Spanish room. In our English room, the language of instruction is English and in the Spanish room, the language of instruction is Spanish. Students begin their day in the classroom of their Native language for Literacy instruction. Students are then mixed using a 50/50 model of English/Spanish speakers. Then they alternate their language of instruction each day for all other content areas. Native Spanish-speaking students also receive one period of ESL (English as a Second Language) and native English-speaking students receive one period of SSL (Spanish as a Second Language) daily by a certified teacher, Ms. Frias-Martinez and Ms. Rodriguez in K and 1st grade respectively. Dual Language teachers on each grade plan all instruction together to ensure seamless instruction to meet academic and linguistic objectives for all students.

Students are grouped based on ability with each group composed of 50% native English speakers and 50% native Spanish speakers. This model of mixed grouping promotes language development and enables students to assist and model language for each other. English dominant students are able to model language for Spanish dominant students in the English room and Spanish dominant students are able to model language for the English dominant students in the Spanish classroom. The alternating day schedule ensures that the 50-50 model of instruction takes place.

In addition, next year we will be opening a Dual Language class in second grade; therefore, this year we are searching for two teachers who will be well-suited in working together to implement the Dual Language model as well as promote the principles of the Dual Language program.

### 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.

To continue to develop and support students' high levels of academic rigor and the needs of second language learners, ongoing professional development will be implemented for all teachers serving ELLs. It is understood that professional development is aligned with students' needs and school goals of implementing academically rigorous instruction for ELLs. As a school we will provide strategic support to teachers throughout the school year on establishing learning-centered environments. Teachers will be receiving professional development for our new Treasures Reading Program on November 16, 17 and 18, 2010.

§ Teachers are encouraged to use student performance data on multiple assessments (including NYSESLAT data) to inform instruction, differentiate learning and teaching to meet the needs of each ELL student. Teachers will participate in a series of workshops to examine student performance data using assessment tools that are periodic, cumulative and summative. This data will then be used to support differentiated instruction that supports student learning needs and styles including the integration of the jigsaw method, inquiry-based learning, interactive word walls and Think-Pair-Share.

§ ESL and Bilingual teachers will continue to be trained on the Sheltered Instruction Observation Protocol (SIOP) and Total Physical Response methodologies to guide their instruction. All staff working with ELL students will be trained in linguistic objectives, language development and the various strategies and methodologies that best support ESL students, including but not limited to scaffolding, figurative/academic language, fragmented and run-on sentences and schema. In addition, all ESL Push-in teachers will continue to meet as a team to plan and assess student achievement on a weekly basis.

§ Staff will be trained by school-based coaches, UFT teacher-center and lead teachers as well as contracted experts in the field. The Learning Support Network specialist will provide professional development to all school personnel who instruct ELL students on a monthly basis on the following days: November 4, 2010, December 2, 2010, January 6, 2011, February 10, 2011, March 3, 2011 and April 7, 2011. Ongoing scaffolding strategies will be provided for monolingual teachers as well as our ESL and Bilingual teachers. In addition, the specialist will meet with the newly formed ELL Team, a team of ten individuals consisting of two ESL teachers, two Bilingual teachers, the Data Analyst, the Bilingual Coordinator, a Special Education teacher, a Dual Language teacher and the Wilson Reading teacher who will meet on a monthly basis to discuss assessment, instruction, differentiation, program effectiveness, implementation and reflection of professional development sessions. In addition, the ELL Team will receive training in the Language Allocation Policy (LAP) and become familiar with its contents as it is part of the Comprehensive Education Plan (CEP) for our school. As a result, it will be used as an instructional guide whereby revision can be made to our programs if the data requires us to do so.

## **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?

In order to facilitate parents playing a key role in their children's education and in order to actively participate, we are working towards a strong collaboration between parents and our school. Progress is monitored and measured on an ongoing basis and reported back to the parents in the form of a Progress Report four times a year: October, December, February, and April as a means of communication between home and school to keep parents abreast of their children's progress or lack thereof. We view parent outreach as a vital factor to improve communication with the parents and families of our ELL students. Our efforts can only be successful with the direct involvement of parents. We foster a spirit of collaboration and support as well as foster a sense of ownership over their children's academic success. We celebrate high quality student work through celebrations to which parents are invited such as awards assemblies and publication celebrations as they showcase the product and process of learning. During the current academic year, we will commence a parent volunteer program in our classrooms, where parents will be able to support and observe first hand student learning.

To this end, our parent coordinator serves as an agent through which information on how to understand and engage in a child's academic success is provided. The parent coordinator facilitates contacts with external agencies, such as CBOs. The outreach services provided by the parent coordinator have led to numerous collaborative relationships with CBOs such as Cornell University, Morrisania Mental Health, Parents Action Committee and Montefiore Hospital.

During the month of September 2010, the Parents Action Committee (PAC) New Settlement Apartments, a CBO, and the administration of PS64X collaborated in a Town Hall meeting for the parents and neighboring community. Parents were afforded the opportunity to post questions and concerns and have them immediately addressed. In addition, parents were informed of structural changes and services provided at the school. Montefiore Hospital, another CBO, also participated in the Town Hall providing parents with information on registration and related health issues.

Parents' needs are primarily evaluated by the parent coordinator. She interviews the parents then directs them to appropriate personnel, or she addresses the issues herself.

This year, we will use a Learning Environment Survey to evaluate and prioritize attention to parents' needs, and analyze it for obstacles to parental involvement.

Cornell University provides nutrition workshops for the parents. Morrisania Mental Health Clinic presents monthly workshops on health related concerns such as asthma, diabetes, and domestic violence. Furthermore, the parent coordinator, who is bilingual in Spanish and English, facilitates workshops such as Mommy and Me, where initial and pre- literacy skills are promoted to parents of pre-school ELLs and bilingual

students. Parent conversations where parents share ideas on how to advocate for their children and how to deal with problems at school are encouraged; parents also negotiate school related issues in their home language. Besides these workshops, we offer additional workshop series, where upon completion, certificates are generated, which ACS accepts as continuing education. These workshop series: Parenting Skills, Tiger Time (reading to children), and Cookshop for Families, last anywhere from six (6) sessions to six (6) months.

In continuing to address the needs of our parents during the 2010-2011 academic school year, we will facilitate Character Education classes one Saturday a month to build on principles and traits that embrace good character. Furthermore, the school librarian will facilitate monthly read-alouds, where reading strategies that aid in reading comprehension will be modeled. Parents will be able to participate in activities and then practice what they learned at home with their children.

## 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)	34	30	19	14	6	9	0	0	0	0	0	0	0	112
Intermediate(I)	0	32	35	34	22	18	0	0	0	0	0	0	0	141
Advanced (A)	21	8	21	10	35	18	0	0	0	0	0	0	0	113
Total	55	70	75	58	63	45	0	0	0	0	0	0	0	366

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	4	1	1	2	3	0	0	0	0	0	0	0
	I	0	36	13	5	3	6	0	0	0	0	0	0	0
	A	0	23	46	29	31	15	0	0	0	0	0	0	0
	P	0	7	15	23	27	21	0	0	0	0	0	0	0
READING/WRITING	B	0	30	19	14	6	9	0	0	0	0	0	0	0
	I	0	24	33	34	22	18	0	0	0	0	0	0	0
	A	0	8	21	10	34	18	0	0	0	0	0	0	0
	P	8	2	0	1	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	31	25	7	0	63
4	20	25	1	0	46
5	20	33	2	0	55
6	0	0	0	0	0
7	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	9	23	17	11	3	3	0	71
4	9	6	18	15	3	1	3	0	55
5	8	3	24	20	5	1	0	0	61
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	7	13	7	12	8	1	1	49
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9	6	3	4	27	11	1	0	61
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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)	11	23	10	16	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

1. To make certain that our ELL instructional programs include high levels of rigor and support, all of the stakeholders involved in developing the LAP, administrators, teachers and parents will meet periodically to self-evaluate the coherence of the program structures and

By June 2011, we anticipate that 50% (202 out of 405) ELLs will make at least one year's progress on the NYS ELA. By June 2011, we anticipate that 50% (202 out of 405) ELLs will strive to attain reading level proficiency as measured on the DRA 2 and EDL2 to assess students' comprehension and reading level growth. Several methods will be used to measure whether or not the school has met the stated objectives. Evidence of meeting the target goals will include both formal and informal measures. Taken as a whole, students' performance on State and Interim assessments, predictive tests (ELA, Math and ELE), ITA exams, will reflect evidence of improved ELL student outcomes. Collecting and analyzing multiple sources of data in two languages and setting annual measureable goals will support the improvement in areas that most impact teaching and learning and assessment for ELLs. Assessment of content-area learning and language development will match the language of instruction and programmatic goals. Ongoing assessments of students in academic content areas as well as language development will inform teaching and learning. PS 64X has an inquiry team who meet to analyze student achievement and suggest intervention programs, which may best facilitate academic achievement. The school has designed activities to expand and enhance existing language instruction, educational programs and academic content instruction programs. In addition, the new Treasures Reading Program has a number of different ways to assess our students: Diagnostic, Fluency and Unit Tests in both languages so that we can reassess benchmark language acquisition.

To help meet comprehension accountability measures, we evaluate the success of the programs and interventions we offer our ELLs by:

- § the number of students approaching level 2, meeting level 3 and exceeding level 4 grade level standards on the state exams
- § as well as the close monitoring of student work final products and
- § by teachers' increased usage of differentiated instruction.

ELL students in the Transitional Bilingual program will be assessed throughout the year on their level of Native language development and proficiency. Native language assessments including running records and the DRA2/EDL2 will be used across the school. In addition, we will continue to use unit tests in the various content areas. To support the movement of the school in the 2009-10 school year, we used the DRA2 Focus for Instruction as a tool to track and monitor ELL student performance in literacy. The template exceeded the close tracking of students' achievement in literacy to include the analysis of student groups according to the reading benchmark levels. It also supported teacher effectiveness in implementing differentiated instruction through examination and documentation of students' strengths, needs and next steps. In using the DRA2 as our main tool to assess three times a year, September, February and May, we will maintain a consistency across the school. The effectiveness of Dual Language program now in its second year will be assessed through the language acquisition of students in both languages at the end of each academic year. We plan to assess English Proficient (EP) students using the Spanish LAB. We expect to show moderate gains in the Speaking/Listening modalities by the end of the school year for Kindergarten students and proficient gains in Speaking and Listening modalities for first grade by the end of the school year. Our expectations are for a 15 point increase in the raw score for our English Proficient (EP) in Spanish. We will continue to measure the progress made of the students participating in the Dual Language program in both Kindergarten and 1st grade over the long-term and also look forward to how our EPs are going to perform on the state exams in the Spring of 2011. By the end of fifth grade, all students are expected to be bi-literate and able to comprehend, read, write and speak in both English and Spanish.

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

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

The criteria and procedures used at PS 64 to place identified ELL students in Bilingual or ESL instructional programs, mirror those recommended by the NYCDOE, (Assessment Memorandum #2). Once the student is identified as an ELL, that is the Home Language Survey indicated a language other than English, an informal interview to assess English language level was conducted, and the Student was LAB-R and did not score at the proficiency level ( and LAB-Spanish, if Spanish is the native language ), the student is then placed in a program of the parents choosing. The parents are asked to choose from a choice of three programs, ESL, Transitional Bilingual or Dual Language. To assist the parent in making a selection that is most beneficial for their child parents are explained how their child came to be an ELL according to NYCDOE criteria and are provided with a photo copy of the guide for parents of students learning English, published by the NYCDOE, in the language of their choice. The explanation provided to the parent is presented in English and Spanish by the School's Bilingual Coordinator. The presentation is strictly guided by nine questions from the parent survey. Parents are then shown the NYCDOE video for English Language Learners in the language of their choice. At this point a class is identified based on the parent's choice. Parents who cannot stay to watch the video are offered to come to either our parent orientation session (September 30, 2010), or on one of the parent teacher conference days (November 9, 2010/March 12, 2011). However our Bilingual Coordinator will see individual parents whenever they can come back to see the video. After parent view the video they are then given the Parent Selection Form and the Parent Survey. Parents are asked to fill the forms out right there but they are also encouraged to take them home and discuss them with other care givers if they so desire.

Upon review of prior years Parent Survey and Program Selection form, it is evident that parents are choosing bilingual programs over English as a Second Language program. During the 2010-1011 school year parents are choosing Bilingual programs (Transitional and Dual) at approximately the rate of 70% over ESL at 30%. During the previous school year the Bilingual Program Selection (TBE and Dual) was at approximately 52% and ESL at 47%. The increase in Bilingual selection is probably due to an increase in the number of parents wanting a dual language program for their child.