



**CORNERSTONE ACADEMY FOR SOCIAL ACTION**

**2010-11**

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

**SCHOOL: CORNERSTONE ACADEMY FOR SOCIAL ACTION**  
**ADDRESS: 3441 STEENWICK AVENUE**  
**TELEPHONE: 718-794-6160**  
**FAX: 718-794-6170**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321100010189 **SCHOOL NAME:** Cornerstone Academy for Social Action

**SCHOOL ADDRESS:** 3441 STEENWICK AVENUE, BRONX, NY, 10475

**SCHOOL TELEPHONE:** 718-794-6160 **FAX:** 718-794-6170

**SCHOOL CONTACT PERSON:** MALISSA MOOTOO **EMAIL ADDRESS** MMootoo@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dena Schwartz

**PRINCIPAL:** MALISSA MOOTOO

**UFT CHAPTER LEADER:** Dena Schwartz

**PARENTS' ASSOCIATION PRESIDENT:** Jessica Ortiz

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11 **CHILDREN FIRST NETWORK (CFN):** 606

**NETWORK LEADER:** PETRINA PALAZZO

**SUPERINTENDENT:** ELIZABETH WHITE

**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
MALISSA MOOTOO	Principal	
Aida Hernandez	UFT Member	
Kisha Stewart	Title I Parent Representative	
Dena Schwartz	UFT Chapter Leader	
Damari Portuguez	UFT Member	
Jessica Ortiz	Parent	
Mary Ioannou	UFT Member	
Christopher Hylton	Parent	
Lorna Williams	Parent	
Cheryl Smith	Parent	

\* Core (mandatory) SLT members.

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

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

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

□

Cornerstone Academy for Social Action (CASA) is housed in a state of the art building and was founded in 2007 based upon a proposal submitted to the Office of New Schools (currently the Office of Portfolio Development). The school building comprises CASA, P 723X which is a District 75 Middle School, and MS 462 CASA Middle School. To promote collaboration among the schools, we have joint celebrations with P723 and MS 462.

This school building was designed as a barrier free school which allows the school to service children with disabilities in compliance with IDEA. To promote the preparation of CASA citizens for the 21<sup>st</sup> century, technology use is embedded throughout the school's curriculum. Technology is evidenced by the use of SmartBoards, Apple and Dell computers, security camera systems, laptop carts, LCD projectors, ELMOs, overhead projectors, a wireless connection, electronic library system, and online testing.

The school is a pre-kindergarten through grade five school. We started as an open enrollment school which enabled us to include children from different communities. We are now a zoned school with overflow from other district 11 schools in grades kindergarten through the second grade. The make up of the staff mirrors the school's diversity.

Cornerstone Academy for Social Action (CASA) is committed to ensuring that its core beliefs are evident within all aspects of learning both academic and social. Consequently, the core values of cultural competency, community action and commitment to academic excellence, can be found infused into every facet of CASA life. Citizens of CASA learn about culture through a variety of methods such as the study of the Spanish language, the use of interdisciplinary units of study and by participating in multicultural arts programs. Community action is demonstrated through activities as food drives, toy drives, participation in Penny Harvest, and the GLOBE program, and Collecting Coins for a Cause. Academic excellence is promoted through the individualization of instruction, the offering of extended day for all levels of children in grades 2 to 5 and ongoing learning through professional development for staff.

Creating a culture of data continues to be a major focus and accomplishment of Cornerstone Academy for Social Action. The school is dedicated to using action research to guide long term goal setting to meet the needs of the school wide community. Programming enables teachers to plan collaboratively and cohesively during weekly three period common planning blocks.

Although we have a diverse learning community, being an overflow school has presented challenges with family participation, attendance, and budgeting.

□

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Cornerstone Academy for Social Action								
<b>District:</b>		11	<b>DBN #:</b>		11X189	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		22	36	36			89.9	91.3	TBD	
Kindergarten		91	73	87						
Grade 1		53	88	67	<b>Student Stability - % of Enrollment:</b>					
Grade 2		34	54	81	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		48	41	60			72.6	82.09	TBD	
Grade 4		34	48	43						
Grade 5		40	39	50	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	52	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			60	78	90.4	
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			3	10	TBD	
Grade 12		0	0	0						
Ungraded		0	0	6	<b>Recent Immigrants - Total Number:</b>					
Total		322	431	430	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							3	8	22	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		19	21	27	Principal Suspensions		12	67	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	18	Superintendent Suspensions		14	6	TBD	
Number all others		21	26	23						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	33	48	54	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	8	Number of Teachers	22	30	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	9	TBD
				Number of Educational Paraprofessionals	7	6	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	0	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	45.5	33.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	77	70	TBD
American Indian or Alaska Native	1.2	0.5	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.6	97.8	TBD
Black or African American	52.5	48.7	48.4				
Hispanic or Latino	44.1	43.4	40.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	2.8	3.7				
White	1.2	2.1	2.3				
Multi-racial							
<b>Male</b>	53.4	49.2	55.8				
<b>Female</b>	46.6	50.8	44.2				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07		<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	
						<input checked="" type="checkbox"/> 2009-10	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-						
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	C	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	51.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.3	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	12	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	29.5	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	√

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

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

□

CASA has also been a school "in good standing" according to the New York State School Report Card for the past three years. According to the NYS School Report Cards, the school met Adequate Yearly Progress (AYP) in all subjects in 2008 and 2009. The 2010 NYS School Report Card indicates that CASA did meet AYP for math in all categories and fell ten Annual Measurable Objective (AMO) points short in English Language Arts. CASA received its first New York City Progress Report for the 2008-2009 school year. In that year the school received an overall grade of C. During the 2009-2010 school year the school dropped to an overall grade of F. The charts below display the trends in the areas of performance indicated on both the NYC Progress Report and the NYS Report Card since the 2007-2008 school year.

	Proficiency Level	Performance Index	AYP Performance Index	AYP Annual Measureable Objective
2008	45.5	2.97	142	123
2009	59	3.07	156	136
2010	19.3	2.32	135	146

### Mathematics

	Proficiency Level	Performance Index	AYP Performance Index	AYP Annual Measureable Objective
2008	78.9	3.29	156	136
2009	68.4	3.23	168	111
2010	31.1	2.67	172	126

However, when teachers were asked to evaluate the statement that "order and discipline are maintained at my school" the percent in agreement went from 57% in 2009 to 37% in 2010. This directly correlated to the number of incidences that were logged in OORS during the 2009-2010 school year. On average there were 22.1 level 4 and 5 infractions entered each month during the 2009-2010 school year.

Differentiated professional development is offered for incoming new teachers. Ongoing support from our new UFT Teacher Center, Teachers College, Peace First, and Children First Network 606 also benefit our teachers and students. Members of the Children First Network 606 provide regular support and professional development in all subject areas, special education, collaborative inquiry,

data analysis, and leadership development. Teachers assess students' reading progress on a six to eight week cycle using both the Fountas and Pinnell Assessment Kit and informal running records. In math teachers administer unit pre and post tests aligned with the New York State Standards. In addition to realigning their assessments with the Curriculum Core State Standards, teachers of grades 2 to 5 are trained to read and analyze the interim Acuity DYO periodic assessments results. Teachers (K to grade 5) use the data collected from the above-mentioned assessments to create SMART goals and action plans to differentiate instruction and services offered to meet students' needs. All teachers assess the student work according to the New York State Standards and use the results in order to adjust and differentiate instruction to meet the needs of both their classes as a whole as well as those of each student. Staff members take advantage of the professional development offered throughout the school year in various areas of pedagogy through the Department of Education, the UFT, Teacher's College, and other professional organizations.

For instance, the school was originally a non-zoned school, which opened enrollment to all students. During the 2008-2009 school year the school was zoned, but due to low enrollment it became an overflow site for other schools in the district. While students and families were welcomed with open arms, there have been difficulties with trying to elicit parent involvement on a regular basis. During the 2009-2010 school year the average attendance at a parent function, including Parent-Teacher Association (PTA), meetings was 3%. The low attendance rate is partially attributed to being an overflow site and to being an open enrollment school during the 2007-2008 school year. The students who were enrolled during that time had the right to remain at CASA. Therefore, many of them travel long distances to attend CASA. Being an overflow site also presents challenges in the area of student attendance. Inclement weather, school bus issues, public transportation issues and half-days are particularly challenge for our students who have to travel long distances. Therefore, maintaining a daily attendance above 90% has continued to be a challenge. Generally, being an overflow site has impacted parent involvement, staffing decisions, long-term planning, and student learning.

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, Cornerstone Academy for Social Action (CASA) will attain a 17.5 point increase, from 50.5 to 68.0, in the median growth percentile for English Language Arts as indicated on the 2010-2011 Progress Report.	<input type="checkbox"/> The proficiency level and performance index of students in English Language Arts (ELA) has decreased every year since 2008. The proficiency levels have decreased from 45.5 in 2008 to 19.3 in 2010. The performance index has decreased from 2.97 in 2008 to 2.32 in 2010. While the cut scores have changed, and will continue to change, the students must display improvement in the area of proficiency, performance and progress. During the 2010-2011 school year, ELA data will be analyzed based upon progress in reading level and interim assessments. Students who are two grade levels and below will be expected to make a year and a half growth using Fountas and Pinnell. Students who are low Tier 2 and below will be expected to make a 37% increase on their interim assessments over time. Students who are mid Tier 2 to Tier 3 will be expected to make a 25% increase on the interim assessments over time. Students at Tier 4 will have to maintain and/or increase within the Tier.
<input type="checkbox"/> By June 2011, Cornerstone Academy for Social Action (CASA) will attain a 15.0 point increase, from 56.0 to 71.0, in the median growth percentile for Mathematics as indicated on the 2010-2011 Progress Report.	<input type="checkbox"/> The proficiency level and performance index of students in Mathematics has decreased every year since 2008. The proficiency levels have decreased from 78.9 in 2008 to 31.1 in 2010. The performance index has decreased from 3.29 in 2008 to 2.67 in 2010. While the cut scores have changed, and will continue to change, the students must display improvement in the area of proficiency, performance and progress. During the 2010-2011 school year, math data will be analyzed based upon interim assessments and unit tests. Students who are low Tier 2 and below will be expected to move at least 38% (1 and a half tiers) on the interim assessments. Students who are mid Tier 2 to Tier 3 will be expected to make a 25% increase on the interim assessments over time. Students at Tier 4 will have to maintain and/or increase within the Tier.
<input type="checkbox"/> By June 2011, Cornerstone	<input type="checkbox"/> The goal is to decrease this rating by at least 25%.

<p>Academy for Social Action (CASA) will increase its safety and respect rating from 7.6 to 8.2 as indicated by the 2009-2010 NYC Doe Progress Report and Learning Environment Survey.</p>	
<p><input type="checkbox"/> By June 2011, Cornerstone Academy for Social Action (CASA) will increase parent attendance from 3% to 10% at meetings and workshops.</p>	<p><input type="checkbox"/> Cornerstone Academy for Social Action (CASA) had an average parent attendance rate of 12 families at family-geared events including workshops and Parent-Teacher Association meetings during the 2009-2010 school year. That was approximately 3% of our population. The exception to this average was Parent-Teacher Conferences. The goal is to increase our average to at least 10% during the 2010-2011 school year.</p>



## 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**

**English Language Arts**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, Cornerstone Academy for Social Action (CASA) will attain a 17.5 point increase, from 50.5 to 68.0, in the median growth percentile for English Language Arts as indicated on the 2010-2011 Progress Report.</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><input type="checkbox"/></p> <p>Common planning time will be scheduled to enable teachers to gather and analyze student assessment data. Grade leaders will work with teachers to develop instructional strategies and activities to address the needs for student in the bottom third. Foundations will be used as a supplementary program aimed at accelerating learning and supporting struggling readers. (Kindergarten, 12:1, and 12:1:1 classroom) At least one teacher goal will align with Teacher College Reading and Writing Program (TCRWP ) implementation. Teacher observations, formal and informal, will be focused on TC implementation. Teachers will be observed a minimum of 1x per week during literacy (formally or informally). Professional development in the form of TC Calendar days or participation with a session with the TC Staff Developer will support this goal at least 1x a month. Through use of PR Peer Schools and conversations with TC Staff Developer and network, determine appropriate schools for inter-visitation. As a supplement, professional development in the form of grade level PD, inter-visitations and/or grade level common planning will take place at a minimum of 1x a month. During PD, grade meetings, common planning, and/or inter-visitations, teachers will share and collaborate around TC content, understandings, and best practices gained at TC Calendar Days, with the TC Staff Developer. Additional push-in support to create lab site classrooms and support struggling teachers will be provided by the Teacher Center coach, TC Staff Developer and Assistant Principals.</p>

	<p>At least three parent workshops will be provided to support families with understanding TC methodologies and how to help their child at home. Teachers will create with/for students and groups of students at least one reading and one writing learning goal. TC Running Records, DYO assessments, and/or Fountas and Pinnell levels will be used to monitor student progress and program implementation on a cyclical basis. Student writing will be assessed against a grade-level standardized rubric to determine student progress and implications for instruction on a monthly basis. Resources will be provided to support teachers in TC implementation such as: TC classroom libraries, guided reading texts, and professional texts (including Units of Study). CASA's Teacher Center coach will participate in PD opportunities and push-in to classrooms to model best practices and support program implementation. CASA's data specialist will support classroom teachers in organizing, tracking, and monitoring student data to determine progress and instructional needs. CASA's AIS teachers will push-in to classrooms during the literacy block to support small group instruction and differentiation. While teachers are out of the classroom for TC Calendar Days, learning with the TC Staff Developer, and/or during inter-visitations, CASA's AIS teachers will teach in classrooms to provide consistency of instruction to students. Network team will provide multiple supports, such as: Monthly focus walks, consistent consultation/planning, observation norming, feedback on data monitoring systems, and identification of inter-visitation sites.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ One assistant principal will spearhead the literacy initiative for Pre-K through 3 grade and the other assistant principal will spearhead the literacy initiative for 4 and 5 at the school. A UFT Teacher Center has been opened to support teachers' learning and development. An AIS provider has been hired to support students who are performing below grade level. Title I monies will be used to support the after school program. Title I monies will be used to pay for professional development provided by Teacher's College. Title III monies will be used to provide targeted ELL after school support.</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>□ Pre and post units tests are being developed aligned with the New York State Standards and will be used to track student progress. Data will be analyzed and each student given supports in order to be successful in each performance indicator according to the Common Core State Standards. Interim assessments will also be administered and analyzed in order to inform instruction and ensure each student's success. For both measures, CASA staff members will track and monitor the percentage of students attaining mastery (75% and higher) and students in the red zone (below 50%). Academic programs (Academic Intervention Services during the day, extended day, and after school) will be designed to meet</p>

	the needs of the students identified.
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**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, Cornerstone Academy for Social Action (CASA) will attain a 15.0 point increase, from 56.0 to 71.0, in the median growth percentile for Mathematics as indicated on the 2010-2011 Progress Report.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>The administration will conduct a series of math-focus walks to determine program implementation strengths and areas for improvement. At least one teacher goal will align with improved Everyday Mathematics (EdM) implementation, based on results of the math focus walks. Teacher observations, formal and informal, will be focused on EdM implementation. Teachers will be observed in mathematics a minimum of 1 x every 2 weeks (formally or informally). Through use of Progress Report Peer Schools and conversations with the network, determine appropriate schools for inter-visitations. Professional development in the form of grade level PD, inter-visitations and or grade level common planning will take place at a minimum of 1x a month. During PD, grade meetings, common planning, and/or inter-visitations, teachers will share and collaborate around EdM content, understandings, and best practices. Additional push-in support to create lab site classrooms and support struggling teachers will be provided by the Teacher Center coach and Assistant Principals. At least three parent workshops will be provided to support families with gaining deeper understandings of the EdM program and how to help their child at home. Teachers will create with/for students and groups of students at least one math learning goal. Pre- and post unit assessments and DY0 assessments will be used to monitor student progress and program implementation on a monthly basis. Resources will be provided to support teachers in EdM implementation. Materials checked and replenished as needed (manipulatives, Homelinks, etc.) CASA's UFT Teacher Center coach will participate in PD opportunities and push-in to classrooms to model best practices and support program implementation. CASA's data specialist will support</p>

	<p>teachers in organizing, tracking, and monitoring student data to determine progress and instructional needs. CASA's AIS teachers will push-in to classrooms during the math block to support small group instruction, differentiation, and help build capacity of the level 1 students and student subgroups. While teachers are out of the classroom for inter-visitations, CASA's AIS teachers will teach in classrooms to provide consistency of instruction to students (pending funding and staffing) The Network team will provide multiple supports, such as, monthly focus walks, consistent consultation and planning, observation norming, feedback on data monitoring systems, and identification of inter-visitation sites. There will be ongoing input and feedback to create the Professional Development needed throughout the 2010-2011 school year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The UFT Teacher Center Mathematics Coach will spearhead the mathematics initiative at the school. Title I monies will be used to support the after school program. Title III monies will be used to provide targeted ELL after school support. A UFT Teacher Center has been opened to support teachers' learning and development. An AIS provider has been hired to support students who are performing below grade level.</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><input type="checkbox"/> Pre and post units tests are being developed aligned with the New York State Standards and will be used to track student progress. Data will be analyzed and each student given supports in order to be successful in each performance indicator according to the New York City Scope and Sequence. Interim assessments will also be administered and analyzed in order to inform instruction and ensure each student's success. For both measures, CASA staff members will track and monitor the percentage of students attaining mastery (75% and higher) and students in the red zone (below 50%). Academic programs (Academic Intervention Services during the day, extended day, and after school) will be designed to meet the needs of the students identified. <input type="checkbox"/></p>

**Subject Area**  
**(where relevant) :**

**safety and Respect**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> By June 2011, Cornerstone Academy for Social Action (CASA) will increase its safety and respect rating from 7.6 to 8.2 as indicated by the 2009-2010 NYC Doe Progress Report and Learning Environment Survey.</p>
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<i>Time-bound.</i>	
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> The administration will align the Peace First program with school-based character education program and PBIS implementation. The administration, in collaboration with the “Peace Team” will orient staff and provide professional development for implementation of the program.. At least one teacher goal will align with improved PBIS and Peace First Character Education classroom-based implementation. An inquiry team focused on student behaviors will be created to invoke systemic change. Professional development in the form of co-teaching with the Peace First staff will take place 1x per week. Formal and informal observations will include feedback on the use and implementation of CASA’s character education program PBIS and Peace First. OORS and in-house data will be used to monitor and track school-wide occurrences, determine program impact, and make adjustments as needed. Utilize in-house surveys to determine effectiveness. Elicit the support of Network 606 for the Peace Team and behavior inquiry team.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Utilize SWP monies to partially fund a Positive Behavior Intervention Coordinator (PBIC) to support students, families and staff. Use SWP funding to provide professional development sessions to staff and workshops for families. Utilize roll over funds to pay our portion of Peace First. The remainder was provided through a grant.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Conduct informal Learning Environment Survey two times during the school year and include safety and respect questions. Give to parents, staff, and students. Infractions entered into the Online Occurrence Reporting System (OORS) will be analyzed on a monthly basis. The number of infractions for each month will be compared to that of the same month in the previous year. This data will be analyzed and distributed by the school’s dean.

**Subject Area**  
(where relevant) :

**Parent Involvement**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, Cornerstone Academy for Social Action (CASA) will increase parent attendance from 3% to 10% at meetings and workshops.</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><input type="checkbox"/> <input type="checkbox"/></p> <p>Establish new class of volunteers for Learning Leaders training. (Send out an informational flyer.) Communicate upcoming school wide events in more public way via large colorful posters on school entrances, floors, community institutions (i.e. supermarket, community center). Create and distribute parent surveys to determine needs of parents and issues they are concerned about. Parent Coordinator will research and create new partnerships with community organizations and the school community to service parents and students- ongoing. School staff will facilitate parent workshops on curriculum and instruction.</p> <p>Analyze reasons for small attendance at events. (Time, childcare). Provide childcare during PTA meetings. Notify families in advance of all activities in a monthly calendar. Send a reminder flyer at least a week before an event (Parent teacher conference, workshop, PTA meetings). Display a large monthly calendar in the School lobby. Create and distribute grade level newsletters informing parents of current unit of study and special activities exclusive to grade. (Prek-5). PTA meetings will highlight the agenda on the flyers for meetings. Purchase and utilize a messenger system to make calls. Frequently update families contact information (phone number, emails). Collaborate with overflow students' zone school to conduct parent teacher conferences and "meet the teacher". Higher and/or use translators to assist with informing parents of English Language Learners Report Cards. Create and maintain a school webpage, with up to date calendars and notices. Workshops to show parents how to support their child's learning. Parent Coordinator will assist with parent services such as: Finding adult English Language Learner classes, arranging parent workshops, communicating parents concerns and sitting in meetings as a support system, assistance with health insurance and free vision/hearing screening, collaborating with teachers and outside organizations to host small group job readiness workshops. (Introduction to computers, creating a resume, preparing for an interview.), providing a space and assisting the PTA meeting with holding meetings, booking speakers, and following the bylaws.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use funding to provide workshops and events for families. Coordination of family involvement funding from all sources so that funds are used effectively to increase family involvement. Use a variety of funding to create incentives for families and students.</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><input type="checkbox"/> Attendance sheets will be collected and analyzed for each parent event. Feedback forms will be analyzed to better serve the needs of the families.</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A				
1	10	10	N/A	N/A				
2	20	15	N/A	N/A				
3	18	20	N/A	N/A				
4	43	34			1			
5	30	22	15		1			
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

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>	<input type="checkbox"/> <p>Fountas and Pinnell Guided Reading Program – small group – day school            Fountas and Pinnell LLI reading program - small group - day school/extended day            Coach (test preparation) – small group –day school            Buckle Down - small group- after school            Mondo- small group- day school /after school            Coach (test preparation) –small group-extended day</p>
<b>Mathematics:</b>	<input type="checkbox"/> <p>Coach – small group – extended day            Everyday Math Differentiation Options – small group – extended day            Coach (test preparation) –small group-day school            Buckle Down - small group-after school</p>
<b>Science:</b>	<p>Foss and Delta Science Programs</p> <ul style="list-style-type: none"> <li>• One-on-one tutoring provided by the content area science teacher-day school</li> </ul>
<b>Social Studies:</b>	<input type="checkbox"/> <p>Coach            One-on-one tutoring provided by the content area social studies teacher-day school            Small group instruction offered by the content area social studies teacher-day school</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <p>Small group counseling-day school            One-to-one counseling-day school</p>
<b>At-risk Services Provided by the School Psychologist:</b>	n/a

<b>At-risk Services Provided by the Social Worker:</b>	n/a
<b>At-risk Health-related Services:</b>	n/a

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP TBD**

**Non-LEP TBD**

**Number of Teachers TBD**

**Other Staff (Specify) TBD**

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

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

**Language Instruction Program**

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

□

In order to supplement the instructional program for K-5 English Language Learners (ELLs) at PS 189, Title III funds provided for the 2009-2010 school year will be allocated to support an after school program. The after school program will operate on Tuesday, Wednesday, and Thursday afternoons from 3:00-4:30. The program will begin in October and end in June. All 47 ELL students will be invited to attend the program as well as English proficient students. There will be one ESL and one General Education certified teacher. A School Building Administrator will be on site each day to coordinate the program. This supplemental program will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during the daily school program. It will be taught in English and supplemented in native language for Spanish speakers. Students will be involved in projects that require them to discuss ideas, think critically and finalize a product. They will work in various learning settings and do extensive reading in English. *Getting Ready for the NYSESLAT* which helps in developing English communication and literacy skills will be utilized. Students will have independent reading materials, trade books, novels, and magazines in both English and Spanish leveled to meet their individual needs. Additionally, they will be provided with test-prep materials and test-taking strategies. English Language Learners will be taught mathematics using the University of Chicago's Everyday Mathematics After School Pilot Program. This program supplements its researched based, hands on, developmentally appropriate day program. It provides additional practice in mathematics and provides opportunities to extend work in academic language acquisition through its vocabulary building and writing components. Academic excellence initiatives for ELLs will be provided in the form of activities and instructional materials, which will be aligned with the New York State Standards.

### **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.

□

High quality staff development for teachers, administrators and paraprofessionals will be provided. Professional Development will focus on using ESL instructional strategies in the classroom for new and experienced teachers, paraprofessionals, and administrators. This professional development will include second language research-based linguistic and academic strategies, oral language development, differentiated instruction and scaffolding strategies in teaching English Language Learners. It will also address how to prepare ELLs to meet and exceed the New York City and New York State performance and learning standards and achieve higher scores on all city and state assessments. Additionally Our ESL teacher and Content area teachers and administrators will attend Office of ELLs/DOE and LLSO Professional Development Series such as QTEL, and ESL Methodologies in the Content Area.

### **Section III. Title III Budget**

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School: PS 189  
 BEDS Code: 321100010189

<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	TBD	TBD
<b>Purchased services</b> - High quality staff and curriculum development contracts	TBD	TBD
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	TBD	TBD
<b>Educational Software (Object Code 199)</b>	TBD	<input type="checkbox"/> TBD
<b>Travel</b>	TBD	TBD
<b>Other</b>	TBD	TBD
<b>TOTAL</b>	<b>0</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.

- We use results from our Home Language Identification Surveys to assess our school's written and oral interpretation needs. We maintain a current record of the primary language of each parent on the student emergency cards and in ATS. Copies are kept in the students' cumulative records of the Home Language Identification Survey as well as in the ESL Coordinator's office.

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.

- We found that we need written translation and oral interpretation services in Arabic, Spanish, Wolof, and Mandingo. We have 27 Spanish speaking students, most of whose families need both oral and written translation services. There are three families who need oral and written translation services in Arabic, one in Wolof, and one in Mandingo.
- We communicated our findings through flyers and our Parent Coordinator.

### **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.

- In order to meet the needs of our families, the school will provide written translation services primarily by using school staff and parent volunteers. The general school practice is agreement by several staff and parent members for Spanish translation. For

other languages we use the services provided by the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to translate for them. We have found this most often to be the case for Mandingo.

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.

□

- Our ESL Coordinator and other bilingual school staff provide oral interpretation services in Spanish. We use the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy for other languages. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to translate for them. We have found this most often to be the case for Mandingo.
- We also arrange for translation services to be provided for all parent meetings where translation services are appropriate.

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>.

□

- We fulfill the parental notification requirements by accessing and distributing documents created by the Translation and Interpretation Unit.
- We indicate on documents, letters, and fliers that are distributed to families that services are available.
- We have provided parents that speak a language other than English with a translated Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.
- We have posted a sign in our building entrance and lobby in each of the covered languages indicating the availability of interpretation services. Our Parent Coordinator also has the information available and displayed.
- As one of her responsibilities, our Parent Coordinator coordinates and ensures that school documents are translated in a timely manner.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	365,453	133,204	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,987 Total (\$3,655 Title I and \$1,332 ARRA)		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,275	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,545	*	

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

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

All teachers are highly qualified.

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

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

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

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

The Cornerstone Academy for Social Action agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with **Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA)** . The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
  
- 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 (*LEP*), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under **Section 111- State Plans 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

· The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

*ü that parents play an integral role in assisting their child's learning;*

*ü that parents are encouraged to be actively involved in their child's education at school*

*ü 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;*

*ü the carrying out of other activities, such as those described in Section 1118- Parental Involvement of ESEA.*

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

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a

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

□

1. The **Cornerstone Academy for Social Action** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under **Section 1112- Local Educational Agency Plans of the ESEA:**

- Parents will be notified of meetings
- Parents will be provided with the District Parent Involvement Policy
- Parents will be provided with the contact information for the district family advocacy office

2. The **Cornerstone Academy for Social Action** will take the following actions to involve parents in the process of school review and improvement under **Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:**

- Parent workshops on a variety of topics will be provided
- Open door policy outlined in the Family Handbook will be enforced
- Monthly PTA meetings will be attended by staff members and the principal
- A volunteer program through the Learning Leaders will be established
- Parents will have opportunities to participate in the Quality Review and trainings leading up to the Quality Review
- The school will utilize information from the Learning Environment Survey
- Surveys created by the parent coordinator will be distributed and analyzed
- The school will establish an effective use of the School Leadership Team

3. The **Cornerstone Academy for Social Action** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: (*Insert programs, such as* : Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs) by:
  - Informational sessions will be provided
  - Workshops on a variety of topics will be provided
  - A Learning Leaders volunteer program will be established
  - The School Leadership Team will be used effectively
  
4. The **Cornerstone Academy for Social Action** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - A Title I Representative will be elected
  - A needs assessment survey for parents with the School Leadership Team and the Parent Teacher Association will be developed
  - Parent Involvement Policy will be developed by the School Leadership Team
  - The Parent Coordinator will create and distribute surveys
  - Information regarding the Learning Environment Survey will be shared
  - The support of various constituents at Parent Teacher Association meetings will be established
  - The School Leadership Team will have monthly meetings focused on various important topics
  - Working with the School Leadership team to create the Comprehensive Educational Policy will be a priority
  
5. The **Cornerstone Academy for Social Action** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—

ü the State's student academic achievement standards  
ü how to work with educators.

- The Parent Coordinator will provide workshops on a variety of topics
  - There will be open school nights and days throughout the school year
  - Parent Teacher Association meetings will include a focus on accountability
  - School Leadership Team meetings will include a focus on accountability
  - Progress reports will be given to parents in January between parent teacher conferences in November and March
  - Workshops on Acuity will be provided
- 
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Technology workshops will be provided
    - Acuity workshops provided for parents
    - Parents will have opportunities to use document readers, laptops, smartboards, etc.
    - School lead workshops in literacy and math
- 
- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
    - Elicit support from the District 11 CEC
    - Elicit support from Community Board 12
    - Elicit support from the District 11 Parent Advocacy office
    - Raise awareness on the use of ARIS and Acuity
    - Utilize the Parent Teacher Association to disseminate and collect information
    - Utilize the School Leadership Team as a platform to determine relevant information to collect and disseminate
    - Include parents as part of the Inquiry Team
    - Include parents in the Character Education Committee

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head State, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the parents as teachers program, and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
  - Family Worker will create relationships in the community
  - The Parent Coordinator will create outreach in the community
  - The Community Service Liaison will create opportunity for students to build relationships with entities in the community
  
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Parents will receive a Parent Handbook
  - A brochure will be created and distributed
  - Translators will be provided at events for parents
  - Notes sent home to parents are re-read for clarity
  - A similar format will be utilized for parent correspondence

## **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.

□

Standardized data will be collected and analyzed. We will utilize information from NYS standardized test scores, prior and current reading levels, in class assessments, and interim assessments. Once all of the information is gathered the Principal's cabinet (consists of administrators, classroom teachers, cluster teachers, guidance counselor, parent coordinator, special education coordinator) will create a proposal to present to the School Leadership Team feedback, revision and final approval. Throughout the entire process the goal will be explicitly stated: to create educational programs to address the needs of all students.

□

## 2. Schoolwide reform strategies that:

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

□

At PS 189 we use strategies school wide that support all our students in academic achievement. We use effective methods and instructional strategies that are based on scientific research. Our teachers do unit planning using the Understanding by Design model. We are planning our units of study in collaboration with Teacher's College. Consistent with New York City requirements, daily lessons are taught using the workshop model with a mini lesson, independent work time, and a share in all subject areas. Teacher's College is supporting the school in the effective implementation of the workshop model. We also have both a balanced literacy and balanced mathematics program. Balanced literacy takes the form of independence reading using high interest, leveled texts, as well as shared and guided reading; there is individual teacher conferencing in both reading and writing. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. The UFT Teacher Center Teacher will support math planning and the incorporation of the Common Core State Standards. For science we use FOSS, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products.

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.

□

At PS 189 we use strategies school wide that support all our students in academic achievement. We use effective methods and instructional strategies that are based on scientific research. Our teachers do unit planning using the Understanding by Design model. Consistent with New York City requirements, daily lessons are taught using the workshop model with a mini lesson, independent work

time, and a share in all subject areas. We also have both a balanced literacy and balanced mathematics program. Balanced literacy takes the form of independence reading using high interest, leveled texts, as well as shared and guided reading; there is individual teacher conferencing in both reading and writing. This year we have partnered with Teacher's College to be part of their Reading and Writing Project. This will support the school in the rigorous implementation of the reading and writing workshops. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. For science we use FOSS, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products.

Our extended day program is open to all students from grades 2-5 three days a week for one hour and fifteen minutes each day. Our students engage in academic intervention services (AIS) or enrichment activities depending upon their individual needs in groups of ten students or fewer. Those receiving AIS and enrichment do so in both literacy and mathematics.

We offer an after school AIS program three days a week for a total of four hours and thirty minutes per week. We use Buckledown to support literacy and math test preparation. We use Mondo to support literacy and Everyday Mathematics to support mathematics.

We also have support personnel who help address the needs of all the children in our school, but particularly the needs of low academic achieving students and those at risk of not meeting the State academic content standards. We have two full time Academic Intervention Services (AIS) teachers. One supports literacy while the other supports mathematics. Additionally we constructed a schedule where specialists provide AIS instruction on a weekly basis to assigned grades. Our science lab teacher provides AIS services to those students identified in need based on the results of the New York State Science test. Finally, we have a UFT Teacher Center teacher who provides direct support to teachers and students in all content area.

□

o Help provide an enriched and accelerated curriculum.

□ We use Everyday Mathematics for Literacy, Teachers College Reading and Writing Project, □ Foss Science, and the Trade Book Social Studies Program in grades 3-5 and the Nystrom Atlas Program in the lower grades.

o Meet the educational needs of historically underserved populations.

□

At PS 189 we collaborate in teacher teams to ensure we meet the needs of all students. Teachers plan our units of study in collaboration with Teacher's College. Teachers also use data collected through running records, baseline assessments, classroom assessments, interim assessments and teacher observations to inform instruction and teach to the students that need extra supports. Daily lessons are taught using the workshop model with a mini lesson, independent work time, and a share in all subject areas. Teacher's College is supporting the school in the effective implementation of the workshop model. We also have a balanced mathematics program. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. The UFT

Teacher Center Teacher will support math planning and the incorporation of the Common Core State Standards. For science we use FOSS, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products.

- 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.

□

At PS 189 we collaborate in teacher teams to ensure we meet the needs of all students. Teachers plan our units of study in collaboration with Teacher's College. Teachers also use data collected through running records, baseline assessments, classroom assessments, interim assessments and teacher observations to inform instruction and teach to the students that need extra supports. Our inquiry teams focus on the bottom one third in math. The teacher have begun creating personalized learning plans for these students. Teacher's College is supporting the school in the effective implementation of the workshop model. We also have a balanced mathematics program. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. The UFT Teacher Center Teacher will support math planning and the incorporation of the Common Core State Standards. For science we use FOSS, an inquiry method approach. Our science teachers services 15 students that performed below standards on the NYS Science exam. In social studies we use integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products. We track students progress in all content areas and create small groups based on strategies and needs of students.

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

### 3. Instruction by highly qualified staff.

100% of our staff is highly qualified. We were able to attain this through a rigorous interview process which included various constituents on the hiring panel. Additionally, we utilized Title I money to insure that all teachers are highly qualified.

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.

See Appendix 3, Part 3 and Section V

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

We will continue the interview process with a panel of teachers and staff so that all stakeholders are involved in the growth of our school. We will continue to go to job fairs and seek out teachers/staff that best fit our needs and most qualified for the position.

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

We will continue to embrace parents through encouraging parent volunteers (through the Learning Leaders program). In addition, we will continue to have family nights educating families about the State ELA and State Math exam. Family nights will also encourage parents to learn more about our literacy and math programs. Our family coordinator facilitates many workshops for parents i.e. computer courses and family ELL workshops.

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

□

We intend to have an open house for our pre kindergarten families transitioning to kindergarten during the 2011-2012 school year.

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

We currently have an academic intervention team providing feedback and input regarding assessments and their frequency. The administration meets with the staff regularly to discuss the student goals and professional goals for instruction.

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.

□

We currently offer an extended day program for all of our students in grades 2-5 who are performing at levels one through four. During the day we provide academic intervention services on a cyclical basis to ensure all students experiencing academic difficulties receive services. Finally we provide after school services for all children performing one grade level or lower.

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.

The guidance counselors, family worker, and parent coordinator have relationships with various constituents within the community to provide support to our families, students and staff. The school also participates in outreach programs and local community service activities

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

### **Explanation/Background:**

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

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

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

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

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

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

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

Program	Fund Source	Program Funds Are	Amount Contributed to	Check (X) in the left column below to verify that
---------	-------------	-------------------	-----------------------	---

Name <i>(I.e., Federal, State, or Local)</i>	"Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Check(x)	Page#(s)
	Yes	No	N/A				

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<sup>1</sup>**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.

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

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.

n/a

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

n/a

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;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

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

n/a

7. Provide strategies to increase parental involvement; and  
n/a

8. Coordinate and integrate Federal, State and local services and programs.  
n/a

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

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

15

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

The services we are planning to provide this school year for our Students in Temporary Housing (STH) population are as follows: Support services are being put into place where our counselor and/or family worker set up free time to interact with our STH population, advising them and speaking to them in regards to their situation or any further assistance they may need. Another service we are planning this school year is a basic/emergency supplies program in which school supplies are ordered for the families who do not have the funds to buy school supplies. School uniforms are also available for those who cannot purchase them. Our family worker reached out to the families advising them of the steps to take if they need the uniforms. This school year we are also providing parental involvement services with the workshops by our Parent Coordinator. The Learning Leaders program is also another program we have in place so that parents can volunteer with the school. In addition, we are planning family trips, where the families can leave their environment and enjoy a day out with their children. We also have a

program where our STH population is provided with free school photographs and food services. We have planned academic and educational support services to provide for after school homework help and tutoring for students who are in need. Another way we are providing educational support services is through out after school program, our program provides academic help for students in preparation for the state exams. This year, our family worker has reached out to our STH families who are having problems picking their children up in a timely manner from school, and has provided them with after school programs that can support their needs. An after-school program that we are affiliated with is the Sports and Arts in Schools Foundation program. This program provides our students with an afternoon snack, homework help and creative activities, Monday through Friday until 6pm. Our family worker also evaluates our STH populations' attendance. If attendance becomes problematic, outreach and help is provided in order to improve the student's attendance. For example, transportation and incentives that can inspire parents to bring their children to school. In addition, our family worker keeps in close contact with case workers at their temporary housing site for support. Finally, the family worker, guidance counselor and administrative staff will work closely with the Children's First Network 606 for additional support and guidance.

## **Part B:**

### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 n/a
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.  
TBD



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_11X189\_110110-084252.doc

## 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>CFN 606</b>	District <b>11</b>	School Number <b>189</b>	School Name <b>Cornerstone Academy</b>
Principal <b>Malissa Mootoo</b>		Assistant Principal <b>Leslie Fiske</b>	
Coach		Coach	
Teacher/Subject Area <b>Evelyn Figueroa ESL Teacher</b>		Guidance Counselor	
Teacher/Subject Area <b>Jessica Jordan ESL Teacher</b>		Parent	
Teacher/Subject Area <b>Diane Maldonado Science</b>		Parent Coordinator <b>Majorie Austin</b>	
Related Service Provider <b>Linda Cavallo SETTS</b>		Other	
Network Leader		Other	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</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>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>401</b>	Total Number of ELLs	<b>37</b>	ELLs as Share of Total Student Population (%)	<b>9.23%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Response to 1-6

In order to properly identify ELL students, The Home Language Identification Survey is administered by our certified ESL Coordinator, Evelyn Figueroa and our certified ESL Teacher, Jessica Jordan, when a student is initially registered at our school. Mrs. Figueroa and Ms. Jordan also conduct informal interviews with the ELL students to determine their language of proficiency. Within the first 10 days of the students' registration, the students who are identified as being speakers of a language other than English are administered the LAB-R by our ESL Coordinator.

At the beginning of the school year, the families of all identified English Language Learner (ELL) students are invited to attend a parent orientation session, lead by the ESL Coordinator, the ESL Teacher, the Parent Coordinator and the Assistant Principal of ESL to welcome families to the school, to discuss the mission of the school, and to disseminate information about program choice. After the initial discussion about the school, we have a break out session where the families of ELL students watch the program selection video in their language. Then the ESL Coordinator speaks to individual families regarding the choices they can select from: Transitional Bilingual, Dual Language, or Freestanding ESL. She also describes the details of our particular Freestanding ESL program. At the end of the session opportunities for questions from the parents are allotted, and support is then provided to the parents so they can complete the Program Survey and Selection form and leave it with Mrs. Figueroa.

The families of those students who are not able to attend the first session are contacted by the ESL Coordinator and are provided individualized support with the completion of the Parent Survey and Program Selection form and/or an opportunity to view the video by appointment. A second session is available if and when the need arises. Parents who select a program other than the program that is offered at our school, are given the option of: the ESL Coordinator or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for a Transitional Bilingual classroom and once there are enough students to create the class in the school, placing their child in that class. As of today we have not encountered that issue but we are fully prepared to support our families should the need arise.

We are an overflow school for PS 105 and PS 194 and it is from there where most of our ELL students come. As an overflow school, we accept new students throughout the year. Over the course of the year the ESL Coordinator and the Parent Coordinator work together to ensure that parents are kept informed and provided with the information necessary to complete the Parent Survey and Program Selection form regardless of when in the calendar year their child is admitted to our school. The parents are given opportunities to come in and discuss their options and view the video by appointment. A Parent Orientation Session is also offered when there is more than one parent that can attend on a specific date.

After reviewing the Parent Survey and Program Selection forms since we began as a school three years ago, the trend is that parents

select Freestanding ESL. This year to date, all families have chosen Freestanding ESL as their preference according to the Parent Survey and Program Selection form results. Since we offer Freestanding ESL as our program, this is in line with parent requests. The ESL Coordinator keeps a copy of each form for her records in addition to the copies that are filed in the students' cumulative records. Additionally, entitlement letters are sent out to the parents/guardians of all our ELL students via the students themselves. Families of students who have tested out of ESL are also given notification of their child's status in this way.

Ours is a Freestanding ESL program across all grades K-5. Students in ESL receive instruction primarily in English through a push-in/pull-out model. The instructional components of the ESL program include English as a Second Language and English Language Arts using ESL methodology through the four modalities in order to address the New York State ELA Standards and the New York State ESL Learning Standards. Since most of our ELL students come after the school year begins and over the course of the year as overflow students from PS 105 and PS 194, students are placed in one classroom that has several ELLs but can be distributed throughout the other classrooms in the grade to avoid overcrowding. All ELLs are assessed through the LAB-R (Language Assessment Battery-Revised) and NYSESLAT (New York State English as a Second Language Achievement Test) for English proficiency levels—beginner, intermediate (two units of ESL instruction) or advanced (one unit of ESL/one unit ELA instruction). Mrs. Figueroa and Ms. Jordan are responsible for conducting the initial screening and administering the HLIS and LAB-R. They also prepare the students for and administer the NYSESLAT to all ESL students. They follow the steps outlined by New York State in administering the NYSESLAT at each grade level in reading, writing, speaking and listening under the direction of the Assistant Principal for ESL and following the timeline outlined by the New York City Department of Education.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/> 32	<input type="checkbox"/>	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 37
Total	<input type="checkbox"/> 32	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 37

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

### C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</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):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	3	5	2	3	3								28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	4			1	1									6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## 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
Other				3										3
<b>TOTAL</b>	<b>16</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>37</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.

Paste response to questions 1-4 here Response to 1,2,3,5,7,8,9,10,11,12,13,14

In an effort to provide our LEP/ELL students with the required amount of English as a second language (ESL) instructional minutes as per CR Part 154 our school is moving towards a push-in co-teaching model in all grades. One of our certified ESL teachers provides support to both students and the teachers in k-2nd grade (lower grade) and the other certified ESL teacher provides the support for the 2nd-5th grade (lower/upper grade). Because we are an overflow site, all our ELLs could not be accommodated in one classroom per grade therefore the ESL teachers pull-out 1 student in the first grade and 1 student in the fourth grade and push-in with them to another classroom in their corresponding grades. Since all our teachers work collaboratively pushing-in with the student to the other classroom does not disrupt their learning. Our lower grade ESL teacher also follows a pull-out model to support our advanced kindergarten students in a small group using the Wilson Foundations program.

At P.S. 189 student learning and instruction is achieved through a balanced approach in literacy, math (through the use of manipulatives, writing, literature, technology and the development of problem solving skills) and the other content areas. The Workshop Model is the design selected in each content area order to achieve compatible, comprehensive learning practices. This model includes an interactive mini lesson, partner and small group work, independent work, whole class sharing and summary applications. Reading, writing, listening and discussion are key elements of the Workshop Model. The teacher models, monitors, and analyzes student learning and understanding in order to extend, expand, and plan future instruction. A variety of ESL methodology and instructional strategies are used including Total Physical Response (TPR), the Cognitive Academic Language Learning Approach (CALLA), and the Language Experience Approach (LEA). Cooperative learning activities are included that support the ELL students' learning. ELL students are paired as much as possible in each content area with a speaker of their own native language in heterogeneous cooperative groups that also include at least one native English speaker. In this way English language learning can be supported and a risk free environment created whereby students speaking the same native language can support each other in both skills acquisition and conceptual learning and be supported by peers who are

native English speakers. Teachers differentiate product for ELLs depending upon their level so that conceptual understanding can be expressed in a way that is appropriate to their ESL level.

Additionally, ELLs are given technological support using desktops and/or laptops in order to create reports, design graphs and research assigned topics. ELLs also participate in a range of arts programs such as, theatre, music, and visual arts as freestanding and integrated subjects. We have both a full time music and full time visual arts teacher whose subject areas allow for ELLs to participate fully in projects and product with their native English speaking peers while developing academic vocabulary that connects to these and other content areas at the same time.

Setting clear goals for ELLs is vital to their academic success and achievement. ELL students are held to the same high standards and expectations promoted and aligned within the New York State Standards. Developing and assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, essential to the development and academic achievement of ELLs. Instructional materials have been aligned with the Principles of Learning, guided and organized by the New York City Department of Education, which ensures a learning environment of differentiated instruction. Academic Intervention Services (AIS) provide additional remediation and support for ELLs to attain a higher level of academic achievement and success. This year we have two AIS providers who support student learning. ELLs who are identified as needing additional help in literacy, mathematics, or science based either on New York State Assessment results or teacher recommendation are provided with AIS support. All ELL students in grades 3rd-5th grade are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. The after school program is taught by our certified ESL teacher and common branch teachers who plan collaboratively to ensure that ELL strategies are being used throughout the lessons to support the ELL students in their small groups.

All ELLs participate in the full range of programs that P.S. 189 offers. Grades K-5 English Language Learners will use a balanced literacy approach that includes a writing block, word work, guided reading (lower grades)/ strategy groups (upper grades), shared reading and a high interest, leveled independent reading component that provides a home-school connection. At PS 189 we have adopted the Teacher's College methodology as our literacy program, which is based on the Common Core State Standards and incorporates ELL supports. In order to ensure ELLs in Grades 3-4-5- meet and pass the required standardized tests, our ELL programs are aligned with the core curriculum in our non-ELL instructional program. Curriculum maps are developed in each content area using best practices and Understanding by Design (UbD) and are aligned with New York State grade level standards. ELL adaptations have been made to lessons to support ELLs in the all content areas.

The University of Chicago's Everyday Mathematics Program is used for mathematics instruction. It is a developmentally appropriate balanced mathematics program with a focus on problem solving, skills development, and conceptual understanding through the use of hands on concrete activities connected to real life. The Assistant Principal of ESL also supervises math instruction and has attended QTEL math training. Under her guidance, grade level teams of teachers plan mathematics units monthly and have been trained how to differentiate the math program using each lesson's Part 3 which includes activities specifically designed to meet the needs of English Language Learners. To further support academic language acquisition in mathematics for ELLs, All K-2 classes have picture supported math word walls; all 3-5 classes have student created math word walls that require pictorial representation as well as a definition and use of the term in a sentence. Any ELL student who has previously been taught math in Spanish also receives student in-class and homework books in Spanish. There is also an online website that students and their families can access in both English and Spanish. Both of these allow for parents to be involved in the math learning of their children. Social Studies is based on the New York City Scope and Sequence for each grade level and is aligned with the New York State Standards. In grades 3, 4 and 5 the leveled library core curriculum option was chosen so that concepts can be accessed by ELLs regardless of their reading level. It is supplemented with the Nystrom Atlas program which was purchased as it provides concrete pictorial support. The Science program is Foss, an Inquiry Based, cooperative, hands on program which lends itself to ELL learning through the use of realia.

All students at P.S. 189 receive weekly Spanish language instruction using the Viva en Espanol program. This particular program was selected because it uses research based methodology and includes a separate Heritage Speaker Activity Book to differentiate instruction for native Spanish speakers in order to develop a literacy base in the native language and to facilitate native language transition into English proficiency. The Spanish classroom has a native Spanish language leveled library. In addition, our 10,000 volume school library where students may check out books contains 10%, or 1000 Spanish books from the kindergarten through eighth grade reading levels.

The Visual Arts and Music classes are offered on a cyclical basis. Technology is integrated into classroom instruction by the classroom

teachers; all classroom teachers integrate technology into the curriculum through the use of desktop and/or laptop computers as centers. There are Smartboards in classrooms also. All students receive physical education instruction in all grades.

125 of our students, including ELLs, attend the Sports and Arts in School's Foundation after school program. Our extended day program invites students to attend from the second through the fifth grade. All receive targeted small group instruction in both English Language Arts and Mathematics for 37 ½ minutes per day on Tuesdays, Wednesdays, and Thursdays. We offer AIS in English during the day, during extended day, as well as after school three days per week in both literacy and mathematics.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here Response to 4,6

At P.S. 189, we differentiate instruction for ELL subgroups. We strive to ensure that each child's individual needs are met.

- As of yet we have not had SIFE students at our school, but in the event that we do have SIFE students that enter our school we will provide them with in classroom support from the ESL teacher who pushes-in and AIS. After assessing the student should he/she require additional supports we will plan accordingly.
- Because we are now following a push-in co-teaching model our ESL teachers provide our newcomers with in classroom supports. Lessons are made comprehensible with the infusion of family visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized instruction. We collaborate collaboratively for curriculum planning on the grade level teams and work together to analyze content on a daily basis.
- ELLs receiving service for 4-6 years receive in classroom supports from the ESL teacher similar to that of the newcomers. In addition to the in classroom supports ELL students also receive additional English Language Arts support in the form of Academic Intervention Services (AIS-pullout program) which is a literacy intervention program and after school which is both a literacy and math intervention program. ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study, and writing in literacy and scaffolded math support that incorporate supplemental math materials.
- As of yet we have not had long terms ELLs but in the event that we do have them in our school we will provide them with in classroom support, and AIS. After assessing the student should he/she require additional supports we will plan accordingly.
- Presently we have 3 ELL students with IEPs in the kindergarten CTT classroom, and 2 in the first grade CTT classroom. We also have 4 ELL students who are receiving special education services in a 12:1:1 second grade classroom and 1 student in a 12:1:1 third grade classroom. The classroom teacher, the special education teachers, and the ESL teachers work closely together to ensure that the educational needs of these students are addressed both in terms of their goals in their IEPs and goals set and based on LAB-R and/or NYSESLAT results.
- ELL students in special education that have been x-coded are incorporated into our NYSESLAT preparation small groups during the spring prior to the test.
- ELL students who have reached proficiency on the NYSESLAT are given in classroom supports. They also participate in the extended day program which provides additional academic support and are invited to the after school 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)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Response to 1,3

On-going professional development will be provided for the ESL teachers and school administrators. Our ESL teachers will attend the Office of ELLs/DOE Professional Development courses which they will turnkey to our staff. They will also participate in BETAC conferences. Our Parent Coordinator will attend professional development with the ESL teachers on those topics that are applicable to her outreach to families of ELLs.

During the 2010-2011 school year, ESL professional development will be offered to all teachers, both general education and special education, guidance counselors, secretaries, and the parent coordinator by our ESL teachers and our CFN 606 ELL Support Person who will be presented with optimal conditions for second language acquisition learning, analyzing data assessments to drive instruction, research acquisition approaches, development of oral language, differentiating instruction and scaffolding strategies for teaching ELLs.

### E. Parental Involvement

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

Paste response to questions 1-4 here

Response to 1-4

All school related information will be disseminated to parents of ELL students in English and/or in their native language. Every effort is made to involve the parents in the education of their children through involvement in the School Leadership Team, with the ESL Coordinator, Parent Teacher Association meetings and in-school workshops. Before the school year begins we hold an annual family barbeque in order to welcome our students to begin the school year with enjoyable, risk free activities. Each grade level team hosts a fun activity for students to participate in. The Instructional Leadership team introduces themselves and mingles with families. The parent coordinator has a table set up to help answer any questions. In this way we reach out to try to welcome back old students and their families,

and welcome new students and families, including those of ELLs before the school year begins. As we have said, most of our ELL students come to us as overflow students from PS 105 and PS 194. Because of this, the ESL Coordinator and the Parent Coordinator take the time to acclimate the families and students to the school by providing school tours, partnering up students with same native language buddies, and answering family questions. The Parent Coordinator’s primary role at P.S. 189 is to be responsive to ELL parents’ needs and concerns. Parent surveys are created to address the needs of parents. This information is then evaluated and workshops or informational sessions are created to support the families based on the needs and request. Although we do not have a CBO with whom we can partner with to provide workshops, the Parent Coordinator and the Assistant Principal offer the family workshops and family nights with support from teachers, other parents, community members or organization that specialize or are knowledgeable about the topics. Throughout the school year a variety of Family Workshops will be offered to parents. Other topics of focus will include:

- How parents of ELLs can be involved in their children’s education and assist their children in attaining English proficiency.
- Family Workshops and or family nights in the different subject areas: Literacy, Mathematics, Science and Social Studies.
- Parenting Skills—helping their children with various issues (self-esteem, adolescent depression and peer pressure).
- Parent support with the English Language

Furthermore, the school has parent volunteers through the Learning Leaders program who assist the families of ELL children when they have questions, or concerns as well as assisting in classrooms with ELL students.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	2	4	2	1	0								17
Intermediate(I)	1	1	0	1	1	1								5
Advanced (A)	7	0	1	3	2	2								15
Total	16	3	5	6	4	3	0	0	0	0	0	0	0	37

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

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

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

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

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

**New York State Regents Exam**

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

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

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

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

Rigby. We use the ELL Assessment Kit which is in line with the Fountas and Pinnell reading levels to assess our ELLs three times a year: in the beginning of the school year (baseline), mid year, and at the end of the school year. We have taken this initiative so that we can create individual learning plans for our ELL students. The students are assessed in the four modalities and the plan indicates how the student performed in each modality and how the classroom teacher can support the student. The classroom teacher as well as the ESL teacher uses this plan to support each student across the content areas in the four modalities. The four modalities are addressed in the classroom lesson if and when they lend themselves to the lesson. Both the ESL teacher and classroom teacher also add supplemental materials to the lessons to support the students' learning.

We have faced challenges in our school in general on standardized tests. Our ELL students' standardized tests results in ELA are comorable to that of the general population; this is also reflected on the NYSESLAT in that our students have done better in listening and speaking than they have in reading and writing. This year our focus on literacy with Teachers College reading and writing and by following a push in model we will improve these results. We have chosen academic vocabulary development as a goal for our push in model this year. Our ELLs performed better in mathematics, a standardized test they took in their native language.

Another form of data that our school has begun to use to better address the needs of our ELLs is the Annual Measurable Achievement Objectives Targets (AMAOs). Our assistant principal who supervises ESL attended AMAO training and has analyzed our data to more accurately gauge the progress of individual ELLs in our school as well as our progress of our school as a whole.

We evaluate the success of our program for ELLs based on a variety of assessment results both informal and formal. This includes teacher created and program assessments and "kid watching," and conferencing, notes as well as the results of both the NYSESLAT and New York State content area assessments. This year we also use the AMAO results. We then use the results of these assessments to individualize and differentiate instruction for each of our ELLs.

### **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

## Additional Information

Large empty rectangular area for providing additional information.

## 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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Cornerstone Academy for Social Action						
<b>District:</b>	11	<b>DBN:</b>	11X189	<b>School</b>		321100010189	

**DEMOGRAPHICS**

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

<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	36	36	36		89.9	91.3	90.2
Kindergarten	73	87	76				
Grade 1	88	67	54	<b>Student Stability - % of Enrollment:</b>			
Grade 2	54	81	58	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	41	60	77		72.6	82.1	85.3
Grade 4	48	43	60				
Grade 5	39	50	38	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	52	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.0	90.4	88.8
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		3	10	21
Grade 12	0	0	0				
Ungraded	0	6	4	<b>Recent Immigrants - Total Number:</b>			
Total	431	430	403	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	8	22

<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	21	27	27	Principal Suspensions	12	67	7
# in Collaborative Team Teaching (CTT) Classes	0	18	23	Superintendent Suspensions	14	6	11
Number all others	26	23	20				

*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	0	0	TBD	Number of Teachers	22	30	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	9	7
# receiving ESL services only	48	54	TBD				
# ELLs with IEPs	0	8	TBD	Number of Educational Paraprofessionals	7	6	11

*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	100.0
				% more than 2 years teaching in this school	0.0	0.0	48.6
				% more than 5 years teaching anywhere	45.5	33.3	37.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	70.0	70.3
American Indian or Alaska Native	0.5	0.9	0.5	% core classes taught by "highly qualified" teachers	78.6	97.8	100.0
Black or African American	48.7	48.4	50.4				
Hispanic or Latino	43.4	40.7	43.4				
Asian or Native Hawaiian/Other Pacific	2.8	3.7	0.2				
White	2.1	2.3	5.2				
Male	49.2	55.8	54.6				
Female	50.8	44.2	45.4				

**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		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native	-						
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	F	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	7.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	3.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	4.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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)

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

**SCHOOL DBN: 11X189**

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	365,453	133,204	498,657
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,655	1,332	4,987
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,275	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,545	*	

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

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

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

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

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

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

The Cornerstone Academy for Social Action agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with **Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA)** . The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (*LEP*), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under **Section 111- State Plans 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

ü *that parents play an integral role in assisting their child's learning;*

ü *that parents are encouraged to be actively involved in their child's education at school*

ü *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;*

ü *the carrying out of other activities, such as those described in Section 1118- Parental Involvement of ESEA.*

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

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

**1. The Cornerstone Academy for Social Action will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under **Section 1112- Local Educational Agency Plans of the ESEA:****

- Parents will be notified of meetings

- Parents will be provided with the District Parent Involvement Policy
  - Parents will be provided with the contact information for the district family advocacy office
2. The **Cornerstone Academy for Social Action** will take the following actions to involve parents in the process of school review and improvement under ***Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA***:
- Parent workshops on a variety of topics will be provided
  - Open door policy outlined in the Family Handbook will be enforced
  - Monthly PTA meetings will be attended by staff members and the principal
  - A volunteer program through the Learning Leaders will be established
  - Parents will have opportunities to participate in the Quality Review and trainings leading up to the Quality Review
  - The school will utilize information from the Learning Environment Survey
  - Surveys created by the parent coordinator will be distributed and analyzed
  - The school will establish an effective use of the School Leadership Team
3. The **Cornerstone Academy for Social Action** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: (***Insert programs, such as*** : Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs) by:
- Informational sessions will be provided
  - Workshops on a variety of topics will be provided
  - A Learning Leaders volunteer program will be established
  - The School Leadership Team will be used effectively
4. The **Cornerstone Academy for Social Action** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- A Title I Representative will be elected
  - A needs assessment survey for parents with the School Leadership Team and the Parent Teacher Association will be developed
  - Parent Involvement Policy will be developed by the School Leadership Team
  - The Parent Coordinator will create and distribute surveys
  - Information regarding the Learning Environment Survey will be shared
  - The support of various constituents at Parent Teacher Association meetings will be established

- The School Leadership Team will have monthly meetings focused on various important topics
  - Working with the School Leadership team to create the Comprehensive Educational Policy will be a priority
5. The **Cornerstone Academy for Social Action** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—
    - ü the State's student academic achievement standards
    - ü how to work with educators.
- 
- The Parent Coordinator will provide workshops on a variety of topics
  - There will be open school nights and days throughout the school year
  - Parent Teacher Association meetings will include a focus on accountability
  - School Leadership Team meetings will include a focus on accountability
  - Progress reports will be given to parents in January between parent teacher conferences in November and March
  - Workshops on Acuity will be provided
- 
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Technology workshops will be provided
    - Acuity workshops provided for parents
    - Parents will have opportunities to use document readers, laptops, smartboards, etc.
    - School lead workshops in literacy and math
- 
- The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
    - Elicit support from the District 11 CEC
    - Elicit support from Community Board 12
    - Elicit support from the District 11 Parent Advocacy office
    - Raise awareness on the use of ARIS and Acuity
    - Utilize the Parent Teacher Association to disseminate and collect information
    - Utilize the School Leadership Team as a platform to determine relevant information to collect and disseminate
    - Include parents as part of the Inquiry Team
    - Include parents in the Character Education Committee
- 
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the parents as

teachers program, and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Family Worker will create relationships in the community
  - The Parent Coordinator will create outreach in the community
  - The Community Service Liaison will create opportunity for students to build relationships with entities in the community
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Parents will receive a Parent Handbook
  - A brochure will be created and distributed
  - Translators will be provided at events for parents
  - Notes sent home to parents are re-read for clarity
  - A similar format will be utilized for parent correspondence

## **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.

Standardized data will be collected and analyzed. We will utilize information from NYS standardized test scores, prior and current reading levels, in class assessments, and interim assessments. Once all of the information is gathered the Principal's cabinet (consists of administrators, classroom teachers, cluster teachers, guidance counselor, parent coordinator, special education coordinator) will create a proposal to present to the School Leadership Team feedback, revision and final approval. Throughout the entire process the goal will be explicitly stated: to create educational programs to address the needs of all students.

2. Schoolwide reform strategies that:

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

At PS 189 we use strategies school wide that support all our students in academic achievement. We use effective methods and instructional strategies that are based on scientific research. Our teachers do unit planning using the Understanding by Design model. We are planning our units of study in collaboration with Teacher's College. Consistent with New York City requirements, daily lessons are taught using the workshop model with a mini lesson, independent work time, and a share in all subject areas. Teacher's College is supporting the school in the effective implementation of the workshop model. We also have both a balanced literacy and balanced mathematics program. Balanced literacy takes the form of independence reading using high interest, leveled texts, as well as shared and guided reading; there is individual teacher conferencing in both reading and writing. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. The UFT Teacher Center Teacher will support math planning and the incorporation of the Common Core State Standards. For science we use FOSS, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products.

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.

At PS 189 we use strategies school wide that support all our students in academic achievement. We use effective methods and instructional strategies that are based on scientific research. Our teachers do unit planning using the Understanding by Design model. Consistent with New York City requirements, daily lessons are taught using the workshop model with a mini lesson, independent work time, and a share in all subject areas. We also have both a balanced literacy and balanced mathematics program. Balanced literacy takes the form of independence reading using high interest, leveled texts, as well as shared and guided reading; there is individual teacher conferencing in both reading and writing. This year we have partnered with Teacher's College to be part of their Reading and Writing Project. This will support the school in the rigorous implementation of the reading and writing workshops. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. For science we use FOSS, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products.

Our extended day program is open to all students from grades 2-5 three days a week for one hour and fifteen minutes each day. Our students engage in academic intervention services (AIS) or enrichment activities depending upon their individual needs in groups of ten students or fewer. Those receiving AIS and enrichment do so in both literacy and mathematics.

We offer an after school AIS program three days a week for a total of four hours and thirty minutes per week. We use Buckledown to support literacy and math test preparation. We use Mondo to support literacy and Everyday Mathematics to support mathematics.

We also have support personnel who help address the needs of all the children in our school, but particularly the needs of low academic achieving students and those at risk of not meeting the State academic content standards. We have two full time Academic Intervention Services (AIS) teachers. One supports literacy while the other supports mathematics. Additionally we constructed a schedule where specialists provide AIS instruction on a weekly basis to assigned grades. Our science lab teacher provides AIS services to those students identified in need based on the results of the New York State Science test. Finally, we have a UFT Teacher Center teacher who provides direct support to teachers and students in all content area.

- o Help provide an enriched and accelerated curriculum.

  - We use Everyday Mathematics for Literacy, Teachers College Reading and Writing Project, Foss Science, and the Trade Book Social Studies Program in grades 3-5 and the Nystrom Atlas Program in the lower grades.

- o Meet the educational needs of historically underserved populations.

At PS 189 we collaborate in teacher teams to ensure we meet the needs of all students. Teachers plan our units of study in collaboration with Teacher's College. Teachers also use data collected through running records, baseline assessments, classroom assessments, interim assessments and teacher observations to inform instruction and teach to the students that need extra supports. Daily lessons are taught using the workshop model with a mini lesson, independent work time, and a share in all subject areas. Teacher's College is supporting the school in the effective implementation of the workshop model. We also have a balanced mathematics program. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. The UFT Teacher Center Teacher will support math planning and the incorporation of the Common Core State Standards. For science we use FOSS, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products.

- 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.

At PS 189 we collaborate in teacher teams to ensure we meet the needs of all students. Teachers plan our units of study in collaboration with Teacher's College. Teachers also use data collected through running records, baseline assessments, classroom assessments, interim assessments and teacher observations to inform instruction and teach to the students that need extra supports. Our inquiry teams focus on the bottom one third in math. The teacher have begun creating personalized learning plans for these students. Teacher's College is supporting the school in the effective implementation of the workshop model. We also have a balanced mathematics program. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. The UFT Teacher Center Teacher will support math planning and the incorporation of the Common Core State Standards. For science we use FOSS, an inquiry method approach. Our science teachers services 15 students that performed below standards on the NYS Science exam. In social studies we use integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products. We track students progress in all content areas and create small groups based on strategies and needs of students.

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

### 3. Instruction by highly qualified staff.

100% of our staff is highly qualified. We were able to attain this through a rigorous interview process which included various constituents on the hiring panel. Additionally, we utilized Title I money to insure that all teachers are highly qualified.

### 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.

See Appendix 3, Part 3 and Section V

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

We will continue the interview process with a panel of teachers and staff so that all stakeholders are involved in the growth of our school. We will continue to go to job fairs and seek out teachers/staff that best fit our needs and most qualified for the position.

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

We will continue to embrace parents through encouraging parent volunteers (through the Learning Leaders program). In addition, we will continue to have family nights educating families about the State ELA and State Math exam. Family nights will also encourage parents to learn more about our literacy and math programs. Our family coordinator facilitates many workshops for parents i.e. computer courses and family ELL workshops.

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

We intend to have an open house for our pre kindergarten families transitioning to kindergarten during the 2011-2012 school year.

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

We currently have an academic intervention team providing feedback and input regarding assessments and their frequency. The administration meets with the staff regularly to discuss the student goals and professional goals for instruction.

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.

We currently offer an extended day program for all of our students in grades 2-5 who are performing at levels one through four. During the day we provide academic intervention services on a cyclical basis to ensure all students experiencing academic difficulties receive services. Finally we provide after school services for all children performing one grade level or lower.

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.

The guidance counselors, family worker, and parent coordinator have relationships with various constituents within the community to provide support to our families, students and staff. The school also participates in outreach programs and local community service activities

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

### Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	✓			306,980	✓	Pgs. 16-22
Title I Part A (ARRA)	Federal	✓			131,872	✓	Pgs. 16-22
Title II, Part A	Federal	✓			108,673	✓	Pgs. 16-22
Title III, Part A	Federal	✓			15,000	✓	Pgs. 16-22
Title IV	Federal				NA		
IDEA	Federal	✓			277,398	✓	Pgs. 16-22
Tax Levy	Federal	✓			1,955,597	✓	Pgs. 16-22

