



**EAST FORDHAM ACADEMY FOR THE ARTS**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 10X459**

**ADDRESS: 120 EAST 184<sup>TH</sup> STREET BRONX, NY 10468**

**TELEPHONE: (718)220-4185**

**FAX: (718)220-5976**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10x459      **SCHOOL NAME:** East Fordham Academy for the Arts

**SCHOOL ADDRESS:** 120 East 184<sup>th</sup> Street Bronx, NY 10468

**SCHOOL TELEPHONE:** (718) 220-4185      **FAX:** (718) 220- 5976

**SCHOOL CONTACT PERSON:** Tania Williams      **EMAIL ADDRESS:** Twilliams26@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dorothy Addo

**PRINCIPAL:** Tania Williams

**UFT CHAPTER LEADER:** Stacy Falberg

**PARENTS' ASSOCIATION PRESIDENT:** Carlos Quiles

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 606

**NETWORK LEADER:** Petrina Palazzo

**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.*

**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
Tancia Williams	*Principal or Designee	<i>Tancia Williams</i>
Stacy Falberg	*UFT Chapter Chairperson or Designee	<i>Stacy Falberg</i>
Carlos Quiles	*PA/PTA President or Designated Co-President	<i>Carlos Quiles</i>
Fiordaliza Bruno	Title I Parent Representative	<i>Fiordaliza Bruno</i>
Maria Ventura	DC 37 Representative, if applicable	<i>Maria Ventura</i>
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Shelia Damato	Member/Teacher	<i>Shelia Damato</i>
Alice Vega	Member/Teacher	<i>Alice Vega</i>
Dorothy Addo	Member/Teacher	<i>Dorothy Addo</i>
Vanessa Santaliz	Member/Parent	<i>Vanessa Santaliz</i>
Ruth Gomez	Member/Parent	<i>Ruth Gomez</i>
Erica Vega	Member/Parent	<i>Erica Vega</i>
Lillian Johnson	Member/Parent	<i>Lillian Johnson</i>
Mercedes Reynoso	Member/Parent	<i>Mercedes Reynoso</i>

*(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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East Fordham Academy for the Arts is located in the East Fordham neighborhood of the Bronx. EFAA is one of two new schools that will replace Elizabeth Barrett Browning Middle School (MS 399), a school in the process of phasing out. We currently serve a large population of English Language Learners. There are approximately 211 students currently enrolled at EFAA. We will continue to grow to eighth grade in the following year.

### **Our Vision**

At East Fordham Academy for the Arts our vision is to provide a place where students feel comfortable, safe, supported and accepted. We use arts integration to capitalize on cultural opportunities within the community and create an environment that embraces shared values surrounding academic excellence. Our goal is to have parents as our partners in educating students, as their presence in our classrooms and their support at home are essential to each student's success. We promote open communication between parents, teachers and students which encourages a sense of teamwork and cooperation within our community. We work to prepare students to set challenging goals and give their best effort to achieve high academic standards. We are preparing students to make the transition from middle school to high school successfully by developing both an academic and an arts portfolio to help students gain entrance into specialized high schools.

### **Our Mission**

East Fordham Academy for the Arts (EFAA) is a small learning community where students become problem solvers, critical thinkers and confident young adults while taking ownership of their academic learning in order to become successful in high school, college and beyond. We believe that an arts education is the foundation for academic and social success for all students. The school's motto, "Where arts and academics meet in excellence," expresses the philosophy of a school that provides a challenging, integrated arts exploratory curriculum that develops students' maximum academic potential through creative expression and exploration of the arts.

Our mission is carried out through art infused lessons throughout all subject areas. Teachers are required to integrate the arts whenever possible. This is made possible through ninety minute blocks of instruction for HUMANITIES and mathematics. Teachers base instruction on the Blueprint for the Arts standards which include visual arts, theater, music and dance, as well as the Common Core State Standards for all subjects.

At EFAA students are encouraged to arrive daily prepared for academic and social success, which is fostered through our school-wide advisory program. During advisory students are given the opportunity to gain an intimate relationship with small group of approximately ten peers and one teacher. The advisory curriculum is based on the "Get Set" program which is supported by the 7 *Habits of Highly Effective Teens* by Sean Covey as well teacher created plans based on the needs of

the group. Advisory groups meet two periods a week and discuss problems, concerns and goals for all students. Through the advisory program we emphasize the importance of creating and achieving goals as well as preparing our students for high school and beyond.

As a school we value the importance of self-expression, therefore we offer a variety of extracurricular activities including: Student Ambassadors, Robotics, Student Government Association, School Newspaper, Yearbook Committee, Social Committee, Ballet Bridges, Lehman Arts and Champs Sports Program.

**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>	East Fordham Academy for the Arts				
<b>District:</b>	10	<b>DBN #:</b>	10x459	<b>School BEDS Code:</b>	321000011459

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 checked="" 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					N/A	N/A	92.8%		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	N/A	N/A	75		N/A	N/A	84.5%		
Grade 7			135						
Grade 8				<b>Students in Temporary Housing: Total Number</b>					
Grade 9				(As of June 30)	2007-08	2008-09	2009-10		
Grade 10					N/A	N/A	2		
Grade 11				<b>Recent Immigrants: Total Number</b>					
Grade 12				(As of October 31)	2007-08	2008-09	2009-10		
Ungraded									
Total	N/A	N/A	116		N/A	N/A			
<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	N/A	N/A	12	Principal Suspensions	N/A	N/A	12		
No. in Collaborative Team Teaching (CTT) Classes	N/A	N/A	0	Superintendent Suspensions	N/A	N/A	12		
Number all others	N/A	N/A	24						
<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)			
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
(As of October 31)				CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	N/A	N/A	27	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	N/A	N/A	0				
# receiving ESL services only	N/A	N/A	59	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	N/A	N/A		(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	N/A	N/A	8
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	N/A	N/A	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	N/A	N/A	1
	N/A	N/A	15				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input 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>	
	HUMANITIES:		HUMANITIES:	
	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>			
	HUMANITIES	Math	Science	HUMANITIES	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>	N/A	<b>Overall Evaluation:</b>	N/A
<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?

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### **Data Analysis/Findings in ELA:**

Looking at the 2009-2010 NYS ELA exam results for students attending EFAA, we found indication that students are not meeting standards. The ELA scores indicate that 37% of our students scored at level 1, 51% of our students scored at level 2, 12% of our students scored at level 3, and there were no students who scored at level 4. our ELLs met their safe harbor targets in 2008- 2009. M.S. 118 made its AYP for all subgroups, qualifying us as a school in good standing with the state of New York.

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

Based on our analysis of the data, the following are the implications for the ELA instructional program:

Implementing the Humanities model will allow an extended block of time for students to engage in Literacy and Social Studies. The Humanities block will maximize opportunities for students to make connections between our language and history. The Humanities Curriculum is based on the traditional subjects of English, history, and social studies. The historical focus of study provides a general backdrop for selection of classic literature, geographic study, civics, and writing themes. The implementation of using a variety of informal and formal assessment tools to address and identify specific student needs, plan differentiated lessons, create work groups, and modify curriculum and lessons when needed. Teachers will engage students in the following assessment tools: Fountas and Pinnell Reading Assessment, EDAL (Bilingual students), student portfolios, Acuity, pre and post assessments, unit quizzes and tests, student writing artifacts, oral presentations, and baseline writing.

### **Data Analysis/Findings in Math:**

In analyzing the data from the NYS Math Exam, it revealed that 36% of our students scored at level 1, 48% of our students scored at level 2, 16% of our students scored at level 3, and there were no students who scored at level 4.

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

Based on our analysis of the data, the following are the implications for the Mathematics instructional program:

EFAA students will continue to use Math Connects by Macmillan/McGraw-Hill with an emphasis on writing in math. All students at EFAA will be challenged with a rigorous, fast-paced, and in-depth learning experience where they will be encouraged to reach their full potential and push their limits. Students at all levels are expected to master basic skills, become creative problem solvers, and use abstract thinking at an appropriate developmental level. The mathematics teachers will be participating in a series of workshops coordinated by the Children First Network focusing on Mathematics, Inquiry, and Standards to further develop their instructional skills. Students will be engaged in the following informal and formal assessment: Acuity, pre/post assessment, oral presentations, student portfolios, student work, unit quizzes and tests.

### **Distinctive about East Fordham Academy**

- “Where the arts and academics meet in excellence”
- East Fordham For The Arts Partnerships
  - Cultural Institutions: El Museo de Barrio, Museum of Natural History
  - Higher Education Institutions: Lehman College
  - Program Partners: Ballet Bridges, PENCIL; American Society of Composers, Authors, and Publishers (ASCAP), Horace Mann Summer on the Hill, Morris Heights Health Center, Lehman Arts, Champs, America’s Choice, NYC Ballet, NYC Road Runners, Bronx Arts Ensemble
- Staff Collaboration
  - Teacher Teams
    - HUMANITIES
    - Math
  - Inquiry Team
  - Common Planning with the Literacy Coach
  - Advisory Committee
  - School Leadership Team
  - Social-Emotional Team
- Student Centered Activities/ Teams
  - Student Government
  - Robotics
  - Newspaper Club
  - Yearbook Club
  - Girls for Change
  - Spoken Word: Poetry Slam
  - Studio In A School
  - Student Ambassadors
  - Mighty Milers
  - School Spirit Team
  - Fitness Club
  - Track
  - Volleyball
  - Cheerleading
  - Basketball

- After School Programs
  - Fitness Club
  - Track
  - Volleyball
  - Chess
  - Spoken Word
  - ENACT
  - Youth For Real
- Accomplishments
  - Special education students mainstreamed in both HUMANITIES and Math
  - Partnership with ASCAP provided arts experiences for students, including Career Day
  - Poetry Slam participation promoted public speaking skills
  - Student Government with delegates for sixth grade with “real” election process
  - Scholars Program for academically motivated students
  - Smart Board technology in all classrooms
  - PD opportunities for teachers both in and out of school
  - Weekly meetings to engage in the collaborative inquiry cycle (Teacher Teams)
  - Teacher collaboration present in a variety of aspects of the school community
  - Parents can access student grades via [www.engage.com](http://www.engage.com)
  - School Messenger delivers announcements to parents via phone
  - Parent workshops promoting arts engagement
  - All letters home are translated into Spanish
- Barriers to Continuous Improvements
  - Lack of funding
  - ELL: New students throughout the school year
  - SIFE Students
  - Lack of parental involvement

## 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.

<b>Annual Goals</b>
By June 2011, there will be an increase in parental involvement as measured through an increase at parent workshops, SLT, and parent- teacher conferences from an average of 2% to 25%
By June 2011, Increase the percentage of students performing proficient on the New York State ELA Exam by 5% Deepen students' content knowledge and achieve possible gains on the New York State ELA Exam from 13.1% to 18.1%
By June 2011, Increase the percentage of students performing at proficiency on the New York State Math Exam by 5%. Deepen Students' content knowledge and achieve positive gains on the New York State Math Exam from 17.9% to 22.9%
By June 2011, staff will increase data usage (from ARIS, Acuity and teacher centered assessments) in their lesson plans, student groupings, small group instruction and common planning time as measured through administrative walkthroughs, common planning meetings and conferencing notes
By June 2011, we will increase the overall attendance from 92.1% to 95%

**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):**  PARENTAL INVOLVEMENT

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, there will be an increase in parental involvement as measured through an increase at parent workshops, SLT, and parent- teacher conferences from an average of 2% to 25%			
	<b>Target Population</b>	<b>Steps/ Actions Required</b>	<b>Responsible Staff</b>	<b>By When</b>
	Parents	<ul style="list-style-type: none"> <li>Update information on blue cards used to contact parents/ guardians and family members</li> </ul>	Family Worker Pupil Accounting Secretary	June 2011
	Parents	<ul style="list-style-type: none"> <li>Parent contact logs and or meeting/ workshop attendance sheets filed in a binder in the Parent coordinator’s office to track attendance</li> </ul>	Parent Coordinator	June 2011
	Parents	<ul style="list-style-type: none"> <li>Publish meeting notices on school website, send home via students, use School Messenger to deliver important information for parents</li> </ul>	Parent Coordinator Family Worker	June 2011

	Parents	<ul style="list-style-type: none"> <li>Parent workshops informing parents about policy, procedure and curriculum</li> </ul>	Parent Coordinator Family Worker	June 2011
	Parents	<ul style="list-style-type: none"> <li>Parent Breakfast meetings: Meeting 1x a month</li> </ul>	Parent Coordinator Family Worker	June 2011
	Parents	<ul style="list-style-type: none"> <li>Parent orientation in the beginning of the school year</li> </ul>	Parent Coordinator Family Worker Literacy Coach Bilingual Coordinator	June 2011
	Parents	<ul style="list-style-type: none"> <li>Assisting parents in completing the yearly learning environment surveys 56% to 75%</li> </ul>	Parent Coordinator Family Worker Bilingual Coordinator	June 2011
	Parents	<ul style="list-style-type: none"> <li>Encouraging parental participation in school operations volunteering in the school or serving on school committees</li> </ul>	Parent Coordinator Family Worker	June 2011
<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>		Funding Source: Tax Levy Parent Coordinator will be used for the salary of the Parent Coordinator Tax Levy Fair Student Funding will be supplies and materials for workshops and marketing parent events. Additionally, funds will be used for a portion of the Family Worker salary		
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>		An incremental increase of at least 2% -3% at parent workshops, PTA meetings, and events Attendance / Sign In sheets from PTA meetings Attendance/ Sign In sheets from family events (BBQ, Father/Daughter Dance, etc.) Attendance/ Sign In sheets from Parent Conferences and Back to School Night		

**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):**     **HUMANITIES**    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, Increase the percentage of students performing proficient on the New York State ELA Exam by 5% Deepen students’ content knowledge and achieve possible gains on the New York State ELA Exam from 13.1% to 18.1%</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center"><b>Target Population</b></p>	<p align="center"><b>Steps/ Actions Required</b></p>	<p align="center"><b>Responsible Staff</b></p>	<p align="center"><b>By When</b></p>
	<p>Students</p>	<ul style="list-style-type: none"> <li>Tracking System (SAMS Form)- Teachers will record data on tracking sheet and the data will be analyzed throughout the school year</li> </ul>	<p>ESL Teacher Bilingual Teachers Humanities</p>	<p>June 2011</p>
	<p>Students</p>	<ul style="list-style-type: none"> <li>Analyze data to focus on specific skills and strategies</li> </ul>	<p>ESL Teacher Bilingual Teachers Bilingual Coordinator Literacy Coach Humanities</p>	<p>June 2011</p>
	<p>Students</p>	<ul style="list-style-type: none"> <li>Content Area Goal Sheet – create student driven goal sheet to be utilized in the classroom</li> </ul>	<p>ESL Teacher Bilingual Teachers Humanities</p>	<p>June 2011</p>
	<p>Students</p>	<ul style="list-style-type: none"> <li>Align a curriculum calendar for grades 6 and 7</li> </ul>	<p>ESL Teacher Bilingual Teachers Bilingual Coordinator</p>	<p>June 2011</p>

			Literacy Coach Humanities	
	Students	<ul style="list-style-type: none"> <li>Initiate Achieve 3000 in ESL and Bilingual classrooms. PD for ESL and Bilingual teachers</li> </ul>	ESL Teacher Bilingual Teachers	June 2011
		<ul style="list-style-type: none"> <li>Ongoing reading Assessments to ensure that students are matched appropriately with independent reading books using the Fountas Pinnell System</li> </ul>	ESL Teacher Bilingual Teachers Humanities	June 2011
	Students	<ul style="list-style-type: none"> <li>Completion of the 30 Book Challenge where there will be a focal point gauging students' reading success</li> </ul>	ESL Teacher Bilingual Teachers Humanities	June 2011
	Students	<ul style="list-style-type: none"> <li>Use rubrics to hold students accountable for their writing assignments</li> </ul>	ESL Teacher Bilingual Teachers Humanities	June 2011
	Students	<ul style="list-style-type: none"> <li>Ongoing support which includes demo lessons, common planning, revision to the curriculum map, mentoring, and professional development from the literacy and bilingual coaches</li> </ul>	Bilingual Coordinator Literacy Coach	June 2011

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 SWP will provide funding for an Aussie Consultant, Literacy &amp; Bilingual Coaches  Title 1 ELL Funding will provide funding for teacher per session curriculum Planning &amp; Professional Development  Title 1 ARRA SWP will provide funding for teacher per session for Curriculum Planning &amp; Professional Development</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Extended Day Groupings: Created in September, updated as student population shifts; reviewed quarterly  Report Cards/Progress Reports  Utilize weekly grade-level case conferencing to discuss and track student progress and grades  Extended Day Resources: Distributed in September, reassessed in January and as needed  Acuity and Interim Scores  Ongoing formal and informal observations to assess differentiated instruction  Modification and revision of Humanities Curriculum Map with standards, rubrics, and exemplars</p>

**SECTION VI: ACTION PLAN**

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

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, Increase the percentage of students performing at proficiency on the New York State Math Exam by 5%. Deepen Students’ content knowledge and achieve positive gains on the New York State Math Exam from 17.9% to 22.9%			
<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>	<b>Target Population</b>	<b>Steps/ Actions Required</b>	<b>Responsible Staff</b>	<b>By When</b>
	Student	<ul style="list-style-type: none"> <li>• Create and Administer standards based pre/post assessments to gage conceptual, computational and problem solving capabilities</li> </ul>	Math teachers SPED Teacher SETSS	June 2011
	Student	<ul style="list-style-type: none"> <li>• Perform student conferrals</li> </ul>	Math teachers SPED Teacher SETSS	June 2011
	Student	<ul style="list-style-type: none"> <li>• Create and administer standards based pre and post in house assessments</li> </ul>	Literacy Coach Bilingual Coach Math teachers SPED Teacher SETSS	June 2011
	Student	<ul style="list-style-type: none"> <li>• Provide daily word problems requiring students to show and explain their mathematical reasoning</li> </ul>	Literacy Coach Bilingual Coach Math teachers SPED Teacher SETSS	June 2011

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 SWP will provide funding for an AUSSIE consultant, Literacy &amp; Bilingual Coaches  Title 1 ELL funds will provide funding for Curriculum Planning &amp; Professional Development  Title 1 ARRA SWP will provide funding for teacher per session to engage in Curriculum Planning &amp; Professional Development</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Extended Day Groupings  Extended Day Curriculum  Target Groupings and Student Work  Report Cards/Progress Reports  Utilize weekly grade-level case conferencing to discuss and track student progress and grades  Acuity and Interim Scores  Ongoing formal and informal observations to assess differentiated instruction  Modification and revision of Math Curriculum Map with standards, rubrics, and exemplars</p>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, staff will increase data usage (from ARIS, Acuity and teacher centered assessments) in their lesson plans, student groupings, small group instruction and common planning time as measured through administrative walkthroughs, common planning meetings and conferencing notes</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center"><b>Target Population</b></p>	<p align="center"><b>Steps/ Actions Required</b></p>	<p align="center"><b>Responsible Staff</b></p>	<p align="center"><b>By When</b></p>
	<p align="center">Student</p>	<ul style="list-style-type: none"> <li>All instructional and administrativestaff will track student progress</li> </ul>	<p align="center">All instructional staff</p>	<p align="center">June 2011</p>
	<p align="center">Student</p>	<ul style="list-style-type: none"> <li>During common planning, teachers using acuity data to plan intervention for students</li> </ul>	<p align="center">Common Planning Team</p>	<p align="center">June 2011</p>
	<p align="center">Student</p>	<ul style="list-style-type: none"> <li>Data inquiry team will share their work with the staff at least 2x a month</li> </ul>	<p align="center">Data Inquiry Team</p>	<p align="center">June 2011</p>
	<p align="center">Student</p>	<ul style="list-style-type: none"> <li>Data will be used to group students as evidenced in learning center activities and small group instruction</li> </ul>	<p align="center">Principal All instructional staff Data Inquiry Team Common Planning Team All Coaches</p>	<p align="center">June 2011</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Fair Student Funding will provide funding for teacher per session and Professional Development</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly: Minutes from Data Inquiry and Teacher Team meetings  Item Analyses for Acuity Interim Assessments and state tests created within a week after the results of each test are shared  Weekly presentations by Teacher Team members  Department goals set by teachers based on data as seen in ARIS, Acuity, and in Item Analyses  90% of teachers will look at item analyses from interim and state tests 90% of teachers will attend faculty meetings and PDs focused on data usage in classrooms</p>

**SECTION VI: ACTION PLAN**

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

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, we will increase the overall attendance from 92.1% to 95%			
<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>	<b>Target Population</b>	<b>Steps/ Actions Required</b>	<b>Responsible Staff</b>	<b>By When</b>
	Student	<ul style="list-style-type: none"> <li>Late passes and second round check at 11AM to verify student absences</li> </ul>	Family Worker	June 2011
	Student	<ul style="list-style-type: none"> <li>Outreach to parents to inform parents of students absences and/ or lateness</li> </ul>	Family Worker Parent Coordinator Guidance Counselor Advisory teachers	June 2011
	Student	<ul style="list-style-type: none"> <li>Logging information on the ILOG system to keep track of student absences and/ or lateness</li> </ul>	Family Worker Parent Coordinator	June 2011
	Student	<ul style="list-style-type: none"> <li>Observing the 407's generated weekly and closing each case when appropriate</li> </ul>	Parent Coordinator Guidance Counselor	June 2011
	Student	<ul style="list-style-type: none"> <li>One on one conferences with</li> </ul>	Guidance	June 2011

		guidance counselor to offer support to students with poor attendance	Counselor	
	Student	<ul style="list-style-type: none"> <li>Conducting monthly meetings to review attendance data</li> </ul>	Family Worker Parent Coordinator	June 2011
	Student	<ul style="list-style-type: none"> <li>Monitor daily, weekly and monthly attendance percentages</li> </ul>	Family Worker Parent Coordinator Guidance Counselor	June 2011
	Student	<ul style="list-style-type: none"> <li>Acknowledging students with perfect attendance</li> </ul>	Family Worker Parent Coordinator Guidance Counselor Advisory teachers	June 2011
	Student	<ul style="list-style-type: none"> <li>Initiatives for students to arrive on time and daily to school</li> </ul>	Family Worker Parent Coordinator Guidance Counselor Advisory teachers	June 2011
	Student	<ul style="list-style-type: none"> <li>Offering assistance to parents to encourage their children to attend school</li> </ul>	Family Worker Parent Coordinator Guidance Counselor Advisory teachers	June 2011
	Student	<ul style="list-style-type: none"> <li>Parent workshops pertaining to increase attendance</li> </ul>	Family Worker Parent Coordinator Guidance Counselor- Mrs. Pagan	June 2011

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Fair Student Funding will provide funding for student incentives and the Family Worker salary</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitor attendance daily  Record attendance patterns and trends  Any student under 85% daily attendance rates will be closely monitored  Call parents daily when students are absent  Record daily attendance percentage on bulletin board  Display names of students who achieve 100% monthly attendance  Meet weekly with the CFN Attendance Teacher  Principal will have daily attendance conversation with Family Worker  The school's yearly attendance in 2010-2011 will sustain or increase by 3% as compared to the previous year as indicated on the School Profile Report</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	HUMANITIES	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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	25	15	15	N/A	6	0	0	4
7	69	49	30	N/A	8	0	10	5
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (HUMANITIES), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 HUMANITIES, 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>Humanities:</b>	HUMANITIES Academic Intervention Services are provided by classroom teachers, instructional coach, and SETSS provider. The types of programs provided include: Buckledown, Kaplan; Word Study, ESL pullout/push in one hour and forty minutes double block of instruction. Students meet in small groups of no more than ten during extended day. Teachers meet during common planning once a week to review the curriculum and pacing calendar to modify unit lessons using CCSS to meet the individual needs of students; they plan lessons, discuss and analyze student work by looking at the item analysis of assessments. We also assess our students by using pre and post assessments, unit tests, teacher created tests and quizzes along with mock ELA, Acuity and ITA results.
<b>Mathematics:</b>	During the school day, teachers provide academic intervention by differentiating math instruction. Mathematics Intervention services are provided by classroom teachers, SETSS provider and ESL teachers. Students meet in small groups of no more than ten during extended day. The types of programs include: Math Connects, Kaplan Advantage and small group instruction as well as 1:1 tutoring throughout the day.
<b>Science:</b>	The Science teacher will integrate literacy and mathematics lessons using science related stories to answer comprehension questions and to solve math problems.
<b>Social Studies:</b>	Intervention for social studies is embedded in our Humanities curriculum. The 6 <sup>th</sup> and 7 <sup>th</sup> is using the New Core Curriculum and it has a variety of texts that is appropriate for all learners to reinforce the humanities curriculum.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The Guidance Counselor provides individual and small group counseling for at risk students during the regular school day. In collaboration with the parent coordinator, monthly workshops for parents to enhance academic and social success at school and home. The guidance counselor provides support to families who are new to the United States. At risk services include: providing individual and group counseling, linking at-risk students to outside referral services and programs, and providing academic support through tutoring in small group or individualized instruction. In addition, students receive conflict-mediation and family support services. The Pupil Personnel Intervention Team meets biweekly to assess and track student progress.

**At-risk Services Provided by the School Psychologist:**

N/A

**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: 87      LEP 0      Non-LEP

Number of Teachers 5      Other Staff (Specify) Principal, ELL Coordinator

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

### **Title III, Part A LEP Program**

The Title III funds will provide supplemental instruction for ELLs during our Saturday Title III program. It will specifically target ELLs who are newcomers, identified as SIFE, and Special Education ELLs who did not test out of the NYSESLAT and LAB-R. It will provide additional instructional opportunities for ELL students who are at risk and/or are long term ELLs not meeting the mandated improvement nor have acquired language proficiency. We propose to implement a Saturday Program in the winter of 2011. The program will be in effect for a time period of 12 weeks. Our highly qualified teachers, including our certified bilingual, ESL, and content area teachers, will meet with students for 12 four hour periods. Using data from the 2010 standardized tests, our own mock ELA and Math test results, and teacher created assessments, we have determined that our ELLs are in high need of preparation for high stakes tests, English Language Arts skills, and Math skills. To strengthen students' abilities in these areas, we have designed a program where groups will rotate and receive instruction in 70 minute intervals in the following areas: ELA, Math, and a one hour long student selected elective.

Instruction will focus on intense intervention in ELA and Mathematics through the integration of technology. In Mathematics, we will be using Geometer's Sketchpad software to help students understand abstract Mathematical concepts. In ELA, Achieve 3000 curriculum will be used as supplemental material to increase students' reading comprehension skills. Students will rotate in 70 minute blocks of instruction in these core areas. To ensure that scaffolds and strategies for ELLs are being implemented, our ELL Coordinator and our ESL teacher will be collaborating with the content area teachers through co-planning sessions and through push-in support throughout the instructional part of the program. Our ELL Coordinator will provide push-in support in the Mathematics block of instruction, and our ESL teacher will provide push-in support in the ELA block of instruction. One hour of the program will be dedicated to teacher led electives, including Art, Fitness, Technology, Volleyball, and Dance. Students will have the opportunity to select an elective of their choice and participate in it for the latter portion of the program. Total Physical Response (TPR) and scaffolding techniques will be used to increase academic language skills in English. The TPR approach is supported by scientifically based research that indicates that language is best supported by multi-sensory activities. Technology will be integrated through the use of Lenovo Ideapad netbooks, SmartBoards, and Smart Response systems to gather data. The program will include extensive writing activities using balanced literacy approaches to improve student reading and comprehension skills in English and native language (where applicable). All ELL/immigrant students are provided with ample opportunities to participate in programs designed to enhance academic performance in Language Arts, Mathematics and content areas as described above, including services in ESL/Bilingual programs, AIS, and after-school and Saturday enrichment activities.

Our Title III ELL program was designed to be a 12 week program to be most effective and successful. However, our Title III LEP allocation of \$15,000 only covers five sessions of our ELL Academy. Funding for the remaining sessions of our ELL Academy will be covered through other funds of our school budget. We are committed to see our ELLs succeed and provide them with the necessary support so that they can succeed academically.

### **Professional Development Program**

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It is important that all staff members are knowledgeable of teaching strategies that are successful for teaching English Language Learners. The Bilingual Coordinator will hold Professional Development sessions for all staff outlining the process for identifying ELLs, ELL subgroups, and compliance issues.

Throughout the year, we are projecting to hold at least five professional development sessions for teachers hosted by the ELL Coordinator or ESL teacher to help staff members become more knowledgeable of successful strategies for teaching ELLs. Possible topics for these professional development questions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- Scaffolding for ELLs
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Children First Network 606. Plans are also being made for key staff members to attend the upcoming NYSABE conference.

## **SUPPORT FOR PARENTS**

At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keep parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children
- Using ARIS to obtain their child's assessment data and identify areas of strength and weaknesses
- Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful
- Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story

Various staff members, including our ELL Coordinator, Parent Coordinator, and Instructional Coach will lead these workshops in conjunction with our Parent Coordinator and Parent Association. Translation Services will be provided at all of our workshops.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b> \$15,000		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 7,868.71	<ul style="list-style-type: none"> <li>Saturday program per session payroll for 5 teachers, ELL Coordinator, and one program supervisor            1 Supervisor (PR) x 4.5 hours x 5 weeks x \$51.34 (incl. fringe benefits) = \$1,155.15            1 ELL Coordinator x 4.5 hours x 5 weeks x \$49.73 (incl. fringe benefits) = \$1,118.93            5 teachers x 4.5 hours x 5 weeks x \$49.73 (incl. fringe benefits) = \$5,594.63</li> </ul>
Supplies and materials	\$ 1,589.54	<ul style="list-style-type: none"> <li>ELL Saturday Program Materials             Empire State Math Grade 6 Class Package = \$316.25            Empire State Math Grade 7 Class Package = \$316.25            Empire State ELA Grade 6 Class Package = \$316.25            Empire State ELA Grade 7 Class Package = \$316.25            120 composition notebooks at \$1.93 each = \$231.60            12 Dry erase chisel tip black markers at \$5.21 per dozen = \$62.52            6 boxes of 72 #2 pencils at \$5.07 each = \$30.42</li> </ul>
Equipment	\$ 5,258.01	<ul style="list-style-type: none"> <li>10 Lenovo netbooks x \$433 = \$4,330.00</li> <li>Bretford 15 unit laptop cart = \$928.01</li> </ul>
Travel		
Other	\$ 283.74	<ul style="list-style-type: none"> <li>Snacks for Saturday program</li> </ul>
<b>TOTAL</b>	<b>\$ 15,000.00</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.

Home language surveys and ATS reports are used to determine the home language of all English language learners in the school. Parents indicate on the blue home contact student emergency card what language they are proficient in. The Parent Coordinator and Family worker, who are bilingual and other bilingual staff are called upon to translate when necessary.

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.

Necessary translation services can be provided in house and translated parent notification letters are used to notify parents along with our school messenger calling system which is in English and Spanish.

#### **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.

Translation services are provided in house. Translation of required documents (newsletters, calendars, report cards, home correspondences) are done by members of the faculty.

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.

Bilingual staff members assist in translations and comprehension of school needs. On parent teacher conferences, our school will call in translators for non-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 parent notices will be translated into the home languages represented in our ELL population when necessary.

**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:	227450	19029	
2. Enter the anticipated 1% set-aside for Parent Involvement:	2275	190	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11373	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22745	*	

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.

To promote parent involvement among families, school and communities in order to positively affect the educational outcome of all students the school will:

- Support parents in their role as the teacher through workshops and experiential activities.
- Assist each school in establishing an association of parents that will convene regularly to discuss educational policies and practices.
- Support parent associations with technical assistance through regularly scheduled professional development in order to help parents comply with the Chancellor's Regulations.
- Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments.
- Empower parents in their key role as partners in the decision making process of educational policies and practices.
- Provide structured activities and workshops, which promote the home/school/community partnership.

**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.

## **East Fordham Academy for the Arts School Parent Compact 2010-2011**

The school and parents working cooperatively to provide for the successful education of the children agree:  
**We, the school and parents agree to work cooperatively to provide for the successful education of our children**

**The School Agrees**

**Parent/Guardian**

**We agree:** to convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

**I agree:** to become involved in the strategies designed to encourage my participation in parent involvement activities.

**We agree:** to maintain a clean and safe, orderly and supportive learning environment in which all students can be successful and learn.

**I agree:** to participate in or request technical assistance training that the school offers on child rearing practices, teaching and learning strategies.

**We agree:** to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

**I agree:** to work with my child on schoolwork, read to my child on a daily basis and encourage my child to read to me each day.

**We agree:** to provide parents with timely information about all programs.

**I agree:** to monitor my child's  
\*attendance at school  
\*homework  
\*television watching

**We agree:** to provide performance profiles and individual student assessment results for each child and other pertinent individual and school information.

**I agree:** to share the responsibility for my child's improved achievements.

**We agree:** to provide quality curriculum and instruction.

**I agree:** to communicate with my child's teacher about their educational needs.

**We agree:** to assure that parents may participate in professional development activities, i.e., literacy classes, workshops on reading strategies.

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**Parent/Guardian's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal's Signature** \_\_\_\_\_ **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 related to the State academic content and student academic achievement standards.

Needs assessment:

- Integrating technology in every classroom
  - Common planning for instruction by content area teachers
  - Interdisciplinary planning
  - Print-rich environments in every class
  - Systematic instruction leading to better student organization (agendas, process charts, word walls etc..)
  - Learning objectives that are aligned with core curriculum standards and NYS learning standards
  - Lesson planning with daily assessments
  - Data driven instruction practices
  - Pretests/ posttests
  - Curriculum mapping across content areas
  - Goal setting for individual students and groups of students
2. Schoolwide reform strategies that:
    - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.
      - Meet the educational needs of historically underserved populations.
      - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - Are consistent with and are designed to implement State and local improvement, if any.
  3. Instruction by highly qualified staff.

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.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	191058			✓	15, 16,17,18,19
Title I, Part A (ARRA)	Federal	190			✓	16,19
Title II, Part A	Federal	N/A			N/A	N/A
Title III, Part A	Federal	N/A			N/A	N/A
Title IV	Federal	N/A			N/A	N/A
IDEA	Federal	23387			✓	17,18,19
Tax Levy	Local	1174153			✓	15,16,19,20,21,22

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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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.

**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.

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **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.)
2. Please describe the services you are planning to provide to the STH population.

There are currently two students who are living in temporary housing that attend East Fordham Academy for the Arts. This may change over the course of the year. Services we provide to our families with temporary housing is initially informing families of their rights for their child's education. Letting parents know they can choose the school they want with support for transportation needs. At school, we offer parents and children on site counseling and assist families with school supplies. Also, we refer them to a variety of different community resources such as: New York State Technical & Education Assistance Center for the Homeless Students, Information on College Scholarships this service provides scholarships for students who are or have been homeless, State Coordinator for different youth programs and direct parents to State Program Manager for the Education of Homeless Children Youth Program. At school we offer students guidance counseling, after school programs, and advisory.

### **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)**

**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) LAP narrative to this CEP.

**Part B: CR Part 154 (A-4) Bilingual/ESL Program Description**

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Type of Program: \_\_\_ Bilingual \_\_\_ ESL X Both      Number of LEP (ELL) Students Served in 2010-11:

83

**(No more than 2 pages)**

- I. East Fordham Academy for the Arts is a middle school servicing students in the sixth grade. Currently, there are 210 students enrolled in our school. The total number of students who have been identified as English Language Learners is 83. Our school offers a Transitional Bilingual program and a Freestanding ESL program for ELLs. There are 26 ELLs currently in our seventh grade Transitional Bilingual class. They are serviced in Native Language Arts, Mathematics, Humanities and ESL by a bilingual certified teacher. Our ESL certified teacher services 57 ELLs through push-in support in all subject areas including 11 students who are in a self-contained special education class. Students in the Transitional Bilingual class receive instruction in both Spanish and English as per CR Part 154 regulations. Students who are part of the freestanding ESL program receive instruction in a monolingual setting.

East Fordham Academy for the Arts follows a Balanced Literacy Approach. During the Humanities or Native Language Arts periods, teachers use the Balanced Literacy model using the Common Core State Standards to guide the curriculum. Leveled Libraries were purchased from Core Curriculum for each classroom including the content area classrooms. Spanish books are also available in each classroom library to provide ELLs with Native Language support. For the Transitional Bilingual Classroom, Spanish Literature and Content Area libraries were purchased from Attanassio & Associates to support classroom instruction.

In Mathematics and Science, Glencoe textbooks are used to guide the curriculum and are used as support materials. Textbooks are available in the content area classrooms in both English and Spanish to provide ELLs with Native Language support. In Humanities, Core Curriculum libraries are used to guide instruction as well as other materials such as Primary Sources. All materials used are grade and age appropriate.

Technology is used in every classroom throughout our school. On a daily basis, teachers use SmartBoards and projectors to provide students with visual and audio aids as well as provide them with interactive activities. These are particularly useful for ESL periods. Classes will have scheduled periods when they can use the shared computer lab, library, and laptop cart so that they can publish work, conduct research, and use educational sites to enhance the learning experience. In addition, we are implementing the use of Smart Response systems in the content area classrooms to assess students throughout lessons and monitor student progress.

Our school has a partnership with Lehman College Art Gallery and Bronx Arts Ensemble. Through these partnerships, our students are provided with instruction in various Art forms including visual arts, chorus and musical instruments. We are dedicated to exposing students to different Art forms so that they can express themselves artistically and specialize in one of the Art forms by the time they get to the eighth grade. The goal is to have students create portfolios to submit to specialized Art high schools. All ELLs participate in these activities.

All of our ELLs are included in our Extended Day tutoring program. Using testing data, they receive targeted intervention in ELA, Mathematics, and ESL. They will also be included in our Saturday Academy which will give students extra practice and guidance in Literacy and writing skills. Our Title III program will focus on strengthening literacy in English, building students’ Mathematics skills, and testing sophistication. All ELLs will be invited to participate in this program.

- II. At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keeping parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:
- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children
  - Using ARIS to obtain their child's assessment data and identify areas of strength and weaknesses
  - Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful
  - Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story

Various staff members, including our ELL Coordinator, will lead these workshops in conjunction with our Parent Coordinator and Parent Association. Translation Services will be provided at all of our workshops.

- III. It is important that all staff members are knowledgeable of teaching strategies that are successful for teaching English Language Learners. The ELLI Coordinator/Teacher and ESL teacher attended a QTEL institute as well as sessions to provide assistance with the Language Allocation Policy and the planning for a new Transitional Bilingual Program. The ELL Coordinator also held a Professional Development session for all staff outlining the process for identifying ELLs, ELL subgroups, and compliance issues.

Throughout the year, we are projecting to hold at least five professional development sessions for teachers hosted by the bilingual Coordinator or ESL teacher to help staff members become more knowledgeable of successful strategies for teaching ELLs. Possible topics for these professional development questions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- Scaffolding for ELLs
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Leadership Support Organization. Plans are also being made for key staff members to attend the upcoming NYSABE conference.

- IV. East Fordham Academy for the Arts has a partnership with the Morris Heights Health Center which is conveniently located within our school campus. Our guidance counselor and a staff member of the Morris Heights health Center provide counseling services to our new arrivals to help them adjust and cope with the change of environment. Our ELLs also participate in our Advisory program in which they meet once a week in small groups with a staff advisor to discuss problems they may be having and to set academic and personal goals.

- V. To determine the development of the native language in the Transitional Bilingual program, our school uses the Spanish LAB for those students who are new to the NYC public school system. We are also using the Lexile Level Set in Spanish from Achieve

3000 to determine students' independent reading level. This assessment is administered three times a year to monitor the progress in native language literacy and proficiency. Benchmark 2 running records are used in English to monitor students' reading fluency in English. Teacher created formal and informal assessments in all subject areas are also used throughout the year to monitor more closely each student's strengths and weaknesses in their native language. Additionally, the ELE will be administered once a year to also assess students' native language proficiency.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	EAST FORDHAM ACADEMY FOR THE ARTS						
<b>District:</b>	10	<b>DBN:</b>	10X459	<b>School</b>		321000011459	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8		12		
	1		5		9		Ungraded	v	
	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				92.1
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				83.2
Grade 4		0	0				
Grade 5		0	0				
Grade 6		110	75				
Grade 7		0	134				60.0
Grade 8		0	0				86.4
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				8
Grade 12		0	0				
Ungraded		0	1				
<b>Total</b>		<b>110</b>	<b>210</b>				<b>6</b>

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			83.2

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		60.0	86.4

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			8

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			6

<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		12	18	Principal Suspensions			12
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions			12
Number all others		13	25				

<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		20	TBD	Number of Teachers			9
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			4
# receiving ESL services only		29	TBD	Number of Educational Paraprofessionals			1
# ELLs with IEPs		11	TBD				
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			3	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			11.1
				% more than 5 years teaching anywhere			55.6
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	0.0	% core classes taught by "highly qualified" teachers			81.8
Black or African American		13.6	11.9				
Hispanic or Latino		85.5	85.7				
Asian or Native Hawaiian/Other Pacific		0.0	1.9				
White		0.9	0.5				
<b>Male</b>		53.6	51.4				
<b>Female</b>		46.4	48.6				

#### 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/Diferentiated 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:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<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>606</b>	District <b>10</b>	School Number <b>459</b>	School Name <b>East Fordham Academy</b>
Principal <b>Tania Williams</b>		Assistant Principal <b>N/A</b>	
Coach <b>Dorothy Addo</b>		Coach <b>Alice Bajana-Vega (ELL)</b>	
Teacher/Subject Area <b>Stacy Falberg/ESL</b>		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Nancy Ortiz</b>	
Related Service Provider		Other	
Network Leader <b>Petrina Palazzo</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>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</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>210</b>	Total Number of ELLs	<b>83</b>	ELLs as Share of Total Student Population (%)	<b>39.52%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

East Fordham Academy for the Arts is a new small learning community presently serving sixth grade and seventh grade students with the addition of eighth grade beginning in the 2011-2012 school year. Enrollment as of November 2010 is 210 students total with 83 of those students (39.52 %) being identified as English Language Learners. In order to ensure that all English Language Learners are identified properly, procedures have been established at the school level and communicated to key staff members so that all protocol is followed.

Upon initial enrollment of any first time entrant into the New York City Public School System, our Pupil Accounting Secretary contacts the ELL Coordinator, who holds a permanent Bilingual Extension Certificate, or ESL teacher, who holds a permanent ESL Certificate, to conduct an interview with the parent and child enrolling in the school and to administer the Home Language Identification Survey. During the parent orientation, the bilingual coordinator shows the video from detailing the three programs available to ELL students. Using the data on the Home Language Survey and information provided in the interview, the Bilingual Coordinator or ESL teacher determine whether the student is eligible for the LAB-R exam in English and consequently in Spanish if the student is Spanish speaking. The LAB-R is then administered to those students eligible for testing within their first ten days of school and hand-scored at the school by the ELL Coordinator to determine the student's level of English proficiency. If it is determined that the student is an English Language Learner, parents are immediately contacted and asked to come in to the school for an orientation. Parents are presented with the video provided by the Office of English Language Learners explaining the structure of the three programs offered for students who are ELLs. Our ELL Coordinator answers questions that parents may have regarding the programs and provides parents with the Program Selection Form and Survey, describing what the importance of the form is and what happens if the form is not returned. To assist parents in selecting the right program for their children, they are given information regarding the results of the LAB-R. To ensure that forms are returned our ELL Coordinator outreaches to parents through phone calls or through written correspondence. Once the forms are returned, new students are placed accordingly to their parental choice. Currently, our school offers a Transitional Bilingual Program and Freestanding ESL. If a parent has chosen Dual Language as their number one program choice, they are contacted and given a list of schools in New York City that offer Dual Language and assist parents in finding placement for their child. Copies are made of the completed Home Language Identification Surveys and the Parent Selection Forms and Surveys and they are kept in a Bilingual Compliance Binder by the ELL Coordinator. Originals are placed in the students' cumulative record cards.

Students who were identified as ELLs in their previous schools are placed according to the program that they were last in to ensure that there is continuity and fidelity to the program as per research stating that students who are consistently in one program make better progress than those who are switched back and forth between programs. Our ELL Coordinator and Pupil Accounting Secretary review the student's BESIS history to ensure they are being placed accordingly. In case of a discrepancy, parents are contacted and meet with the ELL Coordinator to discuss the student's history and ensure that parents have a say as to which program their child will be placed in. Any outreach that is done to parents is presented in both English and Spanish so that parents receive the information in their native language. Bilingual staff members are always available to ensure that there is communication between the school and parents.

According to the most recent Parent Surveys and Program Selection Forms, parents have chosen the Transitional Bilingual and Dual Language program as their number one option for their children. Using a Bilingual Program planning grant, our school opened a Transitional Bilingual class prior to the start of the school year so that parents had the option available to them. ESL is the number two choice for parents, which is also made available at our school. This ensures that students who were receiving ESL in their current schools can continue in this program. We are carefully reviewing the parental option to plan for future planning. If enough parents are interested in a Dual Language program, we would be willing to plan and implement one in the future.

All students who are English Language Learners will be tested yearly using the NYSESLAT to measure their English Language acquisition. Weekly reports from ATS (RLER) are printed to ensure that the most current list of students eligible for the NYSESLAT is available. Weekly ELL common planning sessions are also held which include the Principal, Literacy Coach, ELL Coordinator, ESL teacher, and Bilingual teachers to debrief on any programming or compliance issues as well as to discuss ELL data and strategies.

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	83	<b>Newcomers (ELLs receiving service 0-3 years)</b>	43	<b>Special Education</b>	11
<b>SIFE</b>	5	<b>ELLs receiving service 4-6 years</b>	27	<b>Long-Term (completed 6 years)</b>	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	26	2	1	0	0	0	0	0	0	26
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	17	2	1	27	1	7	13	0	6	57
<b>Total</b>	43	4	2	27	1	7	13	0	6	83

Number of ELLs in a TBE program who are in alternate placement: 0

### 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	0	0	0	0	0	0	26	0	0	0	0	0	26
Chinese														0
Russian														0
Bengali														0

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>VN</u>														0
<b>TOTAL</b>	<b>0</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</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>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language****Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	23	33	0	0	0	0	0	56
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

East Fordham Academy for the Arts offers a Transitional Bilingual class in the seventh grade and Freestanding ESL for the other English Language Learners currently enrolled in our school. Initially, we had a sixth grade Transitional Bilingual class as well. However, because of low enrollement, we were forced to discontinue the class. As of November 2010, our seventh grade Bilingual class has an enrollment of 26 students. English Language Learners who are not in a self contained Special Education setting or in the Transitional Bilingual class were placed heterogeneously in one sixth grade homeroom and one seventh grade homeroom to simplify programming of ESL services. There are eight ELLs in our self contained Special Education class who also receive ESL services.

Throughout our school, each homeroom class moves as a group from class to class. Students in the Transitional Bilingual class

receive the mandated units of NLA, ESL, and content area instruction in both English and in Spanish according to their English proficiency level as determined by the LAB-R or NYSESLAT and as mandated as per CR-Part 154 regulations. Students who are at the beginner level receive weekly 1 unit of NLA, 2 units of ESL, 1 unit of Math in NL, and 1 unit of Social Studies in NL in their Humanities class. Science instruction is given in English with push in support in the NL. Students who are at the intermediate level in English proficiency receive weekly 1 unit of NLA, 2 units of ESL, 1 unit of Math in NL, and 1 unit of Social Studies in NL in their Humanities class. Science instruction is given in English with push in support in the NL. Students who are advanced in English proficiency receive weekly 1 unit of ESL, 1 unit of ELA, 1 unit of NLA, 1 unit of Math using ESL, 1 unit of Social Studies in NL and 1 unit of Science in EL. ESL strategies are used when students are learning the content areas in English. These strategies include but are not limited to scaffolding, using visual aids, anticipatory guides, collaborative group work, and Total Physical Response. All other instruction is provided in English, including Art, Science, and Physical Education. Our Science makes the material taught comprehensible by using side by side English and Spanish Science textbooks. She also uses various strategies to maximize student learning through the use of visual aids, music, TPR, graphic organizers and guided practice.

Our Freestanding ESL program is offered through one ESL certified teacher. She services three classes consisting of ELLs with mixed proficiency levels and our self-contained Special Education class which has eight ELLs. Currently, she provides push-in ESL support in all subject areas for a total 2 units for students at the beginning and intermediate level in English proficiency and 1 unit for students at the advanced level. Content is made comprehensible through the use of small group instruction, re-teaching, graphic organizers, TPR, visual and audio aides, and scaffolding. The goal is to not only to help our ELLs reach proficiency in English, but also to support them in achieving academic excellence.

All staff members in our school are responsible for servicing ELLs. All teachers are required to use strategies and ESL methodologies that enable our ELLs to be successful academically. Staff members use technology on a daily basis to enhance learning using SmartBoards. Visual Aids are always used in lessons. Spanish books are available in each classroom to support the Native Language. Small group work and scaffolding are used in each lesson to help students understand the content. Teachers conference with students one on one on a weekly basis. This helps students meet their goals and gives them extra support in areas where they need it most.

#### INSTRUCTION FOR ELL SUBGROUPS

At East Fordham Academy for the Arts, it is important that we meet the educational needs of all students. Through the collaboration of the Administration and staff, we have established plans for the different subgroups throughout our school to ensure that they are successful academically.

Currently, we have one identified SIFE student in our Transitional Bilingual Class. This student also has an Individualized Educational Plan. Aside from receiving ESL services and instruction as per CR Part 154, we have included this student in our Extended Day tutoring program in which he receives small group instruction targeted at improving his ELA and Mathematics skills. He receives SETTS as per his IEP from our SETTS provider. Our plan for any SIFE student is to also include him/her in our after school Title III program which will support ESL instruction in the content areas of Science and Social Studies and in Saturday Academy in which students will be provided with support in literacy and writing skills.

As of November 2010, our newcomer ELL population consists of 43 newcomers (0-3 years of services), 26 of which are in the Transitional Bilingual Program and 17 which are in the Freestanding ESL program. Our instructional program for these students is to afford them with as many opportunities as possible so that they can increase their proficiency in English as well as to improve their academic language. Aside from providing them with the mandated ESL periods, we include these students in our Extended Day Tutoring program where they are grouped according to their proficiency levels using NYSESLAT and LAB-R test results and teacher observations so that they can receive targeted instruction in the areas that they need. For the 2010-2011 school year, we will implement the use of Achieve 3000 to increase these students' English vocabulary during our extended day program and Title III program. Students who are new arrivals are also included in a support group which is led by our Guidance Counselor and a staff member of the Morris Heights Health Center to help them cope with adjusting to a new environment and provide them with emotional support. These students will also be included in Saturday Academy and Title III after school program.

There are 27 ELLs who have been serviced for four to 6 years. This number includes 7 students who are in a Special Education setting. The instructional plan for these students consists of providing them with extra educational support, including Extended Day tutoring targeted at the areas where they need instructional support which is determined by testing data, proficiency levels, and teacher observations. These students will also be given the opportunity to enroll in Saturday Academy and Title III after school program. Our Special Education ELLs in this category also receive services as per their IEPs.

There are 13 ELLs who have completed six years of services and are therefore now classified as Long Term ELLs. Three of these students are in a Special Education class. To ensure that these students reach proficiency in the NYSESLAT, these students are also included in our Extended Day Program in which they are grouped according to their proficiency levels and individual academic needs. These students will also be given the opportunity to enroll in Saturday Academy and Title III after school program. Our Special Education ELLs in this category also receive services as per their IEPs.

Throughout the year, students are assessed in various ways so that we can properly identify our target ELL populations and their

needs. At the beginning of the school year, students receive baseline assessments in all subject areas so that teachers can determine their strengths and weaknesses. NYSESLAT modality reports are also analyzed so that teachers are aware of their proficiency levels in English and can provide extra support in the areas where they are weakest. Our school uses Benchmark 2 Assessments to identify students' reading and fluency levels. The Achieve 3000 LevelSet Assessment is used in Spanish for the Transitional Bilingual class to assess their reading level in the Native language. These running records are used three times a year to monitor students' progress in literacy. Teacher created formal and informal assessments are also used throughout each unit of study to monitor students' progress.

## 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?

### TARGETED INTERVENTION PROGRAMS

Intervention services are provided school-wide for students regardless of whether they are ELLs or not. Our Extended Day Program has been set up so that staff members target specific areas that students need educational support in. For example, we have Extended Day sections for students who scored a 1 on the ELA, sections for those who scored 1 in Mathematics, and sections for those who scored a 1 in both ELA and Mathematics. We also provide a section for newcomers where they receive extra ESL support as well as native language support. This ensures that our students' educational needs are being met. Teachers conference with students on a daily basis to check their progress and gain new insight as to what additional support can be given to them.

### TRANSITIONAL SUPPORT FOR FORMER ELLs

ELLs who have reached proficiency on the NYSESLAT within the past two years are still given instructional and language support. These ELLs have also been grouped in the homeroom consisting of current ELLs so that they benefit from the support that our ESL teacher provides when she pushes in to the class. We plan to also include these students in any supplemental program created from Title III funds. All testing accommodations for ELLs are also given to students falling within this category.

### CONSIDERATIONS FOR THE 2011-2012 SCHOOL YEAR

Currently, we are looking at ways to expand in improve our programs for ELLs for the upcoming school year. As our school grows, we look to expand our Transitional Bilingual Program by adding a TBE class for grade 8 and maintain the current grade 7 class as well as reopen the grade 6 TBE class if we have the umbers to do so.. During the hiring process of new staff members, we will be considering giving priority to qualified applicants who possess dual certification in a content area as well as either a bilingual or ESL extension. This will provide us with more flexibility in regards to programming and in providing more services for our ELLs.

To support our newcomers gain basic and academic English vocabulary and advance them towards their goal of gaining proficiency in English, our school will continue using Acheie 3000. Our plan is to utilize the program during our extended day block. Students will have the opportunity to individually work with the program at their own pace. Data will be collected to monitor the students' progress through the use of Achieve 3000 reports and teacher observation of the students.

For our ELLs who have been serviced between 4-6 years, our school will be using Destination Reading in addition to Achieve 3000

to use during the extended day block. The goal is to also have students gain academic language and knowledge through the use of this program as well as improve on their reading and comprehension skills.

Pending on the amount of Title III funding, we would look to establish a Saturday program for ELLs to assist them building their language, writing and mathematics skills.

#### INSTRUCTIONAL MATERIALS

East Fordham Academy for the Arts follows a Balanced Literacy Approach. During the Humanities periods, teachers use the Balanced Literacy model using Common Core State Standards to guide the curriculum. Leveled Libraries were purchased from Core Curriculum for each classroom including the content area classrooms. Spanish books are also available in each classroom library to provide ELLs with Native Language support. For the Transitional Bilingual Classroom, Spanish Literature and Content Area libraries were purchased from Attanassio & Associates to support classroom instruction.

In Mathematics and Science, Glencoe textbooks are used to guide the curriculum and are used as support materials. Textbooks are available in the content area classrooms in both English and Spanish to provide ELLs with Native Language support. All materials used are grade and age appropriate.

Technology is used in every classroom throughout our school. On a daily basis, teachers use SmartBoards and projectors to provide students with visual and audio aids as well as provide them with interactive activities. These are particularly useful for ESL periods. Smart Response systems have also been purchased and will be utilized by ELLs to instantly assess their understanding of content taught as well as to provide them with a stress free environment where they can respond anonymously to questions posed by the teacher. Classes will also have scheduled periods when they can use the shared computer lab and library so that they can publish work and or conduct research.

#### ACTIVITIES FOR NEWLY ENROLLED ELLs

Prior to the beginning of the school year, all students and parents were invited to the school for an orientation in which there were activities for both the parents and the students to get to know the staff as well as the procedures and mission of the school. ELL students were included as well as their parents and translation services were provided for them. In addition, our school has established a support group for newcomers which is led by our school's Guidance Counselor and a staff member from the Morris Heights Health Center to help them adjust to the new environment and help them deal with any anxieties. A Curriculum Night was held in early October so that parents can get informed about what their children are learning and will be learning in the upcoming months. Translation services were provided for parents of ELLs who needed them.

### 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.

#### PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

It is important that all staff members are knowledgeable of teaching strategies that are successful for teaching English Language Learners. Throughout our summer planning session, professional development was provided to teachers regarding ESL methodologies. The ELL Coordinator/Teacher and ESL teacher attended a QTEL institute as well as sessions to provide assistance with the Language Allocation Policy and the planning for a new Transitional Bilingual Program. The ELL Coordinator also held a Professional Development session for all staff outlining the process for identifying ELLs, ELL subgroups, and compliance issues.

Throughout the 2010-2011 school year, we are projecting to hold at least five professional development sessions for teachers hosted by the bilingual Coordinator or ESL teacher to help staff members become more knowledgeable of successful strategies for teaching ELLs. Possible topics for these professional development questions are:

- Analyzing NYSESLAT scores and proficiency levels in modalities to guide classroom instruction
- Scaffolding for ELLs
- Project-based learning for English language Learners
- Technology resources for English language Learners
- Total Physical Response
- Making instruction comprehensible for ELLs
- Using context clues to provide meaning for instruction
- Flexible grouping using NYSESLAT modality results

The Parent Coordinator is trained in the ELL intake process to assist in the Parent Orientation process. The secretary is involved in ongoing training sessions on how to inform newcomers into the DOE system. Staff members are also encouraged to attend professional development offerings from the Office of English Language Learners as well as the Leadership Support Organization. Plans are also being made for key staff members to attend the upcoming NYSABE conference. Before ELL students transition to the next school level, the Bilingual Coordinator conducts a data review with all staff members to effectively provide the necessary skills, and strategies to meet the needs of the students. Additionally, a review of ELL strategies is conducted with staff to ensure that scaffolding is taking place. Staff members participate in ongoing ELL training such as: the intake process, classification as ELL's as subgroups, scaffolding for ELL's in the content area. All records, agendas, handouts, attendance, and minutes of the meeting are maintained in an ELL Binder located in the Bilingual Coordinator's office.

### 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?

At the East Fordham Academy for the Arts, we understand that parental involvement is a key factor for the success of our students. We are committed to keep parents informed and to provide them with ideas and tools to assist their children at home. Throughout the year, we will be providing parents with workshops so that they can be partners in their children's learning. Topics for these workshops include:

- Informational sessions on programs for ELLs, identification process, and selection of a program best suited for their children
- Using ARIS to obtain their child's assessment data and identify areas of strength and weaknesses
- Looking at the NYSESLAT: Providing parents with their children's NYSESLAT results and giving them an in-depth look as to the structure of the exam and how they can help their child at home be successful
- Partners in Print: Giving parents ideas on how they can read with their children at home and games they can play with their children to help them retell and comprehend a story

Various staff members, including our ELL Coordinator, Parent Coordinator, Guidance Counselor, Instructional Coach, and Family Worker will lead these workshops in conjunction with our Parent Association. Translation Services will be provided at all of our workshops. In conjunction with the parent coordinator and the instructional coach, the bilingual coordinator administers parent surveys, conducts meetings, parent outreach through telephone calls and via mail service, and workshops.

## 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)							5	24						29

Intermediate(I)							5	16						21
Advanced (A)							13	20						33
Total	0	0	0	0	0	0	23	60	0	0	0	0	0	83

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	11					
	I							1	11					
	A							10	22					
	P							5	9					
READING/ WRITING	B							3	15					
	I							5	17					
	A							11	17					
	P							0	4					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	7	2	0	18
7	21	13	0	0	34
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	3	2	8	1	4	0	0	0	18
7	15	16	13	3	3	0	0	0	50
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8	8	11	4	12	2	1	0	46
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	22	7	12	0	7	2	0	0	50
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)	12	9	3	7				
Chinese Reading Test								

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

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

Our NYSESLAT data shows that currently in our school we have 29 ELLs who are at a Beginner level on the NYSESLAT and LAB-R, 21 in the Intermediate level, and 33 in the advanced level. The majority of our students that are at a Beginner level are in our Transitional Bilingual class. The data also shows that most students struggle with proficiency in the reading and writing area of the NYSESLAT. Due to these results, we have determined that in the Transitional Bilingual class, students will focus on developing all of the modalities to gain proficiency while for those students who are in the freestanding ESL program will receive more support in reading and writing. Progress reports from Achieve 3000 will be analyzed by all staff to plan on how to deliver instruction and to create flexible groups according to the modalities.

Our test data also shows that the majority of our ELLs scored a level 1 or 2 on the Science and Social Studies exam regardless of the language the test was taken in. This indicates that ELLs need more support in learning the content as opposed to the language. It is due to this that our school has adopted a Humanities program to expose students to academic content area language through the use of English Language Arts skills and strategies. Materials that focus on these two areas are being chosen for all instruction, including content area libraries from Attanassio & Associates and Intensive English for ESL from Santillana. Santillana Español Spanish Literacy program has also been purchased to that students in the Transitional Bilingual classes receive additional support in their NL. Weekly ELL Common Planning sessions are held to discuss materials, curriculum for ELLs, and Bilingual Compliance issues.

### 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.

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		