



**THE SHAKESPEARE SCHOOL**

**2010-2011**

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

**SCHOOL: (DISTRICT 9 BRONX/ P.S. 199X)**  
**ADDRESS: 1449 SHAKESPEARE AVENUE**  
**TELEPHONE: (718) 681-7172**  
**FAX: (718) 681-7176**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 199x      **SCHOOL NAME:** The Shakespeare School

**SCHOOL ADDRESS:** 1449 Shakespeare Avenue, Bronx, NY 10460

**SCHOOL TELEPHONE:** 718 681-7172      **FAX:** 718 681-7176

**SCHOOL CONTACT PERSON:** Lilia Navarrete      **EMAIL ADDRESS:** Inavarr@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Myrna Salguero

**PRINCIPAL:** Lilia Navarrete

**UFT CHAPTER LEADER:** Sherie Newell

**PARENTS' ASSOCIATION PRESIDENT:** Tamika Drummond

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 9      **CHILDREN FIRST NETWORK (CFN):** 534

**NETWORK LEADER:** Ben Waxman

**SUPERINTENDENT:** Dolores Esposito

## Section II: School Leadership Team Signature Page

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D0F30DDB77DFA/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
Lilia Navarrete	*Principal or Designee	
Sherie Newell	*UFT Chapter Chairperson or Designee	
Tamika Drummond	*PA/PTA President or Designated Co-President	
Myrna Salguero Ellen McKenna	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tracey Casson	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tomasina McGeechy	Member/Parent	
Shamika Barley	Member/Parent	
Johnny Regice	Member/Parent	
Natasha Simms	Member/Parent	
Maribel Ashley	Member/Parent	
Sandra Herrera	Member/Teacher	
Camelle Fraser	Member/Teacher	
Anna Shoikhet	Member/Teacher	
Raiza Santana	Member/Teacher	
Maria Abreu	Member/Teacher	
Rosemarie B. Castro	Member/Paraprofessional	
Griselle Medina	Member/Administrator's Representative	

\* 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.

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The Shakespeare School initially opened in 2000 as a Pre-K to grade 3 school. In 2001, it expanded to include grades 4 & 5. The School is structured into two primary levels Pre-K –grade 2 and grades 3-5. We have a total of 765 students.

In keeping with our mission to develop readers, writers, and problem solvers, we have instituted an instructional program that focuses on nurturing the whole child and supports individual learning styles, which will prepare our students for higher learning.

In addition to these goals, we are also committed to engaging our students through a rigorous curriculum, which includes guided reading and writing, mathematics focus groups, data analysis, and the integration of technology to enhance the educational experience of our general, special needs and bilingual students.

### **Instructional Enhancements**

Content Area Lab Sites  
Professional Learning Community Common Planning Across the Grades  
Integration of the Workshop Model across content areas  
Curriculum Units of Study in reading, writing, math, social studies and science  
Multi-media classrooms  
Library-Media Center  
Teacher Learning Centers  
Differentiated Professional Development  
Art, Music, and Dance Program  
Internet wireless access throughout the building/differentiated learning  
Integration of technology to support bilingual  
Cross-curricula integration of technology  
Enrichment clusters

### **Special Programs**

Shakespeare's Legacy will be supported in the classroom by the Arts,  
Perfect Attendance Assembly Programs to honor students and Parents  
Monthly Assembly Programs  
Library-Media Center program with open access throughout the day  
Extended Day Program  
End-of -Year Arts production (May)  
Annual Science Fair (June)  
Arts Fair  
Multi-Cultural Dance Festival (December)  
Traveling Art Exhibit  
Student Art Exhibit  
Highbridge Voices

### **Student Support Services**

Student Advocate  
School Based Support Team  
Academic Intervention Team  
Instructional Support Team  
On-site nurse and D.O.E. guidance counselors; ESL support  
Guidance and social services provided by the Astor Foundation  
AIDP – Attendance Improvement and Dropout Prevention  
Family Worker

### **Extended Day Programs**

Academic Intervention Services- After School Instructional Programs for all students in Grades 3-5 (Title I)  
SES After-school program for grades K – 5  
Academic intervention services for ELL students (Title III)

### **Building School Community**

Family night (Literacy and Math nights)  
Content Celebrations  
25 Book Parade  
Multi-Cultural Dance Festival  
Parent Curriculum Night  
Food Drive  
Penny Harvest  
Mother's Day celebration  
Father and child game night  
Annual backyard picnic  
End of year "Day of the Arts"  
Monthly parent workshops  
Science Fair  
Movie Night  
Monthly Parent Newsletters (Published in Spanish and English)  
Parent Coordinator on site



**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

### Key: AYP Status

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

**SECTION IV: NEEDS ASSESSMENT**

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

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

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

**PART IV – A.1 – EARLY CHILDHOOD (PRE-K – 2 )**

<b>Data Sources reviewed – Check all that apply:</b>	<input checked="" type="checkbox"/> E-CLAS 2 <input type="checkbox"/> District/School Benchmark Tests (Type: Periodic Predictive Assessments) <input checked="" type="checkbox"/> Student Portfolios (Subject(s): _____)	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations <input checked="" type="checkbox"/> Other <u>EPAL 2</u> <input checked="" type="checkbox"/> DRA <input checked="" type="checkbox"/> Running Records
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**ACCOMPLISHMENTS:**

**E.L.A. test results** increased the number of students performing at Levels 3 and 4 and decreased the numbers performing at Level 1 as follows:

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Grade 3	10%	32%	64%	1%
Grade 4	10%	27%	72%	1%
Grade 5	9%	39.2%	57.8%	2.9%

The current reading scores in grades 3–5 are a result of improved instruction in pre-k – 2. Data analysis is the basis for all instruction and new initiatives. For example, in 2008 the Academic Intervention program was revamped to target level 1 and 2 students who are now involved in an AIS pull out program serviced by 2 teachers weekly spelling and vocabulary lists are distributed and children are accountable for learning the weekly lists. The effectiveness of this initiative is evidenced in the data below. P.S. 199X was rated as one of the ten most improved schools by Chancellor Klein as per our reading scores. . Due to the past success of the newly revamped AIS program, the AIS team and coaches will provide the students who scored at Level 1 on the 2010 ELA with an intensive tutorial program beginning June 14<sup>th</sup> and ending on June 25<sup>th</sup>. Students will be tutored for a minimum of four periods daily in an effort to provide them with targeted instruction; the goal being passage of the ELA exam at the end of summer school. Parents of these children attended a meeting at the school on June 14<sup>th</sup> to apprise them of their children’s status and to learn about ways they could help them at home to provide for parental accountability.

### **AIDES:**

All early childhood classrooms are now able to use Smart board technology as part of their daily instruction to create an interactive educational environment. The newly appointed multi-media library center provides resources and promotes a reverence for reading. All teachers are well trained in the use of data which drives instruction, particularly Differentiated Instruction. The Imagine Learning computer program has increased language acquisition for our ELL population resulting in higher reading scores.

### **BARRIERS:**

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result, teachers must deal with two distinct non English speaking populations. In addition, many of the students attending are from a culture that has a different approach to education. Finally, the mobility rate is high and although we are involved in an intense program to improve attendance, we are still below our expected goal in this area.

### **Summary of Data Analysis/Findings – Early Childhood:**

Based on the analysis of the September 2010 Running Records, 45% of all first grade students are reading below grade level. Fifty-five percent (55%) of first grader students are reading at or above grade level. Further analysis of the data has revealed the following facts: 16% are new admits, 37.0% are ELLs, 7.0% are hold-overs and 10% have an I.E.P. According to the second grade running records, 68.48% of the second graders are reading below grade level. Thirty-one percent (31%) of the second graders are reading at or above level.

The focus for this year will be differentiating instruction for all students through the strategic use of guided reading as the main instructional strategy to support emergent readers. Improvement is needed in spelling, decoding, vocabulary and, although some improvement was noted in comprehension skills, comprehension as well.

### **Implications for the Instructional Program:**

To address the findings, implementation of the Readers and Writers workshops in grades K-2 will continue including the skills block. ECLAS and informal teacher observation will remain the indicators of student success and determine differentiation of instruction in the areas of phonemic awareness and strategies to increase fluency in reading. Fully implemented Guided Reading and effective conferencing to increase comprehension skills will be the strategies used to ensure differentiated instruction as a means of increasing the quality of accountable talk, providing opportunities for student usage of critical thinking skills and employing self-monitoring as a strategy leading to reading independence (the Principal's Instructional Goal for 2010-2011). Teachers will receive additional professional development in using Bloom's Taxonomy to increase the level of questioning with an emphasis on higher order skills such as analyzing, interpreting and synthesizing rather than recall. Weekly vocabulary lists by grade were distributed and weekly spelling bees were conducted. The consensus being that this initiative did increase vocabulary acquisition. We will continue with this initiative for school year 2010-2011. Educational assistants will use the literacy training from CEI-PEA to increase their role in assisting classroom teachers in literacy instruction. Wilson- Foundations and strategies from Open Court will be used during the regular school day in all monolingual, general, and special education classrooms.

In 2010-2011, the following supplemental programs will be used to support English instruction: On Our Way to English for bilingual students and for ESL pull out, bilingual classes, and ELL's. At the June 2010 retreat, bilingual teachers indicated that data from this program will be used to drive instruction in 2010-11. The current year's inquiry team will focus on our ELL students. The principal has revised the AIS program. The AIS team will service all grades. Coaches will service assigned groups of targeted children in grades 3-5 during the literacy block thereby lowering class registers and teacher to student ratios. This practice will allow for targeted differentiated instruction school-wide Rigby Running Records will replace the current system in Grades K-5 including bilingual students and all teachers in grades K-5 will use Reading/Writing Tool Kits as resources and for lesson planning ideas. For 2010-2011, the school is considering the possibility of purchasing additional Rigby Kits. During extended day, only Foundations and Wilson will be used. The purpose, components, and procedures for compiling portfolios will be reviewed in 2010-2011. Current literacy scores indicated that writing remains a major concern. More attention must be devoted to the writing process and mechanics as well. In 2010-2011, better alignment between the 6+1 Writing Traits Program and the Being a Writer will be in place. In order to improve writing skills K – 2 students will continue to use. All work that is being considered for inclusion in the portfolio will be reviewed against the standards and evaluated work will determine future instruction.

Professional development will stress that the portfolio is a collection of exemplary work chosen by teacher and student with the goal of promoting level 4 work.

To increase its effectiveness in targeting children enrolled in the program, for the 2010-2011 school year, Extended Day will be conducted Monday through Wednesday from 8:00 A.M to 8:37 ½ A.M. Based on a SBO Vote, the teacher decided on Extended Day to be three days and on the fourth day, teachers will meet according to grade with the grade leader to conduct study groups. The teachers are currently reading and studying the book by Carol Ann Tomlinson: Differentiated Instruction for the Mixed-Ability Classroom. The regular school day will begin at 8:40 and end at 3:00 P.M. There will be no extended day on Thursday and Friday.

Educational Assistants in the pre-kindergarten classes support small group instruction. Leveled books will be used to support independent reading during the Readers Workshop in monolingual, special education, and bilingual classes. Guided reading books will be used to support differentiated instruction based on data and students needs. 2010-2011 Professional Development will focus on guided reading to ensure that it is properly implemented school-wide. Teachers were provided with a comprehensive review of Guided Reading at the June 2010 retreat to ensure that teachers know the components and are equipped to reach the goal of improving reading. We will continue to implement the new Language Allocation Policy adopted in 2009-2010. Our ELLs library collection will be expanded and will include books to engage our increasing West African population using funds provided by the Title III grant. These funds will also be used to further train ESL and ELL teachers in specific strategies for the instruction of ESL/ELL children. The AIS team will provide a menu of supplemental materials for use by classroom teachers.

They will communicate with classroom teachers concerning the needs of individual students and will recommend programs to meet students' individual needs. The Student Assessment Management System (SAMS) will facilitate the development of individualized educational plans. Each child will have a Home-School notebook to take home to parents. The Literacy Team, the AIS Team, and the Parent Coordinator will coordinate activities promoting parental involvement such as Curriculum Night, acquiring library cards, a resource fair about community resources and services, and a parent lending library. Workshops will provide parents with strategies to increase student performance in literacy including strategies and techniques specifically for the ELL and Special Needs populations. In addition, the principal has prepared a monthly calendar of parent/student events intended to build community. *(Please review page 6 of the document to review events)*

The workshop model will be used during the literacy block. Teachers will use prior training to ensure that the read-aloud portion of the mini-lesson engages students and models effective expression and voice. Teachers will work collaboratively to formulate questions that will help students determine main idea and identify author's purpose using Bloom's Taxonomy. For the 2010-2011 school year, teachers will emphasize students' use of complete sentences in all communication, especially accountable talk. Students will be encouraged to express what they are reading and why as a strategy in making them accountable for their own use. During the work period of the readers workshop, teachers provide strategic instruction to individual students and small groups to improve student learning and achievement. These reading conferences are used to plan future mini-lessons and differentiated instruction.

Teachers will scaffold instruction by providing students with exemplars of standard-based pieces of writing. The America's Choice Writer's Workshop Model will be utilized including color-coded element charts for each genre and rubrics for instruction and assessment. Mentor text models will be examined to support standard-based writing. The writing process will be incorporated within the study of these genres. The emphasis on organization in writing in grades K-3 will continue for the 2010-2011 school year.

The instructional coaches, the AIS Team, and the Parent Coordinator will coordinate activities that promote parental involvement to enhance student achievement such as: Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents will also be offered to support parents helping their children to read. During workshops, emphasis will be placed on strategies and techniques targeting the needs of the ELLs and special needs populations. In addition, parents of ELLs and bilingual students are provided with specific workshops on the NYSESLAT test and ways of helping their children succeed on this test.

**PART IV – A.2 – ENGLISH LANGUAGE ARTS (GRADES 3 – 5)**

**Data Sources**

**Reviewed – Check all that apply:**

- NYC Assessment
- District/School Benchmark Tests (Type: Predictive Periodic Assessments)
- Unit/Teacher-Made/Grade Level Tests
- Item Skills Analysis (e.g., Grow Report)
- Student Portfolios
- Journals
- Classroom Performance /Teacher Observations
- Other

**ACCOMPLISHMENTS:**

**E.L.A. test results** increased the number of students performing at Levels 3 and 4 and decreased the numbers performing at Level 1 as follows:

<b>2009-2010</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Grade 3	17%	83%	53%	11%
Grade 4	13%	88%	35%	1%
Grade 5	16%	84%	53%	18%

At this date, data only indicates the number of students who either met or did not meet the standards on the ELA. Several factors may have contributed to the increase in the number of students performing at Level 1. These factors include classes composed mainly of students newly admitted to P.S. 199 in grade four, students admitted to testing grades midyear and new teachers teaching in testing grades.

Reading scores in grades 3 – 5 in 2008-2009 were a result of improved instruction in pre-k–2. Data analysis is the basis for all instruction and new initiatives. For example in 2008 the Academic Intervention program was revamped to target level 1 and 2 students who are now involved in a AIS pull out program serviced by 2 teachers. Weekly spelling and vocabulary lists are distributed and children are accountable for learning the weekly lists. The effectiveness of this initiative is evidenced in the data below. P.S. 199X was rated as one of the ten most improved schools by Chancellor Klein as per our reading scores. Due to the past success of the newly revamped AIS program, the AIS team and coaches will provide the students who scored at Level 1 on the 2010 ELA with an intensive tutorial program beginning June 14<sup>th</sup> and ending on June 25<sup>th</sup>. Students will be tutored for a minimum of four periods daily in an effort to provide them with targeted instruction; the goal being passage of the ELA exam at the end of summer school. Parents of these children attended a meeting at the school on June 14<sup>th</sup> to apprise them of their children’s status and to learn about ways they could help them at home to provide for parental accountability. In addition, the staff will engage in a process of reflection to determine which strategies worked and which did not in order to support student improvement.

**AIDES:**

All early childhood classrooms are now able to use Smart board technology as part of their daily instruction to create an interactive educational environment. The newly appointed multi-media library center provides resources and promotes a reverence for reading. All teachers are well trained in the use of data which drives instruction, particularly Differentiated Instruction. The Imagine Learning computer program has increased language acquisition for our ELL population resulting in higher reading scores.

**BARRIERS:**

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result, teachers must deal with two distinct non English speaking populations. In addition, many of the students attending are from a culture that has a different approach to education. Finally, the mobility rate is high and although we are involved in an intense program to improve attendance, we are still below our expected goal in this area.

**Findings:**

A review of reading achievement data for the past two years indicates marked improvement in testing scores of students in grades 3, 4, and 5 in 2008-09 in comparison to the scores of previous years. As one of the ten most improved schools in New York City, the school report card grade was A. This has been mainly due to our increase of Level 3 & 4's in the NYS ELA State exam.

<b>2008-2009</b>	<b>Level 3-4</b>	<b>Level 4</b>
Grade 3	65%	1%
Grade 4	72%	1%
Grade 5	61%	3%

<b>2009-2010</b>	<b>Level 3-4</b>	<b>Level 4</b>
Grade 3	53%	11%
Grade 4	35%	1%
Grade 5	53%	18%

**Implications:**

Grades 3-5 monolingual, bilingual, and special education classes will continue using the workshop model for the literacy block and writing will be imbedded in the grade's units of study. Fully implemented guided reading and effective conferencing to increase comprehension skills will be the strategies used to ensure differentiated instruction as a means of increasing the quality of accountable talk, providing opportunities for student usage of critical thinking skills and employing self-monitoring as a strategy leading to reading independence (the Principal's Instructional Goals for 2010-11). For the 2010-2011 school year, teachers will emphasize student's use of complete sentences in all communication, especially accountable talk. Students will be encouraged to express what they are reading and why as a strategy in making them accountable for their own progress. Teachers will receive additional professional development in using Bloom's Taxonomy to increase the level of questioning with an emphasis on the higher level skills such as analyzing, interpreting and synthesizing rather than recall. Identified at risk students and AIS students will use the Wilson Reading Program for phonics instruction as well as one of the menu of programs) for comprehension. Leveled books will be used for guided and independent reading in monolingual, special education, and bilingual classes with a parallel program for English Language Learners. In grades (4 & 5), results of state standardized tests, the Developmental Reading Assessment (DRA), periodic and predictive assessments, ongoing Rigby running records, and teacher made tests will be used to plan differentiated instruction. Past data from periodic and predictive assessments indicated that children needed intervention in the area of vocabulary. A school-wide initiative consisting of weekly vocabulary lists per grade, vocabulary lists posted in hallways and weekly spelling bees was instituted and will continue in 2010-2011. ITA's (Instructionally Targeted Tests which test what children have already learned) will be administered in December and April and results will be used to guide instruction as well. "Imagine Learning" will continue to address the needs of the bilingual and ELLs population and will be implemented in all Special Education classrooms. Bilingual and ELLs students will continue to use On Our Way to English including newly acquired visuals.

Guided reading lessons support differentiated instruction in literacy. Narrative and expository libraries at a variety of levels from School Wide Inc., 2010-2011 Professional Development will focus on Guided Reading to ensure that it is properly implemented school-wide. Teachers were provided with a comprehensive review of Guided Reading at the June 2010 retreat to ensure that teachers know the components and are equipped to reach the goal of improving reading.

The read aloud portion has been strengthened and teachers have worked collaboratively to formulate engaging questions to increase comprehension. Leveled reading books and standard-based mini lessons will be used for guided, shared, and independent reading. Data from Rigby Running records, the DRA, teacher assessments based on conferences, informal observations, and teacher-made tests and standardized tests will be used to ensure differentiated instruction. In grade 3, ECLAS 2 test results will also be used. The administrative staff, the coaches and members of the AIS team received training in using the Acuity system to conduct an item analysis of children's test scores to determine what skills and strategies need remediation and to determine patterns. Differentiated instruction will be designed on the basis of this analysis and the AIS team will deliver instruction: One AIS teacher will service grades 1-2 based on ECLAS and Running Record results. Tier I students will receive services from their classroom teacher.

The second AIS teacher will service students in Grades 3-5. There are two coaches. Each of the two coaches provides small group instruction in test taking strategy skills. The team members will set 6 week short term goals for students which will be reviewed monthly to determine if benchmarks have been met and instruction will be advanced or modified accordingly. A goal of one year's growth is the minimum benchmark to be met. Accordingly, a student who is currently in 4<sup>th</sup> grade reading at a 3.1 level is expected to be reading at 4.1 at the end of the year, which would still not be on grade level. As per the current Progress Report, the one year student progress was met by achieving a score of 57.4 out of 60 resulting in an overall grade of A. Due to the current increase in Level 1's in grades 3-5, additional Professional Development will be provided in Guided Reading, beginning at the June 2010 retreat, to ensure full implementation. Assessment will be imbedded throughout all curriculum areas to determine student needs expediently and to ensure resulting targeted instruction.

During the Writers Workshop, teachers Grades K-5 will use the new "Being a Writer" curriculum. Through Inquiry Team work a changed strategy will be to replace current rubrics with the 6+ 1 rubrics which are aligned with the Being a Writer Program. Instructional tools will provide a structured, organized means whereby genre studies can be taught consistently. Standard-based lessons will be presented and instruction will be scaffolded using exemplars of standard-based pieces of writing and mentor texts. Since their reimplementation in 2008-2009 writing rubrics and color coded criteria charts, specific to each genre which clearly define the genre's elements, will again be utilized. Children will continue to use narrative and expository texts as models for writing and as resources for writing science and social studies reports of information. Kaplan Advantage, Comprehensive test prep materials, Comprehensive Reading by Options, STARS and CARS from Curriculum Associates are used for reading test prep. Students' writing is expected to improve due to extensive professional development, and will be evident in students' appropriate choice of genre specific audiences, incorporation of voice effectively, and use of writing conventions. Teachers in Grades 2-5 will also utilize Reading in the Content Areas Supplement from Teacher Created Materials. Students will use the writing process to complete eight non-negotiable writing units; Small Moments, How to, Report of Information, All About Books, Poetry, Author Studies, Response to Literature and Personal Narratives. As in 2009-2010, in 2010-2011, in grades 3-5, the emphasis will be on the quality of writing. The principal designed a SAMS summary document enabling teachers to analyze reading and writing data to provide at risk students with targeted instruction which is outlined in student action plans they develop with their grade supervisor. The principal's Teacher-Supervisor Conference on Student Assessment Management System (SAMS) will facilitate the development of individualized educational plans for students including short and long term goals. Each child will have a Home-School notebook to take home to parents. Every six weeks, a copy of the short term goals will be pasted into the notebook. Students will be encouraged to share these goals with their parents and encourage parental involvement in the educational process

Units of study in the core subjects will be the focus in 2010-2011. Classrooms are equipped with leveled libraries with traditional and contemporary literature in all genres and nonfiction science and social studies texts. In September 2008, all teachers received Reading/Writing Tool kits which will be used in conjunction with the "Being a Writer" Program in 2010-2011. As observed during learning walks and reviews of bulletin boards, students need more precise and specific feedback about their writing pieces. In addition, teachers want to provide students with effective feedback and document conferences. In 2010-2011, the goal will be to develop a concise, specific system of reporting what elements in a piece of writing a child needs to work on rather than an evaluation which fails to provide effective feedback. Using this device, the teacher will be able to direct the student to the specific elements that need to be changed and provide targeted intervention enabling the student to make the needed changes. In subsequent conferences, the teacher will assess what the student has accomplished to facilitate the completion of pieces that meet the standards. Professional Development was provided by the Assistant Principal for all grades. During reading conferences, teachers provide immediate academic intervention and beginning September 08, coaches provided targeted grade 3-5 students with academic intervention services. The current A.I.S. model will remain in place.

The 2010-2011 focus will be to revisit Guided Reading using the text, Guided Reading by Fountas and Pinnell. Portfolios will be used in conjunction with the skills binder. Work on portfolios will continue. Work considered will be reviewed against the standards and evaluated to plan for instruction. The binder used by teachers in testing grades includes activities for students who exhibit difficulty in reading skills and strategies such as finding the main idea, defining the author's purpose, using supporting details, and using context clues.

The data from an informal Grade 2 assessment which identifies students' areas of strengths and weaknesses will be given to Grade 3 teachers in September 2010 in order to address academic needs expediently.

The school-wide implementation of a uniform system of communicating students' individualized goals to better understand what each student needs to do in order to improve their writing, will continue in 2010-2011 as will the use of the conference binder. Subjective assessment from the binder will be used with test data to provide differentiated instruction to students' individually and in small groups.

Technology under-pins the curriculum through the use of Smart Boards in the classroom to assist in instruction, computers, overhead projectors, listening centers and in an open access library media center. Field trips enrich the curriculum by providing children with a better understanding of the cities and global community's various cultures. Fifth grade class trips will focus around Shakespearean performances so that the Shakespearean theme can be studied in the classroom. In order to increase results on the fifth grade Social Studies exam, more field trips will emphasize Social Studies. English language learner's whose English proficiency is at the intermediate level in grades 3 and 4 will participate in the Project Boost enrichment program which also funds trips to various city locations.

The instructional coaches, the AIS Team, and the Parent Coordinator will coordinate activities that promote parental involvement to enhance student achievement such as: Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents will also be offered to support parents helping their children to read. During workshops, emphasis will be placed on strategies and techniques targeting the needs of the ELLs and Special Needs populations. In addition, the principal has prepared a monthly calendar of parent/student events intended to build community. (These are listed on page 6 of this document.)

## PART IV – A.3 – MATHEMATICS

### Data Sources Reviewed –

*Check all that apply:*

- |   |   |
|---|---|
| <input type="checkbox"/> NYC Assessment   | <input checked="" type="checkbox"/> Student Portfolios                          |
| <input type="checkbox"/> District/School Benchmark Tests (Type: Periodic Assessments) | <input type="checkbox"/> Journals   |
| <input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests               | <input checked="" type="checkbox"/> Classroom Performance /Teacher Observations |
| <input type="checkbox"/> Item Skills Analysis (e.g., Grow Report)                     | <input type="checkbox"/> Other _____  |

### ACCOMPLISHMENTS:

In Mathematics, P.S. 199X will capitalize on the gains made in 2009 and continue to improve current practices. For the school year 2009-2010, 93% of students in grades 3-5 were meeting or exceeding standards as compared to the school year, 2008-2009, 86% of students in grades 3-5 were meeting or exceeding standards as compared to 74.5%. Instructional practices in place contributing to these results include the “Say-Why Strateg,” which mandates that students give an explanation about why they used a certain strategy and what steps they used to reach a conclusion, and the “Probe Workshop”, which encourages an analytical approach to problem solving. Currently available data indicates that 27 students, 7% of the 356 students tested, scored at Level 1. (Refer to top of page 14 to note possible contributory factors).

### AIDES:

Students in grades-K-5 utilizes the Houghton Mifflin series to obtain a deeper understanding of each of the mathematical stands. A yearly school wide mathematical focus enhances students’ ability to comprehend the four basic mathematical operations and apply their knowledge to solving multi-step problems. Academic Intervention Services are not only provided during the day, but also in after-school Title I and Title III programs.

### BARRIERS:

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. The opportunity for students to apply mathematics learned in school to their every day life is extremely limited as is math vocabulary decoding skills.

### **Summary of Data Analysis/Findings – Grade K-2 Math:**

A review of teacher created assessments and quarterly tests reveal that 74% of students in kindergarten are on grade level or above. Fifty-eight percent (58%) of the first grade students are on grade level or above. Further analysis of the data revealed that students need to further strengthen their procedural fluency. Forty-five percent (45%) of the second grade students are on grade level or above. For the next academic school year one of the instructional goals for Mathematics is the implementation of the “Thinking Notebook.” This tool will support students’ cognitive development in mathematics. For the school year 2010-2011, grades kindergarten through second grade will use the Houghton Mifflin math books to supplement the math lessons the teacher creates. The entire school is now using the Houghton Mifflin math books.

For the school year 2009-2010, 56.4% of students in grades 3-5 were meeting or exceeding standards as compared to the school year 2008-09, 85.4% of students in grades 3-5 were meeting or exceeding standards take out as measured by the NYS Math Achievement Exam with a minimum of 95% participation. For the school year 2009-2010, 11.2% of the students in grades 3-5 tested below grade level.

### **Implications for the Instructional Program:**

Nationwide National Core Standards have been written and will be piloted in 2010-2011. Teachers and administrators will receive professional development on the new standards. The new standards differ from the state and city standards by emphasizing that a few topics are taught in depth.

The goal is to ensure that all students have a solid foundation in whole numbers, the four operations, addition, subtraction, multiplication and division, fractions and decimals. In kindergarten, the focus is on number sense; learning how to put numbers together and take them apart (pre-algebraic thinking) and in grades 4 and 5, beginning fractions. The primary goal of the new standards is to ensure that students learn and retain what they have learned.

The Math Workshop Model will continue to emphasize clear expectations in mathematics; students learn best when they know what is expected of them. Teachers will continue to deliver an academically rigorous curriculum emphasizing accountable talk, the use of critical thinking skills and real life problem-solving activities. The non negotiable, Thinking Notebook will be fully implemented in 2010-2011. The goal of the notebook is to develop mathematical vocabulary (know, understand and be able to use grade level mathematical terms in explaining problem solutions) and help students self-evaluate their work. As in literacy, the focus will be on improving conferencing to ensure that students get specific instruction enabling them to correct errors independently. On-going assessment, including assessments in daily lesson plans, will inform teachers' next steps in the instructional process. Teachers' use formative and summative data to conduct on-going assessment using a diagnostic continuum and the continual development of procedural fluency, the ability to self-assess and self-monitor as evidenced by the school-wide implementation of Mathematics Journals. During conferences, as in reading, the teacher and the student will analyze written problem solutions. The teacher will determine if and where the student was incorrect and provide differentiated instruction in the form of suggested strategies to reach the correct solution and a deadline for re-submission of the work. School-wide implementation of Mathematics Journals will provide evidence of students' continual development of procedural fluency, the ability to self-assess and self-monitor. Journals will be submitted to the grade supervisors on a six-week cycle. In grades K and 1, math journal writing will be emphasized weekly. Mathematics journals and conference logs will be fully implemented school wide.

In grades Pre K-2, student-centered learning experiences will engage students in active learning and encourage positive social skills. Real life experiences such as using the calendar, counting the days, and collecting and displaying weather data facilitate the teaching of computational skills.

The Houghton Mifflin exposes students to concepts and engages them in various games and activities to help them construct understanding. Houghton Mifflin spiral curriculum focuses on a central concept or skill for several lessons. Lessons and activities build incrementally in complexity within each strand and exposure to all the mathematical strands is ensured. On-going assessment, formal (tests) and informal observation is used to inform instruction and for planning. Communication between classroom teachers and parents, (i.e., SAMS, conferences) encourage parental involvement.

The mathematics pacing calendar is created collaboratively by the teachers, the Coaches and the Aussie Consultant during planning sessions and reviewed and revised throughout the year to meet the needs of all students. In addition to the basic instructional program, students in grades 3-5 participate in a structured program of test-taking strategies which is integrated into their daily schedule to provide them with the skills necessary needed to succeed in City, and State Mathematics Assessments.

All students will be taught a wide variety of problem-solving skills based on real life experiences as well as instruction emphasizing operations, number sense, whole numbers and fractions and decimals in grades 4 and 5. In 2009, greater emphasis was placed on solving problems with multiple steps. The focus on solutions for multi-step problems will continue. A greater emphasis on the use of manipulative will provide children with concrete models for a better understanding of abstract ideas during the daily one hour math workshop. In addition, teachers will provide students with motivating, hands-on, child-centered differentiation of instruction to meet the needs of all students. Teacher observations, unit tests, and results from the periodic predictive, city and state assessments will be used to identify students at risk.

The Math Workshop which includes a mini-lesson, a work period, and a closing will continue to be used. During the mini-lesson, teachers will set the stage for the work period by demonstrating and introducing the concepts to be done during the work time, reviewing introducing a strategy, clarifying homework problems or explaining a ritual. During the work time, students will solve problems independently, with a partner or in small groups. The teacher will be engaged in conferences, focused math groups, assessing learning or preparing students for the closing.

During the closing, accountable talk will be emphasized when students present the mathematics they have done during the work time. Students will be encouraged to use accurate, grade level mathematical terminology and present their work in an articulate and sequential manner.

The data gathered from series assessments, Unit Tests, and the periodic and predictive assessments will support teachers in determining common deficiencies in strands and create focus groups accordingly. The Math Portfolio includes a mathematical autobiography, a personal analysis of strengths and weaknesses, mathematical goals, and a practical project emphasizing the connection between math and real life. It engages students in academic rigor and provides them with self analysis aimed at improving their overall math performance. It is being used as a prototype to create similar portfolios in literacy, science, and social studies and, eventually, towards a portfolio which will require the student to reflect on his or her behavior as it relates to academic learning. The non-negotiable Thinking Notebook will be the focus in assessing students' ability to develop procedural fluency and self-assessment and self-monitoring skills.

All instructional coaches, the Aussie Mathematics Consultant, the AIS Team, and the Parent Coordinator coordinate activities that promote parental involvement to enhance student achievement such as: Curriculum Night. A Math Family Night is conducted twice yearly. Workshops for parents are offered to support parents. During workshops, emphasis is placed on strategies and techniques targeting the needs of the ELL and Special Needs populations. As previously indicated, the principal has developed a cross-curricula calendar of community building activities including a Father and child game night which will include specific mathematics activities.

<b>PART IV – A.4 – SOCIAL STUDIES</b>		
<b>Data Sources Reviewed – Check all that apply:</b>	<input checked="" type="checkbox"/> NYS Assessment	<input type="checkbox"/> Journals
	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Other <u>student projects</u>
	<input type="checkbox"/> Student Portfolios (Subject(s): _____)	

**ACCOMPLISHMENTS:**

In Social Studies, P.S. 199X students’ scores have risen for those Level 3 & 4 students. In 2009-2010 the levels of those students who scored levels 3 & 4 was 73%, whereas in 2008-2009, the levels of those students who scored Levels 3 & 4 were 62%.

**AIDES:**

Students in grades Pre-K – 3 and grade 5 utilize the Scott Foresman program and grades 3 and 4 will use the Houghton Mifflin series to obtain a deeper understanding and more meaningful experience of history, geography and the diversity of cultures. The Social Studies instructional program also implements the NYS Standards and Performance Indicators on all grade levels. The context includes the utilization of NYC Social Studies Units of Studies. We incorporate the use of maps, web research, artistic expression as well as literary skills.

**BARRIERS:**

The overarching barriers to deepening the Social Studies experience and learning is the exposure to cultural institutions language barriers due to our West African population and the financial challenges faced by many families.

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. The major barrier we find is that our students face issues of cultural diversity due to a lack of exposure beyond their families. Our students’ inability to visit cultural institutions (due to entrance fees, etc.) also hinders their literacy ability to respect and learn about other cultures.

**Findings:**

Approximately 4.5% percent of students attending the Shakespeare School are recent immigrants. The student body consists of children from the Hispanic cultures of the Caribbean (Puerto Rico and Dominican Republic), and Central and South America and the African cultures of West Africa (Gambia, Senegal, and Mali). These students possess knowledge of their own cultures, but lack knowledge of United States history, and geography. Students are expected to develop an appreciation and understanding of cultural diversity, specifically about New York City by being exposed to significant historical events in United States history.

**Implications:**

Results from the 2009 standardized Grade 5 Social Studies Test reveal that our special students need a richer and more meaningful experience in Social Studies. They need exposure to multicultural venues such as: theatre productions, visit museums and visit historic sights. Results from the fall 2009 Social Studies Test, revealed that 15% of special needs students scored at level 1, 12% scored at level 2 and 12% scored at level 4. Nine (9%) of students are performing at level 4, 50% performing at level 3, 11% performing at level 2 and 27% performing at level 1. Strong intervention in fourth grade helps prepare them to successfully pass the New York State Assessment in Social Studies in Grade 5.

Students in Grades K-3 and 5 will use Scott Foresman texts in accordance with the city's mandated program. As per the 2008 City mandate, Grade 4 students will use the Houghton Mifflin series. Teachers will utilize strategies targeting preconceived cultural attitudes that lead to misunderstandings in order to promote cross-cultural acceptance. Grant money was used to purchase books about various West African cultures in order to expose children to the culture and traditions of this region and to create an inclusive environment for them. All classes receive two or three periods of Social Studies per week and background knowledge in history, economics, and geography is supported by content area libraries for Grades K-5 from School Wide Inc. and Book source. Scott Foresman Social Studies document based question materials are also used to prepare fifth graders for the NYS Social Studies Assessment. Fourth graders use Social Studies Black Line Masters New York edition and Assessment for Grade 5 and Comprehensive Social Studies from Options are used for instructional and test prep purposes in Grade 5. Kindergarten students use Hampton Brown Big Books and materials. Students' access information from print material and the Internet to complete individual and small group projects at all grade levels. A 5th grade Social Studies project is a graduation requirement and Fourth graders complete a year end project in preparation for the Social Studies State Assessment. In the school year 2010-2011, students will write research reports in the core subject areas; science and Social Studies, within the Writer's Workshop portion of the Literacy Block. During open access library hours, they will use the multi-media center to ensure that information gathered comes from multiple sources. Smart Boards will enable teachers to make actual historical documents available to students during class room discussions to improve student's ability to answer document based questions.

Field trips are planned to expose students to the contributions made by diverse cultures in New York City and the world and to engage them in the use of complex research skills. Teachers require their students to work on group and individual social studies projects integrating Literacy and Math skills and exhibiting an understanding of different cultures with support from grade coaches. Newly purchased Smart Boards are used to provide hands on learning opportunities. Children will have greater access to social studies content including the ability to work on map and geography skills. In addition, teachers have requested more trips that reinforce meaningful Social Studies experiences and would like to see the musical and cultural presentations given for and by students continue, the consensus being that these presentations aided students in learning Social Studies content. As a result of Project Boost, fourth grade students performing at levels 3 & 4 will go on trips to historical sites in New York City as an enrichment activity.

The grade-level coaches, grade leaders and, the AIS Team, and the Parent Coordinator coordinate activities that promote parental involvement to enhance student achievement in Social Studies such as: Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents are offered to support parents helping their children to read and to specifically target the West African parents. During workshops, emphasis is placed on strategies and techniques targeting the needs all students. In addition, parents of ELLs and Bilingual students are provided with two specific workshops on the NYSESLAT Test and ways of helping their children succeed on this test. All workshops are conducted in English and Spanish. All parents receive a letter informing them about the Common Cents Penny Harvest encouraging them to participate. Information in the letter supports a dialogue between students and their families concerning community issues and how people can work together to make communities better. During the Spring 2010, students from grades 3-5 met to discuss community problems and agencies that address them. They invited representatives from these organizations and then chose organizations to receive grants from Common Cents. They were encouraged to work collaboratively in a group setting, to increase their oral communication skills by speaking to the group and to engage in making informed decisions based on listening to the speakers. This will continue in school year 2010-2011.

**PART IV – A.5 – SCIENCE**

<b>Data Sources Reviewed – Check all that apply:</b>	<input checked="" type="checkbox"/> NYS Assessment Results (From School Report Card)	<input type="checkbox"/> Lab Books/Journals
	<input type="checkbox"/> District/School Benchmark Tests (Type: )	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Other <u>surveys</u>
	<input type="checkbox"/> Student Portfolios (Subject(s): )	

**ACCOMPLISHMENTS:**

In science P.S. 199X will capitalize on the gains made in 2009 by continuing and improving current practices. For the 2007-2008 school year, 23% of students in grade 4 scored Level 4 on the New York State Science exam. In the 2008-2009 school year, 41 % of Grade 4 scored Level 4 on the New York State Science exam. Therefore, a gain of 18% has been achieved. We will continue to use current practices by using the Inquiry Science modules which will be incorporated into the science workshop.

**AIDES:**

Students in grades Pre-K – 5 have a yearly science fair. Students in grades K – 5 participate in conducting an experiment based on the Unit of Study for their grade level. Students are encouraged to work in groups or individually. As a reward students from each grade receive a prize both individually and for their entire class for participation. Administrators and teachers agreed that the June 2010 Science Expo evidenced students’ understanding of key concepts and an increased desire on the part of students to perform individual projects in addition to class projects. For the 2010-2011 school year, the Science Expo will be held in June.

**BARRIERS:**

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. In addition many of the students attending are from a culture that has a different approach to education.

**Findings:**

Results from the 2009-2010 standardized New York State grade 4 science test revealed that students need a richer and more meaningful experience in the area of science. Compared to prior years when 0% was performing at Level 4, 23% performed at Level 4 and 49% at Level 3. Most teachers have been trained in the Inquiry approach and the use of science manipulative with new teachers receiving training as well. One school science specialist delivers instruction and assists classroom teachers in planning lessons. The results of a past professional development survey indicated that 90% of our teachers need training in the New York State Science Assessment. Teachers need training in how to teach standards based lessons and in how to conduct experiments using the scientific method and an inquiry-based approach.

During the Reader’s Workshop portion of the Literacy Block, teachers use science content materials to engage students in a study of the non fiction genre and in writing Reports of Information. For school year 2010-11, there will be a monthly core curriculum focus for writing. At the school wide Science Fair, students provide oral explanations and written reports to experiments performed indicating their understanding of scientific concepts. Students, parents, and staff respond favorably to this format.

Currently, the science cluster utilizes a combination of kits and texts for science instruction. Field trips are also used to provide students with hands on science experiences including the I Fish NY program which teaches children about aquatic habitats and instructs them in learning how to fish. Strategies and skills gleaned from Project Inquiry are also incorporated by classroom teachers in their weekly lessons. Beginning 2006-2007, we transitioned into the research based, NSF supported Houghton Mifflin Experience Science Put the Science in their Hands Program for Grades 3 and 4 which will be used in the school year 2009-2010. The modules used will be: changes over time, matter, plants, energy ecosystems and food & nutrition.

Modules contain comprehensive teacher guides, high-quality equipment kits and print and video resources for pair or small group projects with consumable material for four classes. Activities encourage divergent thinking and inquiry skill development while building understanding of scientific concepts and content.

### **Implications:**

Success on the Grade 4 NYS Science Test is dependent on hands-on experiences beginning in kindergarten. Teachers need on-going professional development in order to successfully implement the NYS Science Curriculum. An inquiry based hands-on science curriculum is facilitated by the continued use of the Project Inquiry Science Modules. In September 2007, the City's core science curriculum was implemented in grades 3 and 4 as per Mayor Bloomberg's and Chancellor Klein's initiative and grades K-2 and Grade 5 were targeted in 2008-2009. The school chose a combination of text and kits for delivery of instruction. Beginning September 08, and continuing for the school year 2010-2011, Foss Kits and Delta science materials are in place for science instruction.

All classes will receive two or three periods of science instruction per week. Teachers will receive training in the use of the exemplary materials. One science teacher specialist serves as a facilitator in providing support to all classroom teachers in inquiry-based learning. In addition, she prepares a packet of hands-on, practical lessons for classroom teachers to use with students in Grade 4 prior to the test. She also provides them with a calendar for administering science content lessons. An assistant principal provides additional support in science across the grades. Classroom libraries contain science-oriented fiction and non-fiction materials to support literacy, research, and science projects. A free program from Sea Grant NY entitled I FISH NY provide fifth grade students with instruction in fishing and lectures on fish anatomy, camouflage, aquatic food web, local species, and wetlands.

Our findings indicate that one of the obstacles to fully preparing students for the NYS ESPET test is the lack of time during the school day. With the Literacy Block being two and a half hours long and the Math block lasting one and a half hours, teachers find it difficult to carry out a meaningful science program. By including science as part of the cluster program, we will be able to alleviate some of the time constraints on the classroom teacher. The focus on implementing Interdisciplinary Units of Study whose focus is science content in 2010-2011 will be instrumental in preparing students to produce standard work in science in preparation for the NYS ESPET test. The science room has been updated with a laboratory station including a working sink. The science teacher is now able to conduct actual scientific experiments with student participation. She is using this to support science content writing and to provide students with knowledge and understanding of the scientific method.

The Literacy Team, the Aussie Consultants, the Parent Coordinator, and the AIS Team will coordinate activities that promote parental involvement to enhance student achievement in Science such as: Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents will also be offered to support parents helping their children to read. During workshops, emphasis will be placed on strategies and techniques targeting the needs of the ELL and Special Needs populations.

**PART IV – A.6 – THE ARTS**

**Data Sources Reviewed -**

- |  |  |
|--|--|
| <input type="checkbox"/> District/School Benchmark Tests (Type: _____) | <input type="checkbox"/> Journals  |
| <input type="checkbox"/> Unit/Teacher-Made/Grade Level Tests           | <input checked="" type="checkbox"/> Class Performance/Teacher Observations |
| <input checked="" type="checkbox"/> Student Portfolios                 | <input checked="" type="checkbox"/> Other <u>School Performance</u>        |
| (Subject(s): <u>The Tempest Writing Project</u> )                      | _____  |

**ACCOMPLISHMENTS:**

Every year the Shakespeare School presents “Evening of the Arts.” For the past ten years students in grades 3 – 5 put on a show inspired by a story written by William Shakespeare. Students are selected by both their peers and by teachers. Students audition just like on Broadway to partake in the evening’s main event. Also, “Evening of the Arts” gives students in all grades a chance to show off their very best art work created during the Project Arts programs.

**AIDES:**

The Shakespeare School has also brought on to our team a dance and music teacher. The dance teacher has brought new and exciting activities to the students of the Shakespeare School. Daily instruction to students in grades K – 5 gives those students a chance to learn about different cultures. With half of our student body being of either Hispanic or African descent, it gives our students a chance to share and learn about the various cultures that surround them daily.

The implementation of music instruction has also benefited all students of the Shakespeare School. Daily music instruction is given to students in grades K –5. Students learn about various types of music and where they originated from. Everything from classical to pop is introduced in a fun and exciting way to our students including the implementation of a Choir with students from all grades.

Beginning school-year 2009 and continuing for 2010-2011, the school is using “Teacher’s Discovery Traveling Exhibits.” These exhibits feature the work of famous artists. Each exhibit includes a biography about the artist, a description of his/her work, copies of several works by the artist and activity packs with lessons for teachers. In 2009-2010, the school hosted ten exhibits showcasing the work of Picasso, Monet, etc. These exhibits have increased students’ awareness and encouraged students to produce art work using the knowledge they have acquired about the artists. The students have also, and will continue, to learn about artists’ cultural influence and their impact on society

**BARRIERS:**

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result students are not familiar with the many various cultures. Through the implementation of the dance, music, and arts program students will develop a deeper understanding and an appreciation of cultural diversity.

**Findings:**

The need for students to improve their achievement levels on State and City Standardized Tests in Literacy, Math, Science, and Social Studies is of great concern because many students are at risk of not meeting minimum performance standards. In addition, students have few opportunities to develop an appreciation for the arts given that they rarely have the opportunity to visit the many cultural institutions that are available. This leads to limited opportunities to develop an artistic talent or experience the creative process of music, dance, or fine arts. The school is viewed as the primary location for students’ creative expression. Parents indicated this void on a past parent surveys/meetings requested additional information about local cultural opportunities.

The school currently provides a visual arts and drama (literacy through the arts), specialist who serves all classes in the school through Project Arts in order to integrate the arts throughout the curriculum.

Students have the opportunity to enjoy the arts while supporting the literacy instructional focus of the school. For the school year 2010-2011 we have a music teacher. Our music teacher will organize and support the P.S. 199 Choir, thus providing students with exposure to this strand of The Blue Print for Arts standards. Whenever possible, specialty area teachers, along with the librarian and classroom teachers have infused the curriculum with the writings of Shakespeare. In addition, a strong collaboration with Marquis Studios has enhanced the curriculum through a creative movement program which encourages students to use their senses to understand the world around them. This program will be incorporated in our science, math, and literacy curricula to increase academic performance by encouraging students to explore the connection between movement and rhythm as a means of self-expression, stress reduction and as a basis for encouraging positive personal interaction. This collaboration also provided students in grades 2 and 5 with a ten week exploration in architecture through hands-on model building and design projects to heighten awareness of their surroundings and to foster observational skills. The program encourages students to use mathematics, vocabulary, history, sociology, cultural understandings, and problem solving skills. Beginning in Fall 2010 and continuing throughout the current academic year, P.S. 199X will continue to participate in annual instruction from the arts program.

Collaborations with different organizations expose students to a variety of experiences in the performing arts experiences:

- Marquis Studios- This collaboration provides the following:
  - Kindergarten Creative Movement to develop students' coordination, enhance body awareness and explore ways to be in contact with others through cooperative physical behavior.
  - Grades 2 and 5 will enhance their academic skills in mathematics, vocabulary, history, sociology, problem solving and the understanding of other cultures by participating in a ten week Architecture in school residency by participating in hands-on model building and design projects.

These collaborations provide our students with an integrated arts curriculum in meeting our goal of preparing students to meet the New York State Learning Standards for the Arts. As of September 09, New York State Arts Education requirements will include the following: Grades 1-3, 20%(46.5 Hours of instructional time) will be devoted to arts education in dance, music, visual arts and theater and in Grades 4-6, 10% (23.25 Hours) per each arts discipline. The engagement in arts activities will be used as a vehicle to reach all students across multiple disciplines.

### **Implications:**

The school needs to provide students with the opportunity to experience an arts enriched curriculum which can enhance success in literacy. Classroom teachers need professional development and the support of trained artists to ensure that students receive an arts-enriched education. Teachers are trained and supported in providing direct instruction to students in drama, dance, visual arts, writing, and music. Funding has been provided to provide one professional performance per month for both the lower and upper grades. All of these activities will support the theme of music and dance as will the inclusion of arts activities in all Interdisciplinary Units of Study. A long term goal of this emphasis on the arts is to create a P.S. 199X band and choir. We will continue to implement the after-school Arts Program and arts performances which expose our students to theatre arts, visual arts experiences, music, and dance. We will continue to promote the arts through school performances. Additionally, performances for the school community and family events will involve students in the study of storytelling, theatre, and music. Through these programs, students will be able to make connections between the arts and literacy. In storytelling, teachers will discover how to make a familiar folktale come alive. They will use imagination, voice, gestures, and repetition to develop their own storytelling skills. In spring 2010, the entire school participated in "A Poem a Day" to enhance children's exposure to this genre. Teachers were provided with a poetry primer including key poetry terms and several children participated in a poetry writing contest. Teachers receive poetry resource packets and engage students in exploring the poetry genre and writing their own poems. In the school year 2010-2011, teachers will present a poem of the month for study to increase an understanding of this genre. Fifth grade students study the play genre in preparation for their year end trip to a Broadway show. They also attend an etiquette class in preparation for dinner at the show.

This multi-disciplinary approach allows students to express themselves in different art modalities, develop an appreciation of the arts, use technology and literacy skills in the exploration process, and gain a better appreciation for the works of Shakespeare. Through the comprehensively planned efforts of the art teacher the classroom teachers engage students in many aspects of the arts during the regular instructional program. In Spring 2010, the school will host an Arts Fair in conjunction with the annual Shakespearean production.

This activity highlights the learning children have acquired as participants in a school named after and dedicated to Shakespeare. The production highlights the dramatic, musical and artistic talents of the students and helps them learn about the drama genre and its characteristics.

The Literacy Team, the Aussie Literacy Consultant, the AIS Team, and the Parent Coordinator will coordinate activities that promote parental involvement to enhance student achievement in the Arts and to incorporate the arts into all the curriculum areas. This initiative includes the annual Curriculum Night, a drive to increase student participation in the public library, the resource fair to share information about community resources and services, and a parent lending library. Workshops for parents will also be offered to support parents helping their children to read. During workshops, emphasis will be placed on strategies and techniques targeting the needs of the ELL and Special Needs populations. Parents actively participate in the Shakespearean performance at the end of each school year by supervising children in the show and preparing for the performance. Parent volunteers also accompany the fifth graders to a Broadway Show and participate in the Kindergarten and Fifth Grade graduation.

## **PART IV – A.7 – LIBRARY/MEDIA SERVICES**

### **ACCOMPLISHMENTS:**

Grant money acquired from the Bronx Borough President's office enabled us to create a multi-media center. The wall to an adjacent classroom was opened up increasing the library to twice its size. The library has been completely refurbished. Computer stations with new computers and a Smart Board will support research in all core subjects as well as literacy.

### **AIDES:**

In our library/media center there are many hands on tools available to our students for their use. The brand new computer lab is equipped with 26 Lap Top computers, a Smart board, and a television. New books will also be purchased.

### **BARRIERS:**

The school is undergoing a cultural change due to an increase in the number of students from the West African nations. As a result teachers must deal with two distinct non English speaking populations. Many of the materials available in the library are in English or Spanish. There are few books available in the West African language of Sononike. Although students may have problems or issues with understanding, we have other programs available to help them such as; SETSS, Speech and Academic Intervention Services to help support all members of the student population.

### **Findings:**

A staff questionnaire had indicated that 93% of the responding staff supports an Open Access Library as instrumental in supporting the school's literacy program and a vital resource in helping students reach the ELA standard of reading a minimum of 25 books each year. However, the school library needs to support activities leading to students' achievement of performance standards in Science and Social Studies. The questionnaire also indicated that the library must continue to maintain maximum accessibility to all students. Parents have indicated that they would like to have an opportunity to use the library with their children either after-school or on Saturdays.

**Implications:**

Our Library/Media center is designed to promote a love of literacy for a diverse school community. Our vision statement mandates that the Library/Media program’s purpose is to inspire a love of learning and reading, foster the skills of solving problems, and support the spirit of critical inquiry research. Our open access library will continue to allow classes to conduct work on specific class projects and support school-wide literacy activities (story-telling contests, folklore writing, book reports, author studies, holiday celebrations, author visits, Read Across America, Put a Poem in Your Pocket, The Ezra Jack Keats Book Writing Contest, The Birthday salute to Dr. Seuss, etc) with the support of technology. Finally, the library must support the interests of our multicultural community. With additional funds from the 2007 Library Grant, books were purchased to support the development of empathy, citizenship, and an appreciation of multiculturalism by our students. In addition, we added to our bilingual library and CD-Rom collection.

Grant money acquired from the Bronx Borough President’s office in 2007 and 2008 along with Title I funds, have enabled us to create a multi-media center. The wall to an adjacent classroom was opened up increasing the library to twice its size. The library has been completely refurbished with new bookcases, conference tables, rugs and a seating area for leisurely reading. Computer stations with new computers and a Smart Board will support research in all core subjects as well as literacy. Several individual classrooms have also been outfitted with Smart Boards with the goal of school-wide installation. As a result, teachers and students are able to engage in inter-active learning

**PART IV – A.8 – TECHNOLOGY**

<b>Data Sources Reviewed</b> <b>– Check all that apply:</b>	<input type="checkbox"/> PASS Review <input type="checkbox"/> District Assessment <input type="checkbox"/> Registration Review Report <input checked="" type="checkbox"/> Surveys/Questionnaires	<input type="checkbox"/> Student Work Folders/Portfolios <input type="checkbox"/> Other _____
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**ACCOMPLISHMENTS:**

*As a way to bring technology to every classroom and to every student, P.S. 199 has implemented the use of Smart boards as part of everyday instruction. Students who show exemplary attendance and adherence to schools regulations have been rewarded with their own personal laptop provided to them by the school. This laptop is used in school as part of their daily instruction.*

**AIDES:**

In our library/media center there are many hands on tools available to our students for their use. The implementation of a brand new computer lab equipped with 24 lap tops computers, Smart boards, and 51 television sets have proven to encourage students to use technology as a learning tool. New books will also be purchased (Title 1). Every classroom is equipped with a lap top, a smart board, and a T.V. Every classroom is also equipped with 1 or two computers. School contracted DELL services to provide technical support and parts for the school year. The school building has also been configured for access to wireless connection to the internet.

**BARRIERS:**

In the area of technology, funding causes barrier. With many of our classroom computers not up to date or with outdated materials causes issues. Technology is always reinventing itself. It is important to always have students remain current with the technology and the best way to do that is by providing them with up to date computers, software and other educational resources.

**Findings:**

Integrating technology into the classroom continues to be a priority based on current research that credits technology based learning in promoting academic improvement. All individual classrooms have also been equipped with Smart Boards. As a result, teachers and students are able to engage in inter-active learning and research.

Every classroom has computers with Internet access. Our auditorium is equipped with an integrated DVD/CD system and has Internet access through a projector and screen presentation. All classrooms have overhead projectors and T.V. /DVD players and MP3. As a result of the Title III, Regional Grant in 07-08, Title I, and matching school funds, we purchased Smart Boards, instructional software, and professional development resources.

Authentic assessments in the form of reports and projects necessitate students' need to access the Internet and use complex software applications. Teachers still need to become more proficient in integrating technology into the instructional program in the following areas: conducting research on the Internet, utilizing the computer as a writing tool, and managing computer-assisted instruction.

Originally, a Beaumont Foundation Technology Grant was used to purchase 30 laptop computers on each floor, a rolling storage cart, 5 digital cameras, and a projector which have been utilized by third, fourth and fifth grade students for the past few years. They received instruction in how to use a laptop and its specific functions. Integrating computer use and instruction has continued to be a priority, especially in the content areas for project-based learning.

### **Implications:**

In the 2009-2010 academic school year, each classroom had two computers. For 2010-2011, the principal will focus on increasing the number of technological resources available to students and staff and providing them with instruction in using these resources.

The new multi-media library will also provide children with the resources to write research reports in core subject areas. A technology plan will be in place to provide professional development on all new equipment purchased. Each teacher will receive a personal laptop computer and a Smart Board. The new library is also equipped with a Smart Board and computer stations to facilitate research using a multi-media approach. Classroom teachers will continue to attend school-wide workshops on how to integrate technology into the classroom. Smart Board technology facilitators will provide staff development to all classroom teachers in technology standards, managing hardware, software, and Smart Boards, classroom management when using computers, and in the integration of technology for curriculum enhancement.

Students will continue to have access to computers in their classrooms for research and writing assignments. In addition, the laptop computers granted by the Beaumont Foundation will also be made available when possible. The librarian, coaches, repair technicians and qualified staff will provide on-site support and technical assistance. In October 2009, the newly expanded and re-furnished multi-media library was officially opened. Students participated in the opening by showcasing their ability to write and make oral presentations meeting city and state literacy standards.

To provide a sequential learning experience for students, there will be a grade-by-grade technology focus. Each grade will use specific programs to support the curriculum. Kindergarten and first grade will use a multimedia approach to literacy development and will begin word processing. In addition, they will use "Read to Me," "Kids Pix," and "Graphics and Sounds" software to provide enrichment and remediation through technology. In second grade, students will continue to develop word processing skills when they complete research projects. Grades three, four, and five classes will use an integrated learning approach to help students improve their literacy and mathematics skills. The computer based, Imagine Learning Program will be expanded to all bilingual and special education classes in their classrooms, and ELLs will use the program in the computer lab. All students will also use the Internet to research reports and other writing assignments that are imbedded in interdisciplinary units. Fifth grade students will be expected to use the Internet for independent research of content area subjects and projects as outlined in the 5<sup>th</sup> grade graduation requirements. Additional software was purchased in order to support the math, science, social studies, reading, and writing areas, such as Reader Rabbit, Reading and Math Blaster, Reading with Phonics. To better improve students typing abilities, Type to Learn 3 program was purchased. In order to enable more classes in the school to have access to technology we have opened a new Laptop computer Lab in Room 405 in addition to using the original laptops acquired from the Beaumont Foundation. This will provide students with the opportunity to go as a class to a computer lab, where they can be working on projects, conducting on-line research, or using computer programs to strengthen areas in need of improvement as per student assessments. In addition, the school purchased laptop rolling computer carts available for each house (K-1, 2-3, and 4-5). Each cart contains 30 computers and a projector. This resource will provide teachers with the opportunity to conduct whole class lessons integrating computers into their curriculum. A Smart Board was installed in the auditorium in September 2006 enabling staff and students to participate in interactive educational activities.

Funding granted by the Region with matching tax-levy funding in 2007 was used towards the purchase of four additional Smart Boards, 40 additional laptop computers and a cart, assorted software and library materials for ELL/LEP students and extensive teacher training in Smart Board integration into the classroom.

## **PART IV – A.9 – STUDENT SUPPORT SERVICES**

### **ACCOMPLISHMENTS:**

For the past three years the following programs have been in effect in our school and have proven to be successful amongst our students; Project Boost, Astor Program, Peace Builders program, Student Council.

### **AIDES:**

There are many various aides available to students at the Shakespeare School which have been listed below:

- Phase 1 school support services for students with special needs. Schools in Phase I are focusing on working toward students' long-term educational goals, educating students with disabilities with their non-disabled peers, and developing focused recommendations for services that are targeted to student achievement. Schools will use adult and student time.
- School Wellness Council Project and The Cornell Cooperative extension nutrition and health programs, promotes awareness of important diet and nutrition information and awareness.
- Mighty Milers Program promotes an active life style and is designed to motivate students to participate in physical activities.
- Horace Mann School the summer on the Hill Program, We encourage academic excellence and advancement and opportunity to excel and are active participate in this program.
- Chess in school program, to teach students to the fundamental of the game of chess to promote critical thinking and problem solving.
- Out to Play: The Dean acquired a \$250,000 grant to design a playground specially designed to address the needs of our student including: chess table (pieces and board), 1/2 basketball court, football field, an outdoor Shakespearean stage, scully court . NY Coalition for healthy schools will introduce plant based food, professional development for our food service workers and encourage students to make healthy dietary choices and for fill nutrient educational goals,
- The Peace Builders program is designed to create a positive climate allowing children behave in pro- social and nonviolent ways. Our children begin every Monday by reciting the Peace Builders Pledge in both English and Spanish. Peace Builder praise notes are handed out to children throughout the day for those students who engage in a positive manner while in school.

### **BARRIERS:**

A barrier that impedes student development is that parents lack knowledge about learning modalities and cognitive behavior strategies causing inconsistencies from what happens during school hours to what happens at home. Many parents are not fluent in English. Teaching them how to manage crisis at home and support their children with homework is a challenging task.

### **Findings:**

There are currently 72 special needs students. There are three CTT classes in grades kindergarten, three and fifth grades. There are four special education classes. Two of which are bridge classes in grades one and two and grades two and three as well as two special education classes, one in grade four and one in grade five.

A survey of the staff continues to maintain a need for additional professional development in classroom management techniques, support in identifying at-risk students, and assistance in developing early intervention strategies. Although staff members of the school's Pupil Personnel Team have conducted training sessions on initial referrals and intervention strategies, further training sessions are needed.

In 2010-2011, we will have 1 full time Guidance Counselor for General Education and 1 Guidance counselor for Special Education to serve those students with Special Needs. They serve students who are mandated Special Education by their IEPs, including at-risk students. They work directly with teachers and families to provide guidance, support, counseling, and any other needs that arise.

A full time dean will continue to see children with behavioral issues in the Child Advocate/Dean's Office. The Dean's office houses a library with books and materials that deal with emotional and psychological issues facing young children such as anger, bullying, participating in a group, etc. It is also available to parents who can meet with the Dean to discuss their children's needs. The Dean will continue to oversee the Peace Builders Program with the support of the AP in charge of Special Needs students and the gym teacher.

Workshops need to be provided by the School-Based Support Team, Pupil Personnel Team, Community Based Organizations, Guidance Counselors, school based literacy and mathematics coaches, and other service providers in strategies that will help teachers modify instruction and implement appropriate behavior and instructional intervention techniques. Training will be provided in behavior modification and small group instruction to ensure that at risk students are maintained in general education. The Pupil Personnel Team will focus on "At Risk students and will recommend implementation of school based resources, programs, and interventions prior to referral for evaluation. The AIS Team and the PPT (Pupil Personnel Team) were merged to become the Instructional Support Team capable of discussing children's instructional, emotional, psychological, and physical needs. Shared expertise has resulted in specific recommendations for at risk students leading to classroom success this practice will continue in school year 2010-2011. This team is comprised of Related Service personnel, the SBST (School-Based Support Team, AIS, the school nurse, a CBO representative, the IEP teacher and the administration of the P.S. 199 learning community. Meetings take place as needed to discuss at risk general education students and ensure, as per the Special Education Continuum Policy, that all children are being serviced in the least restricted environment and are serviced in alternative settings/models as indicated.

Additionally, the team will identify appropriate staff to deliver these services, appropriate space, and provide articulation and planning time for implementation.

The professional development plan for the academic school year 2010-2011 will continue to develop teachers' ability to implement the Least Restrictive Environment and the Inclusion initiative. Teachers will continue to be trained in using prevention and intervention strategies such as understanding different learning styles, effective grouping techniques, student-centered approaches, individualized instruction, and team teaching in general education settings. In March 2010, students were tested to determine their different learning styles and then grouped accordingly. Teachers were then able to differentiate instruction based on the student's learning style. This program will continue to be used in school-year 2010-2011. Modification of instruction will be supported by the following personnel: one full time and one part-time Speech and Language Therapist, two Guidance Counselors, a part-time physical Therapist, a full-time SETSS teacher and an IEP teacher who facilitates the evaluation process of IEP and Type 3 meetings and works closely with teachers to provide additional support in differentiating instruction according to the students' IEP. Teachers requested that the aforementioned personnel be available to deal with the concerns of general education students. This program is open to special education and ELL students. Students who are enrolled in this program will receive extra guidance from tutorial programs. Promotion for special needs students will be based on grade-specific performance indicators including class-work, standardized tests and attendance. The IEP teacher will maintain an on-going dialogue with classroom teachers to facilitate student progress. Portfolio review will also inform promotion decisions. Each Assistant Principal is now in responsible for all students on their assigned grade level including special education students.

## **PART IV – A.10 – SCHOOL SAFETY**

### **ACCOMPLISHMENTS:**

We are committed to providing a safe and orderly learning environment as well as finding ways to implement programs that are fun and instill the desire to learn and play in safe environment.. The Peace Builders Pledge, reward certificates and other positive reinforcements support children in keeping their environment safe and secure. Staff members are also reminded and provided with professional development during faculty conferences, and professional development about the importance of keeping our building safe. Safety monthly meetings are conducted about safety regulations, protocols and emergency procedures.

### **AIDES:**

As a way to better support our students with a safe secure environment we have implemented a Peace Builders program. This program enlists the help of students by promoting a safe and secure environment by daily reciting of the Peace Builders Pledge to their peers over the PA system. Each student who helps participate in the morning announcement of the pledge receives a "Peace Builders" certificate of appreciation. The school has also implemented a Dean of students to oversee and assist those students who are having a difficult time in the SAFE room. The Astor Program is key in our building in providing support to those students who may have a difficult time in school. Guidance Counselors are also available to assist students at all times by providing counseling to all students.

### **BARRIERS:**

Although existing staff supports beyond call of duty, (school aides, Guidance Counselors), human resources are limited during entrance and dismissal times. However, we continuously promote a safe and secure environment.

To provide a safe and orderly learning environment, the Peace Builder anti-violence program, which has been successful in reducing impulsive and aggressive behavior in children, teaching social and emotional skills, and building self-esteem, will continue. Students are taught to identify and predict the feelings of others and respond in an appropriately emotional manner. They learn problem solving and conflict resolution skills, effective communication strategies, techniques to reduce stress, and how to redirect angry feelings to prevent aggressive or violent reactions. Peace Builders materials are available in Spanish and have been found to be particularly effective with special needs students. The Dean has established a discipline committee which is in the process of writing a contract which will be signed by the student, the teacher, and the parent outlining Shakespeare Avenue's Family Right thus providing parents with greater accessibility to the city's code of behavior and engaging their input in assuring success for their children. The Dean will visit classrooms to observe individual children as per teacher requests and develop behavior plans for selected students.

He will work with the guidance counselors to help children develop personal skills and build self-esteem and will engage the parents by providing workshops on parenting skills and making home visits. For selected students, he will develop a behavior folder which the child will carry throughout the school day and be shared with the parent. Teachers will be encouraged to act as role models in taking charge and modeling conflict resolution, mutual respect, and inter-personal skills. Everyone in the school community will be encouraged to publicly acknowledge acts of kindness.

The school will continue to issue awards to honor achieving students in all grades and in all subject areas. Awards and certificates will be given for academic progress and success, attendance and citizenship, and appropriate behavior in the hallways and staircases. These students will be recognized at assembly programs and at Parent Association meetings. Also, a "class of the week" program is held on a weekly basis. At these programs, one class per grade is recognized for receiving the highest number of praise certificates and is rewarded with a celebration ceremony. This daily award system will continue to be implemented throughout the school. Many classroom teachers recognize individual students in their classes and designate them as students of the week.

Parents will receive a copy of the Code of Behavior, information about the Peace Builders Program and the School's attendance policy.

The school will comply with the Department of Education's requirement to have a School Crisis Intervention Plan in place with a crisis team consisting of the Principal/Designee, School Counselor, Social Worker, SAPIS Counselor, SBST Member, Parent Coordinator, School Nurse, School Based Health Clinic Clinician, Security Officer, Community Based Organization and other members versed in suicide prevention issues. Specific procedures for providing intervention and support following a crisis are in place and are spelled out in the School Crisis Intervention Plan. A key priority is to inform the school community this plan's existence and to identify students in need of services. Professional development on the protocol for reporting incidents, childhood depression, mental illness, behavioral and verbal clues exhibited by student in need of intervention and High risk children were provided and will continue in 2010-11. Information is also shared at grade level assemblies, parent workshops, and mailings to students' homes. Parents whose children are in need of improving their attendance are notified regularly by mail, by the automated phone system and also receive home visits. Parents of students (general education, ESL, and Special Needs) with exemplary attendance and/or academic achievement are encouraged to attend grade assemblies that recognize their children's achievement.

In 2010, students attended an assembly program sponsored by the Firefighters Children's Foundation featuring the Rapping Fireman who informed children about fire safety. The school also instituted the Building Response Team (BRT) consisting of the Building Response Leader (Dean), the AP's, nurse, Parent Coordinator, School Safety Guard and the Custodian.

The seven members were trained to determine and to respond to severe emergencies (bomb threats, armed parents, etc.) to increase school safety. The Principal, who is not an actual member, would be called upon only if the team were unable to resolve the issue. The BRT will continue in 2010-2011.

<b>PART IV – A.11 – PROFESSIONAL DEVELOPMENT</b>		
<b>Data Sources Reviewed – Check all that apply:</b>	<input type="checkbox"/> <b>PASS Review</b> <input type="checkbox"/> <b>District Assessment</b> <input type="checkbox"/>	<input checked="" type="checkbox"/> <b>Formal/Informal Observations</b> <input checked="" type="checkbox"/> <b>Surveys/Questionnaires</b> <input type="checkbox"/>

**ACCOMPLISHMENTS:**

A strong professional development program remains in place therefore making our staff very highly qualified by providing opportunities in areas such as Differentiated Instruction, and the most updated instructional strategies.

**AIDES:**

In the beginning of the school year in August, we hold our faculty conferences, throughout the school year we hold various professional development opportunities. The Principal, Assistant Principal’s, AUSSIE consultants, Coaches, Lead Teachers, all play a key role in assisting our teachers with monthly professional development opportunities. We conduct an annual planning retreat that sets a road map for the school year.

**BARRIERS:**

With the Teachers not approving SBO for professional development opportunities, teachers now meet 6 periods on a monthly which are divided into two weekly Professional Learning Community session for ever week for 3 weeks per month.

**Findings:**

A strong professional development program remains in place. Having been an America’s Choice participant, the school’s professional development continues to focus on sustaining and refining the Reader’s, Writer’s and Mathematics Workshop Model. For the 2010-2011 school year, Professional Development will focus primarily on Guided Reading as the strategy for improving student performance. Other topics will be Differentiated Instruction and the Inquiry Process which will mandate that each teacher must master a minimum of five effective instructional strategies. At the June 2010 retreat professional development on The Professional Teaching Standards imparted, teachers’ awareness of their personal development with the goal of improving instruction. This presentation is in line with the goal in 2010-2011 to self-reflect in order to formulate a list of strategies that work and to discard strategies that are ineffective. Due to the publication of National Mathematics Standards, administrators and teachers will receive professional development on the new standards as they will be piloted by the school in 2010-2011. The delivery of standards based developmental reading lessons including guided reading and the will continue to be professional development priorities. Coaches, AIS personnel and F status teachers provide additional support. School wide study groups have become institutionalized as a format for addressing professional development concerns including the improvement of writing using Assessing Writers by Carl Anderson. In addition, the entire staff participated in a year – long study with the book: Getting Excited About Data by Edie L. Holcomb. Teachers engaged in deep academic discourse, regarding the instructional implications that data has. In 2008, all staff members participated in grade-level book study sessions using the text: Guided Reading, by G. Pinnell & Irene Fountas. Based on current data, the administration has decided to revisit this text for the 2010-2011 school year in line with the focus on guided reading. One of the monthly planning sessions will also be devoted to the sharing of teaching strategies that worked for specific teachers. This will enable other classroom teachers to replicate effective strategies. The professional development focus for the school year 2010-2011 study group will be differentiated instruction. The grade leaders will meet with the grade teachers every Thursday to discuss the school’s book study: How to Differentiate Instruction in Mixed-Ability Classrooms by Carol Ann Tomlinson.

Our work will be guided by Carol Ann Tomlinson's philosophy with the purpose of providing high level of professional development, we have enlisted the support of outside consultants in the area of Differentiated Instruction, Response to Intervention, math and guided reading. We are committed to on-going, intensive Professional Development in order to develop and sustain a professional development community.

As a school with one fourth of its' population categorized as ELLs (English Language Learners), it is imperative for our staff members to be exposed to the many ESL methodologies.

One main area of focus for staff development is writing however, many various professional developments have been offered throughout the school year to all staff members.

Extensive professional development regarding E.S.L. methodologies, the CR Part 154 mandates, the proper identification of students in need of ESL services , the use of the ESL standards and differentiated instruction have been addressed during the mandated 7.5 hours of ESL training. All students will receive Foundations and/or Wilson instruction during extended day. Three teachers have received Wilson training leading to certification.

The Inquiry work as the pass two years has been centered on the ELLs. The focus of the Inquiry work is developed good writers with life long skills guided by the 6+1 writing traits. There are about six cycles which the teacher pre-assess and assess throughout the strategy being implemented to develop good writers. In addition, this year the long-term ELLs are the focused inquiry students.

Lab site experiences have and will continue to be used for professional development. Lab sites provide an opportunity for collaborative planning and have been used to provide remediation for students, specifically in identified mathematical strands. Teachers conducting lab sites are given feedback from their grade level peers, Math Lead Teachers, and AUSSIE consultants leading to more effective lesson planning and delivery. Lab site presentations have expanded to other curriculum areas including science and social studies.

### **Implications:**

Test data and our Progress report indicate that many students need special intervention in order to ensure that they perform above the City and State standards in Literacy (Reading and Writing), Mathematics, Science, and Social Studies. The English Language Learners need to demonstrate English acquisition at an acceptable rate in addition to meeting content area standards. The school will be entering its fifth year using balanced literacy and all classroom teachers, especially new teachers, will continue to need strong instructional support in implementing its components effectively.

Components of the America's Choice model will be reviewed and implemented school-wide and support in writing quality Units of Study and improving teacher/student communication during the writing conference will continue. Conferences that require students to look at the rubric and element chart to determine what they need to improve in a piece of writing to achieve the grade standard will be modeled. The teacher and student will then decide upon targeted strategies to be used in making the necessary changes

Teachers who are teaching a new grade level for the first time will need additional support in the materials and curriculum for that particular grade level. Informal and formal classroom assessments indicate the need for teachers to continue to be trained in using data to inform instruction and for differentiated instruction. The principal established a Data Team and hired a data specialist from CEI to provide the team with instruction in interpreting and using data which they then turn-keyed to the staff in addition to reading Getting Excited About Data. In order to address the needs of the teachers, we will continue to implement, during the 2010-2011 school year, professional development in the form of study groups and after-school workshops for all teachers. The Professional Learning Communities (PLC), which began last school year, will continue to focus on sharing instructional strategies for all students in all content areas. An additional PLC will consist of out-of-classroom teachers who will discuss strategies for integrating writing and content area subject matter. Professional development on improving writing and guided reading will continue in 2010-2011 using the philosophy by Carol Ann Tomlinson. Teachers received support in implementing Carl Anderson's strategies from Assessing Writers. Training sessions and study groups focus on best practices that lead to student achievement. To support the on-going professional development needs of teachers, the following professional development activities will be implemented: Teacher-Mentor Program for first and second year teachers; monthly Professional Development sessions after school, in-class demonstration lessons conducted by the instructional coaches and supervisors, Lab sites planned and conducted by teachers, inter-visitations to other schools to view "model instructional programs"; attendance of staff at training sessions (i.e., Project Inquiry, new teacher workshops, and special education, ESL and bilingual education workshops); and attendance of staff at local and national conferences (i.e. NABE, SABE, IRA).

We continue to support and train teachers in all the components of the workshop model in all content areas. We will also provide training in curriculum mapping and developing units of study. In order to successfully roll out the units of study, we will provide teachers with a series of genre and author study training sessions. In addition, we will continue supporting teachers in implementing effective strategies in teaching special needs students and English Language Learners meeting their educational needs. We continue to focus on the three principles of learning: clear expectations, academic rigor, and accountable talk.

In Spring 2010, the staff participated in a Team Building seminar, to increase student and teacher effectiveness through various breathing exercises, and reflection. The seminar also included discussions on nutrition, etc. Teachers will use these strategies with students beginning September 2010.

<b>PART IV – A.12 – PARENT AND COMMUNITY ENGAGEMENT</b>		
<b>Data Sources Reviewed – Check all that apply:</b>	<input type="checkbox"/> PASS Review <input type="checkbox"/> District Assessment <input type="checkbox"/> Registration Review Report <input type="checkbox"/> ATS Reports <input type="checkbox"/>	<input checked="" type="checkbox"/> Logs of Guidance and Auxiliary Staff <input checked="" type="checkbox"/> Surveys/Questionnaires <input checked="" type="checkbox"/> <u>Other Parent Coordinator Logs</u>

**ACCOMPLISHMENTS:**

We have communicated what takes place in our school community in a more efficient manner. We have developed tools to further develop parent engagement in our school. We currently publish monthly newsletters, Calendars, and daily announcements in both English and Spanish. A copy of the Parent Handbook was provided to all parents in the beginning of the school year. Flat screen TV’s were installed in the East yard and the Main Office. School announcements, synopses of the Books of the Month, special celebrations, etc. are broadcasted to keep parents informed. A blog: [www.shakespeareelementary.wordpress.com](http://www.shakespeareelementary.wordpress.com). is being developed to further support the existing communication channels between all members of the Shakespeare School community.

**AIDES:**

Some of the aides we use to help us reach out to our parents are as follows; parents monthly calendar, parent newsletter we also utilize the outdoor school marquee to inform parents of upcoming events.

**BARRIERS:**

The one barrier we have that effects our parent and community engagement is the language barrier of African American culture. Our school is located in the Highbridge section of the Bronx which is home to many African families. Currently, we enlist the help of a parent volunteer to help assist in translation services. We have also reached out to the Department of Education Translation department to help assist us in our efforts to provide our parents with the most current information.

**Findings:**

Data gathered from the Environmental Survey, parent workshops, feedback from discussions with the parent representatives from the SLT and data from the NYC School Survey ; 93% of parents very satisfied with the education their children received , 93% of parents very satisfied with the opportunity to be involved in their child’ s education and 92% very satisfied with how the school communicates with them indicates that parents feel positive about the School and about their children’s learning. They also feel that the Shakespeare School is a safe, clean, and orderly educational entity. However, they want more information about their children’s progress, how they can help their children at home, instructional issues and bilingual programs. The Principal’s list of building community events targets parents and engages their participation in a number of new events. The implementation of these two practices shows how much the school values communication between the school and the parent in fostering the overall success of all students.

The Shakespeare School recognizes that parents and the surrounding community are an integral part of our school community. Research studies indicate that parental involvement is essential and crucial for academic success. An Assistant Principal, with the support of the Parent Coordinator, is a vital link to parents. As a team, in school year 2010-2011 they will continue to serve as Liaisons between parents, staff, and the principal. A Parent Room is available to provide a place for parents to receive information, get support, and enhance parenting skills that will encourage support in the learning process through workshops. The school received a grant from the Mollie Parnis School Beatification program in partnership with the Nelson Avenue Family Residence. During the month of September 2010, to enhance our neighborhood, sidewalk games such as: chess, checkers, and hopscotch for recreational activities were painted in the school yard, in addition to adding a field and track course, basketball hoops, and a playground for the early childhood students.

Monthly workshops and monthly PA meetings will continue to be in effect specifically targeting the increasing number of West African parents in our school community.

Parents continue to play a vital role on the School Leadership Team by helping to assess progress and modify strategies as needed. Communication with parents is enhanced through Parent Orientation and Curriculum Expos during the school day and at night, parent-teacher conferences, updates on the outdoor message board, a monthly calendar of events, a monthly newsletter published in two languages (Spanish and English), an Automatic Phone Call system, and translation of all materials and at all activities. Parents of students in academic and social intervention services are notified about their child's needs, services provided, and expectations via meetings and letters sent home. Parents are invited to classroom Celebrations, special awards assemblies to celebrate their children's academic successes and positive behaviors. Several teachers choose to select a student of the week. The child's picture is posted along with his/her biographical information about the student including what the student likes. In order to increase parental involvement, it was suggested that the child's parent be invited to the class to acknowledge and celebrate their child's academic success.

We will continue to host the yearly Curriculum Night, as well as the Family Nights in Literacy and Math. All grade instructional coaches, and all Assistant Principals along with the Aussie Consultant coordinate our Annual Math Carnival. On-going, enhanced communication between parents and teachers is facilitated by the use of the Principal's Parent Teacher SAMS Conference report which clearly indicates baseline, mid-year and end of year scores in literacy and math, running record scores, math quarterly tests and ELL and AIS services information where indicated. An Assistant Principal will assist the Parent Coordinator in order to facilitate communication between parents and school staff members.

## **PART IV – A.13 – PHYSICAL/HEALTH EDUCATION**

### **ACCOMPLISHMENTS:**

Our school is implementing the NYS standards and performance indicators on all grade levels. These performance indicators include activities such as; team building, critical decision making, dexterity, development agility, and adherence to verbal directions. Field day for every grade is conducted in an open field in a NYC park at the end of the school year.

### **AIDES:**

The physical education instructor utilizes aides such as; jump ropes, action cones, basketballs, volleyballs, kickballs, and other instructional tools. Additionally, the physical education teacher administers the New York State Fitness Grams to students in grades PK- 5. Out door recess activities which includes but is not only subjected to: baseball field, tic-tac-toe, tracks,

### **BARRIERS:**

The one barrier we have that affects our students is the lack of activity between home and school. Students while in school have the opportunity to play outside during the fall, spring, and Summer months allowing them 30 minutes for exercise. Also, children have many sweets brought in from home, furthermore adding to the breakdown of healthy eating habits and activities.

### **Needs Assessment:**

Students need to set long and short term physical education goals to maximize their learning in order to develop physical fitness and a life long commitment to healthy living. Additionally, students need greater awareness as to how nutrition affects their well-being. They need to learn how a healthy diet combined with physical activity can reduce the risk of obesity and heart disease and other ailments. Physical education staff needs to assess children using the New York State Fitness Gram, which is an assessment tool designed to track student's strength, flexibility and aerobic fitness.

### **Findings:**

Students receive physical education instruction no less than once a week and participate in sports activities as part of our Enrichment Cluster program. Students are released, as appropriate, for recess during lunch time where they participate in supervised recreational activities in the school yard. For the school year 2009-2010, we have been selected by New York City Council Member Helen D. Foster to participate in the Out2Play playground renovation. Our school yard, which has been completely repaved, will be turned into a school playground created by and used by our students. During a two hour session, selected students will draw pictures of what they would like the new playground to have. Also, parents of students who attend the Shakespeare School will have a chance to brainstorm with the children. Finally, a team consisting of students, parents, custodian, and the UFT representative will meet for 45 minutes to discuss all positive and negatives as well as make sure all ideas are incorporated into the playground construction. Our annual Field Day Event will be scheduled at the end of the year and will include a full variety of physical activities, sports competition and games. Physical Education staff will attend a Professional Development in order to administer the New York State Fitness Gram.

Our School Wellness Committee, composed of the school food manager, health teacher, physical education teacher, school nurse, recycling program coordinator and student representatives, meets monthly to discuss the school food and recycling program, obtain food preferences from students, evaluate the nutritional value of the school food program and institute a new school recycling program. School menus are now distributed monthly to all students. On October 29<sup>th</sup> will be serving a special Rachel Ray Yum-O-Lunch as part of the City-wide program. In addition, our school was selected to participate in The New York Coalition for Healthy School Food program in partnership with the NYC Office of School Food. This program will offer plant-based entrees to students that contain no cholesterol, are low in total and saturated fat and high in fiber. All of these entrees are homemade and unprocessed. In addition, the program can bring medical doctors into the school to speak about health and wellness in order to help the school develop an overall healthy school food policy. A canned Thanksgiving Day food drive for all grades will be conducted in November to collect items for community organizations that provide meals to needy community residents.

A full time health teacher position has been created and filled. Students receive health instruction 2 times per week. Teachers will include lessons on health and nutrition (food pyramid, etc.) as part of their Science Curriculum. Assisted by the Physical Education teacher, classroom teachers will teach at least 6 lessons on HIV/AIDS awareness.

- Health and Safety program- With the goal of improving health and safety, the Health Teacher presented a series of lessons on the food pyramid, healthy habits and safety across the grades and on physical changes to students in grades 1 and 5.
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- Respect for all, a New York City Initiative-To increase students' awareness of bullying and how to prevent it, the Dean combined the program with internet resources to develop lesson plans and deliver lessons to students.
  - "Don't Laugh at Me" videos and music to teach empathy.
  - "Stop Bullying Now" video series to frequent bullying.
  - Anti-Defamation League curriculum Connection.
  -
- NY Cares- On October 23, 2010, volunteers from this organization painted murals and help clean the school promoting school beautification
- Shakespeare School Blog- is an effort to go green. The blog: [www.shakespeareelementary.wordpress.com](http://www.shakespeareelementary.wordpress.com). The blog will also promote school safety by providing parents with another means of communicating with the school.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal	Brief Description
<p><b>GOAL # 1</b></p> <p><b>Reading - To increase reading achievement</b></p> <p>By June 2011, the percentage of students</p> <ul style="list-style-type: none"> <li>• in Grades 3-5 performing at Levels 3 and 4 on the April 2011 NYSTP ELA test will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students).</li> <li>• In Grade 2 by 8-10% Grades K-2, 8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students) as determined by end of year Running Records, ECLAS II, and Teacher conferencing notes</li> </ul>	<p><b>Describe your goal:</b></p> <p>Use a data driven approach to effectively deliver differentiated instruction as evidenced by the strategic implementation of:</p> <ul style="list-style-type: none"> <li>• Full implementation of guided reading supported by careful planning and a clear understanding of the goal of guided reading to increase reading proficiency and the mechanisms/strategies that constitute a guided reading lesson</li> <li>• Continual, reflective assessment of students’ progress and teachers’ lesson delivery to monitor for accountable talk with emphasis on students’ communicating in complete sentences to express what and why they are reading a particular selection, providing additional opportunities for children to use critical thinking skills</li> <li>• Re-visiting the lesson planning process to ensure that every lesson has a built in assessment and supports students in transitioning from implicit to reflective readers and to support students in self-monitoring as a means of becoming independent readers</li> <li>• Providing increased opportunities with the goal of improving listening skills and oral speaking by utilizing visuals to promote communication</li> </ul> <p>Full implementation of guided reading and effective conferencing will be the strategies used to ensure differentiated instruction as a means of increasing the quality of accountable talk, providing opportunities for student usage of critical thinking skills and employing self-monitoring as a strategy leading to reading independence. All teachers hold conferences in the areas of reading, writing and math on a daily basis.</p>

This allows teachers to gather soft data (ongoing assessment). In addition, teachers will be able to gather additional information from standardized tests (summative assessment) and from the running records Teachers will be able to create individual student profiles based on all the data collected above.

Students will be able to articulate their learning and the next steps to follow. In addition, all students will be held accountable for their learning by continuously self-monitoring their reading and assessing their individualized student folders with their teacher

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***Describe your goal:***

- Continuation of the color-coded charts and rubrics allowing students to evaluate, monitor and self-assess their writing
- Align the Being a Writer Program with the 6+1 Writing Traits Model
- Strategic use of *effective conferencing* and the development of a more effective system of communicating to students what specific elements in a piece of writing need to be included and/or improved to meet the standards. The improved communication will guide the teacher in providing immediate, specific targeted instruction (differentiated instruction) to individual students and small group facilitating the student's ability to make the necessary revisions. The system will also cut down on the amount of writing in the conference binder and eliminate evaluative comments by replacing them with standard based comments that specifically pinpoint revisions to be made, but ensure that communication between teacher and student is effective.
- Conferencing and students' self-evaluation of writing pieces will ascertain that the density of the writing pieces reflect the yearly focus:
  - K-3 organization
  - Grades 3-5 Quality of the Writing
- Continually monitoring students progress toward meeting their goals

Writing conferences will be conducted on a daily basis. The use of color-coded criteria charts which highlight the elements of a particular genre that must be included in a specific writing piece along with an accompanying rubric will be re-introduced (based on the America's Choice model). Using the color-coded chart and the rubric, students will develop the ability to self-assess their writing. During individual and group conferences, teachers will provide individualized, differentiated instruction. They will identify the missing elements in a child's writing piece; provide targeted strategies and a deadline for re-submission. In grades K-2, teachers will focus on organization and in grades 3-5, on the quality of writing.

**Goal #2**

**Mathematics – To increase mathematics achievement**

By June 2011 students in Grades 3-5 performing at Levels 3 and 4 on the NYSTP Math assessment will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) Grades K-2 as measured by formal series assessments and classroom assessments by individual teachers, by 8-10% ( 8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students)

**Describe your goal:**

- Systematic use of on-going assessments as a means to differentiate instruction. As in reading and writing, assessment will be evident in all instructional practices including lesson plans, conference notes, rubric evaluations of problems, etc. both formative and summative.
- Strategic use of effective conferencing to support students' grasp of grade level concepts and using focus groups to provide differentiated instruction
- Full implementation of the non-negotiable Thinking Notebook to develop mathematical fluency ( understanding and being able to use grade appropriate mathematical vocabulary and terms) and to support students self-evaluation
- Piloting the new National Mathematics Standards with a focus on depth in the areas of whole numbers and the operations of addition, subtraction(lower grades),and multiplication and division, decimals and fractions, grades 3-5

All teachers hold conferences in the areas of Mathematics on a daily basis. This allows teachers to gather soft data (ongoing assessment). During math conferences, the teacher and the student will analyze written problem solutions.

The teacher will determine if and where the student was incorrect and provide differentiated instruction in the form of suggested strategies to reach the correct solution and a deadline for re-submission of the work. Using formative and summative data, teachers will conduct on-going assessment using a diagnostic continuum. School-wide implementation of mathematics journals will provide evidence of students' continual development of procedural fluency, the ability to self-assess and self-monitor. Journals will be submitted to Grade supervisors on a six-week cycle In addition, teachers will be able to gather additional information from standardized tests (summative assessment) and from the data obtained from their unit tests throughout the school year (summative assessment). Assistant Principal's along with the grade instructional coaches will analyze the data after every unit has been administered to all students. This will allow all stake holders to have a grade and class level analysis. Monthly meetings will be held in order to discuss further interventions. Teachers will be able to create class and individual student profiles based on all the data collected above.

All students will be held accountable for their learning by continuously self-monitoring their written explanations of problem solutions using rubrics and completing mathematics journals.

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**Goal #3****Professional Development- To provide on-going Professional Development**

By June 2011, 100% of teachers will have received Professional Development in guided reading, differentiated instruction, and assessment with the goal of developing and sustaining Professional Learning Communities (PLC) .

**Describe your goal:**

In order to establish a sustained Professional Development Community embedded in the school culture, teachers will participate in ongoing professional development designed to:

- Revisit guided reading using the book Guided Reading by Fountas and Pinnell to ensure full implementation with the goal of increasing students' reading levels.
  - On-going professional development in providing differentiated instruction
  - Continue the inquiry process for both students and teachers by stressing reflection with the goal of ensuring that teachers master at least five instructional strategies. Devoting one planning session to a discussion of teaching strategies allowing teachers to share effective strategies and replicate them in their own classrooms.
  - Providing professional development in the use and implementation of assessment in all curriculum areas and in planning- lesson plans will include an assessment piece for every lesson
  - Professional development on new National Standards for Mathematics
  - Improve lesson planning and lesson plan writing
  - Continue the development of units of study which include academically rigorous ELA activities at Levels 3 and 4.
  - Activities to increase the frequency and quality of accountable talk
  - Continue the implementation of differentiated instruction as a result of careful, on-going data analysis
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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

<p><b>READING 2010-2011</b></p>	
<p><i>Annual Goal: Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the percentage of students</p> <ul style="list-style-type: none"> <li>• In Grades 3-5 performing at Levels 3 and 4 on the April 2011 NYSTP ELA test will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students).</li> <li>• In Grade 2 by 8-10% Grades K-2, 8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students) as determined by end of year Running Records, ECLAS, and Teacher conferencing notes</li> </ul>
<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><b>READING</b>  Target Population: General Ed, Special Ed, Bilingual and ELL students Gr. K-5  Responsible Staff Members: certified teachers as per organization sheet, AP’s-Literacy, Bilingual, Testing, Special Ed, Instructional Coaches, AIS Teachers, ESL Teachers, Language Arts Cluster, Principal Interns</p> <ul style="list-style-type: none"> <li>• June 2010- School Wide Retreat- presentation on Instructional Goals for 2010-11</li> </ul> <p><b>Aug. 2010-PD on-ongoing</b>  Goal setting process in place and repeated in 6 week cycles (teachers’ review of ELA, ECLAS, DRA, DWA, student’s folders from prior grade) to establish long and short term goals reviewed with AP.</p> <ul style="list-style-type: none"> <li>• AP/principal review goals and SAMS report monthly</li> <li>• AP’s &amp; Coaches- monitor implementation, use of Data Binder ,goal mastery, provide PD</li> <li>• Principal &amp; AP’s conduct informal and formal observations and meet regularly to debrief</li> <li>• Inquiry Team: focus on long-term ELLs student’s reading and writing</li> <li>• Sight Word Acquisition Program- Literacy and Content Word Walls</li> <li>• Part time Mentor Teacher</li> <li>• Monthly focused Learning Walks  Sept. Learning Environment  Oct.-Writer’s Source Book  Nov.- Guided Reading and Conferencing  Dec.- Cumulative Review  *Additional monthly focuses to be determined based on data analysis</li> </ul>

	<p><b>April 2011-June 2011</b>  Principal, AP's, teachers and coaches review data from ELA (students' reading/writing/assessment folders, teacher made tests/quizzes) and conference notes to determine class placement, individual goals for students and plans for differentiated instruction</p> <p>Strategies</p> <ul style="list-style-type: none"> <li>• Acuity and ARIS training for data interpretation, emphasis on item analysis</li> <li>• Guided Reading for differentiated instruction</li> <li>• Skills Block (Grades K-2 Open Court )</li> </ul> <p>Conferencing using Data Binder</p> <p>Setting/ monitoring short and long term goals based on data analysis</p> <ul style="list-style-type: none"> <li>• AIS Team (two AIS teachers servicing Tiers 1 and 2, Grades 1-3, two coaches providing enrichment, Grades 3-5)</li> <li>• Imagine Learning English- Bilingual and Special Ed students</li> <li>• Unit implementation/Test sophistication strategies</li> <li>• Sight Word Acquisition Program/weekly Spelling Bees for assessment</li> <li>• Extended Day using Foundations (Gr.K-2, Wilson, Gr.3-5)</li> <li>• After-School Academy (Title I ELA Enrichment targeting students from 1st grade to 5th grade)</li> <li>• After School (Title III Enrichment for English Language Learners grades K-5)</li> </ul>
<p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Funding :</b>  Principal –Fair student funding  Assistant Principals – Fair student funding (Title I)  Coaches – Title I/Contract for Excellence  AUSSIE Consultant – Title I</p> <ul style="list-style-type: none"> <li>• <b>Sept – Nov. 2010</b> - Principal, Assistant Principal's, Coaches, and AUSSIE Consultant, provide PD on guided reading</li> <li>• <b>Nov.2010 –June 2011</b> - monitoring implementation</li> <li>• <b>Oct. 2010</b> –PD/ monitored by Principal, Assistant Principal, and Coaches</li> <li>• <b>Oct. 2010-June 2011</b> - monitor use of conference binder, develop and monitor the use of a non-evaluative system for reporting to students revisions needed in a piece of writing weekly submission of guided reading group schedules, periodic formal and informal assessments to observe accountable talk, lesson plan monitoring to assure academic rigor, use of critical thinking skills, students' awareness of and active self-monitoring as a means of developing reading independence, assessments for all lessons ***</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Dec. 2010-June 2011-</b> sight word acquisition program including the posting of weekly lists per grade and weekly spelling bees to increase students' vocabulary</li> <li>• <b>Sept. 2011-ongoing</b> – Continuing to develop units of study and review the purpose of, components of and procedures for keeping literacy portfolios, assess the work in the portfolios against the standards to determine if work meets the standards, evaluate students' work in portfolios to plan for instruction</li> <li>• <b>April 2010- June 2011-</b> Principal, Assistant Principal's, and Coaches review data from ELA (and all other test results), contents of children's folders, conference notes and use data to begin planning for September 2011</li> <li>• Ongoing meetings adhering to assessment cycle will take place. Assistant Principal's and Coaches will analyze data and look at students work.</li> </ul>
<p><i>Indicators of Interim Progress and/or Accomplishment</i>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>2010-11 School Professional Development Plan</b></li> <li>• <b>Agenda and attendance of May 2010- School Wide Retreat</b></li> <li>• <b>Agenda and attendance at Wilson Training</b></li> <li>• <b>Student ELA Goals -8 week cycles</b></li> <li>• <b>Agenda and attendance at weekly Aussie Literacy consultant training</b></li> <li>• <b>Coach logs</b></li> <li>• <b>Formal and informal observations</b></li> <li>• <b>Class and grade Data Binder</b></li> <li>• <b>Inquiry team agendas, attendance, lists of students, and findings</b></li> <li>• <b>Literacy content word walls</b></li> <li>• <b>Mentor Logs</b></li> <li>• <b>Teacher conferencing notes</b></li> <li>• <b>2010-11 school AIS plan</b></li> <li>• <b>Imagine Learning English program reports</b></li> <li>• <b>Attendance and flyers for After-School Academy</b></li> </ul>

**WRITING 2010-2011**

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

By June 2011, the percentage of students in Grades 3-5 performing at Levels 3 and 4 on the writing section of the April 2011 ELA and portfolio writing will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) and students in Grades K-2, by 8-10%, 8%=30

	students out of a K-2 population of 373 students, 10%=37 students out of 373 Students).as determined by the ECLAS assessment and portfolio writing
<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><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <p><b>WRITING</b>  Target Population: General Ed, Special Ed, Bilingual and ELL students Gr. K-5. Responsible Staff Members: certified teachers as per organization sheet, AP's- Literacy, Bilingual, Testing, Special Ed, Literacy Coaches, AIS Teachers, ESL Teachers, Language Arts Cluster, Principal Interns</p> <ul style="list-style-type: none"> <li>• <b>Spring 2010-</b> In consultation with the principal, coaches and consultants establish calendar for non-negotiable writing genres and content area monthly topics</li> <li>• <b>June 2010</b> School wide retreat: presentation and discussion of instructional goals for 2011-2012</li> <li>• “Being a Writer” writing program in alignment with the 6+1 Traits of Writing</li> </ul> <p>Goal setting process in place and repeated in 6 week cycles (teachers’ review of ELA, ECLAS, DRA, DWA, student’s folders from prior grade) to establish long and short term goals</p> <ul style="list-style-type: none"> <li>• goals reviewed with AP</li> <li>• AP/principal review goals and SAMS report monthly</li> <li>• AP’s, Coaches- monitor implementation, use of Data Binder ,goal mastery, provide PD</li> <li>• Principal, &amp; Assistant Principal’s conduct informal and formal observations and meet regularly to debrief</li> <li>• Inquiry Team will focus on the long-term ELL’s writing development</li> <li>• Sept. 10- June 11 midyear, year end administration of DWA</li> <li>• Lunch and Learns</li> <li>• Extended Day- Foundations Gr. K-2, Wilson, Gr. 3-5</li> <li>• Short term goal template sent to parents/six week cycles (April 11-June 11)</li> <li>• Monthly Learning Walks ** (see above for calendar)</li> </ul> <p>Principal, Teachers, AP’s and coaches review data from ELA (and students’ reading/writing folders, assessment folder including teacher made tests) and conference notes to determine class placement, individual goals for students</p>

	<p>and plan for differentiated instruction Strategies</p> <ul style="list-style-type: none"> <li>• Acuity and ARIS training for data interpretation, emphasis on item analysis</li> <li>• Writers Workshop using the workshop model</li> <li>• Continuation of America’s Choice color coded element charts per genre</li> <li>• Conferencing using Data Binder</li> <li>• Monitoring Lesson plans to ensure assessment for every writing lesson</li> <li>• Setting/ monitoring short and long term goals based on data analysis</li> <li>• AIS Team (two AIS teachers servicing Tiers 1 and 2, Grades 1-3, three coaches providing enrichment, Grades 3-5)</li> <li>• ELA Test Sophistication unit</li> <li>• A Skills period will be taught within the Literacy Block</li> <li>• Implementation of fourth grade test preparation for the 5<sup>th</sup> grade Social Studies test</li> <li>• Field trips to historical sights to reinforce the learning of Social Studies concepts.</li> </ul>
<p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (CAE) allocations, where applicable.</i></p>	<p><b>Funding :</b>  <i>Principal – Fair student funding</i>  <i>Assistant Principals – Fair student funding(Title I)</i>  <i>Coaches – Title I/Contract for Excellence</i>  <i>AUSSIE Consultant – Title I</i></p> <ul style="list-style-type: none"> <li>• <b>Sept. 2010– Nov. 2011</b> - Assistant Principal’s, Coaches, and provide PD on guided reading lessons, give model lessons, A.P. in charge</li> <li>• <b>Nov. 2010 –June 2011</b> - Monitoring implementation</li> <li>• <b>Oct. 2010 –PD/</b> monitored by Principal, Assistant Principal, and Coaches</li> <li>• <b>Oct. 2010-June 2011</b> - monitor use of conference binder, data binder and guided reading lessons, assessments for all lessons</li> <li>• <b>Sept. 2010-June20 11-</b> sight word acquisition program including the posting of weekly lists per grade and weekly spelling bees to increase students’ vocabulary</li> <li>• <b>Sept. 2010-ongoing</b> – Continue to develop units of study to monitor inclusion of academically rigorous content and inclusion of core subject curricula and review the purpose of, components of and procedures for keeping literacy portfolios, assess the work in the portfolios against the standards to determine if work meets the standards, evaluate students’ work in portfolios to plan for instruction</li> <li>• <b>April 2011- June 2011-</b> Principal, Assistant Principal’s, and Coaches review data from ELA (and all other test results), contents of</li> </ul>

	<p>children’s folders, conference notes and use data to begin planning for September 2012</p> <ul style="list-style-type: none"> <li>• On-going learning walks following calendar, Sept.-Learning Environment, Oct. Writer’s Source Book, Nov. Guided Reading and Conference Notes, Dec. Cumulative /Review</li> <li>• Ongoing meetings adhering to assessment cycle will take place. Principal, Assistant Principal’s, and Coaches will analyze data and look at students work.</li> </ul>
<p><b><i>Indicators of Interim Progress and/or Accomplishment</i></b>  <b><i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></b></p>	<p>In addition to the evidence cited for reading improvement, which is also evidence for writing improvement, the following evidence specific to writing improvement will be submitted:  Principal, AP’s, and Coaches will continuously monitor for:</p> <ul style="list-style-type: none"> <li>• School-wide implementation of genre specific color-coded criteria charts at the beginning of and through the completion of specific genre writing</li> <li>• Writing lessons aligning <u>Being a Writer</u> with the 6+1 Traits of Writing</li> <li>• Lesson plans including assessments for each writing lesson</li> <li>• School wide submission of conference notes and developing and monitoring the use of a non-evaluative system for reporting to students revisions needed in a piece of writing indicating differentiated instruction in the form of strategies given by the teacher enabling a student to include a missing element in a piece or revise the writing to meet the standards</li> <li>• Submission by Grade K-2 teachers of writing samples indicating organization, by Grades 3-5 teachers indicating quality of writing.</li> </ul>

<p><b>MATHEMATICS 2010-2011</b></p>	
<p><b><i>Annual Goal: Goals should be SMART – Specific, Measurable, Achievable,</i></b></p>	<p>By June 2011 students in Grades 3-5 performing at Levels 3 and 4 on the</p>

<p><b><i>Realistic, and Time-bound.</i></b></p>	<p>NYSTP Math assessment will increase by 3-5% (3%=10 students out of a grade 3-5 population of 345 students, 5%=17 students) Grades K-2 as measured by formal series assessments and classroom assessments by individual teachers, by 8-10% ( 8%=30 students out of a K-2 population of 373 students, 10%=37 students out of 373 Students)</p>
<p><b><i>Action Plan</i></b>  <b><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></b></p>	<p><b>Sept. 2010 – June 2011</b>  Implementation of the School’s Instructional School Goals set by the Principal: Application of Problem Solving Strategies using performance-based tasks. School-wide-implementation of the following: <i>Self-assessment and self monitoring</i> &amp; Full implementation of the mathematics journal and full implementation of the Thinking Notebook to promote mathematical fluency and use of grade level mathematical vocabulary and terms Follow the Curriculum Map/ Pacing Calendar -  Increase use of manipulative and tools when appropriate to support and enhance instruction. Continue implementation of differentiated instruction tasks for all students including small group instruction for targeted at-risk students. Teachers in need of assistance will receive mentoring as needed. Utilize system-wide math pre/post test results to target specific areas of need. Implement plan to redeliver this information at team meetings. (Class and Grade level Analysis)  Begin piloting of the new National Mathematics Standards</p>
<p><b><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></b></p>	<p><b>Funding :</b>  Principal - Fair student funding  Assistant Principals – Fair student funding  Teachers - Fair student funding(Title 1)  AUSSIE consultant - Title I  Coaches - Title I and Contract for Excellence</p> <ul style="list-style-type: none"> <li>• <b>August 2010- November 2011</b> – Principal, Assistant Principal’s, Coaches, and AUSSIE Consultant conduct professional development to review the Say Why Strategy and the Probe Workshop and on implementing the <u>Thinking Notebook</u>. To monitor implementation, they schedule classroom visits and conduct demonstration lessons as per assessed need. Professional Development on the new National Mathematics Standards.</li> <li>• <b>November 2010 – March 2011</b> – Principal, Assistant Principal’s, Coaches, and AUSSIE Consultants supervise classroom teachers in</li> </ul>

	<p>the creation of Academic Intervention Service charts to provide instruction for students whose scores on periodic, predictive and weekly classroom assessments indicate that they have not met the standard classroom assessments indicate that they have not met the standard.</p> <ul style="list-style-type: none"> <li>• <b>April 2011 – June 2011</b> - Principal, Assistant Principal’s, Coaches, and AUSSIE Consultant review results of mathematics and use data to begin planning for September 2011.</li> <li>• Ongoing meetings adhering to assessment cycle will take place. Administration, coaches, and teachers will analyze data and look at students work.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <b>Include: interval of periodic review; instrument(s) of measure; projected gains</b></p>	<p><b>September 2010-June 2011</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the following to monitor students:</li> <li>• Daily assessments of lessons as evidenced in teachers’ lesson plans <ul style="list-style-type: none"> <li>➢ Periodic and predictive assessments</li> <li>➢ Monthly unit tests</li> <li>➢ Weekly teacher made quizzes and tests will be administered</li> <li>➢ New York State Math test results will be reviewed to show projected gains</li> <li>➢ Teachers and administrators will review each students individual math folders</li> <li>➢ Teacher conferencing logs</li> <li>➢ Student Mathematics Journals</li> </ul> </li> <li>• Formal and informal observations</li> <li>• Teacher lesson plans</li> <li>• Student mathematics journal will be submitted to Grade Supervisors on a six week cycle to monitor evidence of development of procedural fluency, self-assessment strategies and independent monitoring of mathematical skills</li> <li>• Data binder will be monitored for conference notes indicating differentiated instruction for the grasping of grade-level mathematical concepts</li> <li>• Curriculum Map/ Pacing Calendar -Coach logs</li> </ul>

<p><b>PROFESSIONAL DEVELOPMENT 2010-2011</b></p>	
<p><i>Annual Goal: Goals should be SMART – Specific, Measurable, Achievable,</i></p>	<p>By June 2011, all members of the pedagogical staff will have participated in</p>

<i>Realistic, and Time-bound.</i>	and pursued specific and measurable goals as members of the developed and sustained Professional Learning Community embedded in the school culture.
<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.f</i></p>	<p><b>Target Population-</b> Administrative staff, all staff/teachers, AIS teachers, Coaches.</p> <p><b>September 2010:</b>  Data Analysis Training for Cabinet members (Assistant Principals)  Training on the new National Mathematics standards for teachers and administrators</p> <p><b>October 2010</b>  Study Group Book: <u>How to Differentiate Instruction in Mixed Ability Classrooms</u> by: Carol Ann Tomlinson</p> <p><b>September 2010 – ongoing</b>  Teacher/Assistant Principal - Teachers will continue to use the guided reading book by Fountas and Pinnell to continue last year’s initiative of improving the delivery of Guided Reading to ensure full implementation</p> <p>Administrative staff and instructional coaches model guided reading lessons and lesson plans.</p> <p>Staff faculty conferences replaced by Professional Learning Communities (PLC) as per the SBO consisting of weekly double period sessions. During these times, one period will be Administrative for the purpose of conducting Professional Development, and one session will be used by teachers for writing units of study based on data analysis that they will conduct and analysis of student work and one period will be used for reflection, teachers will share successful strategies</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Grade level planning</li> <li>• Grade and cross grade inter-visitation</li> <li>• Pre and post administration of assessment checklist</li> <li>• Extended cabinet provides professional development on strategies from guided reading</li> </ul>
<i>Aligning Resources: Implications for Budget, Staffing/Training, and</i>	<b>September 2010-June 2011</b>

*Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- Monthly review of lesson plans and guided reading lesson plans
- Conference binder
- Monthly walk thorough
- Student Assessment Management System
- Logs for Professional Development and Lunch and Learns
- Professional development plan, calendar, agendas, and sign in sheets
- Coach logs
- Formal and informal observations
- Teacher lesson plans/Teacher data folders
- Student goals for Inquiry students
- Data analysis of student performance
- Agendas and minutes of monthly coach meetings
- Agendas and minutes of the grade level planning meetings
- Grade and cross grade inter-visitation schedule
- Units of Study
- Agendas of Professional Learning Committees (PLC)
- Agendas and minutes of grade level planning sessions
- Assessment checklist

Attendance and agendas of Lunch and Learns

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

- Funding :**  
 Principal – Fair student funding  
 AUSSIE Consultant – Title I  
 Assistant Principals – Fair student funding (Title 1)  
 Coaches – Title I /Contract for Excellence  
 AUSSIE consultant – Title I  
 Learning Centered Initiative Consultant ( LCI) – Title I
- June 2011, school-wide retreat – presentation of instructional goals, review of teaching standards, 6+1 traits of writing, guided reading and new National Mathematics Standards
  - Ongoing meetings adhering to assessment cycle will take place. Administration, coaches, and a consultant from Learner Centered Initiatives will analyze data and look at students’ work.

**September 2010- ongoing** – Continuation of the Inquiry Team and the data specialist. The Principal, and Assistant Principal, will conduct monthly

	<p>professional development for the Inquiry Team and information is turn keyed to staff, survey staff to set yearly professional development, monitor lesson plans, on needs assessment, conduct study group sessions using guided reading by Fountas and Pinnell to ensure full implementation of guided reading, conduct lab sites, visitations, review children's folders.</p> <p><b>May 2010 – June 2011</b> – Distribute School report Card, Quality Review Report, ELA, Mathematics, Social Studies, Science test results and use data to refine the CEP and to begin planning for the September 2011 – June 2012 school year.</p> <p><b>Responsible Staff:</b> Principal Assistant Principal Coaches AUSSIE Consultant Data Specialist</p>
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
<b>K</b>		0	N/A	N/A	51	0	0	<b>15 TOTAL</b>
<b>1</b>	17	17	N/A	N/A				
<b>2</b>	30	24	N/A	N/A				
<b>3</b>	55	30	N/A	N/A				
<b>4</b>	35	42	<b>0</b>	<b>0</b>				
<b>5</b>	45	48	<b>0</b>	<b>0</b>	0	0		
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

**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.

**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> Foundation/Wilson Reading Program Grades K-2 Wilson Reading Program Grades 3-5	Phonemic Awareness, Phonics, Fluency, and Automaticity Program used by classroom teachers and out of class teachers assigned to groups of students during extended day portion of the school day (8:00a.m. – 8:37.5 a.m.)  Phonemic Awareness, Phonics, Fluency, and Automaticity Program used with small groups for Grade 3 and 4 students in Group A. Teachers push in during the extended day.
<b>Mathematics:</b>	At the end of every unit assessment, instructors analyze the standards that each of their targeted population did not meet. Specific interventions in the targeted areas are implemented. Instructors use the standards as their roadmap for intervention and the students’ individual profile. In addition, they may also use: math games. Students enjoy playing the games, which makes learning fun, they are thinking critically as they are “playing” the games, and students are given the opportunity to practice and master basic skills. EDM games build fact and operations skills along with reinforcing other skills, such as using a calculator exchanging money, shopping, investing, and intuition and probability. EDM games provide an alternative to using worksheets, repetitive drills and provide a good source of practice material. <u>Math Steps – Houghton Mifflin: This</u> Kindergarten through Middle Grades mathematics program explicitly teaches all the essential content and required skills covered at each grade level. It contains a comprehensive program and easily managed tutorial for intervention and remediation
<b>Science:</b>	Tier I intervention in the classroom *See Below
<b>Social Studies:</b>	Tier I intervention in the classroom See Below
<b>At-risk Services Provided by the Guidance Counselor:</b>	Small groups & 1:1 during the school day 1:1 during the school day. Small Groups & 1:1 during the school day Once a week during school hours with individual students & their parents.
<b>At-risk Services Provided by the School Psychologist:</b>	School psychologist attends Instructional Support Team meetings during the school day and confers with AIS providers to provide 1:1 counseling for students with psychological, emotional and social issues
<b>At-risk Services Provided by the Social Worker:</b>	Social Worker attends Instructional Support Team meetings and confers with AIS providers to provide 1:1 support for students and parents
<b>At-risk Health-related Services:</b>	Occupational Therapist provides small group instruction during school day for students with fine motor coordination, eye hand coordination problems, etc.

**\*\*Teachers are well aware of the strategic use of data to drive their instruction. We have trained our teachers on how to conduct focus groups in the content areas in order to support students who need it in their classrooms. Our school is undergoing training on the effective implementations of RTI in the classrooms.**

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

*NCLB/SED requirement for all schools*

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

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**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.

**P.S. 199x chose “conceptual” consolidation of funds.**

**Section I. Student and School Information**

Grade Level(s) K-5      Number of Students to be Served: 110    LEP 0    Non-LEP  
Number of Teachers 6      Other Staff (Specify) Supervisor

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**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.

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The Shakespeare School, P.S 199x, has a total of 211 ELLs enrolled in grades K-5. Our goal is to ensure that our ELL population has equal access to quality instructional programs that will prepare them to achieve academic and personal success. The nature of the Title III program allows our bilingual and ESL teachers to provide this specific population with a small group environment in which the affective filter is low, hence its conduciveness for second language acquisition. P.S. 199x will use: Getting Ready for the NYSESLAT and Beyond from Attanasio and Associates, and Empire State NYSESLAT from Continental Press. These programs are designed to support English language acquisition for our target population. The units for speaking, listening, reading and writing included in these programs will allow our teachers to use specific teaching strategies to provide our students with additional support on the four language modalities. In addition, teachers will use grade-level content as the vehicle for language development. Content posters, chants, poems and visuals are used to make language comprehensible. Students will also engage in a series of activities geared to promoting language acquisition such as, shared reading and writing. Shared reading is specifically beneficial to ELLs because of the high level of support provided by the teacher.

As it is stipulated in our Comprehensive Educational Program, our school offers a transitional bilingual class in all grades (Grade K-5). These classes are mostly composed of new arrivals that scored below the cut off score as a result of the Revised Language Assessment Battery Test LAB-R as well as any student whose parents would like to continue to have them enrolled in a transitional bilingual class. The language of instruction is Spanish with the additional periods of English as a Second Language in accordance to Commissioner Regulations Part 154 and our school-wide Language Allocation Policy. Students enrolled in monolingual classes, but still entitled to bilingual services are supported by two ESL teachers through push-in /pull-out models. The ESL teachers also serve Special Education students.

Our teachers will use ESL methodologies to bring forth the selected curriculum. As an integral aspect of the overall success of the program, they will continuously assess in order to measure steady progress in attaining English language proficiency. Informal and formal assessments such as conferences, observations and teacher-made tests will be used to monitor students' academic growth.

Students who are currently in grades 3-5 will be able to familiarize themselves with the structure of the ELA standardized test administered in the spring. The supervisor in charge will utilize an articulation tool with the Title III teachers and the regular classroom teacher in order to monitor student progress. This tool will enhance communication between all stakeholders.

The density and intensity of the program will determine our students' success at the end of the cycle. The focus of the advanced group will be to acquire academic language and reach proficiency in the NYSESLAT. The beginning and intermediate groups will strengthen their social language and academic language by developing their phonemic awareness, vocabulary, reading skills, fluency and comprehension. Students will be able to use Smart-boards to engage in interactive activities that will build their English language proficiency.

It is our objective to provide our ELLs with the opportunity to be exposed to quality programs that are geared towards their success in English Language acquisition. This advancement in the second language will take place, while continually progressing in their overall academic curriculum. Two certified ESL teachers, 3 certified

Bilingual/Common Branch teachers, and 1certified Common Branch teacher will provide instruction. Ms. Medina, the supervisor in charge of this program, is a former ESL instructional support specialist who is well versed in ESL methodologies. Consequently, she will more effectively assist the staff in meeting the needs of our ELLs. In addition, the supervisor will be responsible for the administrative component of the After School Program at no cost to Title III.

The program will include 110 students. It is expected to run from October through May on Mondays and Tuesdays from 3:00 p.m. to 6:00 p.m. A total of 48 sessions will be held during the 2010-2011 school year.

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**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.**

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Professional Development is a key component for academic success. We at the Shakespeare School are committed to provide all our bilingual and ESL teachers with a comprehensive professional development program that will meet each teacher’s individual needs. Teachers are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weaknesses.

In light of the high linguistic demands from our English Language Learners, Attanasio & Associates has prepared a complete language instructional program that will help accelerate second language acquisition for our students enrolled in the Title III program. At the core of the overall success of the instructional program to be implemented at P.S. 199x, is the continuous professional development of our pedagogues. Members of Attanasio & Associates will conduct an initial session in which the focus will be the review of the program titled: Getting Ready for the NYSESLAT and Beyond. Teachers will be able to acquire the necessary tools and the confidence to navigate this program. Another component of the Professional Development program is for teachers to periodically reconvene under the guidance of the Title III supervisor and engage in various professional development activities. Topics include but are not limited to the following:

- Compliance Issues for Bilingual Education Programs
- ESL Strategies and Techniques
- Teaching ESL through the Content Areas
- Preparing the Students for the NYSESLAT
- Teaching Writing to ELL Students
- ESL Standards

These activities will allow our teachers to further develop their skill set as teachers of ELLs. The implementation of the ESL/Bilingual libraries into the language program will be successful with the appropriate scaffolding and activities that will tap into the three moments of reading: before, during and after.

In order to address the needs of our instructional staff, a professional development team conducts workshops and provides opportunities to observe model lessons in areas of need. Our coaches and regional AUSSIE consultants provide in-class support to all teachers in need of support. The professional development plan is delivered as follows:

- Professional Learning Communities
- Study Groups
- Demonstration Lessons
- Inter-class Visitations
- Professional Readings and Viewing of Professional Videos

Staff development will take place during school hours and will be of no cost to Title III.

At the Shakespeare School we believe that parental and community involvement is essential to our students' academic success. Therefore, our school continuously strives to maintain the highest level of parental involvement. Through a collaborative effort of our parent coordinator, parents are actively involved in all school activities. Our regular activities consist of, yet are not limited to the following:

- **Opening of the School Curriculum Night** —During this meeting our academic school goals and expectations are shared with all parents and community members.
- **Parent Orientation-** An orientation is offered to all parents of newly enrolled ELL students during the month of September. In this conference, we share with parents bilingual programs available in our school, the description of each program and their rights as parents. On-going orientation is provided during the course of the year for students who arrive after September.
- **Monthly Parent Workshop-** These monthly workshops address all curriculum areas including New York State Standards and assessments.

To support the Title III After-School Program during the 2010-2011 school year, the school will offer four workshops for parents. These workshops will take place once a month during the months of February, March, April and May. Each workshop will last two hours. All parents of English language learners enrolled in the Title III program will be invited to participate in these workshops. Our target is to have 60% of parents attend. Workshops will be presented in English and Spanish. A translator will be available for parents who speak African languages. Invitation letters to these workshops will be written in two languages (English and Spanish).

Workshops/Activities:

- How to Help Your Child Succeed in School: Activities You Can Do at Home.
- Parent Holiday Celebration
- Preparing Your Child for NYSESLAT
- Community Resources: How to Get Help for You and Your Child?  
(Astor counseling services, homework help, GED and ESL classes for parents.)

Two ESL teachers will host two of these meetings. In addition, a librarian will be invited to speak about how parents can use the library to help their children. A counselor from the Astor Program will be invited to speak about the different services they provide to the community.

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

### **Section III. Title III Budget - P.S. 199x chose “conceptual” consolidation of funds.**

School: \_\_\_\_\_

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

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



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

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

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

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

---

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

**The Home Language Identification Surveys as well as ATS reports were reviewed to identify the parents' language preference of communication.**

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.

**Based on the gathered data, translation needs were identified for Spanish and some African languages such as Soninke and Hausa. The findings were reported to the school community during Curriculum Night.**

#### **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.

**Our Parent Coordinator and teachers are available for the translation of all school generated letters. Documents that need to be translated are submitted to the Parent Coordinator or the assigned translator no later than two days prior to distribution.**

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.

**In order to reach larger quantities of parents at once, during meetings, the Principal purchased translation devices which are used during our Parent-Teacher Conferences. In addition, our Parent Coordinator takes care of all Spanish phone calls from parents, well as providing oral translation during the school day. We have also enlisted the support of a parent volunteer to reach our West-African parent population and a French-speaking pedagogue is supporting our French speaking parents.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**As a school, we strive to continuously engage our parents into our school community. Therefore, the school administration and staff makes every effort to provide parents with information in their native language. All parent letters and notices are translated into Spanish. In addition, we have a parent volunteer who translates for our Soninke-speaking parents. Translation and interpretation posters are displayed in the main lobby of the school. Two parents who are hearing impaired used the Relay Call System to communicate with school staff.**

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
A. Enter the anticipated Title I, Part A allocation for 2010-11:	994,899	23,786	1,018,685
B. Enter the anticipated 1% set-aside for Parent Involvement:	9,949	238	10,187
C. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	49,745	X	
D. Enter the anticipated 10% set-aside for Professional Development:	99,490	X	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **99.5%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**.

A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### The Shakespeare School Parental Involvement Policy

The Shakespeare School in consultation with parents will develop the following parent involvement policy. The school in consultation with the parents will encourage relevant and agree upon activities that will support effective parental involvement to strengthen student academic achievement.

#### **Part I- General Expectations**

The Shakespeare School agrees to implement the following statutory requirements:

- The Shakespeare school offers academic intervention programs, as well as enrichments programs during and after school hours to selected students. Programs will be in place to support ELL and Children with special needs. Parent activities will be conducted to support student academic achievement in accordance with the Title I Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA/NCLB). 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 Shakespeare 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/NCLB in an understandable and uniform format and, including alternative formats upon request and to the practicable, in a language parents understand.
- The Shakespeare school will involve the parents of children served in Title I Part A program(s) in decision about how the Title I, Part A fund reserved for parental involvement is spent during Title I parent meetings.

## Part II

Description of how the Shakespeare School will implement the required school parental involvement policy components

1. The Shakespeare school will take the following actions to involve parents in the joint development of the District/Region Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA/NCLB.

The school will support the goals of the District to educate all students effectively. The Shakespeare school and the parents will work as partners. Although the parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school District and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

### Actions

The Shakespeare school 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/NCLB:

Activities such as:

- School-Wide Needs Assessment Survey/ once and every two years
- Focus Walks, Learning Walks, Curriculum Meetings
- Parents Survey
- Monthly Newsletter/Calendar in English and Spanish
- Home School Notebook – goals sent home to parents in six week cycles
- 25 Book Parade

Mathematics:

- Family Math Game Night
- Workshop on Math Skill Building
- Monthly workshops to support learning

English Language Learners:

- ELL Workshop on ESL Methodologies

Pre-K

- Curriculum Night
- Pre-K Open House
- Pre-K Orientation
- Monthly Pre-K workshops for parents

Academic Intervention Services- School-Wide Program (Title I)

- Pull- out
- Push-in
- Reading resources
- Math resources
- After-school programs

- Project Arts
- SES Provider
- Astor
- Extended day program
- Holiday academy

*Actions*

2. The Shakespeare school will coordinate and integrate parental involvement strategies under the following programs:

Volunteer Tutoring Services, Student/ Community Workshop, Learning Leaders, Family Literacy/Math Night, Principal/Parent Advisory Committee and Parent Breakfast with the Principal.

*Actions*

The Shakespeare will provide assistance to parents of children, by undertaking the actions described in this paragraph: Providing Professional Development Workshop on:

- The state's academic content standards.
- The state's student academic achievement standards.
- The state and local academic assessments including alternate assessments
- The requirements of Title I, Part A; ESEA/NCLB
- How to monitor their child's progress.
- How to work with educators.
- Communication between home and school is regular, to ways and meaningful.
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning
- Phase I: Special Needs

*Actions*

In state and out of state workshops, conferences and /or classes, equipment or material that may be necessary to ensure success.

- The Shakespeare school will provide materials, transportation 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: NYSABE Conference, CSA Conference, Learning Leaders Parent Training, Classroom parent Representative, Principal/Parent Advisory Committee, and Parent Academies.

### *Actions*

The Shakespeare 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 possible, in a language the parents can understand by:

- Translated monthly newsletters
- Parent's Handbook (translated in English and Spanish)
- Calendars outlining monthly events
- Phone Messengers system calling the homes
- general flyers
- face-to-face contact by the parent coordinator (outreach)
- Student back-pack flyers.

### **Part III Discretionary school parental involvement policy components**

Other activities included:

- Inform parents
- Provide necessary literacy training for parents from Title I, Part A funds, if the school District has exhausted all other reasonably available sources of funding for that training: (Parent Academies)
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions; Stipends, metro-cards
- Training parents to enhance the involvement of other parents; PTA Workshops
- In order to maximize parental involvement and participation in their children's education, school meetings are arranged at a variety of times
- Adopting and implementing model approaches to improving parental involvement; Conducting engaging parent academies.
- Participation in a District ISC Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs; PAC, CDEC, and CEC, Title I Parent Committee
- Development of appropriate roles for community-base organizations and business, including faith-base organization, in parental involvement activities; and providing other reasonable support for parental involvement activities under Section 1118-Parental Involvement, as parents may request.

### **Part IV-Adoption**

The School Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: Lilia Navarrete

This policy was adopted by the Shakespeare School on September 2010 and will be in effect for the period of June 2011. The school will distribute this policy to all parents participating in Title I, Part A children on or before 11/07/10.

**1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

The Shakespeare School  
P.S. 199X  
1449 Shakespeare Avenue

Bronx, NY 10452  
Phone: 718-681-17172  
Fax: 718-691-7176

**The Shakespeare School PS 199x- Parent Compact**  
**Community School District Nine**  
School Year: 2010-2011

**School Instructional Goals:**

- **Reading:** Use a data driven approach to effectively differentiate instruction as evidenced by the strategies implementation of guided reading and conferencing. The Teacher will:
  - Constantly monitor the use of Accountable talk
  - Provide students with the opportunity to use critical thinking skills
  - Increase students' awareness of the implications of self-monitoring to become independent readers.
  
- **Writing:** The effective use of color-coded criteria charts, and rubrics to enable students to self-assess and monitor their writing progress. Overall success of the writing initiative is contingent upon:
  - The strategic use of effective conferencing to further support the writing development of all students.
  - Ascertaining that the density of the writing pieces reflect:
    1. K-2 Organization
    2. 3-5 Quality of Writing
  
- **Mathematics:** The systematic use of on-going assessment, as a means to differentiate instruction. Teachers will use a diagnostic continuum in order to ascertain:
  - The strategic use of effective conferencing to further support the students' grasp of grade- level mathematical concepts.
  - The full implementation of the mathematics journal to develop procedural fluency and to support students' self-assessment and monitoring skills.
  
- **Professional Development:**

Develop and sustain a Professional Learning Community, in which collaboration is embedded into every aspect of our school culture. All members of the PLC (Staff, Teachers, Students, and Parents) will pursue specific and measurable performance goals. All members of the PLC will continue to be professionally developed in the areas of:

  - Academically rigorous lesson planning
  - Grades: 3-5 Academic rigor targeting ELA L3 & L4
  - Facilitating the active engagement of students in accountable talk PK-2
  - Data analysis to differentiate instruction

**The Shakespeare School agrees to:**

- Convene annual Title 1- parents meeting to inform the parents of the Title 1 program and their rights to be involved in partnership with the school to achieve high academic student success.
- Offer a flexible number of meetings at various times and days. Provide funds for childcare if needed for parents who attend school meetings and/or workshops (e.g. School Leadership Team (SLT) meetings, Family Institutes, PAC Meetings, and District Meetings etc...)
- Provide parents with timely information about school programs, policies and meetings (e.g. Monthly Calendars and Monthly News Letter)
- Encourage and involve parents in the planning of activities for student academic achievement:
  - Title I- Programs (After-school Program, Enrichment Program, Clusters Program)
  - School Parent Compact
  - School Parental Involvement Policy
  - School Comprehensive Educational Plan
- Recruit, support and involve parents in school-wide planning and decision making process (e.g. School Leadership Team, Title I Committee Meeting and Quarterly PTA Meetings).
- Provide a nurturing environment and promote high quality curriculum and instruction with an emphasis on professional development, based on school goals.
- Create a school climate in which parents and staff can communicate easily through:
  - Parent-Teacher Conferences, Curriculum Meetings, and Home/School Notebooks
  - Frequent reports to communicate with parents on their children's progress
  - Reasonable access to staff
  - Varied opportunities to volunteer and participate in school programs, through the Learning Leaders' Training
  - Advisory Meetings and Decision Making Committees (Title 1 Com.)

**The Parent/Guardian Agrees to:**

- Become involved in developing, implementing, evaluating and revising the school parent involvement policy.
- Participate in or request assistance training that the local education authority or school offers on child rearing practices as well as teaching and learning strategies.
- Share the responsibility for his/her child's improved academic performance.
- Make literacy development a family focus:
  - Encourage his/her child to write at home for real purposes (e.g. letters to relative, shopping lists, thank you notes, diaries, special occasion invitations)
  - Read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or book equivalents each year (e.g. books, magazine and newspapers articles).
  - Utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g. library card, storytelling).
  - Make math development a family focus:
  - Increase family awareness of the school's mathematics instructional program (e.g. participate in family math workshop, review math homework).
  - Encourage his/her child to use math at home and in daily living to create real math experience (e.g. playing math games, creating household and shopping budgets, comparative shopping as math experience).
- Regularly review his/her schoolwork at home (e.g. review notebooks, homework and special projects) home-school notebook signed by the parents daily
- Be aware of and monitor his/her child's daily school attendance and punctuality.

- Supervise and monitor his/her child's
  - Television watching
  - Video game playing
  - Internet use

Become familiar with school, District, and statewide assessments (e.g. DRA, ELA, and Math) and plan to prepare his/her child for the test experience.  
 Complete surveys and provide feedback so that Title I - Parent Involvement activities meet the needs, concerns and interest of the parents.  
 Become familiar with and support the school dress code, discipline code and safety plan procedures.  
 Communicate with his/her child's teacher and other school personnel pertinent information about the child's educational needs and health conditions.  
 Communicate the type of assistance, workshop needs desired by the parent community to assist them in supporting his/her child's educational progress.  
 Participate, when possible, on advisory or decision making committees within the school and/or school district.

**Principal Signature:** *Lilia Navarrete*  
**Date:** 10/29/2010

The school parental Involvement Policy and the school-parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: Lilia Navarrete

This policy was adopted by the Shakespeare School on 10/29/10 and will be in effect for the period of 06/30/2011. The school will distribute this policy to all parents participating in Title I, Part A children on or before 11/06/10

*Lilia Navarrete*  
**Principal's Signature**  
**Date: October 29, 2010**

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

Services for bilingual and ELLS- pgs.5, 11, 12, 13,14,16,17,18,21,23,24,26,28, 31,32,34,35,42,43,44

Improving Writing Instruction by re-introducing America's Choice Color Coded Element Charts, pgs. 14, 37, 66, 72

Re-design of AIS program for targeted children and for enrichment, pg 81

Boost Enrichment program- trips to historical sights in NYC for Grades 3, 4- pgs. 14, 17

I Fish NY Program –Science Enrichment, p. 17, 18, 19, 66

Expanded Library to provide enhanced opportunities for content learning and use of technology- pgs 5, 12, 14, 17, 22, 23, 66, 68

Extended Day, pgs. 5, 6, 11, 26, 34, 37, 46, 60

3. Instruction by highly qualified staff.

Pages 23 & 82

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.

Pgs, 5,11,13,14,16,18,21 – 29, 31,35, 39,41,50,51,54,56,57,60,61,63,67,68,71,75 – 78, 83.

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

Pgs. 23 & 82

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

Pgs. 12,14,15,17,19,21,28,51,28,59,60,61-63,67,69.

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.

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.

Pgs. 12,13,14,15,16,29,30,32,33,34,35,43,59

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.

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.

Nutrition programs, pgs. 29  
Peace Builders (Dean) pgs. 24, 25, 66

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

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

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

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

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

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

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

A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X					
Title I, Part A (ARRA)	Federal	X					
Title II, Part A	Federal	X					
Title III, Part A	Federal	X					
Title IV	Federal	X					
IDEA	Federal	X					
<b>Part D TITLE I TARGETED ASSISTANCE SCHOOLS</b>							

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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

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

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

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

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

**NCLB/SED Status:** Corrective Action YR 2                      **SURR<sup>3</sup> Phase/Group (if applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

**The specific academic issue for which the school was identified is English Language Arts (ELA).**

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Services for bilingual and ELLS- pgs. 5, 11 – 13, 17, 23, 27, 33, 34, 36, 47, 49, 51, 54, 56, 66, 68, 77**

**Improving Writing Instruction by re-introducing America’s Choice Color Coded Element Charts, pgs. 14, 37, 66, 72**

**Re-design of AIS program for targeted children and for enrichment, pgs. 81**

**Expanded Library to provide enhanced opportunities for content learning and use of technology- 5, 12, 14, 17, 22, 23, 66, 68**

**Extended Day, pgs. 5, 6, 11, 26, 34, 37, 46, 60**

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

**Provide the following information: 200-10 anticipated Title I allocation = \$ 994,899 10% of Title I allocation = \$ 9,949**

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

All new teachers are state mandated to receive mentoring services. Each of the three new teachers has been assigned a teacher mentor who provides support lesson planning, modeling, best practices, curriculum/instruction assistance .resources, and supplies. In addition, grade level coaches provide modeling and additional support as needed. One fifth grade Senior Mentor teacher is available for lab site presentations and providing professional assistance school-wide .The Literacy Aussie Consultant has initiated a New Teachers Workshop which meets weekly to inform new teachers and to address their concerns. She follows up by modeling workshop lessons and then observing each teacher throughout the year. The aim of our mentoring program is to impact student achievement, teacher retention, teachers' practices, student, and school culture. Mentors are focused on the early development of teaching strategies and classroom management. Both mentors and coaches share the role of supporting the development of best practices and influencing the culture of a school. Coaches and mentors work in joint collaboration as often as possible.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The Principal conducted an Informational Meeting to which all parents were invited. She reviewed the Progress Report and explained: what the grade meant, the procedure used to arrive at the grade and the implications for the school. The Parent Coordinator and PA President were active participants. Several people were able to translate for the Hispanic parents. In order to capitalize on this initial review of the report card and to enlist the parents in improving the ability of students to meet their goals as a means of school improvement, the school will communicate with parents using the home-school notebook in which the child's goals will be written on a 6 week cycle. This is to encourage students to discuss his/her goals with parents as a means of improving parental involvement in the educational process.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

**There are currently 35 students in Temporary Housing (STH) attending P.S. 199x.**

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

**Due to their status, STH students face unique issues that affect their adjustment to school. P.S. 199X is particularly attuned to these students needs and provides an extensive menu of services to assist them. These services include Academic Intervention (AIS), English Language Learners/English as a Second Language (ELL/ESL), Counseling, Speech, After-School and Extended Day. Out of the 35 STH Students, 12 receive AIS services, 4 receive ELL/ESL services, 2 receive counseling, 25 receive speech, 10 attend After-School programs, either Title III and/or Title I. Ten of these students currently attend Extended Day. We hope to continue providing these services to our current STH population and to any newly enrolled STH students. Upon enrollment, each student's records are carefully reviewed to discern what services are needed and the school communities regularly with personnel at the temporary housing site. As per these discussions, we adjust or add services as indicated to address any problems that may inhibit the student's academic progress and social adjustment.**

**Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 199X - The Shakespeare School					
<b>District:</b>	9	<b>DBN:</b>	09X199	<b>School</b>		320900010199

**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	54	46	50		90.0	90.8	92.1
Kindergarten	104	129	97				
Grade 1	127	112	118	<b>Student Stability - % of Enrollment:</b>			
Grade 2	143	130	100	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	106	117	131		87.6	86.8	85.0
Grade 4	117	112	128	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	111	114	113	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		96.4	99.2	99.9
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		22	82	119
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	19	39
Ungraded	1	2	4				
Total	763	762	741				

<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	44	45	44	Principal Suspensions	10	1	6
# in Collaborative Team Teaching (CTT) Classes	20	19	19	Superintendent Suspensions	12	7	2
Number all others	26	35	38				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</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	72	94	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	146	145	TBD	Number of Teachers	60	60	60
# ELLs with IEPs	4	32	TBD	Number of Administrators and Other Professionals	20	20	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	65.0	83.3	81.7
				% more than 5 years teaching anywhere	60.0	55.0	66.7
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	87.0	91.7
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	86.6	96.5	83.3
Black or African American	35.8	33.5	36.4				
Hispanic or Latino	62.4	64.2	63.2				
Asian or Native Hawaiian/Other Pacific	0.5	0.3	0.0				
White	1.2	1.7	0.1				
<b>Male</b>	52.6	51.8	54.5				
<b>Female</b>	47.4	48.2	45.5				

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</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>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	58.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.5						

<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)

**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 534</b>	District <b>09</b>	School Number <b>199</b>	School Name <b>The Shakespeare Scho</b>
Principal <b>Lilia Navarrete</b>		Assistant Principal <b>Griselle Medina</b>	
Coach <b>Maria Abreu</b>		Coach <b>Taryn Thomas</b>	
Teacher/Subject Area <b>Celeste Castillo, ESL</b>		Guidance Counselor <b>Ms. A. Ramirez</b>	
Teacher/Subject Area <b>Myrna Salguero, Sp. Ed.</b>		Parent <b>Maria Alvarez</b>	
Teacher/Subject Area <b>Raiza Santana, Health</b>		Parent Coordinator <b>Sandra Lopez</b>	
Related Service Provider <b>Elizabeth De Los Santos</b>		Other <b>Magaly Bonnet Bil. Teacher</b>	
Network Leader <b>Ben Waxman</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>7</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>1</b>

### C. School Demographics

Total Number of Students in School	<b>740</b>	Total Number of ELLs	<b>208</b>	ELLs as Share of Total Student Population (%)	<b>28.11%</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.

Paste response to questions 1-6 here **Part II: ELL Identification Process**

#### ELL Identification Process: Screening, Initial Informal and Formal Interviews, Initial Assessment, Program Placement and Annual Assessment

As per CR Part 154, our school completes the English Language Learners (ELLs) identification process of newly enrolled students within ten school days of initial enrollment. When a parent first comes to enroll his or her child, a licensed ESL pedagogue meets with the parent to make an initial determination of the child's home language. After this initial meeting, the process is formalized with the completion of a Home Language Identification Survey (HLIS). This survey is given in the parent's home language if a translated version is available. The school makes every effort to provide translated materials to parents who speak a language other than English. Then the ESL teacher reviews the Home Language Identification Survey and determines if the child is eligible to be tested using the Language Assessment Battery Revised (LAB-R), which is a test that establishes English language proficiency. Within ten school days of admission, the LAB-R is administered to eligible students. The children that score at or below the proficiency level on the LAB-R are designated as English Language Learners and become eligible for ESL/Bilingual Education services.

Within ten school days, parents/guardians of students that are identified as ELLs are invited to attend an orientation meeting for newly identified ELLs. The orientation session is conducted in English and Spanish. A translator is also available to provide translation services to parents who speak other languages. A Translation device is also available for parents who need further assistance. It is during this orientation meeting that we inform and explain to parents about our Transitional Bilingual and Free Standing ESL Programs. Parents are also informed on the different ESL/Bilingual and Dual Language programs available in New York City. In addition, parents can watch a video in which all programs are described in detail. We also provide them with a parent survey and selection form for them to select the program of their choice. After the group presentation is completed, individual interviews with parents are conducted to help parents select the program that best addresses the needs of their of their children. The ESL teachers and the Bilingual/ESL supervisor answer any additional questions or concerns parents might have; and we also distribute literature regarding the programs available in the school and other schools in the city. Parents who do not attend the meeting nor return the Parent Survey and Program Selection forms are called to set up individual meetings. The school has strengthened its systems for collecting Parent Option Letters. The following measures have been implemented for the 2010-2011 school year to ensure that parents receive information and complete Parent Survey and Program Selection forms.

- Parent Orientations held more frequently.
- Individual meetings are held for parents to accommodate diverse scheduling needs.
- Follow-up phone calls for parents who do not attend orientation meetings.
- Home visits.

Parents' program choice is used to determine placement. After entitled students are properly placed in a program, their progress is monitored closely during the year. ELLs are continuously assessed in order to measure steady progress in attaining English language proficiency. Informal and formal assessments such as conferences, observations and teacher made tests are used to monitor students' academic growth. Each spring students are tested with the New York State English as a Second Language Achievement Test (NYSESLAT). At the beginning of the school year, the school notifies parents of the NYSESLAT results and their child's eligibility for services. Parents are sent continuation of services letters or non-entitlement letters.

The results of the Parent Survey and Program Selection forms indicate that parents of students newly arrived into the United States want their children in a transitional bilingual program. Also parents of students in the lower grades (K-2) choose the transitional bilingual program. Parents of ELL students, who speak languages other than Spanish, enroll their children in the free-standing English as a Second Language Program. Once the ELL students have been in the school for two or three consecutive years, many parents request that their children be placed in the Free Standing ESL program, especially in the upper grades (3-5).

The school makes every effort to honor parents' requests. However, when a class cannot be formed because the number of students belonging to the same language group does not require the offering of a bilingual education program, the supervisor in charge of the ESL/Bilingual program informs parents about transfer options and other programs available in the New York City Public School System.

Any parent, who requests his or her child to be placed in a dual language program, which is not offered at the school, will be given information regarding transfer options and dual-language programs in other schools.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	208	Newcomers (ELLs receiving service 0-3 years)	166	Special Education	15
SIFE		ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	92	11	0	9		0	0			101
<b>Dual Language</b>	0		0	0	0		0			0
<b>ESL</b>	74	3	13	33	0	2				107

<b>Total</b>	<b>166</b>	<b>14</b>	<b>13</b>	<b>42</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>208</b>
Number of ELLs in a TBE program who are in alternate placement:										

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	20	13	21	18	21								101
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>8</b>	<b>20</b>	<b>13</b>	<b>21</b>	<b>18</b>	<b>21</b>	<b>0</b>	<b>101</b>						

<b>Dual Language (ELLs/EPs)</b>																				
<b>K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		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>																			

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	8	8	10	21	14								69
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				2	2	3								7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	4	7	7	10	2								31
<b>TOTAL</b>	<b>9</b>	<b>12</b>	<b>15</b>	<b>19</b>	<b>33</b>	<b>19</b>	<b>0</b>	<b>107</b>						

## Part IV: ELL Programming

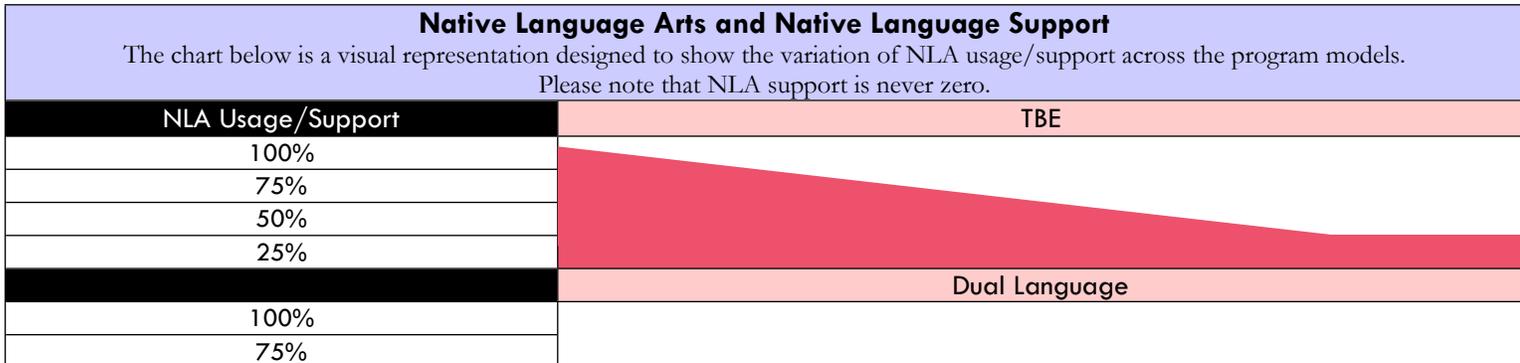
### A. Programming and Scheduling Information

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

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

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



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

## B. Programming and Scheduling Information--Continued

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

Given the variability in our students' backgrounds, they often need different pathways towards academic success. In order to meet this challenge, our school offers two programs for English Language Learners – The Transitional Bilingual Program and the Free Standing English as a Second Language Program. Both programs are designed to develop English language proficiency and assist the students to meet high academic standards.

Transitional Bilingual Program (TBE) - Spanish - Our school has six transitional bilingual classes. There is a bilingual class in each grade. Research indicates that there is a strong and positive correlation between literacy in the native language and learning English (Clay, 1993) and that the degree of children's native language proficiency is a strong predictor of their English language development (Snow, Burns, & Griffin, 1998). Current research also shows that children want to be part of their new culture without having to cast aside their cultural heritage. The transitional bilingual program is designed to offer the students grade-level academic work in their native language so that students maintain academic progress while developing English proficiency. In this program, content area instruction is taught in the students' native language. English is taught using ESL methodology to assist ELL students in attaining English proficiency so they are prepared to later enter the all-English mainstream general education classes. Teachers in the TBE differentiate instruction, teaching in the native language for different amounts of time depending on the students' English proficiency levels. Students at the beginning level are taught for 60% of the

day in their native language and for 40% in English; Intermediate ELLs are taught in English half of the time (50%); advanced students receive most of their instruction in English (75%) and 25% in the native language.

Instruction is delivered through the workshop model using a balanced literacy approach. Students at the beginning level in a TBE class receive 1 unit of Native Language Arts (NLA) instruction per week (mini-lesson and independent work/conferring), 2 units of ESL per week, 1 unit of writing in the native language, 1 unit of math instruction mostly in the native language and forty-five minutes of enrichment classes such as art, music, dance, physical education and health. Each day, a 45-minute period (1 unit per week) is dedicated to social studies and science, which are taught mostly in the native language.

Instruction in the Freestanding ESL program is also delivered using the workshop model. Advanced students receive 1 unit per week of English Language Arts (ELA) instruction per week, 1 unit per week of writing (mini-lesson and independent work/conferring.), 1 unit of ESL per week. They also receive ninety minutes per day of math instruction (2 units per week) in English with native language support if necessary and 45 minutes of enrichment classes such as art, music, dance, physical education and health. A 45-minute period a day (1 unit per week) is dedicated to social studies or science, which are taught in English using ESL methodology.

Students in the TBE program are heterogeneously grouped by grade with different English proficiency levels as well as different Spanish proficiency levels.

The goals of a TBE program are as follows:

- Provide instruction in two languages: the language spoken at home and English. In the beginning stages of English language development, 60% of instructional time will take place in the student's native language and 40% in English. As the students develop fluency in English, instructional time in English increases.
- Provide grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency.
- Help ELLs attain English language proficiency within three years.
- Help ELLs meet or exceed New York State and City standards.
- In TBE programs, as each student develops his or her English proficiency, time allocated to the native language instruction shifts to the English language until the student is ready to enter an all-English program.

Free Standing English as a Second Language (ESL) - Students in freestanding ESL programs receive all instruction in English and the required ESL units of instruction according to his or her English proficiency level. Students are heterogeneously mixed with the wider school population. Our school has the following two ESL instructional program models:

“Push-in” model - This model is established in monolingual classes with a large population of ELL students. In this model, a certified ESL teacher works in collaboration with the classroom teacher to provide English instruction using ESL methodology in the academic content areas such as math, science, social studies and English Language Arts, among other subjects.

“Pull-out” model - This model is established in grades where the ELL students are in different monolingual classes throughout the same grade. In this model, students enrolled in monolingual classes are pulled out of their regular classroom to receive ESL instruction by a certified ESL teacher. The student's proficiency level determines the number of ESL units the student receives.

There are many structures in place to ensure that ELLs have equal access to all school programs. All of our ELL students were invited to participate in our Extended Day, AfterSchool and Tutoring programs. In these programs students receive small group instruction focused on language development. Additionally, many of our ELLs participate in the Supplemental Educational Services (SES). ELLs also participate in all school activities.

#### Differentiating Instruction for ELL Subgroups

##### Students with Interrupted Formal Education (SIFE)

Students with Interrupted Formal Education (SIFE) require additional support to facilitate their integration into the school system. Our students with interrupted formal education (SIFE), receive small group instruction from either their classroom teacher or an Academic Intervention Specialist (AIS), using the Foundations and/or Rigby Programs, and attend the After-School Program. Teachers use extra-linguistic cues to

embed language in meaningful contexts. In addition, our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. SIFE participate in the extended day program where they have the opportunity to develop their phonemic and phonetic awareness.

Ongoing assessment is used to measure their academic progress and to plan for individualized instruction.

#### ELLs in the U.S. Schools for Less than Three Years (newcomers)

Many of the students in this category choose the Transitional Bilingual Program. The school offers the following support services to newcomers: The Extended Day program, which provides small group instruction to target their specific needs, an after school program funded by Title III and Academic Intervention Services (AIS). Individual writing and reading conferences, read alouds, choral reading and shared reading are used to develop the four language modalities. In addition, the school provides opportunities to involve the children's families and encourage them to support their children with their native language, which strengthens their overall language development. Parents are invited to attend the monthly parent workshops and the Parent Coordinator provides support and information regarding the school and the community

#### ELLs Receiving Service 4 to 6 Years

Our data shows there are 43 students with 4-6 years of service in our school. The school is committed to making sure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP). Therefore, the school provides the following support: extended day, differentiated instruction, ongoing assessment, small group instruction, AIS support and academic enrichment programs. Teachers scaffold the curriculum using varied media to convey key concepts. Additionally, the school provides students with targeted invention materials to support student learning -- Imagine Learning, a computer-based instructional program, Riby: On Our Way to English and Foundations

#### Long Term ELLs (completed 6 years.)

The following interventions are in place to support the academic growth of long term ELLs. Teachers provide this specific population with a small group environment in which the affective filter is low; hence its conduciveness for second language acquisition. Students will use the Rigby Program, which supports language acquisition. They engage in a series of activities geared to promoting language acquisition such as, shared reading and writing. Shared reading is an instructional technique specifically beneficial to ELLs because of the high level of support provided by the teacher.

#### ELLs with Special Needs

Students with special needs receive individualized instruction. The student's Individualized Educational Plan (IEP) is used to plan instruction. Also the ESL teacher assesses the demand of the curriculum and the language needs of the children and designs appropriate interventions. A multi-sensory approach is used to deliver instruction to ensure that students have the opportunity to experience language in a variety of ways. In addition to ESL, an Academic Intervention Specialist (AIS) provides instruction in reading strategies to help students progress academically. Students also participate in the Extended Day and Title III programs, which provide tutoring and academic enrichment.

Our school has a state-of-the-art technology lab where students receive instruction through a computer-based instructional program, called Imagine Learning. With this program, students receive one-on-one instruction through engaging activities specifically designed to meet their individual needs. All students in the bilingual classes and SIFE as well as other selected ELLs subgroups participate in this program. The Rigby: On Our Way to English and Fundatins are used to provide literacy and content instruction.

#### Former ELLs

ELLs who reached proficiency on the NYSESLAT are provided with support as they transition into mainstream classes. They receive Academic Intervention Services (AIS) by a reading specialist. These students receive small grup instruction utilizing a variety of methodolgies that address the NYS Learning Standards. In addition, these students continue to have testing accomodations.

## 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 (Not Applicable)

#### 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 Professional Development

Professional development is a key component for academic success. We at the Shakespeare School are committed to provide our entire bilingual, ESL teachers and all staff with a comprehensive professional development program that will meet each teacher's individual needs. Teachers are provided with a professional development survey at the beginning of the school year in order to assess their strengths and weaknesses. Staff development consists of professional workshops and activities at lunchtime, grade meetings/planning sessions and after school meetings. Study groups engage in reviews of professional books and materials.

Early in the year, teachers complete a professional development assessment, which allows teachers to customize professional development and a year-end self-evaluation form to define personal goals and objectives. The Principal, three AP's and two coaches develop and revise the yearly professional development calendar. Topics include, but are not limited to the following:

- Compliance Issues for Bilingual Education Programs
- Learning Standards for ESL and New Standards for ELA
- Scaffolding Instruction for ELLs
- Teaching ESL through the Content Areas
- Preparing the Students for the NYSESLAT
- Strategies for Building Vocabulary

The school offers 7.5 hours of ELL training to all faculty members. These trainings take place during staff development days and/or after school. Agendas and attendance records are kept in the main office indicating the titles of the workshops and the names of the faculty members in attendance.

#### 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 Parental Involvement

The school recognizes that parental involvement is pivotal to the academic success of our students. Therefore, the school provides regular opportunities for parents to become involved. At Parent Curriculum Night in September, parents are given an overview of the curriculum and presented with the goals and standards for the year. Parents of newly enrolled ELL students attend an orientation session about available bilingual programs. On-going orientations address new students' needs. A calendar of meetings and school activities are shared with the school community. Monthly parent workshops address all curriculum areas and mandated assessments. The parent coordinator is present at all conferences to translate for Spanish speaking parents and a parent volunteer translates for parents who speak African languages.

As part of our Title III After-School Program during the 2010-2011 school -year, the school will offer workshops for parents. These workshops will take place once a month. All parents of English language learners enrolled in the Title III program will be invited to participate in these workshops. Workshops are going to be presented in English and Spanish. A translator will be available for parents who speak African languages. Invitation letters to these workshop/activities will be written in two languages (English and Spanish).

**Workshops/Activities:**

- ARIS Training
- Principal /Parent breakfast
- Parents' Celebration
- Parent Workshop (ARIS/Parent Survey)
- Parent Holiday Celebration
- Multicultural Festival
- How to Help Your Child Succeed in School: Activities You Can Do at Home.
- Preparing Your Child for NYSESLAT
- Community Resources: How to Get Help for You and Your Child?
- Health and Wellness Parent Meeting
- Spring Parents' Celebration (Parent Award for Attending Meeting)
- Parent Workshop (State Math test)
- PTA meeting/ Parent Forum (Title 1 Parent meeting expectation for the next school year)

To evaluate the needs of the parents we conduct surveys, informally interview parents and ask for feedback during meetings. The school also takes a close look at results of the parent annual evaluation, which helps us determine the needs and concerns of our parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	12	7	10	10	10								53
Intermediate(I)	2	12	10	17	10	11								62
Advanced (A)	11	8	11	13	31	19								93
Total	17	32	28	40	51	40	0	0	0	0	0	0	0	208

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	0	2	3	3							
	I		5	0	1	0	4							
	A		15	18	15	18	9							
	P		7	4	18	22	15							
READING/ WRITING	B		9	2	6	5	4							

	I		12	8	15	10	10							
	A		7	12	13	28	17							
	P		0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	14	13	3	44
4	8	1	6		15
5	10	13	11	7	41
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	2	4	14	8	14	1	7		50
4	1		18	9	5	6	3		42
5	1	1	10	12	8	5	12	3	52
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	3		6	6	12	8	6		41
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	3	5	4	4	26	8		1	51
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

All forms of assessments are used to drive instruction across the different programs. Teachers have received copies of their students' NYSESLAT scores and use this information along with informal observations to differentiate lessons for all students as well as for grouping them during instructional time. According to the latest NYSESLAT/LAB-R Results, 65% of the students in Kindergarten scored at the advanced level; 11% scored at the intermediate level and 24% at the beginning level. In first grade 25% of the students scored at the advanced level; 37.5% of the students scored at the beginning level, and 37% scored at the intermediate level; in second 39% scored at the advanced level; 31% at the intermediate level and 25% scored at the beginning level; in the third grade, 33% percent scored at the advanced level; 43% scored at the intermediate level and 25% at the beginning level; in fourth grade, 60% scored at the advanced level; 20% scored at the beginning and intermediate levels. In fifth grade, 48% of the students scored at the advanced level, 27% at the intermediate level and 25% scored at the beginning level.

After reviewing the NYSESLAT/LAB-R Results, we found that speaking and listening were the modalities where our students obtained the highest scores. In the listening and speaking modalities 4% of all the students tested scored at the beginning level, 5% percent at the intermediate level and 75% at the advanced level. 44 students passed the listening/speaking modality in the spring 2010 NYSESLAT. Speaking, especially for social interaction, is usually the first modality that students master; then they acquire listening skills. Reading achievement closely follows listening. As is true for their English-speaking peers, English Language Learners have the most difficulty with writing.

We found that students' area of weaknesses were reading and writing. In these modalities 14% of all the students tested scored at the beginning level, 29% at the intermediate level and 40% at the advanced level. Thirty five percent of students are proficient in this modality.

The Performance of English Language Learners in the New York State English Language Arts Test in the 2009-2010 school year reflects the progress that our ELLs have made in reading as well as the areas in which they need to improve. Thirty six percent of ELLs tested in third grade scored at or above grade level in the New York State Language Arts Test. Thirty three percent scored at level two and 31% percent scored at level 1. In fourth grade, 16% of the students scored at level 3 and above and 62% scored at level 2. Forty three percent of he students tested in grade five scored at or above grade level. This year there was a decline in the number of ELLs scoring at grade level and above. However, the performance trends as a result of an analysis of overall ELA student progress over the past five years indicated that students have made progress in both ELA and Math.

Fourth graders enrolled in the Transitional Bilingual Program fared well in the math test. Forty percent of the students in the scored at or above grade level and 60% are approaching standards.

The data shows that students taking the Social Studies Test in the native language fared no better than those taking the test in English. The newly arrived students in the bilingual class, who did not meet the performance standard in social studies may have lacked the content knowledge required to pass the NYS Social Studies test which includes questions about local history and geography that may not have been part of the curriculum in the native country.

After analyzing this data, intervention programs such as AIS, Imagine Learning, and afterschool programs have been put in place to support ELLs in their acquisition of a new language and content knowledge. In addition, each classroom teacher has selected three to five ELLs to be part of the Inquiry Team where the focus is academic vocabulary development and writing incorporating the 6+1 writing traits.

**NYS Science Exam**

This exam is given in the native language and in English, and the results of the science test indicate that the majority of the students that took this test met or exceeded the standards. Twenty five percent scored at level 4; 43% scored at level 3, 23% scored at level 2 and 9% at level 1. There were two students enrolled in the TBE program who scored at level 1 and two in the Freestanding ESL program.

ELL in the Bilingual Program are assessed in their native language (Spanish) with El Examen de Lectura en Español (ELE). They are also assessed formally and informally by their teachers. Students are administered running records in Spanish to monitor their progress in the native language.

## Part VI: LAP Assurances

Based on the results of this assessment, teachers differentiate instruction to meet the specific needs of each student.

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

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

**09X199- P.S. 199x**

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
A. Enter the anticipated Title I, Part A allocation for 2010-11:	994,899	23,786	1,018,685
B. Enter the anticipated 1% set-aside for Parent Involvement:	9,949	238	10,187
C. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	49,745	X	
D. Enter the anticipated 10% set-aside for Professional Development:	99,490	X	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **99.5%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**.

A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **The Shakespeare School Parental Involvement Policy**

The Shakespeare School in consultation with parents will develop the following parent involvement policy. The school in consultation with the parents will encourage relevant and agree upon activities that will support effective parental involvement to strengthen student academic achievement.

#### **Part I- General Expectations**

The Shakespeare School agrees to implement the following statutory requirements:

- The Shakespeare school offers academic intervention programs, as well as enrichments programs during and after school hours to selected students. Programs will be in place to support ELL and Children with special needs. Parent activities will be conducted to support student academic achievement in accordance with the Title I Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA/NCLB). 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 Shakespeare 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/NCLB in an understandable and uniform format and, including alternative formats upon request and to the practicable, in a language parents understand.
- The Shakespeare school will involve the parents of children served in Title I Part A program(s) in decision about how the Title I, Part A fund reserved for parental involvement is spent during Title I parent meetings.

**Part II**

Description of how the Shakespeare School will implement the required school parental involvement policy components

1. The Shakespeare school will take the following actions to involve parents in the joint development of the District/Region Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA/NCLB. The school will support the goals of the District to educate all students effectively. The Shakespeare school and the parents will work as partners. Although the parents are diverse in culture, language, and needs, they share the school’s commitment to the educational success of their children. This school District and the schools within its boundaries, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

**Actions**

The Shakespeare school 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/NCLB:

Activities such as:

- School-Wide Needs Assessment Survey/ once and every two years
- Focus Walks, Learning Walks, Curriculum Meetings
- Parents Survey
- Monthly Newsletter/Calendar in English and Spanish
- Home School Notebook – goals sent home to parents in six week cycles
- 25 Book Parade

Mathematics:

- Family Math Game Night
- Workshop on Math Skill Building

- Monthly workshops to support learning

English Language Learners:

- ELL Workshop on ESL Methodologies

Pre-K

- Curriculum Night
- Pre-K Open House
- Pre-K Orientation
- Monthly Pre-K workshops for parents

Academic Intervention Services- School-Wide Program (Title I)

- Pull- out
- Push-in
- Reading resources
- Math resources
- After-school programs
- Project Arts
- SES Provider
- Astor
- Extended day program
- Holiday academy

### *Actions*

2. The Shakespeare school will coordinate and integrate parental involvement strategies under the following programs:

Volunteer Tutoring Services, Student/ Community Workshop, Learning Leaders, Family Literacy/Math Night, Principal/Parent Advisory Committee and Parent Breakfast with the Principal.

### *Actions*

The Shakespeare will provide assistance to parents of children, by undertaking the actions described in this paragraph: Providing Professional Development Workshop on:

- The state's academic content standards.
  - The state's student academic achievement standards.
  - The state and local academic assessments including alternate assessments
  - The requirements of Title I, Part A; ESEA/NCLB
  - How to monitor their child's progress.
  - How to work with educators.
  - Communication between home and school is regular, to ways and meaningful.
- 
- Responsible parenting is promoted and supported
  - Parents play an integral role in assisting student learning
  - Parents are welcome in the school, and their support and assistance are sought.
  - Parents are full partners in the decisions that affect children and families.
  - Community resources are made available to strengthen school programs, family practices, and student learning
  - Phase I: Special Needs

#### *Actions*

In state and out of state workshops, conferences and /or classes, equipment or material that may be necessary to ensure success.

- The Shakespeare school will provide materials, transportation 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: NYSABE Conference, CSA Conference, Learning Leaders Parent Training, Classroom parent Representative, Principal/Parent Advisory Committee, and Parent Academies.

#### *Actions*

The Shakespeare 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 possible, in a language the parents can understand by:

- Translated monthly newsletters
- Parent's Handbook (translated in English and Spanish)
- Calendars outlining monthly events
- Phone Messengers system calling the homes
- general flyers
- face-to-face contact by the parent coordinator (outreach)

- Student back-pack flyers.

### **Part III Discretionary school parental involvement policy components**

Other activities included:

- Inform parents
- Provide necessary literacy training for parents from Title I, Part A funds, if the school District has exhausted all other reasonably available sources of funding for that training: (Parent Academies)
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care cost, to enable parents to participate in school-related meetings and training sessions; Stipends, metro-cards
- Training parents to enhance the involvement of other parents; PTA Workshops
- In order to maximize parental involvement and participation in their children's education, school meetings are arranged at a variety of times
- Adopting and implementing model approaches to improving parental involvement; Conducting engaging parent academies.
- Participation in a District ISC Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs; PAC, CDEC, and CEC, Title I Parent Committee
- Development of appropriate roles for community-base organizations and business, including faith-base organization, in parental involvement activities; and providing other reasonable support for parental involvement activities under Section 1118-Parental Involvement, as parents may request.

### **Part IV-Adoption**

The School Parental Involvement Policy and the School-Parent Compact have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: Lilia Navarrete

This policy was adopted by the Shakespeare School on September 2010 and will be in effect for the period of June 2011. The school will distribute this policy to all parents participating in Title I, Part A children on or before 11/07/10.

#### **1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

*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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

The Shakespeare School  
P.S. 199X  
1449 Shakespeare Avenue  
Bronx, NY 10452  
Phone: 718-681-17172  
Fax: 718-691-7176

**The Shakespeare School PS 199x- Parent Compact**  
**Community School District Nine**  
School Year: 2010-2011

**School Instructional Goals:**

- **Reading:** Use a data driven approach to effectively differentiate instruction as evidenced by the strategies implementation of guided reading and conferencing. The Teacher will:
  - Constantly monitor the use of Accountable talk
  - Provide students with the opportunity to use critical thinking skills
  - Increase students' awareness of the implications of self-monitoring to become independent readers.
  
- **Writing:** The effective use of color-coded criteria charts, and rubrics to enable students to self-assess and monitor their writing progress. Overall success of the writing initiative is contingent upon:
  - The strategic use of effective conferencing to further support the writing development of all students.
  - Ascertaining that the density of the writing pieces reflect:
    1. K-2 Organization
    2. 3-5 Quality of Writing
  
- **Mathematics:** The systematic use of on-going assessment, as a means to differentiate instruction. Teachers will use a diagnostic continuum in order to ascertain:
  - The strategic use of effective conferencing to further support the students' grasp of grade- level mathematical concepts.
  - The full implementation of the mathematics journal to develop procedural fluency and to support students' self-assessment and monitoring skills.
  
- **Professional Development:**

Develop and sustain a Professional Learning Community, in which collaboration is embedded into every aspect of our school culture. All members of the PLC (Staff, Teachers, Students, and Parents) will pursue specific and measurable performance goals. All members of the PLC will continue to be professionally developed in the areas of:

- Academically rigorous lesson planning
- Grades: 3-5 Academic rigor targeting ELA L3 & L4
- Facilitating the active engagement of students in accountable talk PK-2
- Data analysis to differentiate instruction

#### **The Shakespeare School agrees to:**

- Convene annual Title 1- parents meeting to inform the parents of the Title 1 program and their rights to be involved in partnership with the school to achieve high academic student success.
- Offer a flexible number of meetings at various times and days. Provide funds for childcare if needed for parents who attend school meetings and/or workshops (e.g. School Leadership Team (SLT) meetings, Family Institutes, PAC Meetings, and District Meetings etc...)
- Provide parents with timely information about school programs, policies and meetings (e.g. Monthly Calendars and Monthly News Letter)
- Encourage and involve parents in the planning of activities for student academic achievement:
  - Title I- Programs (After-school Program, Enrichment Program, Clusters Program
  - School Parent Compact
  - School Parental Involvement Policy
  - School Comprehensive Educational Plan
- Recruit, support and involve parents in school-wide planning and decision making process (e.g. School Leadership Team, Title I Committee Meeting and Quarterly PTA Meetings).
- Provide a nurturing environment and promote high quality curriculum and instruction with an emphasis on professional development, based on school goals.
- Create a school climate in which parents and staff can communicate easily through:
  - Parent-Teacher Conferences, Curriculum Meetings, and Home/School Notebooks
  - Frequent reports to communicate with parents on their children's progress
  - Reasonable access to staff
  - Varied opportunities to volunteer and participate in school programs, through the Learning Leaders' Training
  - Advisory Meetings and Decision Making Committees (Title 1 Com.)

#### **The Parent/Guardian Agrees to:**

- Become involved in developing, implementing, evaluating and revising the school parent involvement policy.
- Participate in or request assistance training that the local education authority or school offers on child rearing practices as well as teaching and learning strategies.
- Share the responsibility for his/her child's improved academic performance.
- Make literacy development a family focus:
  - Encourage his/her child to write at home for real purposes (e.g. letters to relative, shopping lists, thank you notes, diaries, special occasion invitations)
  - Read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or book equivalents each year (e.g. books, magazine and newspapers articles).
  - Utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g. library card, storytelling).
  - Make math development a family focus:
  - Increase family awareness of the school's mathematics instructional program (e.g. participate in family math workshop, review math homework).
  - Encourage his/her child to use math at home and in daily living to create real math experience (e.g. playing math games, creating household and shopping budgets, comparative shopping as math experience).
- Regularly review his/her schoolwork at home (e.g. review notebooks, homework and special projects) home-school notebook signed by the parents daily
- Be aware of and monitor his/her child's daily school attendance and punctuality.
- Supervise and monitor his/her child's
  - Television watching
  - Video game playing
  - Internet use

Become familiar with school, District, and statewide assessments (e.g. DRA, ELA, and Math) and plan to prepare his/her child for the test experience. Complete surveys and provide feedback so that Title I - Parent Involvement activities meet the needs, concerns and interest of the parents. Become familiar with and support the school dress code, discipline code and safety plan procedures. Communicate with his/her child's teacher and other school personnel pertinent information about the child's educational needs and health conditions. Communicate the type of assistance, workshop needs desired by the parent community to assist them in supporting his/her child's educational progress. Participate, when possible, on advisory or decision making committees within the school and/or school district.

**Principal Signature:** *Lilia Navarrete*  
**Date:** 10/29/2010

The school parental Involvement Policy and the school–parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by: Lilia Navarette

This policy was adopted by the Shakespeare School on 10/29/10 and will be in effect for the period of 06/30/2011. The school will distribute this policy to all parents participating in Title I, Part A children on or before 11/06/10

*Lilia Navarette*

**Principal's Signature**

**Date: October 29, 2010**

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

Pgs. 23 & 82

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

Pgs. 12,14,15,17,19,21,28,51,28,59,60,61-63,67,69.

3. 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.

4. 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.

Pgs. 12,13,14,15,16,29,30,32,33,34,35,43,59

5. 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.

6. 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.

Nutrition programs, pgs. 29

Peace Builders (Dean) pgs. 24, 25, 66

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source	Program Funds Are	Amount Contributed	Check (✓) in the left column below to verify that
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			994,899		9-17,22,26-28,33-34,56
Title I, Part A (ARRA)	Federal	X			23,786		9-17,56
Title II, Part A	Federal	X			221,237		5,11-18,21-24,26,2831-3542-44
Title III, Part A	Federal	X			21,831		9-17,56, 58-64
Title IV	Federal	X					
IDEA	Federal	X					
Tax Levy	Local	X			2,874,207		9-17,21-28,31-35,42-44

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

<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.

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

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