



**[THE ACADEMY OF THE ARTS]
PS 335**

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

SCHOOL: (08X335)

**ADDRESS: 888 REVEREND JAMES POLITE AVENUE
BRONX, NY 10459**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 335X **SCHOOL NAME:** THE ACADEMY OF THE ARTS

SCHOOL ADDRESS: 888 REVEREND JAMES POLITE AVENUE , BX. NY 10459

SCHOOL TELEPHONE: (718) 860-3401 **FAX:** (718) 860-4290

SCHOOL CONTACT PERSON: ERIK WRIGHT **EMAIL ADDRESS:** Ewright4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Betty Gerassi

PRINCIPAL: Erik Wright

UFT CHAPTER LEADER: Matthew Panetta

PARENTS' ASSOCIATION PRESIDENT: Ana Campos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** 607

NETWORK LEADER: Elmer Myers

SUPERINTENDENT: Tim Behr

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
Erik Wright	*Principal or Designee	
Matthew Panetta	*UFT Chapter Chairperson or Designee	
Ana Campos	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tanya Sands	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Andrea Reyes	Member/ UFT Para	
Jaime Barron	Member/ UFT	
Betty Gerassi	Member/ UFT	
Sonia Honeyghan	Member/ Parent	
Yulianne Garcia	Member/ UFT	
Brumilda Cruz	Member/ Parent	
Rebecca Sand-Harris	Member/ Parent	

(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.

PS 335 is an elementary school located on Reverend James A. Polite Avenue in the Mott Haven section of the Bronx. Currently this school year, there are 215 students enrolled. For years, one of the most distinct features was that PS 335 was composed of fourth and fifth Grades only. For the 2010 - 2011 school year, PS 335 has added grades Pre-Kindergarten and Kindergarten as part of a grade reconfiguration proposal. Each subsequent year, an additional grade will be added until we have grades Pre-Kindergarten through 5th Grade.

The staff, parents, and community based organizations work extremely hard to make PS 335 a place where all students' needs are met. Teachers meet together during common planning periods and after school to discuss curriculum and analyze student work.

Analyzing data is a special focus of all teachers this year at PS 335. The use of data binders was started during the 2006 -2007 school year and has been streamlined in order to maximize its effectiveness. The use of assessment binders has resulted in teachers being more proficient in analyzing data to meet the instructional needs of the students and it has helped to improve their ability to differentiate instruction. It has also enabled data discussions during common planning periods to further formulate lessons and interventions around the needs of all students.

During the 2007-2008 school year, PS 335 formed a partnership with City Year. This partnership has allowed PS 335 to target more at risk students. The City Year team works with our at-risk students in literacy and math. Some of the programs City Year uses to support the students are, the Great Leaps reading and math program and the Read Naturally Fluency program. Students are selected based on the results of data such as the DRA and running records.

Partnerships with Community Based Organizations such as Committee for Hispanic Children and Families (CHCF), South Bronx Mental (SBHM) and Urban Health have helped the school provide additional mental health services to our students and parents. A Social Worker from SBMH spends four days a week at the school servicing our students. SBMH also offers services to students and their families through their outpatient clinic facility thus enabling us to support the emotional and social needs of our struggling students. Agencies such as SBMH have been vital in assisting the school in our efforts to ensure that the social/emotional needs of our students are being met so that students can make strong academic progress.

The families of PS 335 are provided health services through Urban Health's full service health clinic. The collaboration between Urban Health and the school is instrumental in helping the school ensure that students are immunized and healthy. In addition, Urban Health provides full time clinical services for students that are ill, in need of physical examinations, or become injured while in school.

Unfortunately, our partnership with The Committee for Hispanic Children and Families (CHCF) has ended due to an internal restructuring of resources by the Department of Education. CHCF played a major role through the Attendance Improvement Drop-out Prevention Program, (AIDP) CAPP and Project SAFE programs where counseling services were also provided.

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					
School Name:	The Academy of the Arts				
District:	08	DBN #:	08X335	School BEDS Code:	320800010335

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K							92.4%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					91.2%	92.9%	92.4%		
Grade 4	130	85	17						
Grade 5	1008	106	90	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					94.3%	90.9%	93.2%		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					28	32	TBD		
Grade 12									
Ungraded	23	29		Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	230	191			6	6	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	23	29	34						
No. in Collaborative Team Teaching (CTT) Classes	0	0	6	Principal Suspensions	52	22	TBD		
Number all others	7	6	14	Superintendent Suspensions	9	2	TBD		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	18	23	Early College HS Participants			
# in Dual Lang. Programs	n/a	n/a	n/a				
# receiving ESL services only	40	22	32	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	18	17	17
				Number of Administrators and Other Professionals	2	2	2
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	3	2	2
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.9	0.5	0.5	Percent more than two years teaching in this school	72.2	70.6	TBD
Black or African American	21.3	19.4	21.6	Percent more than five years teaching anywhere	38.9	41.2	TBD
Hispanic or Latino	77	79.1	76.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.5	1.0	Percent Masters Degree or higher	83.0	82.0	TBD
White	0.4	0.5	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	89.5	TBD
Multi-racial							
Male	51.7	52.4	51.4				
Female	48.3	47.6	48.6				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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)				

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	102.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	18.7	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	12	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?
-

After conducting a needs assessment of P.S. 335, it is apparent that the school has made tremendous strides over the past several years. Most of the school's accomplishments are a direct correlation to the school's high scores on state assessments. The following is a summary of some of the school's noteworthy accomplishments:

Accomplishments

1. Removed from the SINI List. A school building that has traditionally been labeled either SURR or SINI, now the school is in good standing with the city and state.
2. AYP. The school met its AYP in all subject area during the 2008-2009 school year. In the 2007-2008 school year, school met its AYP under the Safe Harbor program.
3. Progress. The school ranks in the top 5% of city elementary and middle schools in terms of student progress in both ELA and math.
4. School Report Card. School earned an A on the 2008-2009 school report card. In fact, the school received enough extra credit to score over a 100 on the report card.
5. Reading Scores. The school had the greatest increase in 4th grade ELA scores in the entire school district during the 2008-2009 school year.

While the school continues to strive, there are some barriers the school is working on to overcome. Below is a list of those obstacles:

Needs

1. English Language Learners. At PS 335, the ELL population continues to struggle to score level 3 or 4 on the state assessments. The ELL program at the school will continue to be examined and revamped to ensure all ELL students are given the best opportunity to succeed.
2. Students with Special Needs . While tremendous strides have been made with our students with special needs, more work needs to be done. Too many of our students with special needs are performing well below grade level standards. During the 2010-2011 school year, we will be opening

more ICT classes with the hope that the less restrictive model will better meet the needs of our students with special needs.

3. During the 2009-2010 school year our median growth percentile for both ELA and Math was a B but our scores for both ELA and Math state declined. A heavy emphasis must be placed on students scoring in the lowest one third.

Trends

Overall, the trends of the school have been positive. We have seen our 5th graders improve on all state tests, especially social studies where nearly 70% are meeting the standard. Our 4th grade science test scores continue to improve as well. In terms of ELA and math, we have seen much improvement over the years. When the school opened 6 years ago, barely 20% of the students were reaching the standard in math or ELA. In 2009, nearly 70% were levels 3 or 4 in ELA and close to 80% were making the grade in math. The setback we had during the 2010 school year is similar to the trend we saw across NYC as ELA and Math scores declined due to a raising of the benchmark to obtain grade level standards. Although there is a lot of work to be done at PS 335, overall, the school works together to ensure all students succeed.

SECTION V: ANNUAL SCHOOL GOALS

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

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

ANNUAL GOAL
SMART GOAL – By June 2011 there will be an increase of 5% in the percentage of special needs students meeting the standards on the ELA exam
SMART GOAL- By June 2011 there will be a decrease in the percentage of students scoring well below standards on the ELA
SMART GOAL – By June 2011, 90% of the students in kindergarten will have mastered the grade level standards in literacy
SMART GOAL – by June 2011, there will be an increase in parent involvement
SMART GOAL – By June 2011, the use of technology will be incorporated in all of the homeroom classes

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): ELA/ Special Needs Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be an increase of 5% in the percentage of special needs students meeting the standards on the ELA exam</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Create supportive learning environments such as additional collaborative team teaching environments in order to transition self contained students into less restrictive learning environments • Provide learning opportunities through the use of technology • Align instruction with the goals of the IEP • Ensure that IEP Goals are rigorous/ Standards based • Administer formal/informal assessments and analyze the data to ensure progress and determine next steps •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Creation of CTT classrooms - IDEA ARRA CTT Funding • TL Phase I Transitional Funding for Special Ed. • Professional Development – Title I SWP funding • PD team meet with teachers to analyze student work as well as results of ITA, Predictive, and ELA simulations • Ongoing Professional development in the area of literacy is provided by the PD TEAM to teachers

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Progress on assessments such <ol style="list-style-type: none"> 1. DRA's 2. Fountas & Pinnell literacy assessment 3. School based ELA simulations 4. ACUITY Assessments 5. Teacher observations

Subject/Area (where relevant): ELA/ All students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be a decrease in the percentage of students scoring well below standards on the ELA</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Increase Reading Stamina through school wide implementation of the “100 Book Challenge Reading Program • Administer assessments such as DRA’s, Fountas & Pinnell, and ELA simulations throughout the year. <ol style="list-style-type: none"> 1. Collect, record and analyze results of ITA, Predictive and ELA simulations with 4th and 5th grade teachers along with out class support staff to address specific needs of each student (4th grade teachers, 5th grade teachers, AIS providers, Administration) 2. Provide common planning time on each grade level in order to discuss results from assessments, decide next steps, and to plan curriculum • Utilize monthly pacing calendars which address application of reading strategies and skills during the reading and writing workshops, along with curriculum maps to guide instruction • Develop monthly curriculum maps during common planning periods, before and after school in order to support student learning outcomes. • Support individual student needs and whole class instruction through data-driven planning • Increase the use of Rubrics within every classroom to analyze and improve standards-based student writing. • Ongoing Professional development in the area of literacy is provided by the PD TEAM to teachers. • PD team meets with teachers to analyze student work as well as results of ITA, Predictive, and ELA simulations • Target level 1 and 2 students for the 3 day a week 50 minute Extended Day Program • Develop a differentiated after school and Saturday Academy targeting level 1 and 2 students inclusive of a Title III program for ELL’s • Pull out services for at-risk students <ol style="list-style-type: none"> 1. Fountas & Pinnell Literacy Intervention kit 2. Read Naturally 3. Wilson

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Tax Levy Funding – After school teachers • Title I School-wide Program – AIS Teacher • Title III funding • Tax Levy NYSTL Textbook – Extended day and after school materials • PD team meet with teachers to analyze student work as well as results of ITA, Predictive, and ELA simulations • Ongoing Professional development in the area of literacy is provided by the PD TEAM to teachers
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Student Individual Goals Sheets – collected in October, January, and May • Progress on assessments such <ul style="list-style-type: none"> ○ DRA's 2x a year ○ Fountas & Pinnell literacy assessment 2x a year ○ School based ELA simulations ○ ACUITY Assessments (ITA's and Predictives) • Data Dialogue Sessions • Teacher observations

Subject/Area (where relevant): Parent involvement _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, there will be an increase in parent involvement
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Collaborate with Community Based Organizations to provide events that meet the needs of parents (Open House, Community Health Fair, Family Counseling, etc.) • Distribute monthly calendars to families and a newsletter every three months to inform parents of all activities and events occurring at the school • Provide workshops pertaining to ELL mandates, curriculum initiatives and NYS Test information • Partner with Learning Leaders to encourage parent volunteers • Establish a monthly breakfast between the principal and parents to maintain dialogue/home-school partnership • Host monthly parent workshops in order to inform the parents of the resources that are in the community • Parent Coordinator along with Arts Teacher and Literacy Coach will schedule workshops throughout the year • Community Based Organizations - offer workshops to parents and community, as well as outreach • Attendance Teacher – home visits scheduled as needed, in order for school to communicate with parents who cannot be reached through mail or phone • School Aides – provide outreach to parents through phone calls and letters about upcoming events and student performances •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax Levy Parent Coordinator • Tax Levy Parent Coordinator OTPS •
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Sign in sheets for monthly meetings, school performances, parent workshops, Parent –Teacher Conference, • School survey • Increased parent volunteers during the school day in the classroom and during lunch and recess

Subject/Area (where relevant): Literacy/ Early Childhood

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, 90% of the students in kindergarten will have mastered the grade level standards in literacy
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Implement a differentiated approach to reading by using a computer based reading program (the Award Reading Program) • Assess and Monitor progress to ensure students are increasing reading levels by using the 100 Book Challenge Independent Reading Program • Utilize literacy centers to target individual needs • Collaborate with Literacy Coach to develop progress reports that will be given to parents in order to communicate students' strengths and weaknesses • Provide ongoing professional development to teachers in order to support teachers individual needs • Set high expectations for students by creating individual student goals with students •
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Pre K- Funding • Universal Pre-K funding • TL OTPS New school Funding • Professional Development through Title I SWP Funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Fall and Spring ECLAS 2 • Award Reading assessments • Teacher Observations • 100 Book Challenge reading logs

Subject/Area (where relevant): _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, the use of technology will be incorporated in all of the homeroom classes
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Incorporate technology daily in the kindergarten classrooms through the use of the technology based literacy program AWARD Reading • Create a computer lab for the upper grades with scheduled periods and open access time • Pilot the ST Math computer based program in the upper grades • Target the Special Needs and Ell population for the Imagine Learning literacy based program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title I School-Wide Funding (AIS teacher) • TL Fair student Funding (classroom teachers) • ARRA grant (to purchase Imagine Learning license)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Kindergarten ECLAS assessment • End of Unit Every day Math Assessments • Increase in reading levels as measured by Fountas & Pinnell assessments and DRA's • Proficiency level increase on the NYS ELA and Math exams

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 (SURRE)

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	N/A	0	0	-
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	30	29	42	N/A	N/A	5	2	0
5	80	65	N/A	115	N/A	3	3	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> • Great Leaps: reading service provided by City Year and Paraprofessionals (1:1 instruction 4x a week) • Read Naturally: service provided by City Year (small group 4x a week) • Extended Day Tutoring (3x a week for 50 minutes) • After school reading program (2x a week) • Pullout services (daily) • Enrichment by Ms. Danner • Ticket to Read: Home and classroom reading program
Mathematics:	<ul style="list-style-type: none"> • Great Leaps Math: Provided by City Year and Paras (1:1 instruction 4x a week) • Mind Research Math Program: ST Math (technology 2x a week whole class) • Kaplan Math • Extended Day tutoring: two days after school math program • Math centers (daily)
Science:	

Social Studies:	<ul style="list-style-type: none"> • Extended day 50 min tutoring. • Coach books
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Social worker provided counseling services for at-risk students • SETTS at-risk services • Crisis team services for at-risk students
At-risk Health-related Services:	<ul style="list-style-type: none"> • Services provided by in house nursing/doctor • Ms. Walker: South Bronx Health Services

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - During the 2009-2010 school year, P.S. 335 was comprised of grades 4 and 5, servicing 208 students. In September Of 2010, we will be adding grades Pre-K and Kindergarten. WE will continue to use the Home Language Survey to determine the interpretation needs of our parents. All incoming families are required to fill out the Home Language Survey during registration.

and are of Hispanic descent All of our letters, flyers and calendars are translated in Spanish by our ESL Coordinator, Parent Coordinator and/or Assistant Principal, all of which are fluent in written and oral Spanish translation.

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.
 - Our school's written translation and oral interpretation needs are primarily Spanish. The school's administration works closely with the parent coordinator and parent volunteers to communicate and create opportunities for parent involvement in their children's education

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - P.S. 335's letters, flyers and calendars are translated in Spanish by our ESL Coordinator, Parent Coordinator and/or Assistant Principal, all of whom are fluent in written and oral Spanish translation.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- Parent Association Meetings are conducted in English/Spanish.
 - Parent meetings are translated by the Assistant Principal or parent coordinator.
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>.
- P.S. 335 has provided each parent with a copy of the Bill of Rights and Responsibilities in their primary language(s) (i.e., English, Spanish and Arabic). The school has posted in the main entrance a sign, in English and Spanish - our most prominent covered languages, indicating the availability of interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	283,883.00	66,602	350,485
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,839.00	666.00	3,505
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,194.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	28,388.00	*	

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.

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

**THE ACADEMY OF THE ARTS
PS 335
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BRONX, NY 10459
GLORIMER LOPEZ
ASSISTANT PRINCIPAL**

**ERIK WRIGHT
PRINCIPAL**

SCHOOL-PARENT COMPACT for 2010-2011

The Academy of The Arts/P.S. 335 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

The Academy of The Arts/P.S. 335 Responsibilities:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - ❖ A Print-Rich classroom environment with leveled classroom libraries
 - ❖ 100 Book Challenge Program
 - ❖ DRA Assessments
 - ❖ After-School Academies
 - ❖ Academic Intervention Services provided to students as needed
- 2. Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - ❖ Parent teacher conferences are held twice annually – November and March\

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- ❖ Monthly Calendars issued to keep parents aware of school events
- ❖ Student report cards are distributed 3 times a year
- ❖ Student promotion in doubt letters are sent home a minimum of once a year.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- ❖ Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment. For an appointment please call Cynthia Alvarado, Parent Coordinator at (718) 860-3401 ext. 422

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- ❖ The PA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

Parent Responsibilities

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

- ❖ Supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;

- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

❖ Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*

- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The Academy of The Arts/PS. 335 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

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School-Parent Involvement Plan for the 2010-2011 School Year

PART I GENERAL EXPECTATIONS:

The Academy of The Arts/P.S. 335 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A Parental Involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

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

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

- that parents play an integral role in assisting with their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Academy of The Arts/P.S. 335 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PA meetings

- PA Executive Board members will be involved with District personnel

2. The Academy of The Arts/P.S. 335 will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in the Annual Quality Review of the School
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. The Academy of The Arts/P.S. 335 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- Enrichment Clubs
- After School Math Academy
- After School Literacy Academy

4. The Academy of The Arts/P.S. 335 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. The Academy of The Arts/P.S. 335 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The Academy of The Arts/P.S. 335 will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph

the State's academic content standards;

the State's student academic achievement standards;
the State's and local academic assessments including alternate assessments;
the requirements of Title I, Part A
how to monitor their child's progress and
how to work with educators.

- The Academy of The Arts/P.S. 335 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
providing Parent workshops and courses dealing with Content Area Workshops, Parent Orientations, Open House, Informational Workshops such as: CPR

Training, Fire Safety

Special meetings with Mrs. Rosado, *ESL Teacher and Cynthia Alvarado, Parent Coordinator* designed to meet the specific literacy needs of parents of English Language Learners

- The Academy of The Arts/P.S. 335 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.

Involving parents in the regular activities of the school

Involving parents in the Perfect Attendance and Student of the Month Assemblies and our Annual Passport Day.

- The Academy of The Arts/P.S. 335 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

School letters are translated and ELL students are provided with native language letters of school events

Translation services information are posted in the school lobby in the appropriate native languages

Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished setting up an appointment with Cynthia Alvarado, Parent Coordinator at (718) 860-3401 ext. 422
- The school is developing appropriate roles for the in house community-based organization *The Committee for Hispanic Children and Families, Inc.* through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

PART IV ADOPTION

Department of Education of the City of New York
The Academy of The Arts/ P.S. 335

Erik Wright, Principal

This policy was adopted by The Academy of The Arts on 10/30/2010 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2010.

Erik Wright, Principal

October 30, 2010

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - NYS ELA and Math exam scores are examined and disaggregated in order to analyze student groups and sub groups. This data is analyzed in order for the school to put in place instructional processes that meet the needs of students.
 - In-house ELA and Math Simulations are given 3x/year in order to analyze progress and needs-based instruction
 - Student Individual goals are devised using data such as DRA and NYS Standardized scores in order to provide student with academic goals and for teachers to provide individualized instruction
 - Literacy Curriculum Maps are revised as needed in order to adapt to the instructional needs of students
 - ST Math Computer Grant - Mind Research Pilot Math Program (students receive math support through a technology based math program twice a week)
 - Ticket to read computer based literacy program
 - Weekly assessments are conducted as part of content areas, ELA and math in order for teachers to analyze student learning and to guide future instruction
 - Jr. Great Books reading program is incorporated into the literacy block to help facilitate lively student discussions as students develop communication skills, reading and writing skills, and thinking skills.

 - 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/ 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.

- PS 335 has implemented an extended day program for students scoring level 1 and 2 in either NYS ELA or NYS Math exams. Our extended day program is 50 minutes a day for 3 days a week. This longer amount of time allows for students to receive small group instruction (10 students/teacher) that is targeted to the Reading and Math needs of students. The Extended day Program has been organized to provide each grade with a period to come together to analyze students data, look at student work, to plan next steps (two Wednesdays a month).
- PS 335 has an After-School program that meets 3x a week.
 1. The instructional program 2x a week in ELA and Math. We use materials targeted to test-taking strategies (Kaplan Advantage)
 2. The enrichment club program – 1x a week students attend clubs such as drama, sports, photography, etc..
- Double Literacy and Math Block daily to provide opportunity to incorporate the workshop model of instruction

3. Instruction by highly qualified staff.

- All Teachers will be observed formally and informally by school Administrators
- Feedback and instructional support will be given to teachers in order to improve instruction
- Professional Development will be provided on an individual basis and throughout the course of the academic year
- Literacy Coach will mentor and assist new teachers
- Assistant Principal will provide support and guidance to teachers in order to ensure that instruction and curriculum maps reflect State Standards and prepare the students to meet State's proficient and advanced levels of student academic achievement.
- Utilize Title I set aside for tuition reimbursement in order to help teachers become highly qualified.
- Weekly common planning sessions will be used to analyze data and revise curriculum maps
- Data dialogues sessions between classroom teachers and the AIS team will be utilized to discuss students in need of additional support, provide a plan for the AIS students, and to follow up on the progress made by the students.

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.

- Teacher Needs Assessment given out at the beginning of the school year in order to assess their individual needs and plan for individualized professional development activities
- AIS providers attend workshops on an ongoing basis
- Literacy coach and teachers attend Literacy workshops throughout the year
- Administrators attend Professional Development sessions throughout the year
- All staff that attends workshops are required to fill out a feedback form and turnkey important information to appropriate staff

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

- Administrators attend Hiring Fairs
 - Prospective Teachers are invited to plan for and institute a demo lesson in a designated classroom
 - School Job Openings are posted on the DOE website and appropriate resumes are reviewed and selected for interviews
 - Teachers sit in on the interview and provide feedback
 - The principal works with Hr Director from the CFN to discuss vacancies and receive highly qualified candidates
6. Strategies to increase parental involvement through means such as family literacy services.
- Parent workshops on ELA, Math, and ESL exams
 - Back to school orientation,
 - Cultural celebrations/ performances and research projects facilitated by students
 - PTA meetings
 - Workshops given by parent coordinator, literacy coach, ESL Teacher
 - Family movie night
 - Parent conferences,
 - 100 book challenge award ceremonies, perfect attendance and students of the month award ceremonies
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.
- Parent orientation will take place in September
 - Parent workshops
 - Use of a research-based literacy curriculum that also provides support with the development of content area skills and social development
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.
- Common Planning Sessions are scheduled for teachers to work with Administration and/or the Literacy Coach to plan curriculum and assessments
 - Data Dialogues are scheduled with teachers throughout the year to discuss assessments and provide next steps for instruction and further assessment
 - Assessment binders kept by the teachers with data that is updated throughout the year
 - Common planning opportunities for teachers to conduct curriculum planning
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.

- Data Dialogues are scheduled with teachers throughout the year to discuss at-risk students with AIS committee. Plans are then put in place to help support the needs of the students.
- AIS Providers provide both push-in and pull-out services on a daily basis
- Community Based Organizations are responsible for providing services to our at-risk students in Reading and Math
- Standard and Need based centers in both math and ELA during the double block of reading and math
- Saturday School/ After School
- Enrichment Clubs
- Literacy Coach: Enrichment Literature Circles
- Principal and Assistant Principal Lunch Clubs: based on needs, enrichment
- ST Math Computer Grant - Mind Research Pilot Math Program
- Ticket to read _computer based literacy program

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Collaboration with Community Based Organizations to provide services such as:

- Annual Health fair
- Cancer awareness workshops
- Career day
- Nutrition seminars
- Child abuse seminars

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$238,462	✓	15,17, 18, and 20
Title I, Part A (ARRA)	Federal	✓			\$65,000	✓	15, 17 and 18
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$15,000	✓	17 and 18
Title IV	Federal			✓			17 and 18
IDEA	Federal	✓			\$48,984	✓	15
Tax Levy	Local	✓			\$1,088,807	✓	

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.

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:

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.

- 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: _____ **SURR³ 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.

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently there are 7 students identified as Temporary Housing students. Our Parent Coordinator works with the families to ensure their needs are met. In addition:

1. All STH are invited to attend our after school program
2. Families in need of support receive assistance with purchasing uniforms

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Academy of the Arts					
District:	8	DBN:	08X335	School		320800010335

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	16		91.2	92.9	92.4
Kindergarten	0	0	41				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	85	117	42				
Grade 5	106	90	115				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	0				
Total	191	208	214				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.6	90.5	88.7

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	94.3	93.2	95.2

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	26	32	25

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	6	6	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	29	34	12	Principal Suspensions	52	22	15
# in Collaborative Team Teaching (CTT) Classes	0	6	25	Superintendent Suspensions	9	2	6
Number all others	6	14	11				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	18	23	TBD	Number of Teachers	18	17	17
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	5	3
# receiving ESL services only	22	32	TBD	Number of Educational Paraprofessionals	0	0	2
# ELLs with IEPs	2	19	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.2	70.6	64.7
				% more than 5 years teaching anywhere	38.9	41.2	52.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	82.0	88.2
American Indian or Alaska Native	0.5	0.5	0.5	% core classes taught by "highly qualified" teachers	100.0	89.5	90.0
Black or African American	19.4	21.6	20.1				
Hispanic or Latino	79.1	76.4	76.6				
Asian or Native Hawaiian/Other Pacific	0.5	1.0	0.9				
White	0.5	0.0	1.4				
Male	52.4	51.4	52.3				
Female	47.6	48.6	47.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	42.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**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 type here	District 08	School Number 335	School Name The Academy of The
Principal Erik Wright		Assistant Principal Glorimer Lopez	
Coach Carolyn Danner		Coach Norma Rosado (ESL Coordinator)	
Teacher/Subject Area Yuliane Garcia		Guidance Counselor N/A	
Teacher/Subject Area AIS Janice Allen		Parent type here	
Teacher/Subject Area Betty Gerassi		Parent Coordinator Cynthia Alvarado	
Related Service Provider Marisol Rodriguez		Other	
Network Leader Elmer Myers		Other type here	

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	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	238	Total Number of ELLs	51	ELLs as Share of Total Student Population (%)	21.43%
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Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

During the registration process, parents of new students to the NYS system are required to complete the Home Language Identification Survey (HLIS) to specify the language the student speaks at home. Therefore, the first step used in our school to identify ELL's is to provide all parents with the Home Language Survey (HLIS) form in their native language followed by an interview in both English and the Native language (by either our Bilingual/ESL Coordinator or Parent Coordinator) if it is necessary. After completing the HLIS, an oral interview is conducted by Norma Rosado, F-Status ELL coordinator, with the student and parent in English and in the Native Language. Once the HLIS is completed and the parent identifies the home language as English, the student enters a monolingual education program. If the parent indicates the home language as other than English, and the interview confirms that the child's home language is other than English, the student is eligible for LAB-R testing. Students that score below proficiency on the LAB-R are provided ELL services as well as given the Spanish Lab-R to determine the dominant language.

After the LAB-R is scored, our ELL Coordinator, Ms Rosado, sets the date for the orientation and notifies the parents in writing and through follow-up phone calls. All parents of students eligible for ESL or Bilingual Education are required to attend the orientation in which they view a video about three programs: Transitional Bilingual Education, E S L, and Dual Language. The ELL Coordinator reviews the video with parents and answers questions parents may have about the different programs . After the orientation the parents receive a form in which they are able to select the desired program. They also receive a variety of informative materials in English and Spanish. Many of the parents complete the form immediately after the orientation. All completed selection forms are filed in the ELL Coordinator's room.

Over the years, over 90% of the ELL's have selected a bilingual program (most likely due to the fact that the language of instruction in our bilingual program has been Spanish/English and a large precentage of our new comers have come from Spanish speaking countries. For School Year 2010-2011 the Home Language Survey indicates that most of the parents selected the ESL Program instead of a Bilingual Program. Therefore, the students have been placed in monolingual classes, and receive ELL services through an ESL Free Standing (pull-out) Program. All parents have been informed that our school does not have a Bilingual Program therefore, they can opt to transfer their child to a school where such program is available or have students remain at the school in ESL. The entire registration/ identification of ELL's take place within the first ten days of school for each ELL candidate.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	9				10	31	0							50
Push-In														0
Total	9	0	0	0	10	31	0	0	0	0	0	0	0	50

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	10	Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	20	1	9	26		12	4		2	50
Total	20	1	9	26	0	12	4	0	2	50

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9				1	31								41
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	9	0	0	0	1	33	0	43						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The only program offered in our school this year is the ESL Free Standing Program (parent choice).

The ESL Program is a Pull- Out Free Standing Model in which the F status Bilingual/ESL Staff Developer provides explicit instruction in English to small groups of students in Kindergarten (ten), 8 students in 4th grade and 38 students in grade five (5), with the help of a dual certified Common Branch/ ESL Teacher. Students are provided subject area instruction and materials in a variety of genres, using ESL methodology and instruction through the four modalities, Listening, Speaking, Reading and Writing, in order to address the five New York State ESL learning Standards. They follow the Children First Initiative and Part 154 guidelines. All strategies are integrated within the content areas in order to maximize English Language Acquisition. Our students are receiving the mandated ESL/ ELA allotted instruction based on students' proficiency levels for example 360 minutes weekly for Beginners and Intermediate and 180 minutes for Advanced.

The goal for the program is to provide the ESL students with the support necessary to become proficient in English so that students can meet the City and New York State ESL Standards. Both, the Bilingual/ ESL Staff Developer and the ESL teacher provide support to the ELLs by pulling out students and developing student's English language skills by focusing on high-interest and academically content-based units. Through the use of content area based activities (including Science, Social Studies, ELA, ART, and Math). On Our Way to English By Rigby (Harcourt) has been used by the ESL teachers for ESL instruction in grades four (4) and five (5). The Curriculum is implemented using the point of Entry Model of instruction and components of the Balanced Literacy methodology to enhance comprehension and language development.

Material used for Kindergarten are: Literacy by Design By Rigby. The kindergarten materials are based on Thematic Units which are designed to exceed national curriculum mandates. It is a complete Reading and Writing Program in which the students are engaged in Shared Reading/ Writing, Interactive Reding/ Writing, Independent Reading/ Writing. The program provides Pre- test and Post-test assessments.

The Program is used as follows:

	Reading
20 minutes	oral language, vocabulary
10 "	Phonemic Awareness/ Phonics, Fluency
20 "	Shared Reading, Target Skills, Focus on Literacy
35 "	Differentiated Reading Instruction
5 "	Support Reading Independence
	Writing
15 "	Build Writing Skills
10 "	Differentiated Writing Instruction
5 "	Support Writing Independence

All instruction at PS 335 takes into account the entry level of the students . Materials being utilized have been approved by the New York City Department of Education in English and are available as needed. On going assessment are implemented in order to provide flexible grouping. To ensure Academic rigor our ESL students are held to the same standards as their peers. Students are grouped homogeneously for targeted areas of instruction. For ESL instruction all students are grouped according to the LAB-R or NYSESLAT results (Beginners, Intermediate or Advanced).

Most of the 4th.grade students in the Special Ed. class score at a Beginner level in the NYSESLAT. These students are provided with a variety of different strategies so they will be able to meet or exceed all City and State Standards, for example; Read Aloud, Listening to tapes, Total Physical Response (TPR), Review TPR cards. They are also provided with a series of other strategies in order to enhance their academic performance in reading and writing.

Students with disabilities are placed in the mandated program recommended by their IEP or by students performance on either The Language Assessment Battery –Revised or the NYSESLAT. The students are provided with Academic intervention services and differentiated instruction that matches their needs. The Academic intervention program provided for these students focuses on providing listening, speaking, reading and writing skills. Some of these students attend the after school program if possible. ALL participants receive additional support in either language of preference according to the Federal Law. In addition, students with Special needs are given additional support from our AIS providers The providers use the literacy based program Read Naturally which helps to improve students' fluency by giving students the opportunity to listen to books on tape before actually reading the story independently. Another program that is used for our special needs students is the Wilson program.(a multisensory program that provides a systematic approach to teaching total word structure for decoding and encoding

Students with Formal Interrupted Education, SIFE, attend the ESL Pull-Out Free Standing Program and are also provided with additional Academic Intervention Serices. Mrs. Allen the AIS teacher provides instruction in English by using a variety of leveled books for new comers. A city year student also provides help by reinforcing phonemic awarness and comprehension skills. These strategies takes effect in the classroom under the teacher's supervision. Most of the students also attend the after school program.

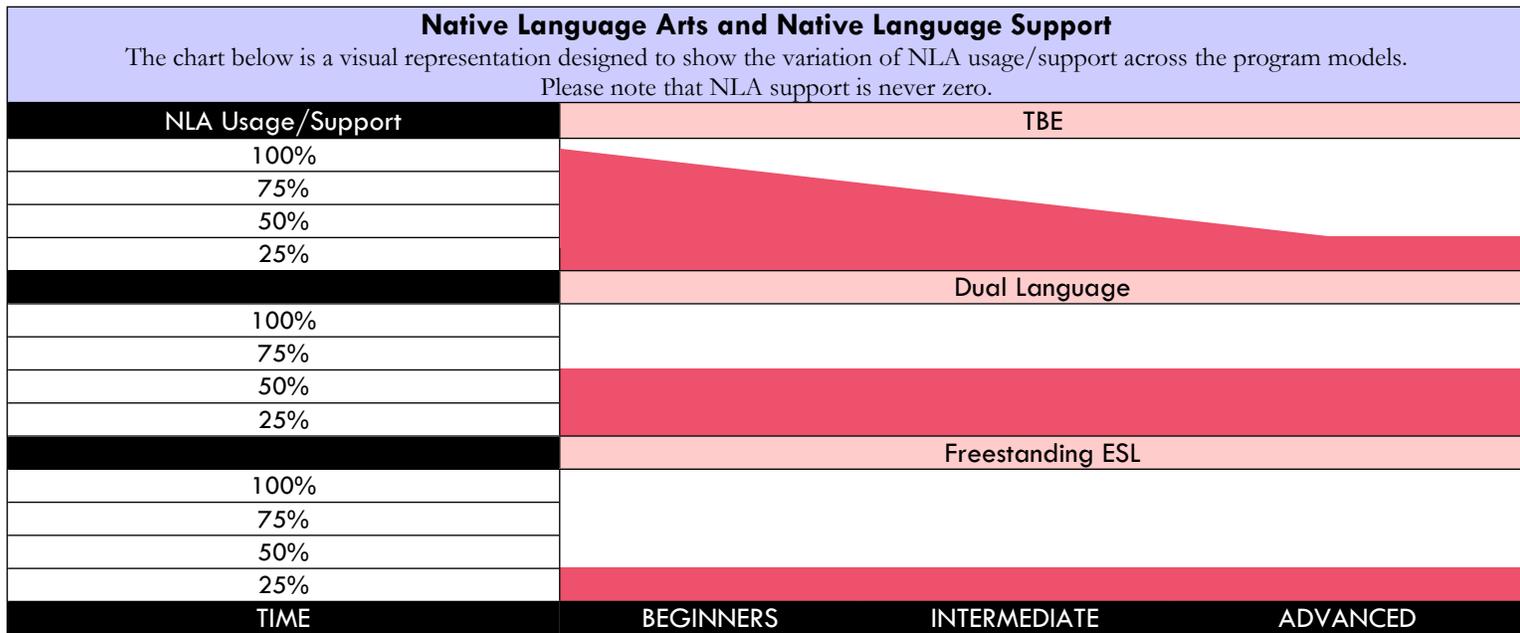
Students retained in a grade, or who have not met the performance standard in listening are provided with a variety of listening strategies, example; read alouds, listening to tapes using the Read Naturally program, Total Physical Response (TPR) Review TPR cards in pairs or groups, books with the audio CD, language games in groups. They also receive support from the AIS teacher or City Year Students.

Long Term students are usually students held over for one year or more. For this population, we provide additional pull-out services. We strongly recommend the after school program for long term ELL's in order to provide them the opprtunity to recevie additional small group instruction with an emphasis on reading comprehension and flunecy.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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?

A

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

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

As Part of 154 Compliance, 7.5 hours of mandated workshops are required for all monolingual teachers. Most of our mono-lingual teachers are receiving the mandated 7.5 hours workshops therefore, we have purchase materials to be used during the workshops. Our ESL trainings are facilitated by our F status ESL Coordinator. During the workshops the facilitator models ESL strategies and methodologies which help our students develop language acquisition. The workshops are provided after school. Attendance is taken and a certificate is provided at the end of completion of the 7.5 hrs. mandated workshops.

The ESL teachers also participate in workshops provided by the Literacy coach to support with the implementation of Reader's and Writer's workshop.

E. Parental Involvement

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

Paste response to questions 1-4 here

Our ESL parents are informed about their children's placement and school activities through monthly letters, meetings, and workshops which are provided in both English and Spanish. At the beginning of year, we schedule an Open House. During the Open House, which occurs on a Saturday, all parents have the opportunity to meet their child's teacher and learn about the programs that are available for ELL's throughout the year. The Parent Coordinator also offers ARIS training for parents every Wednesday at 9:00 am. During the course of the year 2010-11 there will be informational sessions for parents of our English Language Learners. The first session will be the ELL Parent's Orientation scheduled for the month of September for parents of Newly enrolled students. Additional workshops will be given from October through June). All workshops will be conducted in both English and Spanish. Topics will include City and State test that students will take through the year. The need of our parents is evaluated through workshops, individual conference, and written surveys.

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)	9				0	7								16
Intermediate(I)	0				8	8								16
Advanced (A)	1				1	16								18
Total	10	0	0	0	9	31	0	0	0	0	0	0	0	50

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	3	1		8
5	9	14	6		29
6					0
7					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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	4		3		1				8
5	10		15		5				30
6			0						0
7									0
8									0
NYSAA Bilingual Spe Ed					0				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		12		10		3		31
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	7	3	3		9		1		23
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

The 2010-2011 school year is the first year of our Early Childhood program. This year we will use ECLAS-2 to determine the progress that

teachers to provide students with additional opportunity to read more books in the classroom. It is also important for teachers to help students develop better reading and writing skills so they produce complex compositions and sentence structure. Further work must be done to ensure that our ELL's and Special needs students continue to close the achievement gap that exist. We must also decrease the percentage of students scoring a level 1 and 2 and increase the percentage of students scoring 3 and 4 by differentiating our intervention program based on students needs. We have developed and continue to refine our literacy curriculum maps to address the needs of the entire community. We have also implemented individual goal sheets for every ELL's in the school. Students will now know what is expected of them being that the students are responsible for creating the goals with the teacher. The Periodic Assessment test helps the teachers prepare lessons alligned with the NYSESLAT test materials.

Our ELL Coordinator utilizes materials in the 4 modalities. Students are matched according to needs based on the results of the NYSESLAT. The success of the ELL program is determined by the percentage of students that show growth on the NYSESLAT and the NYS ELA exam. A three year trend shows that our 5th grade students make the most growth.

Additional Information

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

Paste additional information here

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		