



# **CRESTON ACADEMY FOR RESPONSIBILITY AND EXCELLENCE**

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

**SCHOOL:** 10X447  
**ADDRESS:** 125 EAST 181<sup>ST</sup> STREET  
BRONX, NY 10453  
**TELEPHONE:** 718-367-5035  
**FAX:** 718-367-5176



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X447      **SCHOOL NAME:** CRESTON ACADEMY for RESPONSIBILITY and EXCELLENCE

**SCHOOL ADDRESS:** 125 East 181<sup>st</sup> Street, Bronx, NY 10453

**SCHOOL TELEPHONE:** 718-367-5035      **FAX:** 718-367-5176

**SCHOOL CONTACT PERSON:** Pamela Edwards      **EMAIL ADDRESS:** [Pedward2@schools.nyc.gov](mailto:Pedward2@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Susan DeFillippo

**PRINCIPAL:** Pamela Edwards

**UFT CHAPTER LEADER:** Rhonda Jackson

**PARENTS' ASSOCIATION PRESIDENT:** Gabrielle Bryant

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 109

**NETWORK LEADER:** Maria Quail

**SUPERINTENDENT:** Sonia Menendez

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

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

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

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

Name	Position and Constituent Group Represented	Signature
<b>Pamela Edwards</b>	*Principal or Designee	
<b>Rhonda Jackson</b>	*UFT Chapter Chairperson or Designee	
<b>Gabrielle Bryant</b>	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Gloria Morales</b>	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	
<b>Iris Martinez</b>	Member/	
<b>Monique Smalls</b>	Member/	
<b>Susan Defillippo</b>	Member/	
<b>Marilyn Torres Guidice</b>	Member/	
<b>Angie Alvarado</b>	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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Fostering responsibility and providing an excellent well balanced education to middle school students is the cornerstone of the Creston Academy for Responsibility and Excellence (C.A.R.E.). Middle School is bridge to opportunity and we are working with our parents and the community to support students to cross that bridge safely, securely and successfully. To meet the needs of our middle school learners our programs focus on a standards based curriculum that motivates and inspires students to make connections between school and their futures. Middle School is a turning point where students can and will value their educational experience because they see, feel and understand the connection to future opportunity. The foundation of our program is building connections to caring adults to whom the students can turn for guidance and advice. Positive relationships with significant adults provide support and direction in the many facets of life (academic, intellectual, social, emotional) so critical for teenagers. Programs and activities focus on student's strengths and build their self-esteem through authentic and rigorous achievement.

### **Our Mission**

The Creston academy's core belief is that education is the foundation of opportunity. With school and home being the strong centers of their lives, students must make strong connections between what they are learning in school and classrooms and how that links them to their own self awareness and their pursuit of many diverse possibilities of their place and purpose in the world.

Our goal is to enable all students to reach their personal best through a rigorous, standards-based curriculum that facilitates the connections between schools and the students' success.

### **Our Vision**

The Creston Academy promotes a middle school environment that supports each student's intellectual, ethical, emotional and physical development. The school is designed to foster and motivate a sense of belonging, mastery, independence and generosity in the lives of staff and students.

Our school provides a learning community in which all students have the opportunities and supports to achieve at high levels. This will be accomplished through instructional methods that include and foster stable, close and mutually respectful relationships among students, staff and our community.

### **School Design Essentials**

To meet the needs of middle school learners our programs focus on learning experiences and opportunities to enable students to make life decisions and connections between school, opportunities, and future career.

- Clear expectations for students with a constant focus on data to drive our goal of preparing our students for high school and beyond.
- Community building with attention to the social emotional needs of middle school students will be built into every aspect of school life including class organization, staff development, staff expectations and community service activities.
- Common performance expectations across all grades and subject area. A common set of learning skills that each student should be able to demonstrate.
- Emphasize professional development as an essential component of the school day. Common planning time for teachers and teacher teams to support the staff learning necessary to boost student achievement. This training will focus on techniques that reflect the developmental characteristic of young adults.
- Periodic assessments are crucial to understanding students' needs. This information guides our instructional planning.
- Programs at our school will be inclusive and effective at addressing the needs of ELLs and students with disabilities.
- Students needing extra help to meet standards will be provided with additional time, personal support, tutoring, and additional resources.
- Families involvement and engagement are critical to the success of all students and will be strongly encouraged to participate in all levels of their child's school life

**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>	Creston Academy for Responsibility and Excellence				
<b>District:</b>	10	<b>DBN #:</b>	10X447	<b>School BEDS Code:</b>	321000010447

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 checked="" 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							93.2		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3							99%		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6			139	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7							99%		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11							6		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total							1		
<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			12	Principal Suspensions			7		
No. in Collaborative Team Teaching (CTT) Classes			11	Superintendent Suspensions			5		
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				19	<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				11	(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>									
(As of October 31)				2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		
						17			
				<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				0	Percent more than two years teaching in this school			0	
Black or African American				22%	Percent more than five years teaching anywhere			83%	
Hispanic or Latino				76%					
Asian or Native Hawaiian/Other Pacific Isl.				2%	Percent Masters Degree or higher			91%	
White				0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100%	
Multi-racial				0					
<b>Male</b>				64%					
<b>Female</b>				36%					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide 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"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

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

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	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?
- 

### Literacy

Grade 6 Performance on the New York State English Language Arts Test Spring 2010.

Level 1	Level 2	Level 3	Level 4
#38 28%	# 77 56 %	# 23 17%	# 0 0%

### New York City Progress Report Data

#### **English Language Arts Student Performance**

Median Student Proficiency 2.50

#### **English Language Arts Student Progress**

Median Growth Percentile 76.0

Median Growth Percentile for  
Schools Lowest Third 86.0

### Implications for the Instructional Program

During the 2010 – 2011 school year, 10X447 will use the Glencoe reading series for English Language Arts instruction. This series addresses the needs of our ELLs and Special Education students through differentiated instruction. We have purchased the Expression Series to accompany the text. The Expression Series supports bridging the learning gap in understanding and skill. The James Town Learning Series is a web based intervention tool that supports student learning on their independent level. All Students at 10X447 have double periods for their literacy block. Instruction during the Literacy block is organized using Balanced Literacy. Balanced Literacy addresses the needs of each student at his/her level in reading, writing, and oral language development. Extensive libraries will be purchased in all genres to support guided reading, independent reading, guided writing and independent writing. A variety of fiction and nonfiction materials will be purchased for read aloud and shared reading. Teachers meet weekly during the schedule day for common planning and professional development. Literacy teachers participated in summer 2010 professional development

focusing on professional standards and structures for providing effective feedback to students. In addition to scheduled weekly common planning periods, all literacy teachers are members of our school Inquiry Team. Literacy teachers receive support from our Literacy/Social Studies staff developer. Our staff developer provides individualized teacher support. This support includes demonstration lessons, lesson plan review, conference log review, and assessment partnering. Teachers maintain portfolios of student work and conference logs that detail inform student strengths, weaknesses, and next steps.

In literacy the year begins with baseline assessments using the Fountas and Pinell Tool. Baseline writing samples are used to form student writing goals. Reading and writing goals are established to guide students, teachers, and families in literacy. Periodic assessments, Learning Directions Data, Conference Logs, Assessment notebooks, goals, and standards based portfolios track and monitor student progress. Parent monthly progress reports inform families regarding literacy achievement.

### **Mathematics**

Grade 6 Performance on the New York State Mathematics Test Spring 2010.

Level 1	Level 2	Level 3	Level 4
#14 10%	# 62 44 %	# 43 31%	# 21 15%

#### **Mathematics Student Performance**

Median Student Proficiency 2.85

#### **Mathematics Student Progress**

Median Growth Percentile 79.0

Median Growth Percentile for  
Schools Lowest Third 85.0

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

During the 2010 – 2011 school year teachers and student Math instruction will be organized using the Impact Mathematics Series and the Math Coach series. Math teachers are supported in their planning using the New York State Power Standards. The organization of the New York State performance indicators through common planning and curriculum pacing focuses our teaching on the knowledge and skills that are critical to student mastery of mathematics. 10X447 uses the N.Y.S. performance indicators to complete projects and produce constructive responses that demonstrate student achievement. All students have a double period for the math block. Instruction during the Math Block is organized using Balanced Math. Balanced Math instruction addresses the needs of each student at his/her level. To assist our students that are struggling, our teachers provide support by scaffolding instruction. This involves breaking complex math tasks into smaller tasks or modeling the desired learning strategy. Our students are grouped for math instruction. The teacher shifts more responsibility to the students with the goal of mastering the standard. All math teachers receive support from our math staff developer. Our math staff developer provides individualized teacher support. This support includes demonstration lessons, lesson plan review, conference log review, and assessment partnering. Teachers maintain portfolios of student work and conference logs that detail and inform students strengths, weaknesses, and next steps. Mathematical learning focuses on the use of active and experimental activities that connect students' prior knowledge and interests to improve student achievement. The year in math instruction begins with baseline assessments. The results from these diagnostic assessments are used to form math goals. Math goals are established and periodically revised to guide students, teachers, and families. Periodic assessments, Learning

Directions Data, Conference Logs, Assessment Notebooks Goals, and Standards Based Portfolios track and monitor student progress. Parent monthly progress reports inform families regarding mathematics achievement. All math teachers are members of the school Inquiry Team.

### **Social Studies**

During the 2010 – 2011 school year, 10X447 will use the Holt Social Studies Series. Our social studies curriculum is developed with attention to the student population that we serve and with an awareness of the research, theory and practice detailed in the state standards. Teachers are supported to use a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills. Social Studies teachers have a common preparation period to plan, look at student work and discuss instructional practices. Social Studies teachers receive support from our staff developer. The staff developer provides demonstration lessons, reviews lesson plans, schedules inter-visitations and assessment partnering. Social Studies teachers meet with our literacy teachers to discuss student comprehension and writing skills. The partnering of the two subject areas supports achievement in both areas. Students will be engaged in hands on projects that connect content to interests and real life experiences. In Social Studies, the year begins with Holt assessments and Document Based Questions. The results from baseline and on-going assessments support students' reflection on their areas of strength and growth and the next steps for achieving their goals. Performance tasks demonstrate students' progress. Student portfolios, Assessment Notebooks and Learning Direction Data track and monitor student progress as well. Parent monthly progress reports inform families regarding social studies achievement.

### **Science**

During the 2010 – 2011 school year 10X447 will use the Foss Science Curriculum for instruction. Through hands on inquiry based teaching and learning activities students have opportunities to explore, experiment, problem solve, think critically, take risks and create science projects. Science teachers have exemplary resources for meaningful and engaging classroom experiences science teachers receive support from our lead science teacher. Our Lead Science Teacher has a modified teaching schedule to provide support through demonstration lessons, lesson plan review and assessment partnering. Science teachers have a common preparation period weekly. During the common preparation period science teachers plan lessons and discuss the results of assessments. The year begins with baseline assessments. These assessments and periodic assessments inform students' strengths, areas in need of improvement, purpose of grouping, assigned tasks, and next learning steps. Teachers maintain portfolios of student work. Science teachers participate in the school Inquiry Team to address improving student outcomes. Parent's monthly progress report informs families regarding science achievement.

### **Physical Education**

Our school offers a comprehensive Physical Education Program. All students have gym at least 4 times per week. The program includes a wide range of activities before and after school. We are fortunate to have grants from C.H.A.M.P.s and a partnership with the New York City Road Runners. Fitness grams during the 2009 – 2010 school year demonstrated that 97% of our students met grade level benchmarks.

### **The Arts**

We offer a wide range of school wide youth development opportunities to enhance students' learning and offer alternate ways of experiencing success. Integrated in our program we offer guitar, drama, art, and dance.

## **Accomplishments**

C.A.R.E. is completing our first year as a new school. Our team has worked hard this year to put in place the structures to support students' academic growth and youth development. Two school structures that we have put in place this year are the Common Planning/Inquiry Team and the use of Teacher Data Systems to track student achievement. These systems provided structured professional collaboration that promoted shared leadership and a focus on improved student learning. The opportunity of opening a new small school has allowed our team to create a culture of mutual trust and positive attitudes. All of our staff members know all of our students. This has supported a sense of belonging across our school community.

## **Significant Aids/Barriers to Improvement**

The significant aids to C.A.R.E's improvement will be the planning and implementation of all priorities related to the achievement of our students, preparation of staff and involvement of families. Our team is focused on the curriculum development, instructional strategies, assessment of student learning, and community building to build a culture of continuous improvement and learning to attempt to minimize barriers to improvement.

## 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.

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### School Goals

**Goal #1 Literacy:** To increase comprehension through the implementation of guided reading.

**Measurable Objective:** By June 2011 15% of our students will show progress in reading comprehension as measured by Fountas and Pinnell Benchmark Assessments.

**Goal #2 Mathematic:** To develop competency in Math applications with an emphasis on number sense and operations.

**Measurable Objective:** By June 2011 15% of students will improve their Math competency as evidenced by unit tests and quizzes.

**Goal #3 Data:** To further develop school wide data collection systems.

**Measurable Objective:** By June 2011 teachers will use analysis of their assessment data to set instructional priorities for students, monitor progress and set student goals on a monthly basis.

**Goal #4 Parent Involvement:** To increase Parent Involvement and Community Collaboration.

**Measurable Objective:** By June 2011 parental Involvement will increase by 20%.

**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):** Literacy

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase comprehension through the implementation of guided reading. 15% of our students will show progress in reading comprehension as measured by Fountas and Pinnell Benchmark Assessments.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• All instructional staff will participate in weekly common planning. Our common planning sessions will focus on the strategies and methods to support our students to become highly effective users of oral and written language.</li> <li>• Funds will be allocated for the purchase of instructional materials and professional books needed for common planning.</li> <li>• Time will be created for teacher inter-visitations across the grade.</li> <li>• Our staff developer will provide individualized support for each teacher as well as support in each classroom.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Literacy teachers will implement guided reading within the balanced literacy model as evidenced by lesson plan books. Plans will reflect data driven instruction in Guided Reading groups.</li> <li>• Literacy teachers will be observed informally and formally and provided with feedback on their next steps.</li> <li>• Teachers Conference binders will reflect student levels which will include strengths and</li> </ul>

	<p>weaknesses based upon the Fountas and Pinnell leveling system.</p> <ul style="list-style-type: none"> <li>• Monthly progress reports to parents will detail student achievement results for parents.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Monthly one on one teacher meetings with the principal to discuss.</li> <li>• Formative Assessments (ongoing)</li> <li>• Diagnostic Assessments (ongoing)</li> <li>• Report Card Grades (Each Marking Period)</li> </ul>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop competency in Math applications with an emphasis on number sense and operations. 15% of students will improve their Math competency as evidenced by unit tests and quizzes.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Math teachers will receive Math Professional Development weekly during common planning sessions built into the school schedule. At these sessions teachers will receive a pacing guide with Math lessons.</li> <li>• Math teachers will review the school wide results from quizzes and unit tests to determine re-teaching opportunities and student interventions.</li> <li>• Math teachers will provide opportunities for students to explore and practice mathematical concepts through group work as evidenced in their plan books.</li> <li>• Time will be allocated to teachers to set up inter-visitations to observe best practices.</li> </ul>



	<ul style="list-style-type: none"> <li>• Through the Inquiry Process teachers will review school wide student performance and achievement outcomes.</li> <li>• Teachers will work as a team to adjust instructional support teams for our targeted students.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> <li>• Curriculum Calendars, Lesson Plans, and Inquiry Mondays will focus on the use of Assessment Data.</li> <li>• Feedback to teachers will include the impact of the use of data for instructional practices.</li> <li>• Monthly review of assessment binders.</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Monthly one on one teacher meetings with the principal to discuss.</li> <li>• Formative Assessments (ongoing)</li> <li>• Diagnostic Assessments (ongoing)</li> <li>• Report Card Grades (Each Marking Period)</li> </ul>

**Subject/Area (where relevant):** Parent Involvement

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase Parent Involvement and Community Collaboration. Parental Involvement will increase by 20%
<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>	<ul style="list-style-type: none"> <li>• To provide ongoing monthly conferences for parents to educate and inform them, as follows:             <ol style="list-style-type: none"> <li>1. Welcome them in our school and classrooms.</li> <li>2. Keep parents informed of issues related to their child’s education, such as (but not limited to) student achievement, standards of academic performance and promotional standards.</li> <li>3. Involve parents in school planning and decision making.</li> </ol> </li> </ul>

4. Provide ongoing learning opportunities for parents and families.

5. Develop programs that support parent participation in children's learning both in school and at home.

- To increase the frequency and effectiveness of written and verbal communication with parents and increase parental involvement by inviting parents to school events.
- Curriculum Night and grade level orientation will focus on grade level reading, writing expectations, math, and school wide benchmark assessments.
- Policies and handbook for parents and students will be reviewed by the parent committee and distributed in English and Spanish.
- The Parent Coordinator will work with the Principal to design monthly calendar of events and ensure that parents are informed about student academic progress and needs.
- The Learning Leaders program will be established.
- The school library will have an open access schedule for parents.
- Our monthly Parents as Partners workshop series will continue to grow and expand.
- The school's website will be used to communicate with our parents.
- Our parent incentive program will continue to expand. Parents of students that have met attendance performance goals receive monthly certificates.
- Continue holding well attended C.A.R.E. events, Family Sports Night, and Parent Student dances this year.
- Monthly Faculty conferences will be used for Inquiry Meetings.
- The Data Specialist will work individually with teachers to master DOE data systems and analyze content as well as school wide data.

	<ul style="list-style-type: none"> <li>• Through the Inquiry Process teachers will review school wide student performance and achievement outcomes.</li> <li>• Teachers will work as a team to adjust instructional support teams for our targeted students.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Parent attendance and participation to school events, workshops and school activities will increase by 20%.</li> <li>• School Parent Involvement Binder with all agendas, events and calendars.</li> <li>• Attendance record of parent workshops.</li> <li>• Parent surveys indicate increase in satisfaction.</li> <li>• PA agendas and attendance record.</li> <li>• Parent coordinator's conference logs.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Parent Surveys</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	68	64	29	41				
7	124	84	65	74				
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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> <ul style="list-style-type: none"> <li>• Wilson</li> <li>• Great Leaps</li> <li>• Guided Reading</li> <li>• Coach Test Prep, Progress Coach</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructional Coaches will provide tutoring.</b></li> <li>• <b>Phonics and Fluency intervention provided in small groups during the day and extended day by Wilson trained teachers.</b></li> <li>• <b>Small group instruction to increase reading comprehension provided by classroom teachers during the day.</b></li> <li>• <b>Small group instruction to increase reading comprehension of short text and to teach planning, organizing, and responding to literature and informational text. This service will be provided by the classroom teacher.</b></li> </ul>
<b>Mathematics:</b> <ul style="list-style-type: none"> <li>• Everyday Math Games</li> <li>• Everyday Digital Math Games</li> <li>• One-on-One tutoring</li> <li>• Small Group tutoring</li> <li>• Do the Math</li> <li>• Coach Test Prep, Progress Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have AIS periods built into their schedule.</li> <li>• Small group activity to increase basic math and computation skills during the day.</li> <li>• Individual and partner activity to increase basic math and computation skills during the day.</li> <li>• Individually and in small groups by math specialist to scaffold classroom standards-based instruction. This service is provided during the day.</li> <li>• Small group instruction to increase basic and higher level math skills.</li> </ul>
<b>Science:</b> <ul style="list-style-type: none"> <li>• Weekly Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• PD provided to all classroom teachers during common planning to assist teachers in providing targeted, differentiated instruction to small groups of students.</li> </ul>
<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Taking the High Road to Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading of Academic text using trade books. Guided reading is provided during the day by classroom teachers.</li> <li>• Small group instruction to increase reading comprehension and writing skills in Social Studies. Students will read short text and documents and compose constructed responses, and responses to Document Based questions.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b> <ul style="list-style-type: none"> <li>• Small Group Counseling</li> <li>• Individual Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• SAPIS worker provides individual and small group counseling to address emotional needs and drug counseling.</li> </ul>

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

**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.

**Section I. Student and School Information**

Grade Level(s) 6/7      Number of Students to be Served: 53      LEP 181      Non-LEP \_\_\_\_\_  
Number of Teachers 20      Other Staff (Specify) \_\_\_\_\_

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

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

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

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

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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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**Section III. Title III Budget**

School: 10X447 BEDS Code: 321000010447

<b>Allocation Amount:</b> 15,000		
<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	15,000	<b>For the ESL Teacher to support ELL students.</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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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.  
**To ensure 10X447 reaches its highest potential parent involvement is one of the most important components of our program. All communication at school is translated into Spanish to ensure parent collaboration. The majority of our students are from Hispanic households.**
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.  
**All parent / student notices are translated in Spanish. We are fortunate to have a bilingual Parent Coordinator, Secretary, and Office Manager. All meetings, notices, phone calls, and letters are translated.**

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.  
**All communication is translated by in house staff. Handbooks are sent to the Department of Education's Office of Translation.**
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.  
**All meetings are translated by our Parent Coordinator or Bilingual teachers.**
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>.

**All communication is translated.**

Our school will fulfill parent notification requirements by providing each family with Language Assistance as needed. The majority of our families require translation in Spanish. We have one family that speaks Mandinka, two French families and one Sukuma. Currently we rely on staff and families to support translation and interpretation in these languages for in house documents. We are able to translate citywide documents in French through the Department of education translation Services.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	239,741	52,330	292,071
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,397	239	2,636
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,987	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14,000	*	

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

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

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

**Directions:** Attach a copy of the school's **Parent 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.

**Parent Involvement Policy**

**At 10X447 the Creston Academy parents are our partners. Student first and most important teacher and role model is their family. The strength of the partnership between our school and our families is directly related to our success. When parents and families participate in their children’s education studies have shown that their children achieve at a higher level. Our promise to our parents and families is that a professional educator gives their student the education and C.A.R.E. that the educator would want for the children in their life.**

**Our family partnerships will be strengthened through clear communication. We have an open door policy that welcomes parents in our school from 9 to 2 pm daily and a wide array of opportunities to grow with their students. These opportunities include meetings, workshops, and trips that focus on our academic curriculum and youth development supports at our school. All meeting and communication is translated. We hold all required meetings to maintain compliance with all D.O.E. policies, procedures and regulations.**

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

<b>The School Agrees:</b>	<b>The Parent/Guardian Agrees:</b>
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1. To convene an annual meeting for Title 1 parents to inform them of the Title 1 Program and their right to be involved.	1. To work with his/her child/children on schoolwork. <ul style="list-style-type: none"> <li>• Have the students read for 30 to 45 minutes per day</li> <li>• Listen to students read for 30 to 45 minutes per day.</li> <li>• Monitor the student's progress reading 30 books per year.</li> </ul>
2. To offer a flexible number of meetings and parent workshops at various times.	2. To make sure that their child/children carefully do homework every day.
3. To provide parents with timely information about all programs.	3. To make sure their child/children arrive in school ON TIME every day. <ul style="list-style-type: none"> <li>• Make sure that their child//children are picked up from school on time every day.</li> </ul>
4. To provide parents information about the performance of their children on standardized tests.	4. To monitor their children's attendance and ALWAYS send a note explaining absences.
5. To provide high quality curriculum and instruction to help our students meet New York State's high new standards.	5. To share the responsibility for improved student achievement.
6. To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> <li>• Formal parent teacher conferences two times a year.</li> <li>• Frequent reports to parents.</li> <li>• Individual progress reports where indicated.</li> <li>• A safe and secure procedure for parents making visits to the school.</li> </ul>	6. To communicate with their child's/children's teachers about their educational needs.
7. To provide workshops for parents.	7. To attend school conferences and workshops.
	8. To volunteer when needed.
_____ Principal	_____ Parent
_____ Teacher	_____ Date

## 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.

**Please see page 11.**

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.

**Please see page 11.**

3. Instruction by highly qualified staff.

**100 % of our staff is highly qualified.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**We employ a rigorous outreach and interview process at our school.**

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

**Please see the Action Plan on page 16 through page 21.**

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

**Not Applicable**

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

**Please see the Action Plan on page 16 through page 19.**

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.

**Please see the Action Plan on page 16 through page 19.**

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.

**Through the Department of Education's Consolidated Plan the educational plan the educational team at our school provides instruction and meets the standards for all federal, state, and local services for our students.**

## **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			239,741	X	Page 11 to 21
Title I, Part A (ARRA)	Federal	X			52,330	X	Page 11 to 21
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
<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:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

**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.

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

<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.)

**At C.A.R.E. we currently have eleven students in temporary housing.**

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

#### **SERVICES AT C.A.R.E.**

- **The Bronx Content Expert has met with our school to advise us of mandates of the McKinney-Vento Homeless Assistance Act.**
- **We have a designate STH Liaison at our school.**
- **The STH liaison works with the STH Family Workers to ensure all students have access to school and no transportation issues.**
- **Brochures are available with information. The brochures are available in many languages.**
- **We are working to ensure all families fill out a residency questionnaire.**
- **Counseling and parent support are available to all parents.**

**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>	CRESTON ACADEMY						
<b>District:</b>	10	<b>DBN:</b>	10X447	<b>School</b>		321000010447	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				93.2
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		138	85				
Grade 7		0	148				
Grade 8		0	0				
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		0	0				
<b>Total</b>		<b>138</b>	<b>233</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			90.6

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		60.0	81.2

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			6

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			0

<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		8	13	Principal Suspensions			14
# in Collaborative Team Teaching (CTT) Classes		7	19	Superintendent Suspensions			5
Number all others		17	23				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD				
# in Dual Lang. Programs		0	TBD				
# receiving ESL services only		18	TBD	Number of Teachers			12
# ELLs with IEPs		10	TBD	Number of Administrators and Other Professionals			1
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			4

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
			12	% fully licensed & permanently assigned to this school			90.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			66.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.0	0.4	% core classes taught by "highly qualified" teachers			81.8
Black or African American		21.0	18.0				
Hispanic or Latino		76.8	80.7				
Asian or Native Hawaiian/Other Pacific		2.2	0.9				
White		0.0	0.0				
<b>Male</b>		62.3	58.8				
<b>Female</b>		37.7	41.2				

#### 2009-10 TITLE I STATUS

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

#### 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				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	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>							
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<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 109</b>	District <b>10</b>	School Number <b>447</b>	School Name <b>Creston Academy</b>
Principal <b>Pamela Edwards</b>		Assistant Principal <b>Joseph Tuitt</b>	
Coach <b>Literacy Susan DeFillippo</b>		Coach <b>Math Lesley Lemos</b>	
Teacher/Subject Area <b>Literacy Rhonda Jackson</b>		Guidance Counselor <b>Marion Thomas</b>	
Teacher/Subject Area <b>Literacy Deidre Spencer</b>		Parent <b>Gabrielle Bryant</b>	
Teacher/Subject Area <b>Social Studies Evelyn Roman</b>		Parent Coordinator <b>Iverka Valerio</b>	
Related Service Provider		Other	
Network Leader <b>Maria Quail</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>10</b>

### C. School Demographics

Total Number of Students in School	<b>234</b>	Total Number of ELLs	<b>53</b>	ELLs as Share of Total Student Population (%)	<b>22.65%</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.
- 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.)
  - 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.

At 10X447 the screening process begins during registration. At enrollment the Home Language Identification Survey (HLIS) is administered by the parent coordinator to determine LAB-R eligibility. Our ESL teacher and coaches administer the Language Assessment Battery-Revised (LAB-R). Students that score at or above proficiency are not English Language Learners. They are enrolled in a general education program. Students that score below proficiency will receive services as an English Language Learner (ELL). Students are placed in a program after consultation with the student's parent. Our Parent Coordinator and Office Manager explain to families the choices of programs available (Transitional Bilingual Education, Dual Language, Freestanding ESL). Entitlement letters are distributed and Program Selection forms are filled out during the registration testing process at our school. In the spring all English Language Learners will take the New York State English as a Second Language Test. Those who score at the beginning, intermediate or advanced levels remain eligible for the continuation of ELL services. Those who score at proficient level no longer qualify for these services.

Our registration/screening process begins the communication process for the parents of English Language Learners. During the Summer of 2010 the parents of ELLs and their students were invited to the Museum Natural History and the Museo Del Barrio with our ESL teacher. The objective of this trip was to support parent involvement and build a partnership between our parents and our school. A monthly newsletter is distributed to all parents. Our programs are reviewed monthly at the School Leadership Team meeting and the Parent Teacher Association meetings. Our Parent Coordinator, ESL teacher and instructional coaches ensure that our parents understand all program choices at our school. They meet with parents of ELLs to explain the options which are available to them. These include ESL, TBS and Dual-language. At the present time our school only offers ESL services because all of our parents have chosen this option. If a parent opts for another type of service we will direct him/her to a school within the zone that offers such service. Our teams asks families to fill out entitlement letters, parent surveys and program selection forms at school. We have found this process enables parents to ask questions and helps us support parents with any concerns they may have. We are a new school. This is our second year. All the students (28) enrolled during the 2009-2010 school year were provided with ESL services in their elementary school. We enrolled one ELL student in the spring of 2010. The family of the student chose ESL services. This year (23) students were provided ESL services in their elementary school. One new student was enrolled and tested. The family chose ESL services. The programs at our school are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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>							0	0						0
<b>Dual Language</b> <small>(50%:50%)</small>							0	0						0
<b>Freestanding ESL</b>														

Self-Contained							0	0						0
Push-In							24	29						53
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>53</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	12
SIFE	12	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	13

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	9	1	19	0	7	13	0	3	53
<b>Total</b>	<b>21</b>	<b>9</b>	<b>1</b>	<b>19</b>	<b>0</b>	<b>7</b>	<b>13</b>	<b>0</b>	<b>3</b>	<b>53</b>

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

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

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

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

	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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

<b>This Section for Dual Language Programs Only</b>	
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):

<b>Freestanding English as a Second Language</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							23	28						51
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	24	29	0	0	0	0	0	53

## 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.

The organizational model at 10X447 supports our ELLs by placing all of the students in one class per grade. Our ESL teacher pushes - in for instruction. Students at our school are heterogeneously grouped. The ESL teacher's schedule is based on the needs of the students in our program, ensuring that the mandated number of instructional minutes is provided based on the proficiency levels of the students. Beginning and Intermediate ELLs receive two periods of ESL instruction daily, totaling 80 minutes per day/400 minutes per week. advance ELLs receive 40 minutes ESL instruction per day or 200 minutes weekly. Our middle school students travel for instruction in English with native language support. The ESL teacher uses ESL methodologies and instructional strategies to support language and achievement needs. Native language support helps to make the content area instruction comprehensible. Content area teachers are taught to use ESL strategies to teach content vocabulary and background knowledge. This year we have four students that we have requested an extension of their services. Two students have three years of prior serve one student with four years of service and one five years of prior services. We have assessed the students strengths, weakness and next steps for success. Our ESL teacher and instructional coaches provide additional support based on diagnostic assessments and progress reports from content area teachers. Instruction at our school is differentiated based on the language needs and language allocation program requirements. SIFE students are prioritized at our school. They are targeted to receive extended instructional time through tutoring, study hall and extended day programs. We pair them with a buddy student to support a sense of belonging. The Parent Coordinator and the ESL teacher communicate on a frequent basis to inform SIFE families of the progress of their students. SIFE students have additional assignments and support to ensure they are participating in school activities. Our guidance counselors are asked to support SIFE students' transitions back to school. Students that have resided in the U.S. for less than 3 years are provided with a student buddy as well. Student buddies help new students feel comfortable at our school and make new friends. In addition to the mandated services, new ELLs receive additional support through tutoring, study hall and extended day programs. Scaffolding language and learning occurs through a great deal of small group work. Classroom talk creates a context for language learning. Learning activities focus on listening, reading activities, predicting from words, predicting from titles and first sentences, sequencing illustrations, story telling and sharing existing knowledge. Students will receive support in test taking techniques and NYSESLAT practice. ELLs receiving 4 to 6 years of service were differentiated instruction through language experience activities. This procedure involves modeling the thinking skills needed to answer questions related to reading or discussions. Teachers demonstrate thinking step by step. Many of our students in this service range have difficulty with their writing skills. Our ESL teacher works with students in small groups to teach writing strategies. This method includes modeling each writing step verbally by explaining and demonstrating the thinking that accompanies it. Our



## 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?

The year begins at 10X447 with a battery of diagnostic tests in all content areas to determine which students are below level, on level or above level. These results are reviewed with students NYSESLAT scores, New York STATE ELA and Math Scores. Students receive intervention targeted to content area instructional standards. In reviewing our students that require extension of services, we focused on the reason for the extension. The students with three to four years of service are receiving additional support to boost their reading achievement. Their intervention plan includes, one on one tutoring, projects and small group instruction. The student with five years of services will receive intervention in writing using small group instruction, one to one tutoring and writing through projects and independent study. All students in our ESL program receive additional support in guided reading and vocabulary development. Our beginners will receive additional support through books on tape. Students at 10X447 are heterogenously grouped and are supported through differentiated instruction. All classrooms are composed of students with varying levels of subject area and English proficiency. Instruction and intervention for all language levels is planned carefully to ensure curriculum alignment and language acquisition goals. As a school wide project school receiving Title One funding, all programs are planned to provide opportunities to all students and their families. We have an extensive physical education program during the day and afterschool. Students receive health and physical education instruction daily as part of our programs. Every morning students have the opportunity to participate in the Young Runners through the New York City Runners Club. Afterschool activities include Ultimate Frisbee, Flag Football, Fitness Club, and Basketball for girls and boys. These programs are funded through the Department of Education's C.H.A.M.P.S. program. As the year progresses we hope to add academic tutoring to our afterschool programs. We are grateful to be housed in a new building. All classrooms are equipped with SMART BOARDS to provide engaging, vivid instructional support to all learners. Through training opportunities for staff, our objective is to further tailor instructional outcomes that include technology.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Increasing staff effectiveness through meaningful professional development is directly correlated to student achievement. Our school goal is to provide all staff with appropriate professional development opportunities. The language development of bilingual students is the responsibility of the entire school. Professional development for ELL personnel and all teaching staff aims to inform staff of the issues related to learning a second language. Best practices support the use of the specialist skills of the ESL teacher in cooperative planning.

Our professional development practices include the following:

Summer 2010 training focused on Enhancing Professional Practice A Framework for Teaching, Data Inquiry and how to give effective feedback to students. Our Assistant Principal and all teachers participated in this training.

Our Instructional Cabinet meets regularly to discuss the focus of weekly common planning periods. We have weekly periods built into our schedule for literacy, social studies, math, science, and physical education teachers to meet. These meetings focus on planning priorities for ELLs and all students.

The school Inquiry Team is focused on studying the evidence of learning for all of our students. All teachers are members of the Inquiry Team. Our study focuses on the Language and comprehension needs of English Language Learners. All Staff members are invited to participate in our Inquiry study. These meetings take place every Monday. Our staff developer provides individualized and classroom support to teachers. The support is based on teacher requests and information from ongoing assessments. Scaffolding of instruction is the key teaching method needed as our ELLs transition from one school level to another. Professional development and support focuses on instructional strategies and activities to differentiate reading and writing as our ELLs approach meeting standards. We are fortunate to have the opportunity to take advantage of the staff development offered by the Bilingual/ESL Technical Assistance Center. Most of our teachers have completed the required Jose P. training. We will work with BETAC to provide training for teachers that started teaching this year.

## 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?

On going communication with parents is an essential aspect for a successful school program. 10X447 holds monthly Parent Association and School Leadership team meetings. The parents of ELL students were invited to visit the Museum of Natural History and El Museo Del Barrio with our ESL teacher and other teachers. Our Parent Coordinator surveys our parents to evaluate their needs. We promote parent involvement through the following school activities:

Provide translators

Make telephone contacts

Organize school open houses

Send bilingual school notices

Organize social events

Arrange award ceremonies

Organize assemblies

Direct monthly parent meetings

Host community events

Organize literacy, math, science family nights

Arrange parent/student sport night

Arrange parent conferences

Invite parents on field trips

Invite parents to be the audience for plays, fairs and talent shows

Good Shepherd Services is our partner. We are working with the AMERICORPS Volunteers this year to provide additional workshops focused on Nutrition, Art and Dance.

## 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	1						5
Intermediate(I)						6		14						20
Advanced (A)							11	17						28
Total	0	0	0	0	0	6	15	32	0	0	0	0	0	53

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	0					
	I							2	3					
	A							10	19					
	P							9	5					
READING/ WRITING	B							3	1					
	I							8	13					
	A							12	12					
	P							1	1					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	6	0	0	21
7	18	7	0	0	25
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									0
4									0
5									0
6	9		10		5				24
7	6		19		2				27
8									0

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

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

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

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

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

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

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

**Additional Information**

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

After reviewing the data for C.A.R.E. students, the data patterns across proficiency levels and grades it shows that the majority of our students are in the advanced and intermediate level according to the NYSESLAT Exam. Instructional decisions for resources, materials, professional development and academic intervention programs such as afterschool and extended day are made based on the results of State Tests, Interim Assessments, teacher made tests and recommendations. The ESL teacher will continue to plan lessons that support the skills each child needs to become proficient in English. Students are grouped within a class according to their needs regarding language acquisition. Instruction is differentiated during academic intervention services and content area instruction emphasizing the four modalities and grouping more specifically to the modality being developed. The school leadership, teachers and the school community as a whole are using the results of the ELL interim assessment to understand each student's strengths and weaknesses.

## Part VI: LAP Assurances

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

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