



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: C.S. 57X THE CRESCENT SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X057

PRINCIPAL: ESEL PHILIP **EMAIL:** EPHILI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Edsel Philip | *Principal or Designee | |
| Larry Sachs | *UFT Chapter Leader or Designee | |
| Diane Arias | *PA/PTA President or Designated Co-President | |
| NA | DC 37 Representative, if applicable | |
| NA | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| NA | CBO Representative, if applicable | |
| Brenda Torres-Vera | Member/Staff/Chairperson | |
| Nikko Valdez | Member/Staff | |
| Vernae Bezear | Member/Staff/Secretary | |
| Saraida Perez | Member/Parent | |
| Karen Rodriguez | Member/ Parent | |
| Jasmin Varela | Member/ Parent | |
| Jennifer Castillo | Member/ Parent | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By Spring 2012, there will be a 5% increase, from 41.8% to 46.8% (117 out of 251), in the number of students in Grades 3-5 achieving Levels 3 and 4 on New York State assessments.

Comprehensive needs assessment

Progress Report 2010-2011 reveals that some progress has been made in the area of English Language Arts on the New York State assessment in the area of "Performance", but we are still below 50% of students in Grades 3-5 reaching benchmark levels 3-4

An analysis of most recent Grade 3 ELA ACUITY ITA data reveals that out of seventy-eight (78) students tested, 15% scored in Tier 1, 40% Tier 2, 27% Tier 3 and 18 % Tier 4. In total, 45% of Grade 3 students scored in Tiers 3 and 4.

An analysis of most recent Grade 4 ELA ACUITY ITA data reveals that out of eighty (80) students tested, 4% scored in Tier 1, 27% Tier 2, 49% Tier 3 and 19 % Tier 4. In total, 68% of Grade 4 students scored in Tiers 3 and 4.

An analysis of most recent Grade 5 ELA ACUITY ITA data reveals that out of sixty-six (66) students tested, 1% scored in Tier 1, 16% Tier 2, 51% Tier 3 and 32 % Tier 4. In total, 83% of Grade 5 students scored in Tiers 3 and 4.

Instructional strategies/activities

- All students in grades 3-5, including Special Needs students and English Language Learners (ELLs) receive tutoring in writing Social Studies-based and Science-base persuasive and opinion pieces in a 10:1 group ratio on Tuesdays, Wednesdays, and Thursdays from 2:20-3:10PM.
- All students in Grades 3-5, including Special Needs children and English Language learners, are invited to participate in an after school Literacy Program from October 2011 – May 2012 from 3:10 to 5:10 PM Tuesdays and Wednesdays.
- All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations. Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation.
- Teachers will be given the opportunity to discuss student work and best practices with colleagues during vertical and horizontal Professional Learning Team meetings both during school and at monthly staff conferences.
- Teachers in Grades 3 and 4 have been trained in Compass for Learning (Grade 3) and Time to Know (Grade 4) and are participants in New York City pilot technology innovation iZONE grant and students received computer-assisted Literacy and Math instruction for an additional period in each area daily.
- Alignment of budget and grant money to reflect AUSSIE consultant to provide in class support for new and/or struggling teachers in the area of Literacy.
- Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation
- Assistant Principals will meet with teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support.
 - Assistant Principals ensure that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all grades.
 - Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met.
- The focus of the F-Status teacher is on Reading in Grade 4 for English Language Learners based upon analysis New York State assessment data.
- Special Needs English Language learners are mainstreamed part of the day, according to IEP mandates.

- Classrooms in Grades 2- 5 have been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas.
- Grade 5 students have laptops in class to access iREADY online Digital Learning Platform for practice, assessment, and data-driven instruction in English Language Arts.
- All teachers create customized Holiday and Vacation Packets and assessments in Reading on the ACUITY website.
- Attendance Worker and Guidance Counselor conduct home visits in order to address high lateness and absenteeism.
- Fordham University *America Reads Counts Challenge* interns provide additional small group instruction in all curricular areas with a focus on literacy.
- Grades 3-5 Acuity Instructionally Targeted Assessment (ITA) #1 was administered on November 7, 2011. **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- **New York City Predictive Assessments** in ELA and Math will be administered in January 2012 **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- Grades 3-5 Acuity Instructionally Targeted Assessment (ITA) #2 will be administered in March , 2012. **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- **Ongoing Professional Development throughout the year during school and on Half Days and Non-Attendance Days. Teachers completed Needs Assessment and results were used to plan Professional Development opportunities for teachers. The professional learning is aligned to the school's goals, as well as teacher needs. The Professional Learning promotes leadership and instructional capacity as teachers are identified as team leaders and agents of leadership and change. Topics include CCLS in ELA, New York City Department of Education Literacy Bundles of Units of Study in Literacy, ACUITY data and customized instruction,**
- **In Grades 3-5, DRA fall assessment determines guided reading levels for small group instruction. Spring DRA Assessment determines growth over time of guided reading groups. The Fall window of assessment is September 19-October 17, 2011 and the Spring window of assessment will be from May 1- May 28, 2012. In the interim between Fall and Spring DRA Assessment Cycles, teachers administer monthly running records using Rigby PM Ultra Benchmark Assessments.**
- **New York City iZONE Grant, Compass for Learning and Time to Know (Digital Learning Platforms) assessments are administered intermittently throughout the various Skill/Strategy Sets (Compass for Learning) and throughout the Four-Five Units of Study (Time to Know).**
- **Teachers received Professional Development in August 2011 and November 2011 for Common Core Learning "Priority" Standards (CCLS) in preparation for May 2012 administration of CCLS –aligned performance tasks in Grades Pre-K -5, as per New York City Instructional Expectations.**
- **Teachers meet in grade-level and vertical teams throughout the school year to plan Extended Time Tutoring group activities, and lessons aligned to CCLS-aligned Curriculum Maps that include Webb's Depth of Knowledge Tasks.**
- **Teachers work in collaborative teams and regularly evaluate assessments and data systems with a focus on developing CCLS-aligned rubrics for New York City Instructional Expectations (Informational Writing and Opinion pieces)**
- **Teachers will meet in collaborative teams to develop, implement, and "norm" Performance Tasks and writing that has been aligned to CCLS Priority Standards in Spring 2012.**

Strategies to increase parental involvement

C.S.57X will provide parent workshops and activities which will serve as an introduction to the academic content standards and academic achievement standards of the New York City Public School System. Our school's administrative staff, staff developer, and ESL Coordinator will work to address the needs of parents by holding grade specific work-sessions that target the academic expectations and promotional standards for each grade. Workshop Topics will include:

- Parent Workshops on Department of Education Instructional Expectations, school-wide implementation of assessments, data, curriculum, behavior management, and parenting resources.
- Family Game nights with Parent to Parent Workshops on Conflict Resolution and healthy Nutrition

- English as a Second Language(ESL) Workshops for parents who wish to improve English Language skills.
- Scholastic Book Fairs during Fall and Spring Parent Teacher Conferences
- ARIS Parent Link access facilitated by Tech Specialist during Parent Teacher Conferences and by Staff during the school day
- School Website

Strategies for attracting Highly Qualified Teachers (HQT)

A school brochure will be available, if it is necessary for Administrators to attend Job Fairs. Administrative staff will attend Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of teachers and/or administration. School website is updated regularly.

Service and program coordination

- All students in Grades 3-5 are invited to attend after school programs on Tuesdays and Wednesdays. Parent Outreach by Assistant Principals ensures that children in temporary housing or shelters are attending.
- All staff will be informed about any child who is in temporary housing and/or a shelter upon registration.
- Agency contacts are required to sign name and contact numbers in a special book in the Main Office for staff to reference as needed.
- All parents are made aware of the breakfast times to ensure all students have a healthy, nutritional start to the day.
- A list of Food Pantries and /or other food services are provided to parents upon request.
- Parent Association President has reached out to parents who appear to have basic needs of clothing and food and communicates that information to the Assistant Principal and or the Principal.
- Guidance Counselor, Social Worker, and School Psychologist provide support for parents and children, as needed.
- Holiday gifts are provided for all children, with special focus on STH
- All parents will be apprised of summer feeding sites and students will be invited to attend summer school either of at-risk of academic failure or for enrichment.
- Respect for All Anti-Bullying Program ensures all children are made aware that every child has a right to an environment free from harassment. A full week of activities and assemblies are planned.

Budget and resources alignment: Title I, Title I School Wide Projects, Title III LEP, Tax Levy Fair Student Funding, Title I NYSTL

ANNUAL GOAL #2 A AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 EARLY CHILDHOOD GOAL A

50% (43 out of 85) of all Kindergarten students, including English Language Learners, will meet Kindergarten benchmarks at Level 2 on the Spring, 2012 ECLAS2 assessment.

Comprehensive needs assessment

Children are entering Kindergarten without a strong knowledge base of sounds and symbols. A preliminary review of Early Childhood Readiness Checklists reveals there are serious gaps in the children's pre-reading skills. A Winter review of ECLAS2 data will support our findings in greater detail. A review of the Winter data will provide the teachers with enough information to plan differentiated lessons and activities to address the needs of all children.

Instructional strategies/activities

- Assistant Principal collects monthly reading benchmark data for review.
- Assistant Principal has met and will continue to meet with classroom teachers at Professional Learning Team meetings during the first week of each month in order to review assessment data and student work.
- Assistant Principal has met and will continue to meet with teachers in Kindergarten monthly in order review and analyze Read Well assessment data, Children's Progress, ECLAS2 data, and guided reading levels each month.
- All teachers submit personalized goals for each student in the area of literacy. Copies of each child's goals will be given to parents at Parent Teacher Conferences.
- Assistant Principal reviews and collects teachers' goals.
- Assistant Principal oversees the development of class data binders and reviews data binders regularly.
- Assistant Principal schedules all kinder classes so that, from September to December, all children receive one (1) hour of Read Well literacy instruction in the morning and ninety (90) minutes of Balanced Literacy in the afternoon. The schedules shift in February after Winter ECLAS2 kinder administration, when children will receive ninety (90) minutes of Balanced Literacy in the morning and a forty-five (45) minute Read Well Block in the afternoon directly after lunch.
- Assistant Principal ensures that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in Kindergarten.
 - Assistant Principal ensures that all teachers plan Balanced Literacy lessons utilizing a variety of resources from the Literacy Resource Lab.
 - Assistant Principal ensures that all classes implement the Point of Entry Lesson Plan Model in order to create literacy lessons that meet the personalized needs of all students in Kindergarten, including students with Special Needs and English Language Learners.
 - Assistant Principal ensures that students are assessed on a regular basis and Read Well groups are reorganized according to the needs of each child.
 - Assistant Principal ensures that ESL teachers provide additional support for English Language Learners.
 - F- Status teacher provides small groups support weekly for ELLs in Kindergarten.
- Assistant Principal ensures that differentiated Holiday Homework Packets address literacy.
- Assistant Principal conducts Formal and Informal Observations to ensure all curricular mandates are being met.
- Assistant Principal addresses data and any related literacy issues and concerns with all supervisors at weekly Executive Cabinet meetings.

- Assistant Principal attends School Leadership Team Meetings in order to address student progress and school data.
- Assistant Principal monitors all Second Literacy Block Read Well K assessments and groupings.
- Assistant Principal facilitates training of all teachers in Kindergarten in the use of ARIS data information bank.
- AUSSIE Consultant provides in class support and demonstration lessons on the Common Core Learning Priority Standard that addresses informational writing and writing opinion pieces.
- All classroom computers have access to appropriate Early Learning Literacy software and websites.
- Ongoing Professional Development throughout the year during school and on Half Days and Non-Attendance Days. Teachers completed Needs Assessment and results were used to plan Professional Development opportunities for teachers. The professional learning is aligned to the school's goals, as well as teacher needs. The Professional Learning promotes leadership and instructional capacity as teachers are identified as team leaders and agents of leadership and change. Topics include CCLS in ELA, New York City Department of Education Literacy Bundles of Units of Study in Literacy, ACUITY data and customized instruction,
- Teachers administer monthly running records using Rigby PM Ultra Benchmark Assessments.
- Children's Progress (CPAA) online Literacy Assessment is administered to all Kindergarten children in Fall, Winter, and Spring of the school year. Teachers print Parent Reports in English and Spanish and distribute at Parent Teacher Conferences. Data analysis is immediate and available online within five minutes of completion of the test. Teachers have the opportunity to review the data and plan for appropriate instruction based upon CPAA findings.
- Teachers received Professional Development in August 2011 and November 2011 for Common Core Learning "Priority" Standards (CCLS) in preparation for May 2012 administration of CCLS –aligned performance tasks in Grades Pre-K -5, as per New York City Instructional Expectations.
- Teachers meet in grade-level and vertical teams throughout the school year to plan Extended Time Tutoring group activities, and lessons aligned to CCLS-aligned Curriculum Maps that include Webb's Depth of Knowledge Tasks.
- Teachers work in collaborative teams and regularly evaluate assessments and data systems with a focus on developing CCLS-aligned rubrics for New York City Instructional Expectations (Informational Writing and Opinion pieces)
- Teachers will meet in collaborative teams to develop, implement, and "norm" Performance Tasks and writing that has been aligned to CCLS Priority Standards in Spring 2012.

Strategies to increase parental involvement

C.S. 57X will take the following actions to increase the involvement of parents:

- *C.S.57X will provide parent workshops and activities which will serve as an introduction to the academic content standards and academic achievement standards of the New York City Public School System. Our school's administrative staff, staff developer, and ESL Coordinator will work to address the needs of parents by holding grade specific work-sessions that target the academic expectations and promotional standards for each grade. Workshop Topics will include:*
 - Parent Workshops on Department of Education Instructional Expectations, school-wide implementation of assessments, data, curriculum, behavior management, and parenting resources.
 - Family Game nights with Parent to Parent Workshops on Conflict Resolution and healthy Nutrition
 - English as a Second Language (ESL) Workshops for parents who wish to improve English Language skills.
 - Scholastic Book Fairs during Fall and Spring Parent Teacher Conferences
 - ARIS Parent Link access facilitated by Tech Specialist during Parent Teacher Conferences and by Staff during the school day
 - School Website

Strategies for attracting Highly Qualified Teachers (HQT)

A school brochure will be available, if it is necessary for Administrators to attend Job Fairs. Administrative staff will attend Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of teachers and/or administration. School website is updated regularly.

Service and program coordination

- All staff will be informed about any child who is in temporary housing and/or a shelter upon registration.
- Agency contacts are required to sign name and contact numbers in a special book in the Main Office for staff to reference as needed.
- All parents are made aware of the breakfast times to ensure all students have a healthy, nutritional start to the day.
- A list of Food Pantries and /or other food services are provided to parents upon request.
- Parent Association President has reached out to parents who appear to have basic needs of clothing and food and communicates that information to the Assistant Principal and or the Principal.
- Guidance Counselor, Social Worker, and School Psychologist provide outreach for parents and in class support for children who appear to have difficulty transitioning to the school setting, as needed.
- Holiday gifts are provided for all children, with special focus on STH
- All parents will be apprised of summer feeding sites and students will be invited to attend summer school either of at-risk of academic failure or for enrichment.
- Respect for All Anti-Bullying Program ensures all children are made aware that every child has a right to an environment free from harassment. A full week of activities and assemblies are planned.

Budget and resources alignment

Title I, Title I School Wide Projects, Title III LEP, Tax Levy Fair Student Funding, Title I NYSTL

ANNUAL GOAL #2B AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 EARLY CHILDHOOD GOAL B

- A. By spring, 2012, there will be a 5% increase in the number of students, including English Language Learners, meeting Grade I Level 4 benchmarks in Reading Accuracy and Comprehension on ECLAS2 from 58% to 63% (50 out of 80).**

Comprehensive needs assessment

A comprehensive analysis of ECLAS2 Fall 2011 data, Read Well Kinder exit assessment data, and Children 's Progress Fall 2011 online assessment data reveals that 58% of all Grade 1 students are reading at or above grade level. Additionally, Helmsly Corporation Grant provides Experience Corps "Book Buddies" Tutors to provide an additional forty-five (45) one to one period of direct reading instruction after children were assessed by the Book Buddy Team in October 2011.

Instructional strategies/activities

- Assistant Principal collects monthly reading benchmark data for review.
- Assistant Principal has met and will continue to meet with classroom teachers at Professional Learning Team meetings during the first week of each month in order to review assessment data and student work.
- Assistant Principal has met and will continue to meet with teachers in Grade 1 monthly in order review and analyze Read Well assessment data, Children's Progress, ECLAS2 data, and guided reading levels each month.
- All teachers submit personalized goals for each student in the area of literacy. Copies of each child's goals will be given to parents at Parent Teacher Conferences.
- Assistant Principal reviews and collects teachers' goals.
- Assistant Principal oversees the development of class data binders and reviews data binders regularly.
- Assistant Principal schedules all Grade 1 classes so that, from December 2011 to May 2012, all children receive one (1) forty-five (45) minute period of additional small group reading instruction using of Read Well Intervention materials.
- Helmsly Corporation Experience Corps "Book Buddies" Tutors provide an additional forty-five (45) one to one period of direct reading instruction four (4) times per week.
- Assistant Principal ensures that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in Grade 1.
 - Assistant Principal ensures that all teachers plan Balanced Literacy lessons utilizing a variety of resources from the Literacy Resource Lab.
 - Assistant Principal ensures that all classes implement the Point of Entry Lesson Plan Model in order to create literacy lessons that meet the personalized needs of all students in Grade 1, including students with Special Needs and English Language Learners.
 - Assistant Principal ensures that students are assessed on a regular basis and Read Well groups are reorganized according to the needs of each child.
 - Assistant Principal ensures that ESL teachers provide additional support for English Language Learners.
 - F- Status teacher provides small groups support weekly for ELLs in Grade 1.
 - Assistant Principal ensures that differentiated Holiday Homework Packets address literacy.
 - Assistant Principal conducts Formal and Informal Observations to ensure all curricular mandates are being met.
- Assistant Principal addresses data and any related literacy issues and concerns with all supervisors at weekly Executive Cabinet meetings.
- Assistant Principal attends School Leadership Team Meetings in order to address student progress and school data.

- Assistant Principal monitors all Second Literacy Block Read Well 1 assessments and groupings.
- Assistant Principal facilitates training of all teachers in Grade 1 in the use of ARIS data information bank.
- AUSSIE Consultant provides in class support and demonstration lessons on the Common Core Learning Priority Standard that addresses informational writing and writing opinion pieces.
- All classroom computers have access to appropriate Early Learning Literacy software and websites.
- Ongoing Professional Development throughout the year during school and on Half Days and Non-Attendance Days. Teachers completed Needs Assessment and results were used to plan Professional Development opportunities for teachers. The professional learning is aligned to the school's goals, as well as teacher needs. The Professional Learning promotes leadership and instructional capacity as teachers are identified as team leaders and agents of leadership and change. Topics include CCLS in ELA, New York City Department of Education Literacy Bundles of Units of Study in Literacy, ACUITY data and customized instruction,
- Teachers administer monthly running records using Rigby PM Ultra Benchmark Assessments.
- Children's Progress (CPAA) online Literacy Assessment is administered to all Kindergarten children in Fall, Winter, and Spring of the school year. Teachers print Parent Reports in English and Spanish and distribute at Parent Teacher Conferences. Data analysis is immediate and available online within five minutes of completion of the test. Teachers have the opportunity to review the data and plan for appropriate instruction based upon CPAA findings.
- Teachers received Professional Development in August 2011 and November 2011 for Common Core Learning "Priority" Standards (CCLS) in preparation for May 2012 administration of CCLS –aligned performance tasks in Grades Pre-K -5, as per New York City Instructional Expectations.
- Teachers meet in grade-level and vertical teams throughout the school year to plan Extended Time Tutoring group activities, and lessons aligned to CCLS-aligned Curriculum Maps that include Webb's Depth of Knowledge Tasks.
- Teachers work in collaborative teams and regularly evaluate assessments and data systems with a focus on developing CCLS-aligned rubrics for New York City Instructional Expectations (Informational Writing and Opinion pieces)
- Teachers will meet in collaborative teams to develop, implement, and "norm" Performance Tasks and writing that has been aligned to CCLS Priority Standards in Spring 2012.

Strategies to increase parental involvement

C.S. 57X will take the following actions to increase the involvement of parents:

- *C.S.57X will provide parent workshops and activities which will serve as an introduction to the academic content standards and academic achievement standards of the New York City Public School System. Our school's administrative staff, staff developer, and ESL Coordinator will work to address the needs of parents by holding grade specific work-sessions that target the academic expectations and promotional standards for each grade. Workshop Topics will include:*
 - Parent Workshops on Department of Education Instructional Expectations, school-wide implementation of assessments, data, curriculum, behavior management, and parenting resources.
 - Family Game nights with Parent to Parent Workshops on Conflict Resolution and healthy Nutrition
 - English as a Second Language (ESL) Workshops for parents who wish to improve English Language skills.
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Strategies for attracting Highly Qualified Teachers (HQT)

A school brochure will be available, if it is necessary for Administrators to attend Job Fairs. Administrative staff will attend Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of teachers and/or administration. School website is updated regularly.

Service and program coordination

- All staff will be informed about any child who is in temporary housing and/or a shelter upon registration.
- Agency contacts are required to sign name and contact numbers in a special book in the Main Office for staff to reference as needed.
- All parents are made aware of the breakfast times to ensure all students have a healthy, nutritional start to the day.
- A list of Food Pantries and /or other food services are provided to parents upon request.
- Parent Association President has reached out to parents who appear to have basic needs of clothing and food and communicates that information to the Assistant Principal and or the Principal.
- Guidance Counselor, Social Worker, and School Psychologist provide outreach for parents and in class support for children who appear to have difficulty transitioning to the school setting, as needed.
- Holiday gifts are provided for all children, with special focus on STH
- All parents will be apprised of summer feeding sites and students will be invited to attend summer school either of at-risk of academic failure or for enrichment.
- Respect for All Anti-Bullying Program ensures all children are made aware that every child has a right to an environment free from harassment. A full week of activities and assemblies are planned.

Budget and resources alignment

Title I, Title I School Wide Projects, Title III LEP, Tax Levy Fair Student Funding, Title I NYSTL

ANNUAL GOAL #2 C AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 EARLY CHILDHOOD GOAL C

- A. By spring, 2012, there will be a 10% increase in the number of students, including English Language Learners, meeting Grade 2 Level 6 benchmarks in Reading Accuracy and Comprehension on ECLAS2 from 43% to 53% (41 out of 77).**

Comprehensive needs assessment

A comprehensive analysis of ECLAS2 Fall 2011 data, and Children's Progress Fall 2011 online assessment data reveals that 53% of all Grade 2 students are reading at or above grade level. Additionally, Helmsly Corporation Grant provides Experience Corps "Book Buddies" Tutors to provide an additional forty-five (45) one to one period of direct reading instruction after children were assessed one to one by the Book Buddy Team in October 2011.

Instructional strategies/activities

- Assistant Principal collects monthly reading benchmark data for review.
- Assistant Principal has met and will continue to meet with classroom teachers at grade-level Professional Learning Team meetings during the first week of each month in order to review assessment data.
- Assistant Principal has met and will continue to meet with Grade 2 teachers monthly in order review and analyze assessment data, ECLAS2 data, Children's Progress, and guided reading levels each month.
- All teachers submit personalized goals for each student in the area of literacy. Copies of each child's goals will be given to parents at Parent Teacher Conferences.
- Assistant Principal reviews and collects teachers' goals.
- All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations. Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation
- Assistant Principal oversees the development of class data binders and reviews data binders regularly.
- Assistant Principal ensures that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in Grade 2.
 - Assistant Principal ensures that all teachers plan Balanced Literacy lessons utilizing a variety of resources from the Literacy Resource Lab.
 - Assistant Principal ensures that all classes implement the Point of Entry Lesson Plan Model in order to create literacy lessons that meet the personalized needs of all students in Grade 2, including students with Special Needs and English Language Learners.
 - Assistant Principal ensures that children at risk of academic failure receive additional support in reading. Those groups are reviewed on a regular basis and reorganized when appropriate.
 - Assistant Principal ensures that ESL teachers provide additional support for English Language Learners.
 - Assistant Principal ensures that differentiated Holiday Homework Packets address literacy.
 - Assistant Principal conducts Formal and Informal Observations to ensure all curricular mandates are being met.
- Assistant Principal addresses data and any related literacy issues and concerns with all supervisors at weekly Executive Cabinet meetings.
- Assistant Principal attends School Leadership Team Meetings in order to address student progress and school data.
- Assistant Principal facilitates training of all Grade 2 teachers in the use of ARIS data information bank and the creation of customized homework and assessments on ACUITY.

- Helmsly Corporation Experience Corps “Book Buddies” Tutors provide an additional forty-five (45) one to one period of direct reading instruction four (4) times per week.
- Assistant principal collaborates with the Testing Coordinator to create a K-2 Yearly Assessment Calendar and makes it public.
- AUSSIE Data Consultant provides horizontal and vertical grade level support for Quality review, Common Core Standards, Data Analysis, Curriculum, and Goals
- All classroom computers have access to appropriate Early Learning Literacy software and websites.
- Grade 2 classrooms have been equipped with SMARTBOARD technology and clickers.
- Students in Grade 2 are assessed online with Scantron Performance Series
- Assessment and results were used to plan Professional Development opportunities for teachers. The professional learning is aligned to the school’s goals, as well as teacher needs. The Professional Learning promotes leadership and instructional capacity as teachers are identified as team leaders and agents of leadership and change. Topics include CCLS in ELA, New York City Department of Education Literacy Bundles of Units of Study in Literacy, ACUITY data and customized instruction,
- Teachers administer monthly running records using Rigby PM Ultra Benchmark Assessments.
- Children’s Progress (CPAA) online Literacy Assessment is administered to all Kindergarten children in Fall, Winter, and Spring of the school year. Teachers print Parent Reports in English and Spanish and distribute at Parent Teacher Conferences. Data analysis is immediate and available online within five minutes of completion of the test. Teachers have the opportunity to review the data and plan for appropriate instruction based upon CPAA findings.
- Teachers received Professional Development in August 2011 and November 2011 for Common Core Learning “Priority” Standards (CCLS) in preparation for May 2012 administration of CCLS –aligned performance tasks in Grades Pre-K -5, as per New York City Instructional Expectations.
- Teachers meet in grade-level and vertical teams throughout the school year to plan Extended Time Tutoring group activities, and lessons aligned to CCLS-aligned Curriculum Maps that include Webb’s Depth of Knowledge Tasks.
- Teachers work in collaborative teams and regularly evaluate assessments and data systems with a focus on developing CCLS-aligned rubrics for New York City Instructional Expectations (Informational Writing and Opinion pieces)
- Teachers will meet in collaborative teams to develop, implement, and “norm” Performance Tasks and writing that has been aligned to CCLS Priority Standards in Spring 2012.

Strategies to increase parental involvement

C.S. 57X will take the following actions to increase the involvement of parents:

- *C.S.57X will provide parent workshops and activities which will serve as an introduction to the academic content standards and academic achievement standards of the New York City Public School System. Our school’s administrative staff, staff developer, and ESL Coordinator will work to address the needs of parents by holding grade specific work-sessions that target the academic expectations and promotional standards for each grade. Workshop Topics will include:*
 - Parent Workshops on Department of Education Instructional Expectations, school-wide implementation of assessments, data, curriculum, behavior management, and parenting resources.
 - Family Game nights with Parent to Parent Workshops on Conflict Resolution and healthy Nutrition
 - English as a Second Language(ESL) Workshops for parents who wish to improve English Language skills.
 - Scholastic Book Fairs during Fall and Spring Parent Teacher Conferences
 - ARIS Parent Link access facilitated by Tech Specialist during Parent Teacher Conferences and by Staff during the school day
 - School Website

Strategies for attracting Highly Qualified Teachers (HQT)

A school brochure will be available, if it is necessary for Administrators to attend Job Fairs. Administrative staff will attend Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of teachers and/or administration. School website is updated regularly.

Service and program coordination

- All staff will be informed about any child who is in temporary housing and/or a shelter upon registration.
- Agency contacts are required to sign name and contact numbers in a special book in the Main Office for staff to reference as needed.
- All parents are made aware of the breakfast times to ensure all students have a healthy, nutritional start to the day.
- A list of Food Pantries and /or other food services are provided to parents upon request.
- Parent Association President has reached out to parents who appear to have basic needs of clothing and food and communicates that information to the Assistant Principal and or the Principal.
- Guidance Counselor, Social Worker, and School Psychologist provide outreach for parents and in class support for children who appear to have difficulty transitioning to the school setting, as needed.
- Holiday gifts are provided for all children, with special focus on STH
- All parents will be apprised of summer feeding sites and students will be invited to attend summer school either of at-risk of academic failure or for enrichment.
- Respect for All Anti-Bullying Program ensures all children are made aware that every child has a right to an environment free from harassment. A full week of activities and assemblies are planned.

Budget and resources alignment

Title I, Title I School Wide Projects, Title III LEP, Tax Levy Fair Student Funding, Title I NYSTL

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

There will be an increase from 55.6% to 60% (48 out of 80) of Students with Disabilities achieving 75% Adjusted Growth Percentile or higher on the New York State English Language Arts assessment in Spring 2012.

Comprehensive needs assessment

Progress Report 2010-2011 reveals that some progress has been made in the area of English Language Arts on the New York State assessment in the area of "Performance", but we are still below 50% of students in Grades 3-5, including Students with Disabilities, reaching benchmark levels 3-4. 2010-2011 Progress Report data reveals that 55.6% of eighteen (18) Students with Disabilities (students in Self-contained classes and Integrated Co-Teaching classes , and students receiving SETSS) achieved 75% Growth percentile of higher on the 2011 New York State ELA assessment. An examination of unadjusted Growth percentiles for Students with Disabilities reveals that, on average, Students with Disabilities have lower Growth Percentile (lower progress) than students in the General Education population.

Instructional strategies/activities

- All students in grades 3-5, including Special Needs students receive tutoring in writing Social Studies-based and Science-base persuasive and opinion pieces in a 10:1 group ratio on Tuesdays, Wednesdays, and Thursdays from 2:20-3:10PM.
- All students in Grades 3-5, including Special Needs children, are invited to participate in an after school Literacy and Math Program from October 2011 – May 2012 from 3:10 to 5:10 PM Tuesdays and Wednesdays.
- All Special Education teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations. Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation
- Special Education teachers will be given the opportunity to discuss student work and best practices to address all IEP goals and mandates with colleagues during vertical and horizontal Professional Learning Team meetings both during school and at monthly staff conferences.
- Special Education teachers in Grades 3 and 4 have been trained in Compass for Learning (Grade 3) and Time to Know (Grade 4) and are participants in New York City pilot technology innovation iZONE grant and students received computer-assisted Literacy and Math instruction for an additional period in each area daily.
- Alignment of budget and grant money to reflect AUSSIE consultant to provide in class support for new and/or struggling Special Education teachers in the area of Literacy.
- Assistant Principals will meet with Special Education teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support.
- IEP Teacher has met and will continue to meet with Special Education teachers to ensure all mandates of SESIS and the Individualized Education Plan have been met.
 - Assistant Principals ensure that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all Special Education classes.
 - Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met.
- Special Needs English Language learners are mainstreamed part of the day, according to IEP mandates.
- All Special Education classrooms in Grades 2- 5 have been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating

lessons in all curricular areas, and to address the diverse learning modalities of students with Special Needs.

- All Special Education teachers create customized Holiday and Vacation Packets and assessments in Reading and Math based upon individual learning needs.
- Attendance Worker and Guidance Counselor conduct home visits in order to address high lateness and absenteeism of Students with Disabilities to ensure students are attending daily.
- Fordham University *America Reads Counts Challenge* interns provide additional small group instruction in all curricular areas with a focus on literacy in classes with Students with Disabilities.
- Grades 3-5 Acuity Instructionally Targeted Assessment (ITA) #1 was administered on November 7, 2011. **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- **New York City Predictive Assessments** in ELA and Math will be administered in January 2012 **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- Grades 3-5 Acuity Instructionally Targeted Assessment (ITA) #2 will be administered in March, 2012. **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- **Ongoing Professional Development throughout the year during school and on Half Days and Non-Attendance Days. Teachers completed Needs Assessment and results were used to plan Professional Development opportunities for teachers. The professional learning is aligned to the school's goals, as well as teacher needs. The Professional Learning promotes leadership and instructional capacity as teachers are identified as team leaders and agents of leadership and change. Topics include CCLS in ELA, New York City Department of Education Literacy Bundles of Units of Study in Literacy, ACUITY data and customized instruction,**
- **In Grades 3-5, DRA fall assessment determines guided reading levels for small group instruction. Spring DRA Assessment determines growth over time of guided reading groups. The Fall window of assessment is September 19-October 17, 2011 and the Spring window of assessment will be from May 1- May 28, 2012. In the interim between Fall and Spring DRA Assessment Cycles, teachers administer monthly running records using Rigby PM Ultra Benchmark Assessments.**
- **New York City iZONE Grant, Compass for Learning and Time to Know (Digital Learning Platforms) assessments are administered intermittently to Students with Disabilities throughout the various Skill/Strategy Sets (Compass for Learning) and throughout the Four-Five Units of Study (Time to Know).**
- **Teachers received Professional Development in August 2011 and November 2011 for Common Core Learning "Priority" Standards (CCLS) in preparation for May 2012 administration of CCLS –aligned performance tasks in Grades Pre-K -5, as per New York City Instructional Expectations.**
- **Teachers meet in grade-level and vertical teams throughout the school year to plan Extended Time Tutoring group activities, and lessons aligned to CCLS-aligned Curriculum Maps that include Webb's Depth of Knowledge Tasks.**
- **Teachers work in collaborative teams and regularly evaluate assessments and data systems with a focus on developing CCLS-aligned rubrics for New York City Instructional Expectations (Informational Writing and Opinion pieces)**
- **Teachers will meet in collaborative teams to develop, implement, and "norm" Performance Tasks and writing that has been aligned to CCLS Priority Standards in Spring 2012.**

Strategies to increase parental involvement

C.S.57X will provide parent workshops and activities which will serve as an introduction to the academic content standards and academic achievement standards of the New York City Public School System. Our school's administrative staff, staff developer, and ESL Coordinator will work to address the needs of parents by holding grade specific work-sessions that target the academic expectations and promotional standards for each grade. Workshop Topics will include:

- Parent Workshops on Department of Education Instructional Expectations, school-wide implementation of assessments, data, curriculum, behavior management, and parenting resources.
- Family Game nights with Parent to Parent Workshops on Conflict Resolution and healthy Nutrition
- English as a Second Language (ESL) Workshops for parents who wish to improve English Language skills.

- Extensive Parent Outreach to parents of Students with Disabilities in order to ensure all parents are aware of the child's right to an education in which all IEP goals are addressed.
 - All IEP meetings are held according to all legal New York State mandates and a translator is provided , when necessary.
 - Scholastic Book Fairs during Fall and Spring Parent Teacher Conferences
 - ARIS Parent Link access facilitated by Tech Specialist during Parent Teacher Conferences and by Staff during the school day
- School Website

Strategies for attracting Highly Qualified Teachers (HQT)

A school brochure will be available, if it is necessary for Administrators to attend Job Fairs. Administrative staff will attend Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of teachers and/or administration. School website is updated regularly.

Service and program coordination

- All staff will be informed about any child who is in temporary housing and/or a shelter upon registration.
- Agency contacts are required to sign name and contact numbers in a special book in the Main Office for staff to reference as needed.
- All parents are made aware of the breakfast times to ensure all students have a healthy, nutritional start to the day.
- A list of Food Pantries and /or other food services are provided to parents upon request.
- Parent Association President has reached out to parents who appear to have basic needs of clothing and food and communicates that information to the Assistant Principal and or the Principal.
- Guidance Counselor, Social Worker, and School Psychologist provide outreach for parents and in class support for children who appear to have difficulty transitioning to the school setting, as needed.
- Holiday gifts are provided for all children, with special focus on STH
- All parents will be apprised of summer feeding sites and students will be invited to attend summer school either of at-risk of academic failure or for enrichment.
- Respect for All Anti-Bullying Program ensures all children are made aware that every child has a right to an environment free from harassment. A full week of activities and assemblies are planned.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

There will be an increase from 37.1% to 47.1% of English Language Learners achieving 75% Adjusted Growth Percentile or higher on the New York State English Language Arts assessment in Spring 2012. This will move our school to the top 40% in new York City.

Comprehensive needs assessment

Progress Report 2010-2011 reveals that some progress has been made in the area of English Language Arts on the New York State assessment in the area of "Performance", but we are still below 50% of students in Grades 3-5, including English Language Learners, reaching benchmark levels 3-4. 2010-2011 Progress Report data reveals that 37.1% of thirty-five (35) English Language Learners (ELLs) achieved 75% Growth percentile of higher on the 2011 New York State ELA assessment. In 5th Grade last year, ELLs. grew on average 54% more than ELLs in Grade 4, who only average 48% in Unadjusted Growth percentile. One could attribute that to the fact that students have received an additional year of English Language instruction.

An examination of the new York State testing and Accountability Report /Accountability and Overview report, reveals that we did not meet Adequate yearly Progress (AYP) for Limited English Proficient (LEP) in ELA on the Spring 2011 assessment. Only 94% of our ELLS were tested.

Instructional strategies/activities

- Ongoing examination and rigorous verification of the qualifications of students who need to be tested.
- All students in grades 3-5, including English Language Learners (ELLs) receive tutoring in writing Social Studies-based and Science-base persuasive and opinion pieces in a 10:1 group ratio on Tuesdays, Wednesdays, and Thursdays from 2:20-3:10PM.
- All students in Grades 3-5, including English Language learners, are invited to participate in an after school Literacy Program from October 2011 – May 2012 from 3:10 to 5:10 PM Tuesdays and Wednesdays.
- All ESL teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations. Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation.
- Teachers will be given the opportunity to discuss student work and best practices with colleagues during vertical and horizontal Professional Learning Team meetings both during school and at monthly staff conferences.
- Teachers in Grades 3 and 4 have been trained in Compass for Learning (Grade 3) and Time to Know (Grade 4) and are participants in New York City pilot technology innovation iZONE grant and students received computer-assisted Literacy and Math instruction for an additional period in each area daily.
- Alignment of budget and grant money to reflect AUSSIE consultant to provide in class support for new and/or struggling teachers in the area of Literacy.
- Assistant Principals will meet with teachers, as necessary, to review and discuss if best practices have been implemented and if there is a need for more support for ESL teachers .
- Assistant Principals ensure that all components of Balanced Literacy (Readers' Workshop: Read Aloud, Shared Reading, Word Work, Independent Reading, and Guided Reading and Writers' Workshop: Shared Writing, Interactive Writing, Guided Writing, and Independent Writing and Conferencing) are addressed daily in all grades, and differentiated materials are selected to be used with English Language Learners.
- Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met.
- The focus of the F-Status teacher is on Reading in Grade 4 for English Language Learners based upon analysis New York State assessment data.
- Special Needs English Language learners are mainstreamed part of the day, according to IEP mandates.
- Classrooms in Grades 2- 5 have been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas.
- Grade 5 students, including English Language Learners, have laptops in class to access iREADY online Digital Learning Platform for practice, assessment, and data-driven instruction in English Language Arts.
- All teachers create customized Holiday and Vacation Packets and assessments in Reading for English Language Learners on the ACUITY website.
- Attendance Worker and Guidance Counselor conduct home visits in order to address high lateness and absenteeism.
- Fordham University *America Reads Counts Challenge* interns provide additional small group instruction in all curricular areas with a focus on literacy.
- Grades 3-5 Acuity Instructionally Targeted Assessment (ITA) #1 was administered on November 7, 2011. **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- **New York City Predictive Assessments** in ELA and Math will be administered in January 2012 **Analysis of subsequent data from all ACUITY Matrix**

Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.

- Grades 3-5 Acuity Instructionally Targeted Assessment (ITA) #2 will be administered in March , 2012. **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- **Ongoing Professional Development throughout the year during school and on Half Days and Non-Attendance Days. Teachers completed Needs Assessment and results were used to plan Professional Development opportunities for teachers. The professional learning is aligned to the school's goals, as well as teacher needs. The Professional Learning promotes leadership and instructional capacity as teachers are identified as team leaders and agents of leadership and change. Topics include CCLS in ELA, New York City Department of Education Literacy Bundles of Units of Study in Literacy, ACUITY data and customized instruction,**
- **In Grades 3-5, DRA fall assessment determines guided reading levels for small group instruction. Spring DRA Assessment determines growth over time of guided reading groups. The Fall window of assessment is September 19-October 17, 2011 and the Spring window of assessment will be from May 1- May 28, 2012. In the interim between Fall and Spring DRA Assessment Cycles, teachers administer monthly running records using Rigby PM Ultra Benchmark Assessments.**
- **New York City iZONE Grant, Compass for Learning and Time to Know (Digital Learning Platforms) assessments are administered intermittently throughout the various Skill/Strategy Sets (Compass for Learning) and throughout the Four-Five Units of Study (Time to Know).**
- **Teachers received Professional Development in August 2011 and November 2011 for Common Core Learning “Priority” Standards (CCLS) in preparation for May 2012 administration of CCLS –aligned performance tasks in Grades Pre-K -5, as per New York City Instructional Expectations.**
- **Teachers meet in grade-level and vertical teams throughout the school year to plan Extended Time Tutoring group activities, and lessons aligned to CCLS-aligned Curriculum Maps that include Webb’s Depth of Knowledge Tasks.**
- **Teachers work in collaborative teams and regularly evaluate assessments and data systems with a focus on developing CCLS-aligned rubrics for New York City Instructional Expectations (Informational Writing and Opinion pieces)**
- **Teachers will meet in collaborative teams to develop, implement, and “norm” Performance Tasks and writing that has been aligned to CCLS Priority Standards in Spring 2012.**

Strategies to increase parental involvement

C.S.57X will provide parent workshops and activities which will serve as an introduction to the academic content standards and academic achievement standards of the New York City Public School System. Our school's administrative staff, staff developer, and ESL Coordinator will work to address the needs of parents by holding grade specific work-sessions that target the academic expectations and promotional standards for each grade. Workshop Topics will include:

- Parent Workshops on Department of Education Instructional Expectations, school-wide implementation of assessments, data, curriculum, behavior management, and parenting resources.
- Family Game nights with Parent to Parent Workshops on Conflict Resolution and healthy Nutrition
- English as a Second Language (ESL) Workshops for parents who wish to improve English Language skills.
- Scholastic Book Fairs during Fall and Spring Parent Teacher Conferences
- ARIS Parent Link access facilitated by Tech Specialist during Parent Teacher Conferences and by Staff during the school day

School Website

Strategies for attracting Highly Qualified Teachers (HQT)

A school brochure will be available, if it is necessary for Administrators to attend Job Fairs. Administrative staff will attend Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of teachers and/or administration. School website is updated regularly.

Service and program coordination

- All staff will be informed about any child who is in temporary housing and/or a shelter upon registration.
- Agency contacts are required to sign name and contact numbers in a special book in the Main Office for staff to reference as needed.
- All parents are made aware of the breakfast times to ensure all students have a healthy, nutritional start to the day.
- A list of Food Pantries and /or other food services are provided to parents upon request.
- Parent Association President has reached out to parents who appear to have basic needs of clothing and food and communicates that information to the Assistant Principal and or the Principal.
- Guidance Counselor, Social Worker, and School Psychologist provide outreach for parents and in class support for children who appear to have difficulty transitioning to the school setting, as needed.
- Holiday gifts are provided for all children, with special focus on STH
- All parents will be apprised of summer feeding sites and students will be invited to attend summer school either of at-risk of academic failure or for enrichment.
- Respect for All Anti-Bullying Program ensures all children are made aware that every child has a right to an environment free from harassment. A full week of activities and assemblies are planned.

Budget and resources alignment

Title I, Title I School Wide Projects, Title III LEP, Tax Levy Fair Student Funding, Title I NYSTL

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By Spring 2012, there will be a 5% increase, from 60.2% to 65.2% (155 out of 251) , in the number of students in Grades 3-5 achieving Levels 3 and 4 on New York State Math assessments.

An analysis of most recent Grade 3 MATH ACUITY ITA data reveals that out of eighty-two (82) students tested, 6% scored in Tier 1, 23% Tier 2, 34% Tier 3 and 38 % Tier 4. In total, 72% of Grade 3 students scored in Tiers 3 and 4.

An analysis of most recent Grade 4 MATH ACUITY ITA data reveals that out of eighty-eight (88) students tested, 5% scored in Tier 1, 2% Tier 2, 44% Tier 3 and 49 % Tier 4. In total, 93% of Grade 4 students scored in Tiers 3 and 4.

An analysis of most recent Grade 5 MATH ACUITY ITA data reveals that out of sixty-nine (69) students tested, 0% scored in Tier 1, 7% Tier 2, 59% Tier 3 and 33 % Tier 4. In total, 92% of Grade 5 students scored in Tiers 3 and 4.

Comprehensive needs assessment

Progress Report 2010-2011 reveals that some progress has been made in the area of Mathematics on the New York State assessment in the area of "Performance", with 60.2% of students in Grades 3-5 reaching benchmark levels 3-4.

An analysis of most recent Grade 3 ACUITY ITA data reveals that out of seventy-eight (78) students tested, 15% scored in Tier 1, 40% Tier 2, 27% Tier 3 and 18 % Tier 4. In total, 45% of Grade 3 students scored in Tiers 3 and 4.

Instructional strategies/activities

- All students in Grades 3-5, including Special Needs children and English Language learners, are invited to participate in an after school Math Program from October 2011 – May 2012 from 3:10 to 5:10 PM Tuesdays and Wednesdays.
- All teachers will receive a scheduled appointment for an inter-visitation from their direct supervisor, as reflected by the recommendations in the formal and informal observations. Assistant Principals will confer with inter-visitation facilitator and review reflection logs that teachers complete at the end of an inter-visitation
- Teachers will be given the opportunity to discuss student work and best practices with colleagues during vertical and horizontal Professional Learning Team meetings both during school and at monthly staff conferences..
- Teachers in Grades 3 and 4 have been trained in Compass for Learning (Grade 3) and Time to Know (Grade 4) and are participants in New York City pilot technology innovation iZONE grant and students received computer-assisted Literacy and Math instruction for an additional period in each area daily.
- Math Staff Developer provides in class support for new and/or struggling teachers in the area of Everyday Mathematics.
- Assistant Principals will meet with teachers, as necessary, to review and discuss if best Math practices have been implemented and if there is a need for more support.
 - Assistant Principals ensure that all components of Everyday Mathematics) are addressed daily in all grades.
 - Assistant Principals conduct Formal and Informal Observations to ensure all curricular mandates are being met.
- Classrooms in Grades 2- 5 have been equipped with SMARTBOARD technology in order to facilitate more vibrant and motivating lessons in all curricular areas.
- Grade 5 students have laptops in class to access iREADY online Digital Learning Platform for practice, assessment, and data-driven instruction in Mathematics
- All teachers create customized Holiday and Vacation Packets and assessments in Mathematics on the ACUITY website.
- Attendance Worker and Guidance Counselor conduct home visits in order to address high lateness and absenteeism.
- Fordham University *America Reads Counts Challenge* interns provide additional small group instruction in all curricular areas, as needed.
- Grades 3-5 Acuity Instructionally Targeted Assessment (ITA) #1 was administered on November 7, 2011. **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
- **New York City Predictive Assessments** in ELA and Math will be administered in January 2012 **Analysis of subsequent data from all ACUITY Matrix Reports will be filtered to identify areas of need in ELA and Math for specific sub-groups of children.**
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- **Ongoing Professional Development throughout the year during school and on Half Days and Non-Attendance Days. Teachers completed Needs Assessment and results were used to plan Professional Development opportunities for teachers. The professional learning is aligned to the school's goals, as well as teacher needs. The Professional Learning promotes leadership and instructional capacity as teachers are identified as team leaders and agents of leadership and change. Topics include CCLS in ELA, New York City Department of Education Literacy Bundles of Units of Study in Literacy, ACUITY data and customized instruction,**
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- New York City iZONE Grant, Compass for Learning and Time to Know (Digital Learning Platforms) assessments are administered intermittently throughout the various Skill/Strategy Sets (Compass for Learning) and throughout the Four-Five Units of Study (Time to Know).
- Teachers received Professional Development in August 2011 and November 2011 for Common Core Learning “Priority” Standards (CCLS) in preparation for May 2012 administration of CCLS –aligned performance tasks in Grades Pre-K -5, as per New York City Instructional Expectations.
- Teachers meet in grade-level and vertical teams throughout the school year to plan Extended Time Tutoring group activities, and lessons aligned to CCLS-aligned Curriculum Maps that include Webb’s Depth of Knowledge Tasks.
- Teachers work in collaborative teams and regularly evaluate assessments and data systems with a focus on developing CCLS-aligned rubrics for New York City Instructional Expectations (Informational Writing and Opinion pieces)
- Teachers will meet in collaborative teams to develop, implement, and “norm” Performance Tasks and writing that has been aligned to CCLS Priority Standards in Spring 2012.

Strategies to increase parental involvement

C.S.57X will provide parent workshops and activities which will serve as an introduction to the academic content standards and academic achievement standards of the New York City Public School System. Our school’s administrative staff, staff developer, and ESL Coordinator will work to address the needs of parents by holding grade specific work-sessions that target the academic expectations and promotional standards for each grade. Workshop Topics will include:

- Parent Workshops on Department of Education Instructional Expectations, school-wide implementation of assessments, data, curriculum, behavior management, and parenting resources.
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 - Scholastic Book Fairs during Fall and Spring Parent Teacher Conferences
 - ARIS Parent Link access facilitated by Tech Specialist during Parent Teacher Conferences and by Staff during the school day
- School Website

Strategies for attracting Highly Qualified Teachers (HQT)

A school brochure will be available, if it is necessary for Administrators to attend Job Fairs. Administrative staff will attend Job Fairs presenting the school in the greatest light. Prospective teachers will be given an opportunity to tour the school, meet with parents and staff, and interview with a school committee comprised of teachers and/or administration. School website is updated regularly.

Service and program coordination

- All staff will be informed about any child who is in temporary housing and/or a shelter upon registration.
- Agency contacts are required to sign name and contact numbers in a special book in the Main Office for staff to reference as needed.
- All parents are made aware of the breakfast times to ensure all students have a healthy, nutritional start to the day.
- A list of Food Pantries and /or other food services are provided to parents upon request.
- Parent Association President has reached out to parents who appear to have basic needs of clothing and food and communicates that information to the Assistant Principal and or the Principal.
- Guidance Counselor, Social Worker, and School Psychologist provide outreach for parents and in class support for children who appear to have difficulty transitioning to the school setting, as needed.
- Holiday gifts are provided for all children, with special focus on STH
- All parents will be apprised of summer feeding sites and students will be invited to attend summer school either of at-risk of academic failure or for enrichment.
- Respect for All Anti-Bullying Program ensures all children are made aware that every child has a right to an environment free from harassment.

A full week of activities and assemblies are planned.

Budget and resources alignment
Title I, Title I School Wide Projects, Title III LEP, Tax Levy Fair Student Funding, Title I NYSTL

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

| | 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 | 5 | 5 | N/A | N/A | 3 | | 2 | 2 |
| 1 | 44 | 0 | N/A | N/A | 3 | | | 4 |
| 2 | 45 | 0 | N/A | N/A | 6 | 2 | 2 | 1 |
| 3 | 39 | 40 | N/A | N/A | 3 | | | 2 |
| 4 | 51 | 41 | 51 | 51 | 7 | | | 4 |
| 5 | 38 | 20 | 38 | 38 | 3 | | | 1 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | <p><u>During the school day:</u> Grades K-1 classroom teachers have completed the second year of implementation of a Second Literacy Intervention Reading Block each morning for sixty (60) minutes in Kindergarten and forty-five (45) minutes for Grade 1. Grade 1 children are grouped according to ability levels based upon one to one assessments and groups are no larger than six (6) or eight (8) to one. AIS and ESL teachers provides small group push in and pull out support with Read Well intervention reading program. F-Status teacher provides small group (no greater than 5:1) for selected Kindergarten and Grade 4 English Language Learners at risk of academic failure based on class data in Kindergarten and at risk of not making adequate progress on New York State assessment, or may not make one year of progress in Grade 4 . Each group session is “personalized to the specific instructional needs of each child once each week.</p> <p><u>Tutoring for Grades 1 and 2:</u> Students who have not met grade-level benchmarks in reading have been assessed by team members of Experience Corps, a Helmsley Grant opportunity, for one to one reading support four (4) times per week for forty-five (45) minutes per session.</p> <p>At Risk SETSS for students in Grades K-5 who are at risk for English Language Arts.</p> <p><u>Extended Time:</u> Tuesdays, Wednesdays, Thursdays 2:20-3:10 PM ESL and AIS support staff provide small group and one to one tutoring using selected materials appropriate to each child’s “personalized instructional needs”. Grades 3-5: AIS support staff, cluster teachers, classroom teachers and Related Service Providers provided individual and small group support, focused on meeting Common Core Learning State Priority Standards in Writing Persuasive and Opinion writing pieces on Content Area topics. Students who are well below grade level benchmarks receive one to one instruction with Great Leaps from Paraprofessionals and Related Service Providers.</p> <p><u>After School:</u> Tuesdays, Wednesdays 3:10-5:10PM: Grades 3-5: Data –driven instruction for selected students: Kaplan Advantage and Test Companion in English Language Arts.</p> |

| | |
|---|--|
| <p>Mathematics</p> | <p>F Status ELLS <u>After School:</u> Tuesdays, Wednesdays 3:10-5:10PM Grades 3-5: Kaplan Advantage and Test Companion in Math</p> |
| <p>Science</p> | <p><u>During the School Day:</u></p> <ul style="list-style-type: none"> • F-status teachers provide academic interventions for students using content area literature for English Language Learners and Students with Disabilities in Grade 4 • Utilization of all assessments to determine strengths, weaknesses, and trends among Grade 4 students <p><u>Extended Time: Tuesdays and Wednesdays 2:20-3:10</u> Integration of Content Area Persuasive, Informational and Opinion Writing into the Extended Time program for Grades 3, 4, and 5 <u>After School: Tuesdays, Wednesdays 3:10 -5:10</u> Integration of content area literature in the after school program for Grades 3, 4, and 5</p> |
| <p>Social Studies</p> | <p><u>During the School Day:</u></p> <ul style="list-style-type: none"> • F-status teachers provide academic interventions for students using content area literature for English Language Learners/ Student with Disabilities in Grade 5 • Utilization of all assessments to determine strengths, weaknesses, and trends among Grade 5 students <p><u>Extended Time: Tuesdays and Wednesdays 2:20-3:10</u> Integration of Content Area Persuasive, Informational and Opinion Writing into the Extended Time program for Grades 3, 4, and 5 <u>After School: Tuesdays, Wednesdays 3:10 -5:10</u> Integration of content area literature in the after school program for Grades 3, 4, and 5</p> |
| <p>At-risk Services provided by the Guidance Counselor</p> | <ul style="list-style-type: none"> • Guidance Counselor provides counseling, conflict resolution, grief counseling in small group and one to one settings during the school day, also provides counseling on an “as needed “ basis as determined by articulation with the Pupil Personnel Committee and supervisors. • Guidance Counselor also provides transitional support to and from class for students who appear to have anxiety, and also push in classroom support for children in the Early Grades who appear to have behavior management issues. • Guidance Counselor also provides support for parents with children at risk, and translates at meetings for Spanish-speaking parents, as needed. |

| | |
|--|--|
| <p>At-risk Services provided by the School Psychologist</p> | <ul style="list-style-type: none"> • Psychologist provides support for students who appear to have difficulty with transitions. • Psychologist provides support for children with anger management and behavioral issues. • At risk counseling consists of social skills training, pushing into classrooms to assist teachers in focusing the child or dealing with behavior issues. • Psychologist provides community outreach services to parents, as well as one to one conversations with parents about psycho-social development. participates in Pupil Personnel Committee to set up at risk services for students in General Education |
| <p>At-risk Services provided by the Social Worker</p> | <ul style="list-style-type: none"> • Social Worker supports students awaiting placement in District 75 sites by providing one to one support during lunch. • Social Worker provides support for students who appear to have difficulty with transitions. • Children who appear to have difficulty in kindergarten are provided within class support. • Social Worker link parents to social service agencies for assistance, family therapy, court-related issues(ie: foster care, housing, custody issues), participates in Pupil Personnel Committee to set up at risk services for students in General Education. |
| <p>At-risk Health-related Services</p> | <ul style="list-style-type: none"> • Department of Education School Nurse conducts “Open Airways” program for groups of students with asthma. • Kress Vision Center at New York University provides free eyeglasses for students in Grades K-1 and Special Education, dependent upon New York City vision screening. • Department of Education School Nurse provides support for parents of children who suffer chronic pain from Sickle Cell Anemia, and “food issues and nutritional” support for Diabetic students. • Outside health agency, Health Plus, provides asthma training for students in Grades 3-4 for two (2) days, with a focus on Asthma symptoms, triggers, and management of the disease. Provider also conducted a Parent Informational Workshop. • Ten (10) children have received examinations from an on site Medical Doctor. |

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. C.S. 57X agrees to implement the following statutory requirements:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; Parents will receive support in accessing ARIS to review child's data and testing scores. Letters will be sent home in English and Spanish, and translated into Arabic and other languages as needed. . Monthly Calendars will be sent home monthly in English and Spanish.
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- The Early Childhood Assistant Principal serves as Parent Liaison to facilitate an open dialogue between the school and families. The Early Childhood Assistant Principal, along with the Testing Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Testing Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader Jose Ruiz/Petrina Palazzo | District 12 | Borough Bronx | School Number 057 |
| School Name C.S. 57X The Crescent School | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|--|--|
| Principal Edsel Philip | Assistant Principal Greta Gallas & Maureen Howard |
| Coach Brenda Torres-Vera | Coach N/A |
| ESL Teacher Rolando Perez | Guidance Counselor Linda Egefeld |
| Teacher/Subject Area C. Ragguette/General Education | Parent Diane Arias |
| Teacher/Subject Area V. Bezear/General Education | Parent Coordinator Vacancy |
| Related Service Provider Angela Scasso/Speech Teacher | Other C. Matthews/Tech. Coordinator |
| Network Leader Petrina Palazzo | Other Geraldine Johnson/IEP Teacher |

C. 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 | 4 | Number of certified bilingual teachers | 1 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | 500 | Total Number of ELLs | 64 | ELLs as share of total student population (%) | 12.80% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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. 

1. Community School 57 maintains a free-standing ESL push-in program. Presently, Bilingual and Dual Language program options are unavailable since there has not been a demand for these program models. Our staff is mindful and keeps parents aware of the three program choices. If the trend for other program choices develops, our school will take the necessary steps to develop these programs.

1a.

Upon enrollment all students are screened in accordance with mandates. The HLIS administered to determine if there is another language spoken at home. The HLIS is completed by the parent or guardian of each new entrant at the time of the students' initial enrollment. The school provides information for the parent or guardian in the language that they best understand and offers native language support mostly in Spanish. If the responses on the HLIS indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English is conducted by a pedagogue that speaks that language. If the informal interview indicates that the student is possibly LEP/ELL, the assessment of the students' level of English language proficiency must be conducted using the LAB-R. If the student is identified as an ELL and speaks Spanish, then the Spanish LAB is conducted to determine the ELLs native language level of proficiency.

1b.

A New York State licensed ESL English and Spanish speaking pedagogue (Mr. Perez) routinely conducts initial oral interviews in English and Spanish, oversees Home Language Identification Surveys, and manages computerized system-wide reports to identify current or potential English Language Learners (ELLs). This process entails administering the Language Assessment Battery-R (LAB-R) test within ten days of initial placement, parental orientations, as well program selection procedures.

1c.

Computerized reports (RLAT & RNMR) are frequently generated by Mr. Perez in order to identify entitled and non-entitled ELLs who have taken the New York State English as Second Language Achievement Test (NYSESLAT). Parents are informed in person and receive the appropriate program choice placement letters immediately after their child's NYSESLAT status eligibility is determined. In addition, the reports are used to indicate and inform parents of students who may have tested out and the type of transitional services that their child merits.

As always, the school ensures that all 4 components of the NYSESLAT are administered to each entitled ELL. Checklists/tables have been developed in order to cross-reference and make certain that all 4 test modalities are given to each child during the NYSESLAT testing window.

2. Objective parent orientations are conducted within 10 days of registration in order for caregivers to make an informed decision regarding the program they would like their child to participate in (English as a Second Language, Transitional Bilingual and Dual

Language). The sessions are conducted in English and Spanish by the ESL coordinator along with the Parent Coordinator and thereafter on an as-needed basis. Sessions consist of a viewing of the parent orientation video (available in other languages) that provides information on the types of ELL programs available for their children. CS 57 provides parents with literature that explains program models.

As always, our staff keeps parents aware of the three program choices. If a trend toward other program choices develops, our school will take the necessary steps to develop these programs. Otherwise, our school ESL liaison meets with the parents and discusses various program and school locale options. The parents are then directed to the school's regional network services where placement in the desired program takes place.

3. The ESL coordinator routinely logs and ensures that entitlement letters, parent surveys, and program selection letters are distributed and returned on a timely basis. Letters and parent surveys are collected within strict timelines. Parents are sent reminders of these matters via letters, student reminders, and telephone calls. Entitlement letters and other pertinent documents such as the HLIS are maintained in pertinent binders and in student's cumulative folders.

Parents are provided with appropriate forms through the classroom teacher or an ESL certified teacher. In the event that a form is not returned, we send letters home to the caregivers or make telephone calls requesting they return the required form within a few days. We are flexible in scheduling parents to meet with teachers or administration in order to discuss this matter. In addition, at CS 57 we ensure that adequate information is provided to the extent possible in various languages at all parent activities and meetings.

4. Efforts to communicate with parents in their native language are continuously made. The ESL coordinator and other staff members who may speak the parent's native language make efforts and to contact the parents to inform them of the different instructional programs for second language learners. Moreover, the school's bilingual Parent Coordinator attends the sessions to provide information as to the services available to parents at our school and to provide general support for the parents.

Copies of all forms, letters (including placement letters, parent survey, program selection forms, and continued entitlement letters), and contact attempts are logged and filed at the school. Original selection letters and the HLIS are placed in the student's cumulative folder. The ESL coordinator maintains a copy of the selection letters and continuation letters in a separate binder. An additional copy of the HLIS is maintained by the pupil accounting secretary in the main office. In addition, the school coordinator maintains checklists to ensure that pertinent documents have been distributed or returned.

5. Parent survey and parent/guardian selection forms show evidence of a vast trend toward opting for an ESL program. At the moment, 11 newly admitted ELLs entered the ESL program. After reviewing their options, 9 parents opted for a Freestanding ESL program at while 2 parents opted for Bilingual Programs. Bilingual choice program opting parents are informed of their rights and the coordinator recommends nearby schools that offer such programs. This facilitates the possible transfer process and simultaneously provides parents with the tools that bring about parental advocacy.

6. As a result of the general trend toward ESL only programming, CS 57 has not needed to align programs such as Transitional Bilingual Education and Dual Language models. Parents opting for settings other than Freestanding ESL are offered the choice of placing their child in the requested setting at CS 57 if a definite mandated number of requests is evident. Otherwise if unavailable, efforts will be made to place the child at a site that contains the parental choice setting. In addition, ESL teachers meet parents of ELLs throughout the school year to discuss progress and possible program model modifications pertinent to the child.

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*
Page 367 8 9 10 11 12

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|--------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |

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. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%;50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 2 | 2 | 2 | 3 | 2 | 2 | | | | | | | | 13 |
| Total | 2 | 2 | 2 | 3 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 64 | Newcomers (ELLs receiving service 0-3 years) | 46 | Special Education | 11 |
| SIFE | 1 | ELLs receiving service 4-6 years | 12 | Long-Term (completed 6 years) | 6 |

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 | 46 | 1 | 5 | 18 | 0 | 5 | 0 | 0 | 0 | 64 |
| Total | 46 | 1 | 5 | 18 | 0 | 5 | 0 | 0 | 0 | 64 |

Number of ELLs in a TBE program who are in alternate placement: 1

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 |
| | | | | | | | | | | | | | | L |

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 | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):
 African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 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 |
| Spanish | 8 | 8 | 9 | 14 | 12 | 8 | | | | | | | | 59 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | 1 | | | 1 | | | | | | | | | 2 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | | | 1 | | 1 | | | | | | | | 3 |
| TOTAL | 9 | 9 | 9 | 15 | 13 | 9 | 0 | 64 |

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. a) CS 57 retains instructional time and ensures comprehensive growth for ELLs in the curricula areas by endorsing its data-driven Inclusion ESL/Sheltered Instruction push-in program model, that is in accordance with CR Part 154 mandates. Building leaders endorse collaborative planning and provide ESL teachers access to work with pertinent grade level team members to develop units of study that mirror the units being developed in the classroom. School-wide curriculum guides and math pacing calendars are also adhered to and offer another structure or lens for instruction. Moreover, teachers are encouraged to keep articulation and group planning logs.

1. b) Our ELL group sizes ranges from 4 to 10 students. The ESL teachers are able to offer differentiated data-driven instruction that is in accordance to the child's needs and learning style.

When possible, we encourage heterogeneous grouping so that varied levels of students can work and learn together to reach instructional goals. Homogenous grouping for guided reading and skill building activities may be created in correlation with data review.

Numerous considerations are taken into account when grouping students. We examine their history and data and consider factors such as the ELLs' language proficiency, age, academic performance and needs. Mixed grouping occurs if a classroom contains an insufficient number of ELLs.

2. The building staff is knowledgeable of mandated ESL teaching blocks. The ESL coordinator gathers ATS reports such as the RLAT and the RLER to determine student eligibility and needs. Subsequently, placement is set up along with schedules and groupings that are designed according to the ELLs proficiency level and modality.

a) Based on student proficiency levels, weekly time instruction is allotted as follows: a minimum of 360 ESL minutes for Beginning and Intermediate levels; 180 weekly ESL minutes/180 ELA minutes for Advanced level students. Teaching schedules are distributed to pertinent classroom teachers and are adhered to in order to ensure that all LEP students receive all mandated minutes of service.

3. There are 2 New York State ESL certified teachers at CS 57 who ensure ELLs become proficient in English, the target language. We prepare our ELLs not only for state grade assessments but also for future educational achievements by means of content area push-in instruction. We offer students the opportunity to develop their social language and engage in hands-on academic activities. Lessons are taught using ESL methodologies such as Total Physical Response(TPR), CALLA (Cognitive Academic Language Learning Approach), scaffolding, bridging, and schema building. ELLs' instruction employs the same materials as our non-ELL programs and includes supplemental materials such as guided reading ESL level libraries. In addition, they are provided with optional English and native language versions of formal assessments.

A. Programming and Scheduling Information

To ensure success, all English Language Learners are held to the same standards as the general education population. This is accomplished using an array of instructional materials that are comprised of and provide ESL foundations, theories, and methodologies. ESL-based materials include: Rigby on Our Way to English, Santillana Intensive English, Houghton Mifflin Leveled Readers, Rosetta Stone Language Learning Success (Software), and Shutterbug. Our ELLs are exposed to mainstream classroom math (Everyday Math) and science texts that take ELLs language development needs into consideration. Charts, realia, manipulatives, and other approaches or tools such as field trips are employed in order to support language development.

Every ELL in Grades K-5 receive Everyday Math instruction for 3 forty-five (45) to sixty (60) minutes daily at CS 57. Our students are assessed at the end of each unit of study and groupings are changed according to data and student goals. ESL teachers provide additional oral language support for the development of academic English in all content areas. ELLs are included in all cluster programs, Extended Time tutoring (Grades 2-5), and after school (Grades 3-5).

4. a) Currently, there is 1 SIFE student at CS 57. A SIFE student's history is examined to determine any accommodations. SIFE students will be placed in ideal groups and learning environments that best meet their academic, language and social needs. We will also use funds such as Title III and resources that will enable this population to secure achievement and make essential academic gains. Supplemental services for SIFE students can include intensive ESL, extended day program, reading and math intervention, summer school participation, one-to-one tutoring and additional parental outreach.

b) Our ESL teachers have plans, instructional goals and strategies for all ELL newcomers. The ESL teachers assist them in developing their basic interpersonal communication skills with a focus on oral language development. Our ESL teachers also work alongside classroom teachers so that the new student receives optimum support and interventions. Newcomers may be paired with a classroom teacher or “class buddy” who is proficient in the child’s first and target language. The classroom teachers receive professional development and additional dialogue on ESL methodologies and strategies for fostering and maintaining a Sheltered English classroom. Interactions can range from fostering language that is relevant to everyday life situations, creating context-rich classroom environments and wait-time considerations.

Our newcomers are exposed to numerous resources such as additional time at classroom listening centers, utilizing Rosetta Stone English Language Learning software, differentiated and age appropriate content-based supplemental materials, and native language content math books and glossaries

An instructional plan is in place in order to prepare ELLs for ELA testing after one year. Our school makes the process comfortable for the ELL. From the onset, our ELLs and parents are advised about this process. We utilize appropriate and differentiated instructional materials and ESL strategies that will help the ELL acquire the target language alongside a base that prepares them for future high stakes exams.

Additional F-status AIS small group instruction is provided for children determined to be at-risk of academic failure. All children in Grades K-1 are provided with an additional forty-five minute Read Well Intervention block, which includes whole group and small group reading support.

As always, students are met individually in order to discuss their individual strengths and needs. Parents are also made aware of their child’s performance by means of personal telephone communication, in-house conferences, or through the mail.

c) Our ESL teachers have instructional goals and plans for ELLs receiving 4-6 years of service. Appropriate ESL and strategies methodologies will be included into learning experiences that focus on weak language modalities as per NYSESLAT reports. Other relevant periodic ELA and Math related forms of concrete data will be used to drive instruction.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | Page 41 |
| 75% | |
| 50% | |
| 25% | |

A. Programming and Scheduling Information

background building, bridging, and academic vocabulary development.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. CS 57 has intervention programs in place that target ELLs in ELA, math and other content areas. Data analysis provides a lens for identifying our ELLs' learning needs. Heterogeneous flexible-groupings and strategies are then applied to meet these needs. For example, in order to provide content area optimum support, ESL teachers may push into a student's science class once a week. Moreover, during guided reading push-in instruction, ESL teachers may also select to make use of guided reading books that are aligned to a certain science unit of study.

Our school uses Title III funds and offers Math AIS, ELA, and Science AIS supplemental services for selected students. In addition, the after school program also focuses on reading comprehension and writing through a thematic approach.

The targeted intervention programs for ELLs makes use of the following materials: Words Their Way, Kaplan Advantage: New York ELA & Math, Houghton Mifflin Leveled Readers, Empire State NYSESLAT, Rosetta Stone Language Learning Success (Software), and Time 2 Know. Intervention providers make use of charts, realia, manipulatives, and other ESL approaches that support language development and in ELA, math and other content areas.

9. Support plans are in effect for ELLs who have reached proficiency on the NYSESLAT. Services such as counseling, ESL push-in instructional visits, student (briefings/next steps) orientations about the exit out process, parental outreach, and self-advocacy tips are offered in order to facilitate this transition. Our school articulates with parents and students in order to make them aware of special testing accommodations that will remain for two years after attaining proficiency. Former ELLs are also encouraged to attend our after school programs. In addition, ESL teachers provide resources for lesson planning, scaffolding concepts, and academic vocabulary support to the classroom teacher so that former ELLs will continue to be provided with the necessary tools for language development.

10. Notable improvements will take place during the upcoming school year at CS 57. We will add books and resources for teacher use and professional development. Books and articles of interest will include:

- Preparing for Effective Vocabulary Instruction by Kate Kinsella
- Scaffolding Language, Scaffolding Learning by Pauline Gibbons

Students in Grades 3-5 have been provided with additional individual laptops that incorporate programs such as Compass for Learning, Time to Know, I-Read. Such programs track student progress and provide ELA and math activities that range and adapts to the student's abilities.

Over \$5,000.00 in books have been purchased to supplement the school library.

An additional Physical Education teacher has been added. Also, one-to-one tutoring for selected students who benefit from AIS services are offered by Experience Corps.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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An additional Physical Education teacher has been added. Also, one-to-one tutoring for selected students who benefit from AIS services are offered by Experience Corps.

Our CS 57 ELLs will also have the opportunity to make further museum visits and explore the language and critical thinking that is necessary for them to examine art works. Museum trips and guided tours will be integrated into the curriculum.

B. Programming and Scheduling Information--Continued

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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

Courses Taught in Languages Other than English

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

1. Our school provides staff with professional development to support the understanding Language Allocation Policy (LAP). The ESL teachers work with other pedagogues to ensure that LAP policy foundations are understood and incorporated into daily classroom instruction. Our ESL coordinator and ESL teachers consult and work closely with ELLs' classroom teachers to discuss topics such as content area support, differentiation, and best ESL practices. The ESL coordinator also works closely with an ELL specialist from the Children First Network 606 in order to create data-driven training that is receptive of students' linguistic skills, while also developing strategies to better assist our students in meeting grade-appropriate proficiency levels on the NYSESLAT as well as other New York State standardized exams. The Math/ELA Coach and the ESL Coordinator collaboratively plan professional development activities that serve to provide all staff members with methodologies that address the needs of all ELLs. Professional development topics for this school year include; Developing Vocabulary with ELLs, The language of mathematics for ELLs, Differentiation, and Second Language Acquisition-related topics by Kate Kinsella. Outside consultants from Time to Know, I-Ready, Compass for Learning, and MONDO ELA consultants assist all educators to learn best practices to use in the ELL's classroom.

2. Our school keeps the individual child in mind and wants parents to make informed decisions about the best options for their child. The ESL coordinator and ESL teachers work with other staff members and parents to provide support for 5th grade students transitioning into middle school. Classroom teachers and ESL teachers conference with parents and students to discuss middle school options, program choices, mandated minutes of services and assessment accommodations such as extended time on NYS exams.

In addition, the guidance counselor provides outreach to teachers so that ELLs can successfully complete their elementary education and therefore apply and transition to fitting secondary schools. This includes our program's implementation of insuring that all students acquire competencies needed for educational planning, career planning, inter-personal communication, and responsibility to self and the community. The middle school selection process includes: middle school student peers (assemblies by former students), teachers, school staff, as well as parental and school community volunteers. Parents are involved in the transition process. We ensure that parents and families are equipped to support student's transitional plans. We Promote collaboration among our school and other middle-school staff to support the transition process. Activities are designed to promote collaboration between staffs at the two grade levels.

3. Our school offers professional staff development for teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition strategies, such as scaffolding, academic language to support content area participation, "teacher-talk" repertoire awareness, meta-linguistic skills, linguistic functions within the context of a lesson, and differentiated instruction. In addition, teachers are informed of outside professional development opportunities that may exist.

Professional Development agendas and attendance sign-in sheets are maintained in the school building. The principal maintains agenda and sign-in copies. The ESL coordinator keeps pertinent records in his binder. As always, teachers are reminded to keep agenda and attendance records for future use.

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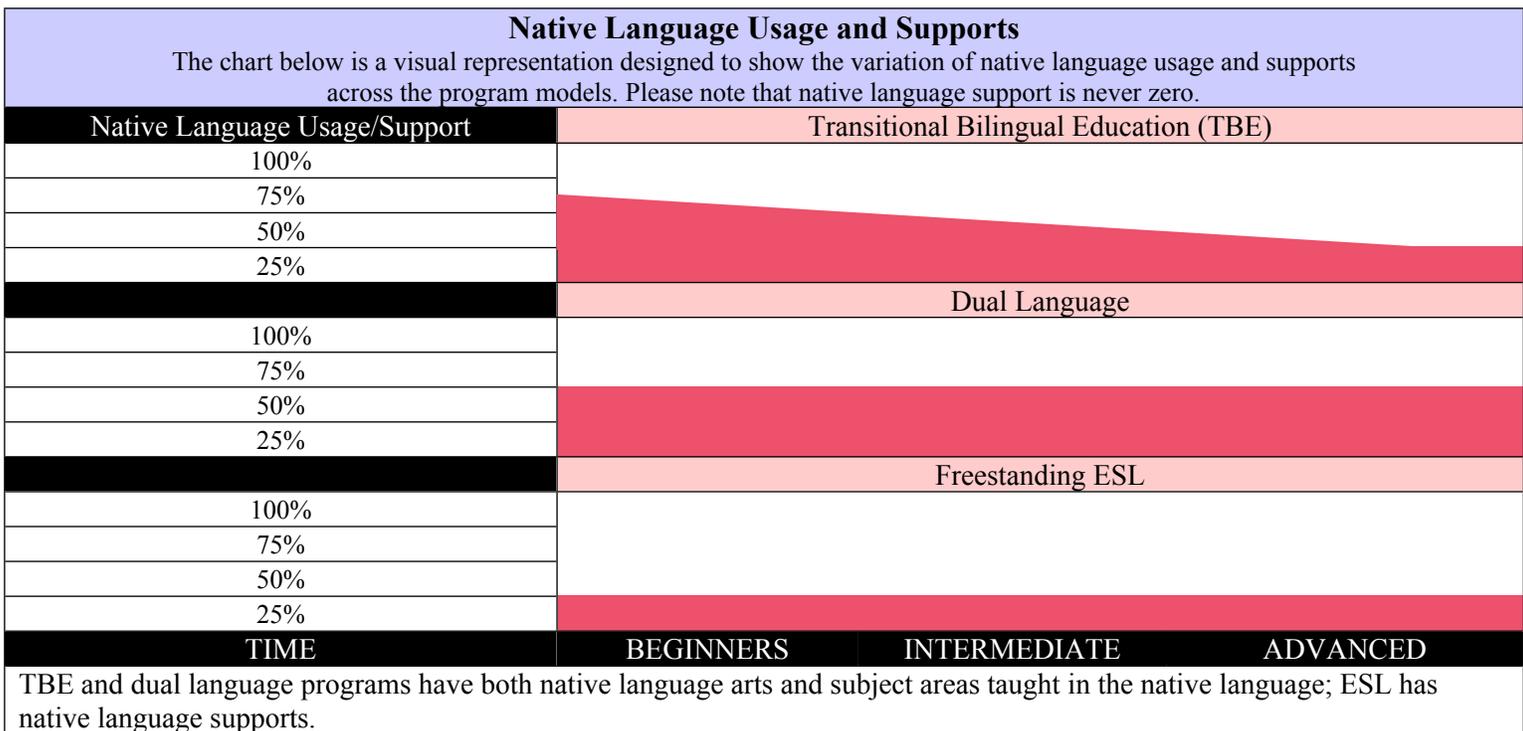
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

| | 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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

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Our school uses Title III funds and offers Math AIS, ELA, and Science AIS supplemental services for selected students. In addition, the after school program also focuses on reading comprehension and writing through a thematic approach.

The targeted intervention programs for ELLs makes use of the following materials: Words Their Way, Kaplan Advantage: New York ELA & Math, Houghton Mifflin Leveled Readers, Empire State NYSESLAT, Rosetta Stone Language Learning Success (Software), and Time 2 Know. Intervention providers make use of charts, realia, manipulatives, and other ESL approaches that support language development and in ELA, math and other content areas.

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- Preparing for Effective Vocabulary Instruction by Kate Kinsella
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Students in Grades 3-5 have been provided with additional individual laptops that incorporate programs such as Compass for Learning, Time to Know, I-Read. Such programs track student progress and provide ELA and math activities that range and adapts to the student's abilities.

Over \$5,000.00 in books have been purchased to supplement the school library.

An additional Physical Education teacher has been added. Also, one-to-one tutoring for selected students who benefit from AIS services are offered by Experience Corps.

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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

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)?

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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?
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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) | 6 | 3 | 2 | 6 | 1 | 0 | | | | | | | | 18 |
| Intermediate(I) | 0 | 1 | 4 | 5 | 3 | 2 | | | | | | | | 15 |
| Advanced (A) | 2 | 4 | 4 | 5 | 9 | 7 | | | | | | | | 31 |
| Total | 8 | 8 | 10 | 16 | 13 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 4 | 11 | 1 | 0 | 16 |
| 4 | 2 | 9 | 2 | 0 | 13 |
| 5 | 4 | 2 | 0 | 0 | 6 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 2 | 0 | 8 | 0 | 6 | 0 | 2 | 0 | 18 |
| 4 | 1 | 0 | 7 | 0 | 8 | 0 | 1 | 0 | 17 |
| 5 | 3 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 8 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | | 2 | | 9 | | 5 | | 16 |
| 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 | 0 | 0 | 0 | 0 |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|-----------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. All ELLs are assessed twice yearly in Grades K-2 with ECLAS2 and DRA in Grades 3-5 to determine literacy guided reading instructional levels and groupings. ESL teachers utilize a push in model during the Balanced Literacy Block in order to provide high quality ESL instructional support according to the child's stage of language acquisition. Running records are used to determine movement between levels and to design possible interventions. We use technology to conduct informal and formal assessments that help determine ELLs early literacy skills at young ages. In addition, each ELL has a tracking portfolio that is used to determine progress in areas such as written work, spelling, grammar, reading comprehension, and vocabulary development.

2. Overall analysis of current LAB-R and NYSESLAT results reveal 28% of students performing at level B; 23% at level I, and 48% attaining level A. Academic fluency consideration in addition to NYSESLAT or LAB-R data is used to group students homogeneously or heterogeneously for targeted area instruction.

Our goal is to develop proficient learners and to support the exit out process. To do this we are using multiple data assessment tools. For example, 2011's in-house scoring of the NYSESLAT revealed that Kindergarten students struggled with sentence writing and were unable to write picture descriptions. Grade band 2-4 and grade 5 students successfully completed pre-writing graphic organizers appropriately. There was evidence of well-developed written essays that flowed nicely. Yet some students failed to transfer their pre-planning ideas onto their essays.

3. NYSESLAT modality analysis data indicates that the proficiency levels in reading and writing are lower than in listening and speaking. Enhancing reading and writing modality student performance across all grades is a targeted area for further development.

Of note, testing data reveals that 24 of 99 enrolled ELLs passed the 2011 NYSESLAT. Our goal is to increase the number of intermediate and advanced ELLs across all grades. We expect to see a large number ELLs to become proficient during the 2011-2012 school year.

4 a.) NOT APPLICABLE

b) School Leaders and teachers are using the results of the ELL Periodic Assessment to drive instruction. Online score reporting system shows what skill each question on the test is addressing and which areas students are struggling in. ESL teachers and classroom teachers can then collaborate to differentiate instruction, target student needs, and create groupings. For example, data trends indicate that large number of students struggle making inferences or understanding the main idea.

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

Part VI: LAP Assurances

| School Name: <u>CS 57X</u> | | School DBN: <u>12X057</u> | |
|---|----------------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Edsel Philip | Principal | | 12/1/11 |
| Greta Gallas | Assistant Principal | | 12/1/11 |
| Vacancy | Parent Coordinator | | |
| Rolando Perez | ESL Teacher | | 12/1/11 |
| Diane Arias | Parent | | 12/1/11 |
| Carol Ragguette | Teacher/Subject Area | | 12/1/11 |
| Vernae Bezear | Teacher/Subject Area | | 12/1/11 |
| Brenda Torres-Vera | Coach | | 12/1/11 |
| N/A | Coach | | 12/1/11 |
| Linda Egelfeld | Guidance Counselor | | 12/1/11 |
| N/A | Network Leader | | 12/1/11 |
| Angela Scasso | Other <u>Speech Teacher</u> | | 12/1/11 |
| Christopher Matthews | Other <u>Tech. Coordinator</u> | | 12/1/11 |
| Geraldine Johnson | Other <u>IEP Teacher</u> | | 12/1/11 |
| Maureen Howard | Other <u>Assistant Principal</u> | | 12/1/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X057 **School Name:** CS 57X

Cluster: 606 **Network:** 6

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.

Based on statistical ATS data home language indicators, the HLIS given to each student upon first entering our school, ELL home language orientations, and the preferred contact language form that is given to each family, and our school report card; the parent coordinator, along with our bilingual school staff ensure that all written and oral interpretation needs are met within the calendar of events and documents issued by the DOE in English and Spanish. In addition, all parent meetings, events and workshops are convened by having a Spanish interpreter present.

We provide non-English speaking participants with a copy of the Comprehensive Education Plan (CEP) in Spanish.

During open school nights and parent teacher conferences, both the Spanish and English speaking teachers attend the conferences. Bilingual Spanish and English speaking teachers, paraprofessionals, and school-aides assist the English speaking teacher with translations.

We distribute a New York City Department of Education Parent Handbook in English and in Spanish based upon many requests from parents.

Parent attendance at Parent Workshops that are aligned with the educational goals of the city as well as Standards that are set forth by New York City and New York State are presented with a Spanish translator.

Due to an influx of parents from non-Spanish-speaking countries (Ghana, Nigeria, Yemen, Albania, Senegal, etc) and the diversity of languages, some parents have experienced a disconnect. We understand that we need to make use of the interpretation unit's services in

order to make better outreach.

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.

An analysis of feedback response forms and parents' comments at Parent Workshop and School Leadership Team Meetings revealed that we need to post signs in Spanish that informs parents that Spanish-speaking staff members are available to translate during meetings/conferences with teachers and at Parent Workshops.

All letters, notices, and calendars are translated into Spanish and we will continue to do so.

We have made this information available to our Parents Association, the parent members of our SLT, and to the entire school community through letters.

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.

a. We will email the Comprehensive Education Plan and other pertinent documents to Department of Education for translations into Spanish and Arabic, and ensure distribution to parents. New York City Department of Education Parent Handbooks have been distributed in English and Spanish.

b. By providing copies of pertinent school documents to parents in Spanish, and Arabic, when necessary, we will be better able to communicate information about the school's academic programs as well as expectations about parental involvement and student

performance. We will thereby increase parents' capacity to improve their children's achievement.

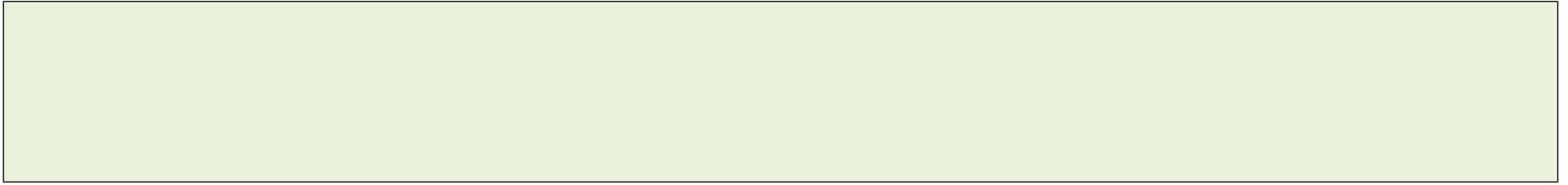
- c. Principal purchased a translation machine to assist parents in hearing translations at workshops.
- d. Parent Coordinator/Assistant Principal pairs parents who speak similar dialects to form a support network.

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.

- a. Monthly Parent Workshops on data, curriculum, literacy and mathematics provide parents with opportunities to learn more about academic expectations and assessments and to understand their role in helping their children to succeed.
- b. A translator (Parent Coordinator, teacher, staff member, another parent) will translate all pertinent information at all Parent Workshops, Parents' Association Meetings, School Leadership Team meetings, Parent Conferences, etc. for all parents who require information to be in Spanish.
- c. Signs have been and will continue to be posted in Spanish and Arabic in strategic common areas of the school (main entrance foyer, main Office, Parent Coordinator's Office, Parents' Room) informing parents that translation services are available in our school.

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>.

- a. We will post signs in Spanish and Arabic in strategic common areas of the school (main entrance foyer, Main Office, Parent Coordinator's Office, Parents' Room) informing parents that translation services are available in our school.
- b. All parents will receive a copy of "Important Notice for Parents Regarding Language Assistance Services" during the first week of school. The school contact person will be the Parent Coordinator.
- c. The office administrators ensure that bilingual staffing is available so that there is no communication barrier between parents and school members at all times.



2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|---|---------------------------------|
| Name of School: CS 57X | DBN: 12X057 |
| Cluster Leader: Jose Ruiz | Network Leader: Patrina Palazzo |
| This school is (check one): | |
| <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> *Other: During School |
| Total # of ELLs to be served: 27 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> *K <input type="checkbox"/> *1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> *4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: 1 |
| # of certified ESL/Bilingual teachers: 1 |
| # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

RATIONALE:

ELLs will attain proficiency and make content area gains.

In order to attain standard English language achievement and reading development as measured by NYSESLAT and Fountas and Pinnel reading levels, Title III funding will be used to provide pull out instructional support services for Kindergarten, Grade 1 and Grade 4 English Language Learners.

Children's Progress Academic Assessment (CPAA) data reveals that Kindergarten students need assistance developing phonemic awareness and reading skills.

First grade data reveals that ELLs have fallen behind on the NYSESLAT, Fountas & Pinnel Reading benchmarks and on E-CLAS. Current running record data shows Grade 1 students who are identified as ELLs, are reading below Fountas & Pinnel Reading Level G. By the month of June, Fountas & Pinnel Reading level for Grade 1 should be level J. In addition, E-CLAS benchmarks have not been met and therefore are considered at-risk for academic failure.

Data indicates that some 4th grade students need additional assistance in the areas of reading and writing. Groupings will be set up according to NYSESLAT levels and the skill that is in further need of development.

ELLs will develop high levels of academic attainment in core academic subjects and meet the same challenging standards all children at CS 57X are expected to meet by means of high-quality, scientifically-based language instructional programs that include: social and academic language development; linguistic objectives; spiraling academic coursework; scaffolding; academic rigor, Second Language Strategies and ESL methodologies.

SUBGROUPS AND GRADE LEVELS OF STUDENTS TO BE SERVED:

- 7 Kindergarten students
- 8 Grade 1 students
- 12 Grade 4 students will receive small group in instruction that is interdisciplinary.

- 2 Kindergarten subgroups (3-6 students in each group)
 - Groups 1 & 2 (Beginners Level)

- 2 Grade 1 subgroups (3-5 students in each group)
 - Groups 1 & 2 (Beginner and Intermediate Level)

Part B: Direct Instruction Supplemental Program Information

- 3 Grade 4 subgroups (3-6 students in each group)
 - Group 1 (Beginners and Intermediate Level)
 - Groups 2 and 3 (Advanced Level)

SCHEDULE AND DURATION:

- November 2011-May 2012
- 45 minute sessions each Wednesday

CS 57X

Title III Schedule

F-Status Teacher: Valerie Cesca

Day: Wednesday

Location: Library

TIME

WEDNESDAY GRADES/STUDENTS

8:00-8:45 The group of 5 Kindergarten students is doing Word Work. The F-status Teacher is supplementing it with ESL scaffolds and methodologies.

8:45-9:15 The group of 4 Kindergarten students is doing Balanced Literacy. The F-status Teacher is supplementing it with ESL scaffolds and methodologies.

9:15-9:45 The group of 6 Grade 1 students is doing Word Work. The F-status Teacher is supplementing it with ESL scaffolds and methodologies.

9:45-10:20 The group of 6 Grade 1 students is doing Balanced literacy. The F-status Teacher is supplementing it with ESL scaffolds and methodologies.

10:25-11:10 LUNCH

11:15-12:00 The group of 3 Grade 4 students is doing Everyday Math. The F-status Teacher is supplementing it with ESL scaffolds and methodologies.

12:05-12:50 The group of 4 Grade 4 students is doing Everyday Math. The F-status Teacher is supplementing it with ESL scaffolds and methodologies.

12:50-1:35 The group of 3 Grade 4 students is doing Writer's Workshop. The F-status Teacher is supplementing it with ESL scaffolds and methodologies.

Part B: Direct Instruction Supplemental Program Information

1:35-2:20 The group of 3 Grade 4 students is doing Writer's Workshop. The F-status Teacher is supplementing it with ESL scaffolds and methodologies.

2:20-3:10 ETS PREP

LANGUAGE OF INSTRUCTION:

The language of instruction is English with native language support as needed through the availability of native language materials.

NUMBER & TYPES OF CERTIFIED TEACHERS:

An "F" status certified ESL teacher will provide additional support to the identified children using scaffolding techniques including contextualization, modeling, bridging, and meta-cognition to improve reading comprehension and build vocabulary.

TYPES OF MATERIALS:

A small group of students will be instructed in Literacy using Words Their Way and Santillana Intensive English to supplement instruction along with general education materials such as Everyday Math. Another portion of Title III funding will be used to purchase classroom leveled library materials in the reading levels being developed and native language material from Rigby.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

RATIONALE:

• To provide professional staff development for teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition and strategies such as scaffolding instructional strategies, academic language to support content area participation, "teacher-talk" repertoire awareness, meta-linguistic skills, such as sound-to-symbol correspondence, linguistic functions within the context of a lesson, and differentiated instruction.

TEACHERS TO RECEIVE TRAINING:

• All teachers, including those who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition and strategies.

Part C: Professional Development

SCHEDULE AND DURATION:

- NYSESLAT Staff Development that is data driven
- Training on the Stages of Language Acquisition and the impact upon the students' receptive language skills.
- Training on the skills and strategies to better assist our students in meeting grade-appropriate proficiency levels on the NYSESLAT.

TOPICS TO BE COVERED:

- Exploring the NYSESLAT Format & NYSESLAT Sophistication (Week of March 5th)
- Scaffolding Instruction for ELLs (Week of March 12th)
- Identifying ELL Needs through Data Analysis (Week of April 2nd)
- Using CCLS to Differentiate Instruction (Week of May 14th)
- Teaching Academic Language to ELLs (Week of June 4th)

**DURATION

50 minute Lunch and Learn Sessions

NAME OF PROVIDER:

- Rolando Perez

Other Professional Development

- New York Citywide CCLS Expectations: Unpacking the Math Priority Standards, September 6, 2011. Provider: B. Vera
- New York Citywide CCLS Expectations: Unpacking the ELA Power Standards, September 6, 2011. Provider: V. Bezear
- New York Citywide CCLS Expectations: Rewriting the Baseline Writing Piece, September 6, 2011. Provider: B. Torres & V. Bezear
- Writing Goals, September 6, 2011. Provider: S. Tierney
- Development Reading Assessment 2 (DRA 2), October 4, 2011. Provider: B. Vera
- Enhancing EDM Performance Tasks, November 8, 2011. Provider: B. Vera
- Implementing CCLS-Based Rubrics, December 8, 2011. Provider: B. Vera
- Academic Vocabulary & Writing Strategies for ELLs, February 7, 2012.

Provided: UFT, 52 Broadway, NY

Part C: Professional Development

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

RATIONALE:

- Assist parents who don't speak English help their kids achieve.
- Develop effective communication and an appreciation for the target language (English).
- Establish a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation towards growth.

SCHEDULE AND DURATION:

- December 2011-June 2012
- Tuesdays 8:00-9:30

TOPICS TO BE COVERED: Adult ESL Classes

NAME OF PROVIDER: PHIPPS

HOW PARENTS WILL BE NOTIFIED OF THESE ACTIVITIES:

We ensure that adequate information is distributed to the extent possible in various languages at all parent activities and meetings.

Efforts to communicate with parents in their native language are continuously made. The ESL coordinator and other staff members such as the bilingual Parent Coordinator provides information to parents who may not speak English.

Translated copies of all forms, letters, and contact attempts, and attendance are logged and filed at the school.

Part D: Parental Engagement Activities

| |
|--|
| |
|--|

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

| 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) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |