



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** CRESTON ACADEMY FOR RESPONSIBILITY AND EXCELLENCE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X447

**PRINCIPAL:** PAMELA EDWARDS

**EMAIL:** PEDWARD2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** SONIA MENENDEZ

### 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
Pamela Edwards	*Principal or Designee	
Rhonda Jackson	*UFT Chapter Leader or Designee	
Abigail Sotomayor	*PA/PTA President or Designated Co-President	
Gloria Morales	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Fransico Gomez	Member/	
Alethia Hutchinson	Member/	
Maria Ayala	Member/	
Marilyn Roman	Member/	
Susan DeFillippo	Member/	
Marilyn Guidice	Member/	
Iverka Valerio	Member/	

## **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 March 2012, 5% of ELL and 10% of SPELD students (G6 – 8) will demonstrate progress in writing an analysis of informational texts measured by scoring a Level 3 on the literacy performance task given as the summative assessment for a CCLS aligned unit of instruction.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

*The data indicates that students in the sub-groups of ELL and Special Education learners have not performed at Grade 6 or 7 levels against the NYS Standards in ELA. This has been compounded by the changes to the NYS testing program with the changes taking place in order to prepare students for the introduction to the Common Core Standards.*

*Whilst there was a 13% decrease in Special Education students performing at Level 1 between 2010 and 2011 only 8% in 2010 and 9% in 2011 were assessed at grade level. On the 2011 School Progress Report students in Self Contained ELA classes were in the top 20% citywide in terms of making exceptional progress.*

*ELL students found the new assessments more challenging with no students working at Level 3 in 2010 or 2011. Once again there was a decrease in Level 1 as students moved to Level 2.*

*There was also a large increase in English Language Learners who were deemed Proficient on the 2011 NYSESLAT test. In Reading and Writing there was a 6% increase and in the Speaking and Listening a 30% increase from 2010 to 2011.*

*The Inquiry team has identified the need for a whole school focus on the development of academic language, reading comprehension and in writing an analysis of an informational text.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies & Activities**

- *Content area teachers and ELA teachers will engage in professional development around the selected literacy instructional unit and performance task to address the needs of students with IEPs, ELLs, and students with varying reading levels.*
- *Content area teachers will reinforce the non-fiction units with content area and literacy-based lessons.*

## **Annual Goal #1**

*By March 2012, 5% of ELL and 10% of SPELD students (G6 – 8) will demonstrate progress in writing an analysis of informational texts measured by scoring a Level 3 on the literacy performance task given as the summative assessment for a CCLS aligned unit of instruction.*

- *Teacher Teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Literacy.*
- *The Data Specialist will work individually with teachers to master DOE data systems and analyze content as well as school wide data.*
- *Through the Inquiry Process teachers will review school wide student performance and achievement outcomes.*

### **Staff & Resources**

- *Funds will be allocated for the purchase of instructional materials and professional books needed for common planning.*
- *Time will be created for teacher inter-visitations across the grade.*
- *Our staff developer will provide individualized support for each teacher as well as support in each classroom.*
- *Teachers will have the opportunity to plan with the Literacy Team one Saturday each month.*
- *Staff developers and consultants will provide staff with on-going professional development opportunities such as lunch and learn, demonstration lessons, and inter-visitations to improve teacher practice.*
- *Monthly Faculty conferences will be used for Inquiry Meetings.*

### **Timeline**

- *Monthly meetings and Professional planning sessions to prepare for teaching the units provided by the DOE*
- *Teachers will meet weekly to plan, discuss student work, and use the results from assessments to make classroom level curricular and instructional decisions.*
- *By December/January each student will have completed a literacy performance task as the culminating summative assessment for a well-sequenced unit of instruction focusing on nonfiction*
- *By March teachers will have looked at each piece of student work and assessed it against the exemplar rubric, scored the work and given student feedback.*

### **Strategies to increase parental involvement**

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
  - *Monthly progress reports to parents detailing student achievement results for parents will be sent home to keep families informed about the student's progress and performance*
  - *All communication is translated. Our family partnerships are strengthened through clear communication.*
  - *An open door policy that welcomes parents in our school from 9 to 2 pm daily and a wide array of opportunities to grow with their students. These opportunities include meetings, workshops, and trips that focus on our academic curriculum and youth development supports at our school.*
  - *We provide ongoing monthly Parents as Partners workshops to educate and inform them, as follows:*

## Annual Goal #1

*By March 2012, 5% of ELL and 10% of SPELD students (G6 – 8) will demonstrate progress in writing an analysis of informational texts measured by scoring a Level 3 on the literacy performance task given as the summative assessment for a CCLS aligned unit of instruction.*

- *Welcome them in our school and classrooms.*
- *Keep parents informed of issues related to their child's education, such as (but not limited to) student achievement, standards of academic performance and promotional standards.*
- *Provide ongoing learning opportunities for parents and families on ways to assist students in analyzing informational texts*
- *Curriculum Night and grade level orientation will focus on grade level reading, writing expectations, math, and school wide benchmark assessments.*
- *The Learning Leaders program will be used to assist in classrooms.*
- *The school library will have an open access schedule for parents.*
- *The school's website will be used to communicate with our parents on ways to assist students analyze informational texts.*

## Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - *100 % of our staff is highly qualified.*
  - *We employ a rigorous outreach and interview process at our school.*
  - *The Principal and teachers will collaborate to set and monitor teacher goals using the six Competencies from the Framework for Teaching 2011.*
  - *The principal will utilize the Framework for Teaching for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.*
  - *Teacher growth will be supported through specific evidence- based feedback from the principal.*
  - *Monthly one-on-one meetings with teachers will focus on the attainment of their professional goals and the school support needed.*
  - *Professional development opportunities provided by staff developers will be planned to meet the developmental needs of teachers. New teachers will receive the maximum support and experienced teachers will have leadership opportunities to help support the professional learning throughout the school. Staff development will be monitored and revised based on the results of student data and teacher effectiveness needs.*
  - *Teachers will have professional development to assist in developing specific strategies to support the learning of ELL and SPELD students in reading comprehension, academic vocabulary and written analysis of informational texts.*

## Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

*To achieve our goal of improving student progress in Literacy we are implementing the following activities:*

- *Weekly content area teacher team meetings built into the master schedule*

**Annual Goal #1**

*By March 2012, 5% of ELL and 10% of SPELD students (G6 – 8) will demonstrate progress in writing an analysis of informational texts measured by scoring a Level 3 on the literacy performance task given as the summative assessment for a CCLS aligned unit of instruction.*

- *Professional Development Saturdays focusing on teacher teams planning together, looking at student work and using data to focus on our schools core beliefs for student success. Our beliefs focus on differentiation of instruction, modeling, providing actionable feedback and the use of higher order thinking skills.*
- *Consultants have been hired to support all staff to integrate the CCLS tasks and align curricula*
- *Students that are far below level receive AIS services during the school day*
- *Our school has two staff developers to support teacher effectiveness*
- *Our S.A.P.I.S Counselor and Guidance Counselor provides at risk support to students and families as a foundation for learning and academic success*
- *Good Shepherd Services provides music and art instruction to our students. Our eighth grade students are mandated to perform ten hours of community service*
- *Our Family Worker supports attendance out reach*
- *Our Parent Coordinator provides workshops and supports all communication and parent involvement activities.*

**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.

*The following personnel will be involved in implementing the action plan:*

- *Classrooms teachers*
- *Staff Developer – Literacy*
- *Literacy Consultant*
- *Parent Coordinator*

*The following sources will be used to fund the actions/strategies/activities described in this goal:*

- *TL Fair Student Funding*
- *Title I School Wide Projects*
- *TL Children First Network Support*
- *Title III LEP – Afterschool*
- *Contract for Excellence – Afterschool*
- *TL Parent Coordinator*

## ANNUAL GOAL #2 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**

*By May 2012, 15% of ELL and 20% of SPELD students (G6 – 8) will demonstrate progress in understanding Ratios and Proportional Relationships (G6 & 7) or Expressions and Equations (G8) measured by scoring a Level 3 on the math performance task given as the summative assessment for a CCLS aligned unit of instruction.*

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

*The data indicates that students in the sub-groups of ELL and Special Education students performed better in Math than ELA however both sub-groups did not perform as well as general education students against the NYS Standards in Math. This has been compounded by the changes to the NYS testing program with the changes taking place in order to prepare students for the introduction to the Common Core Standards.*

*There was a 5% decrease in Special Education students performing at Level 1 between 2010 and 2011. 32% of Special Education students in 2010 and 27% in 2011 were assessed at Level 3 & 4. On the 2011 School Progress Report students in Self Contained Math classes were in the top 20% citywide in terms of making exceptional progress. SETTS students were in the top 40% citywide in Math.*

*ELL students found the new assessments more challenging with 17% of students working at Level 3 in both 2010 and 2011.*

*The Math team identified the need for a whole school focus on problem solving, modeling with mathematics, constructing viable arguments and showing understanding of Ratios and Proportional Relationships (G6 & 7) or Expressions and Equations (G8).*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies & Activities**

- *All math teachers will engage in professional development around the selected mathematics instructional units and performance tasks to address the needs of students with IEPs, ELLs, and students with varying math levels.*
- *The Math Team and Teacher teams will collaborate to identify, develop, and analyze effective practices to implement the Common Core Learning Standards in Mathematics.*
- *Math teachers will analyze classroom data and assessment results to make grade level and classroom level curricular and instructional decisions.*
- *Teachers will meet weekly to plan, discuss student work, and use the results from assessments to support on-going mastery of learning.*
- *Monthly progress reports to parents detailing student achievement results for parents will be sent home to keep families informed about the children's progress and performance*

## **Annual Goal #2**

*By May 2012, 15% of ELL and 20% of SPELD students (G6 – 8) will demonstrate progress in understanding Ratios and Proportional Relationships (G6 & 7) or Expressions and Equations (G8) measured by scoring a Level 3 on the math performance task given as the summative assessment for a CCLS aligned unit of instruction.*

### **Staff & Resources**

- *Staff developer and consultant will provide staff with on-going professional development opportunities such as Lunch and Learns, demonstration lessons, and intervisitations to improve teacher practice.*
- *Teachers will have the opportunity to plan with the Math Team one Saturday each month.*

### **Timeline**

- *Monthly meetings and professional planning sessions to prepare for teaching the units provided by the DOE*
- *Teachers will meet weekly to plan, discuss student work, and use the results from assessments to make classroom level curricular and instructional decisions.*
- *By April each student will have completed a math performance task as the culminating summative assessment for a well-sequenced unit of instruction focusing on Ratios and Proportional Relationships (G6 & 7) or Expressions and Equations (G8).*
- *By May teachers will have looked at each piece of student work and assessed it against the exemplar rubric, scored the work and given student feedback.*

### **Strategies to increase parental involvement**

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
  - *Math teachers regularly communicate student achievement results to students and parents via the Internet using Engrade.*
  - *An open door policy that welcomes parents in our school from 9 to 2 pm daily and a wide array of opportunities to grow with their students. These opportunities include meetings, workshops, and trips that focus on our academic curriculum and youth development supports at our school.*
  - *We provide ongoing monthly Parents as Partners workshops to educate and inform parents, as follows:*
    - *Welcome parents in our school and classrooms.*
    - *Keep parents informed of issues related to their child's education, such as (but not limited to) student achievement, standards of academic performance and promotional standards.*
    - *Provide ongoing learning opportunities for parents and families on ways to assist students in problem solving, modeling with mathematics, and communicating their understanding in mathematics.*
  - *Curriculum Night and grade level orientation will focus on grade level reading, writing expectations, math, and school wide benchmark assessments.*
  - *The Learning Leaders program will be used to assist in classrooms.*
  - *The school's website will be used to communicate with our parents on ways to assist students with problem solving, modeling with mathematics, and communicating their understandings.*

## **Annual Goal #2**

*By May 2012, 15% of ELL and 20% of SPELD students (G6 – 8) will demonstrate progress in understanding Ratios and Proportional Relationships (G6 & 7) or Expressions and Equations (G8) measured by scoring a Level 3 on the math performance task given as the summative assessment for a CCLS aligned unit of instruction.*

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- *100 % of our staff is highly qualified.*
- *We employ a rigorous outreach and interview process at our school.*
- *The Principal and teachers will collaborate to set and monitor teacher goals using the six Competencies from the Framework for Teaching 2011.*
- *The principal will utilize the Framework for Teaching for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.*
- *Teacher growth will be supported through specific evidence- based feedback from the principal.*
- *Monthly one-on-one meetings with teachers will focus on the attainment of their professional goals and the school support needed.*
- *Professional development opportunities provided by staff developers will be planned to meet the developmental needs of teachers. New teachers will receive the maximum support and experienced teachers will have leadership opportunities to help support the professional learning throughout the school. Staff development will be monitored and revised based on the results of student data and teacher effectiveness needs.*
- *Teachers will have professional development to assist in developing specific strategies to support the learning of ELL and SPELD students in problem solving, modeling with mathematics, and communicating their understandings.*

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

*To achieve our goal of improving student progress in Math we are implementing the following activities:*

- *Weekly content area teacher team meetings built into the master schedule*
- *Professional Development Saturdays focusing on teacher teams planning together, looking at student work and using data to focus on our schools core beliefs for student success. Our beliefs focus on differentiation of instruction, modeling, providing actionable feedback and the use of higher order thinking skills.*
- *Consultants have been hired to support all staff to integrate the CCLS tasks and align curricula*
- *Students that are far below level receive AIS services during the school day*
- *Our school has two staff developers to support teacher effectiveness*
- *Our S.A.P.I.S Counselor & Guidance Counselor provides at risk support to students & families as a foundation for learning & academic success*
- *Good Shepherd Services provides music and art instruction to our students. Our eighth grade students are mandated to perform ten hours of community service*
- *Our Family Worker supports attendance out reach*

**Annual Goal #2**

*By May 2012, 15% of ELL and 20% of SPELD students (G6 – 8) will demonstrate progress in understanding Ratios and Proportional Relationships (G6 & 7) or Expressions and Equations (G8) measured by scoring a Level 3 on the math performance task given as the summative assessment for a CCLS aligned unit of instruction.*

- *Our Parent Coordinator provides workshops and supports all communication and parent involvement.*

**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.

*The following personnel will be involved in implementing the action plan:*

- *Classrooms teachers*
- *Staff Developer – Math*
- *AUSSIE Math Consultant*
- *Parent Coordinator*

*The following sources will be used to fund the actions/strategies/activities described in this goal:*

- *TL Fair Student Funding*
- *Title I School Wide Projects*
- *TL Children First Network Support*
- *Title III LEP – Afterschool*
- *Contract for Excellence – Afterschool*
- *TL Parent Coordinator*

### 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**

*By June 2012, 100% of teachers will consistently collect, analyze, and use at least four sources of data to make instructional decisions and leverage changes in classroom practice to accelerate all student's learning.*

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

*The data indicates that all students, and particularly those in the sub-groups of ELL and Special Education, require on-going support and feedback in order to improve their learning outcomes in ELA, Math, Science and Social Studies.*

*In order to improve student progress as measured in ELA and Math on the School Progress Report teachers need continue to work collaboratively together to ensure consistent assessment practices are in place. They need to collect use common formative and summative data to monitor student progress across the school year. This data can then be analyzed and used to inform instruction, set goals, and provide feedback to students and their families.*

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Strategies & Activities**

- *Instructional coaches will meet with teachers by content areas, grade level, and students they share to analyze assessment data, exit slips, end grade, student portfolios, and student work samples to track progress and adjust plans and goals for groups of students. Data sources include ARIS, Base/Mid/End Line Assessments, Exit Slips, Engrade, Periodic Assessments, Student Portfolios, student work samples, and State Test results.*
- *Teachers will meet weekly in teams to establish a coherent and clear understanding of classroom and grade level data, formative data, periodic assessments, and summative assessments.*
- *Teachers will meet monthly in teams to examine student work and identify patterns and trends of students' strengths, weaknesses, and next teaching steps needed to master skills to meet state standards.*
- *Teachers will meet monthly in teams to gather and analyze periodic assessments and classroom level data on student subgroups so that trends regarding student performance are captured and used for instructional decisions.*
- *One-on-One meetings will be held with the Principal to analyze data to identify which students need additional support. These meetings focus on teacher effectiveness data and suggestions from teachers regarding the support they need to accelerate student learning.*

**Annual Goal #3**

*By June 2012, 100% of teachers will consistently collect, analyze, and use at least four sources of data to make instructional decisions and leverage changes in classroom practice to accelerate all student's learning.*

**Staff & Resources**

- *Staff developers, consultants and data manager will provide staff with on-going professional development opportunities to improve teacher use of data sources to plan assessments and inform instruction.*
- *Teachers will have the opportunity to plan with the staff developers one Saturday each month.*

**Timeline**

- *Monthly Faculty conferences will be used for Inquiry Meetings.*
- *The Data Specialist will work individually with teachers to master DOE data systems and analyze content as well as school wide data.*
- *Through the Inquiry Process teachers will review school wide student performance and achievement outcomes.*
- *Teachers will work as a team to adjust instructional support teams for our targeted students.*

**Strategies to increase parental involvement**

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
- *Parents receive monthly reports of content area evidence detailing student achievement results to keep them informed about the student's progress and performance*
- *All communication is translated. Our family partnerships are strengthened through clear communication.*
- *We provide ongoing monthly Parents as Partners workshops to educate and inform parents, as follows:*
  - *Train parents on how to use ARIS ParentLine to monitor their child's progress.*
  - *Provide ongoing learning opportunities for parents and families on ways to assist students in reaching goals.*

**Annual Goal #3**

*By June 2012, 100% of teachers will consistently collect, analyze, and use at least four sources of data to make instructional decisions and leverage changes in classroom practice to accelerate all student's learning.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - *100 % of our staff is highly qualified.*
  - *We employ a rigorous outreach and interview process at our school.*
  - *Principal will review teachers' lesson plans and provide feedback on teachers' use of data to drive instructional plans.*
  - *Principal will review teachers' data binders provide feedback on teachers' developing uses of data in planning and preparation of lessons.*
  - *The principal will utilize the Framework for Teaching for classroom observations, informal observations, and snapshots of instruction. The framework will inform pre-observation and post observation conferences.*
  - *Teacher growth will be supported through specific evidence- based feedback from the principal.*
  - *Monthly one-on-one meetings with teachers will focus on the attainment of their professional goals and the school support needed.*
  - *Professional development opportunities provided by staff developers will be planned to meet the developmental needs of teachers and assist them in using data to inform instruction.*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

*To achieve our goal of increasing teacher's effective, consistent collection, analysis and application of student data to make instructional decisions we are implementing the following activities:*

- *Weekly content area teacher team meetings built into the master schedule*
- *Professional Development Saturdays focusing on teacher teams planning together, looking at student work and using data to focus on our schools core beliefs for student success. Our beliefs focus on differentiation of instruction, modeling, providing actionable feedback and the use of higher order thinking skills.*
- *Consultants have been hired to support all staff to integrate the CCLS tasks and align curricula*
- *Students that are far below level receive AIS services during the school day*
- *Our school has two staff developers to support teacher effectiveness*
- *Our S.A.P.I.S Counselor and Guidance Counselor provides at risk support to students & families as a foundation for learning & academic success*
- *Good Shepherd Services provides music and art instruction to our students. Our eighth grade students are mandated to perform ten hours of community service*
- *Our Family Worker supports attendance out reach*
- *Our Parent Coordinator provides workshops and supports all communication and parent involvement activities*

**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

### **Annual Goal #3**

*By June 2012, 100% of teachers will consistently collect, analyze, and use at least four sources of data to make instructional decisions and leverage changes in classroom practice to accelerate all student's learning.*

I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

*The following personnel will be involved in implementing the action plan:*

- *Classrooms teachers*
- *Staff Developers – Literacy and Math*
- *Literacy Consultant*
- *AUSSIE Math Consultant*
- *Parent Coordinator*

*The following sources will be used to fund the actions/strategies/activities described in this goal:*

- *TL Fair Student Funding*
- *Title I School Wide Projects*
- *TL Children First Network Support*
- *Title III LEP – Afterschool*
- *Contract for Excellence – Afterschool*
- *TL Parent Coordinator*

### 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	125	98			50	1		
<b>7</b>	74	70						
<b>8</b>	126	93						
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p><b>Achieve 300:</b> A web-based instructional program that delivers differentiated reading and writing assignments based on each student's lexile level. Assignments, activities, and integrated formative assessments are aligned with state standards. Achieve three thousand is delivered individually to each student. The service is provided during the school day and after school.</p> <p><b>Great Leaps:</b> A one-to-one reading intervention program designed to build fluency. Great Leaps is provided during the school day.</p> <p><b>Guided Reading:</b> Reading instruction that provides specific and focused instruction to small groups of students at their instructional level. Students learn effective strategies for processing text with understanding. The service is provided during the school day and after school.</p> <p><b>Tutoring:</b> Explicit reading instruction using EdPerformance, Acuity, Achieve 3000, and Fast Math. This service is a pull out service provided during the day.</p>
<b>Mathematics</b>	<p><b>Fast Math:</b> A computer-based program providing one-to-one instruction in computation skills. The program is designed to promote fluency in computation. This service is provided during the school day and after school.</p> <p><b>Guided Math:</b> Small group instruction in math that provides explicit modeling, instruction, and feedback to students. This service is provided during school and after school.</p>
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	<p><b>Life Skills Program:</b> Focuses on drug abuse, violence prevention and anger management. Students are pulled out and work in small groups during the school day.</p> <p><b>Getting to Know You:</b> Intervention program that focuses on peer pressure, conflict resolution and bullying. Students are pulled out and work in small groups or one-on-one with the Guidance Counselor during the school day.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p><b>Behavior Intervention Program:</b> Students are pulled out and work one-on-one with the School Psychologist during the school day.</p>
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

## **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.

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### **CRESTON ACADEMY PARENT INVOLVEMENT POLICY (PIP)**

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

*Our 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. The school will maintain this information.*

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

*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 Policy and asked to survey their members for additional input.*

*To increase school-level Parent Involvement and Community Collaboration we will provide:*

- *Ongoing monthly conferences for parents to educate and inform them, as follows:*
  - *Welcome them in our school and classrooms.*
  - *Keep parents informed of issues related to their child's education, such as (but not limited to) student achievement, standards of academic performance and promotional standards.*
  - *Involve parents in school planning and decision-making.*
  - *Provide ongoing learning opportunities for parents and families.*
  - *Develop programs that support parent participation in children's learning both in school and at home.*
- *Frequent and effective written and verbal communication with parents and increase parental involvement by inviting parents to school events.*
- *Curriculum Night and grade level orientation will focus on grade level reading, writing expectations, math, and school wide benchmark assessments.*

- *Policies and handbook for parents and students that is reviewed annually by the parent committee and distributed in English and Spanish.*
- *A monthly calendar of events designed by the Parent Coordinator to ensure parents are informed about student academic progress and needs.*
- *A Learning Leaders program for parents to assist in the classroom.*
- *An open access schedule for parents in the school library.*
- *A monthly Parents as Partners workshop series will continue to grow and expand.*
- *The school's website will be used to communicate with our parents.*
- *Our parent incentive program will continue to expand. Parents of students that have met attendance performance goals receive monthly certificates.*
- *Continue holding well attended C.A.R.E. events, Family Sports Night, and Parent Student dances this year.*

## CRESTON ACADEMY SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, has developed 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. The school and parents working cooperatively to provide for the successful education of the children hereby agree:

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

**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 <b>CFN 109</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>447</b>
School Name <b>Creston Academy</b>			

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

Principal <b>Pamela Edwards</b>	Assistant Principal
Coach <b>Susan Defillippo</b>	Coach <b>Lesley Lemos</b>
ESL Teacher <b>Juanita Negrin Gonzalez</b>	Guidance Counselor <b>Marion Thomas</b>
Teacher/Subject Area <b>Gilda Medina/ESL</b>	Parent
Teacher/Subject Area <b>Evelyn Roman</b>	Parent Coordinator <b>Iverka Valerio</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Maria Quail</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>420</b>	Total Number of ELLs	<b>115</b>	ELLs as share of total student population (%)	<b>27.38%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

During the registration process, in September, our school Parent Coordinator and our licensed pedagogues, bilingual and ESL teachers follow guidelines to complete the intake of possible English Language Learners. Teachers briefly interview the students in both English and Spanish, as well as the parents are interviewed in the language that they can comprehend so that they can understand the process of admission. Our teachers assist parents in filling out the Home Language Survey. Afterwards, the school secretary enters the appropriate language code in the ATS system.

The students that are identified by the Home Language Survey as possible ELLs are then given the LAB-R by a licensed ESL teacher within 10 days of their admission. Those students that scored non proficient are also given the Spanish LAB. The parents of ELL students are invited to a Parent Orientation Meeting where a licensed ESL teacher provides information and a video that explains the different language programs offered by New York City Board of Education and our school. This meeting is conducted in the parent's home language.

Parent Orientation Meetings are provided after the ESL teacher hand scores the LAB-R grids. These meetings take place a few days after the scoring of the LAB-R. Our ESL teacher makes phone calls and distribute letters to invite parents to come to school so they can view a video and read informational pamphlets in the parents' native language. The video and pamphlet explain the different language programs that are offered by the NYC Department of Education and the ESL teacher explains what programs our school have in place for our ELL students. During these meetings, parents are encouraged to ask questions to the ESL teacher and parent coordinator. Afterwards, parents fill out the Parent Survey and Programs Selection Forms. Copies of these filled out forms are in a binder that is located in a locked cabinet in the main office. All the Parent Choice Selections that parents requested were provided by our school and their children were placed in those programs. This year we opened a 6th grade transitional Bilingual Education which aligns this program with all parent request. We are a new school and this is our third year and are providing educational opportunities for all our ELLs.

Our school's ESL teacher reviews the 2011 NYSESLAT results using the RLAT report. The ELL students that scored proficient are given a letter of non-entitlement in their parents' native language. This letter explains that their child has gained proficiency in English and will no longer receive Bilingual or ESL services. ELL students that score beginning, intermediate, or advance are given a letter for their parents, in their native language, that informs them that their child will continue to receive bilingual or ESL services for the present academic year. All placement, entitlement, and continued entitlement letters are kept in a binder and this binder is stored in a locked cabinet in the main office.

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							28							28
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							30	26	31					87
<b>Total</b>	0	0	0	0	0	0	58	26	31	0	0	0	0	115

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	5
SIFE	14	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	44

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	26	5	0	0	0	0	2	0	0	28
Dual Language										0
ESL	31	12	0	12	2	0	44	0	5	87
<b>Total</b>	<b>57</b>	<b>17</b>	<b>0</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>46</b>	<b>0</b>	<b>5</b>	<b>115</b>

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

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28							28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							29	23	30					82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2						3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>26</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

## A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
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?

Our school offers two language models. A bilingual transitional program in the 6th grade and ESL self contained classes in the 6th, 7th, and 8th grade. A certified bilingual teacher has the 6th grade bilingual transitional class. ELL students in this class that are beginners and intermediate receive, from their certified bilingual teacher, 360 minutes a week using ESL strategies, as well as 60 to 90 minutes in native language arts in Spanish. Advanced students in the same class receive 180 minutes a week using ESL strategies in the content area and 180 minutes in ELA literacy skills in English.

The 6th grade ESL class has a second ELL teacher that pushes in to provide additional support with the mandated time for beginners and intermediate that require 360 minutes in the week using ESL strategies, and the advanced ELL students that get 180 minutes, using ESL strategies in the content subjects as well as 180 minutes using ELA literacy strategies in English, and 45 minutes in native language arts in Spanish.

Our ESL self contained classes are taught by certified ESL teachers. In the 7th and 8th grade ESL self contain classes, an ESL certified teacher provides instruction in ELA and Social Studies. These students that are beginners and intermediate, received 360 minutes a week using ESL strategies to deliver instruction in ELA and Social Studies. Advanced ELL students receive the mandated 180 minutes a week using ESL strategies, in the content subjects, as well as 180 minutes in ELA literacy skills.

Students that are indentified as SIFE and Long Term ELL students are offered opportunities to use technology to differential reading instruction as well as working in small guided reading groups. These approaches help them receive focused attention on improving their reading abilities. Also ESL and bilingual classroom teachers meet and plan together to help them to differential instruction for these students. These teachers, also attend common planning meetings within their grades to help them improve their teaching approaches in literacy and in the content subjects.

Students that are recent arrivals, that entered our school, and those ELLs that have less than three years are always welcomed into our risk free environment. They are paired with proficient students that speak both languages. Teachers encourage these students to participate in the learning process, even if they have to answer in their native language. Directions and instructions are provided in both their native language as well as English; visual aids are helpful for these students to participate and follow along in the content skills.

ELLs who have received four to six years of ESL services, have their ESL and bilingual teachers creates lessons that are comprehensible by making language and content objectives very clear and achievable. Modelling the expected outcomes by using graphic organizers, visual aids, and using reciprol teaching strategies to help ELLs in content subjects.

Our school provides many opportunities where, all our ELL students can participate in programs that are not academic. These programs ensure the students are a part of our school community. These programs are lunchtime and gymtime. ELL students can sit and engage with the English speakers. Our school also offer athletic programs, such as "Young Runners, Flag Football, and Fitness Club" that allow

## A. Programming and Scheduling Information

our ELL students opportunities to engage with English speakers. ELLs can also participate in community services, like working in a soup kitchen in Manhattan. It is a requirement for 8th grade graduation.

If funding allows, an earth science will be a course that our school would consider in offering our 8th grade students, including our ELL population. A bilingual science teacher would be hired in order to provide instruction to all levels in our ELL students using ESL strategies, visual aids, cooperative learning approach which would help our ELL to achieve an understanding in this subject area.

ELL students receive intervention in ELA and Math; their intervention plan includes one to one tutoring for students that scored double ones in ELA and Math in spring of 2011. They receive the support during the classes of Science and Social Studies. ELL students work on project based activities that are cooperatively focused, and additional small group instruction using level guided reading in both languages. In the 6th grade bilingual class, ELLs are grouped according to their instructional levels as determined by 2011 NYSESLAT and baseline assessments, in reading and writing, in both Spanish, and English. In the 7th and 8th grade ESL classes, the ESL teacher scaffolds her lessons in English Literacy and Social Studies. Her ELL students benefit from the use of graphic organizers and grouping ELLs into small groups, and this helps them in learning English and reinforce their Spanish proficiency levels in Math and Social Studies.

Intervention in Math is provided to all ELL students in grades 7th and 8th, in both languages, when the ELLs needs additional support, their native language is used. The ELL students were assessed in September, a Math baseline assessment was given. The results were used to help group them into instructional levels. The ELL students used a web based program called "Fast Math". It is a computerized program that addresses the Math concepts that ELLs are currently having difficulty with. This program provides support in English and in Spanish when it is needed. In the 6th grade, the bilingual teacher provides instruction in Spanish in all content subjects. She groups ELLs into small group and they work cooperatively solving problems, and also she facilitates additional instruction in Spanish using visuals one to one support.

ELL students that scored proficient level in 2011 and 2010 NYSESLAT are provided with the following testing accommodations separate location and time and half on all state exams as well as any test simulation that is given at the school. These accommodations are provided for two consecutive years to all proficient ELLs.

ELL students in the 6th, 7th, and 8th grades are invited to participate in afterschool via, a letter to the parents notifying them of the program. The letter details the purpose of the program, the days the program will be in session, and the time. Parents are told that all students that sign up are accepted to participate. Daily attendance are taken and when a child is absent, our school secretary make a call to the home to inform the parent of their child's absence.

The goals of the afterschool programs is to continue to develop the ELLs' second language literacy skills in the four language modalities. ESL and Bilingual instructional strategies are used within the content areas of ELA, NLA, and Math. Two certified ESL and Bilingual teachers work with small groups, and both languages are used in order for ELL students to obtain a clear and comprehensive understanding of the content concept that will help them improve their academic abilities, as well as their English language literacy skills. The teacher provides one to one support in reading and writing in both languages.

The afterschool program uses the following materials; Achieve 3000, and classroom libraries in Spanish and in English. Achieve 3000 is a web based program that differentiates instruction using nonfiction text with writing activities. ELL students will use the classroom libraries to read and write at their instructional abilities.

ELL classrooms have instructional materials in Spanish in the following content subjects; Social Studies, Science, Math , and classroom library books in Spanish. These materials are in the 6th, 7th, and 8th grade ELL classrooms. In English, the classrooms have ELA books as well as English classroom library books. These materials are age and ability appropriate. Also, ELL teachers use differentiated instruction to make the concepts clear to the students. When possible, visual aids and graphic organizers in literacy and math are used to help students in the learning process.

Our newly arrived ELLs are admitted on the first day of school. ELL teachers welcome the new comers and their parents. At this time parents are informed of the materials that are needed as well as the uniform code that our school requires everyday to wear. Many times the school will provide the first school uniform shirt at no cost to the parent. ELL teachers state their educational expectations on this first



## 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?

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

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

### 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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

**D. Professional Development and Support for School Staff**

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

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

Our professional development practices include the following:

Two staff developers to support teachers.

Weekly content area meetings built into the schedule focused on planning, looking at student work, reviewing student assessment data, and integration of the CCLS tasks.

One Saturday per month teachers meet to plan, create assessments, and organize data to view achievement trends at our school.

Consultants from AUSSIE and DATA CORP support and provides professional development for school staff.

Professional development is offered to all staff members. Our school based literacy coach and Literacy Consultant have developed a professional development calendar for this academic year of 2011-2012. These workshops take place twice a month on Saturdays. ELA and math teaching strategies are grouped together in one Saturday, while Science and Social Studies strategies are grouped on another Saturday. Bilingual, ESL and monolinguals teachers plan and share their techniques on how to successfully work with our ELL students.

Also on Saturdays, our school guidance counselor, dean, parent coordinator, and our SAPIS counselor meet in order to plan for behavior modification with all our students, (including our ELLs), who are in need of intervention with their behavior that affect their learning and performance.

Professional development takes place after school, once a month; a series of seven training sessions on the use of the smart board are offered to all teachers, including bilingual and ESL teachers. All teachers learn to use different applications and on how to apply them in the instructional day for all students, including ELL students.

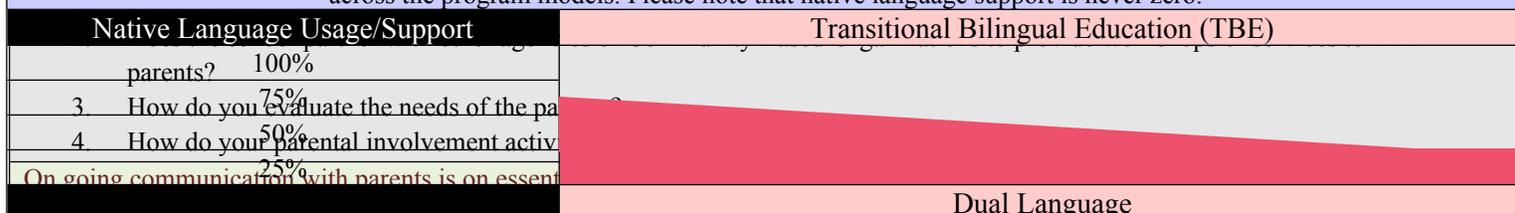
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Our school guidance is highly qualified to assist our ELL students and parents in the transitional process for high school. Our school offered two consecutive Saturdays in September where the guidance counselor and the parent coordinator gave an informative overview on the high school process and selection. The high school application was reviewed in detail. Parents received folders that contained valuable information, such as the dates for 2011 City-Wide High School Fair in September and October. The folder contained information on careers choices, specialized high schools, and a directory for NYC high school 2011-2012 was also given out. ELL students and parents were offered the opportunity to meet at the school and take a bus to Brooklyn for the City-Wide High School Fair. Chaperons were available if the parents were not able to go with their child.

During the regular day, our guidance counselor meets with small group of students to discuss the procedures for selecting a high school and answer any questions that may come up during the application process.

**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.



## E. Parental Involvement

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3. How do you evaluate the needs of the parents?
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Parent also fill out a school based Parent/Family Involvement Survey prepared by our parent coordinator. In this survey parents check off what their specific needs are. For instance, adult education programs, school wide programs, helping your child, child health issues, and parenting issues. Parent coordinator reviews these survey and plans workshops, and invite outside organization to help address parents concerns and needs.

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## Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							22	4	8					34
Intermediate(I)							11	7	12					30
Advanced (A)							25	15	11					51
Total	0	0	0	0	0	0	58	26	31	0	0	0	0	115

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							8	1	2				
	I							5	2	1				
	A							28	16	5				
	P							18	12	20				
READING/ WRITING	B							14	3	6				
	I							11	7	11				
	A							24	13	11				
	P							10	8	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	28	4	0	46
7	14	13	0	0	27
8	11	15	0	0	26
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11	2	24	4	14	2	0	0	57
7	8	2	7	2	7	3	2	0	31
8	7	2	19	0	1	0	0	0	29

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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 Test)									

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
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.

At 10X447, all students are assessed in September using the Scholastic Reading Inventory. All level one students are tested with the Scholastic Reading Inventory and the Fountas and Pinnell assessment for baseline data. Students are assessed in writing using a baseline writing sample. The results of these assessment tools are evaluated by the ELL teachers and the literacy coach. Their curriculum planning address the weakness that the data provides. The teachers share techniques and strategies that their students will need to show improvements. The data for 2011 NYSESLAT reveals the following: our 6th grade has 22 ELLs that are at the beginning level, and 25 ELLs are at the advance level from a total of 58, while 7th and 8th grades 4 and 8 ELLs are at the beginning level and 15 and 11 ELLs are at the advance level in ESL from a total of 26 and 31. In the 8th grade, there are 12 ELLs that are at the intermediate level. ELL teachers use this information to plan their literacy lessons, according for the ESL levels of their classes. ESL techniques and strategies are differentiated at each ESL level.

The data for 2011 NYSESLAT Modality Analysis revealed in listening and speaking that a high number of scored at the advance and proficient across all the middle school grades. The same results were repeated in reading and writing in 6th and 7th grade, but in the 8th grade, there are more ELLs in beginning and intermediate ESL levels. This information also helps ELL teachers plan accordingly for their students in literacy and the other content classes.

Our ELL students who had less than two year in the NYCSS were offered the opportunity to take the Math State Exam in Spanish. Across the middle grades in Level I there were a total of 6 ELLs, in Level II there were also 6 ELLs, in Level III, there were 5 ELLs, but there were no ELLs that scored at a Level IV. ELLs that took the Math State Exam in English were greater in numbers than those who took it in Spanish. The results across the grades were that 26 ELLs scored at Level I, 50 ELLs scored at Level II, 22 ELLs scored at Level III, and 2 ELLs scored at Level IV. These results indicate that our ELLs will receive instructional support to achieve improvement and move from Levels I and II in Math. This support will be provided through effective curriculum planning of all ELL and monolingual teachers, on-going assessments of ELL students in all math concept that are difficult for the students. The instruction will be delivered in both languages to assure that ELLs are understanding the math skills. Our math coach will be instrumental in organizing professional development for our Ell and monolingual teachers.

ELL Periodic Assessment is not used at our school. our school does use other diagnostic and assessments tools in English and Spanish and these assessments are on-going throughout the year. The following assessment tools are used:

- Scantron (Web Based Performance Series)
- Scholastic Reading Inventory (SRI)
- Fountas & Pinnell Reading Assessment
- Achieve 3000 - Teen Biz 3000 (evaluates reading and writing in both languages)

## Additional Information

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## Part VI: LAP Assurances

**School Name:** Creston Academy

**School DBN:** 10X447

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Edwards	Principal		1/1/01
	Assistant Principal		1/1/01
Iverka Valerio	Parent Coordinator		1/1/01
Juanita Negrin Gonzalez	ESL Teacher		1/1/01
	Parent		1/1/01
Gilda Medina/ESL	Teacher/Subject Area		1/1/01
Evelyn Roman	Teacher/Subject Area		1/1/01
Susan Defillippo	Coach		1/1/01
Lesley Lemos	Coach		1/1/01
Marion Thomas	Guidance Counselor		1/1/01
Maria Quail	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10X447      **School Name:** Creston Academy

**Cluster:** DSSI Cluster 01      **Network:** CFN 109

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

**Part A: Needs Assessment Findings**

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

The school keeps information about parents' preferred language of communication on the emergency contact cards and in ATS. This data is collected on enrolment and reviewed annually.

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.

The majority of our students are from Hispanic households (76%) so our families require translation in Spanish. We have one family that speaks Mandinka, two French families and one Sukuma. Currently we rely on staff and families to support translation and interpretation in these languages for in house documents.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school uses the materials available on the NYCDOE Translation and Interpretation website to let parents know about their rights to language access services. The school has copies of the Parent Bill of Rights and the Family Guide in the appropriate languages for parents. We also display a welcome sign in multiple languages.

The school has a process in place to make sure that the required translation services are available during school hours and for parent/teacher conferences and meetings.

All parent / student notices, meetings, notices, phone calls, letters and report cards are translated into Spanish. We are fortunate to have a bilingual Parent Coordinator, Secretary, and Office Manager who are able to do this work. Our Parent Coordinator or Bilingual teachers translate all meetings.

The school translates citywide documents in French and Spanish through the Department of Education Translation Services. Handbooks are also sent to the Department of Education's Office of Translation to be translated into both languages.

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.

The school has a designated point person and a procedure in place to make arrangements for translation and interpretation services.

There is a list of staff able to assist with translation available to all staff including the school safety officers. A copy of the Language Identification Card has also been made available. The school has signs posted letting parents know about their rights to language access services.

All parent / student notices, meetings, notices, phone calls, letters and report cards are translated into Spanish. We are fortunate to have a bilingual Parent Coordinator, Secretary, and Office Manager who are able to do this work. Our Parent Coordinator or Bilingual teachers translate all meetings.

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>.

The school translates citywide documents in French and Spanish through the Department of Education Translation Services.

A copy of the Parents Bill of Rights is handed out at Open Houses and parent meetings. Interpretation notice signs are posted at the school entrance and in the school office.

The Safety officers have a copy of the iSpeak and Attention School Safety Officers signs.

Safety Plan procedures are incorporated into the School Handbook that students and families get annually.

## 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: Creston Academy	DBN: 10X447
Cluster Leader: Corinne Rello Anselmi	Network Leader: Maria Quail
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ●Saturday academy      ●Other: Parent Involvement
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # 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:

ELL students will be invited to participate in Title III Extended Day Intervention Program that meets on Tuesdays and Wednesdays from 3-4 PM. This program will take place after school with the purpose to continue to develop the ELLs' second language literacy skills in the four language modalities. It will begin on November 1, 2011 until June 19, 2012. All teachers hired for this program are certified in Bilingual Education and ESL.

The primary focus will be to use ESL and Bilingual instructional strategies within the content areas of English Language Arts, Native Language Arts and Math. Teachers will use both languages in order for ELL students to obtain a clear and comprehensive understanding of the content concepts that will help them improve their academic abilities.

The materials that will be used to achieve academic success will be the following:

- \* Achieve 3000 is web based differentiated reading program, this program supports ELLs in English and Spanish literacy skills
- \* Content based writing activities will correlate with the Common Core Standards
- \* ELL students will be instructed on the use of different types of graphic organizers to assist their them in collecting and organizing their thoughts for writing tasks, such as Venn Diagrams for comparing and contrasting writing activities.

### 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:

Our English Language Learners make up 27% of our school enrollment. Professional Development opportunities are scheduled during content area common planning sessions embedded in the school's master schedule. In addition to common planning meetings, teachers are supported through Saturday Planning, Lunch and Learn, and individual mentoring/coaching meetings. Meetings scheduled during school hours are scheduled for three (3) hours.

### Part C: Professional Development

Meetings have focused on;

- \*Actionable feedback to students, goal setting, and monitoring with special attention to ELLs
- \*Introduction to four (4) Characteristics of Coherent Set of Beliefs About How Students Learn Best
- \*Consistency for writing rubrics on bulletin boards aligned to Common Core Learning Standards
- \*Teacher Team Meeting roll out plans for implementation of CCLS Literacy units and tasks

All professional development opportunities are in correlation with the Common Core Standards with a focus on differentiation. Future topics will include best practices in small group instruction as well as effective use of co-planning to meet individual needs of all our ELL students. Weekly Common Planning sessions and Saturday Planning are organized by subject area. The dates for this school year are as follows:

September 10, 2011 - ELA  
September 17, 2011 - Math/Science/SS  
October 15, 2011 - ELA  
October 22, 2011 - Math/Science/SS  
November 5, 2011 - ELA  
November 19, 2011 - Math/Science/SS  
December 3, 2011 - ELA  
December 10, 2011 - Math/Science/SS  
January 7, 2012 - ELA  
January 21, 2012 - Math/Science/SS  
February 4, 2012 - ELA  
February 11, 2012 - Math/Science/SS  
March 3, 2012 - ELA  
March 10, 2012 - Math/Science/SS  
April 21, 2012 - ELA  
April 28, 2012 - Math/Science/SS  
May 5, 2012 - ELA  
May 12, 2012 - Math/Science/SS  
June 2, 2012 - ELA  
June 9, 2012 - Math/Science/SS

Our in house literacy coach provides the training. She is certified in Common Branches and Special Education.

### 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

## Part D: Parental Engagement Activities

Begin description here:

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

Our 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. The school will maintain this information.

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

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 Policy and asked to survey their members for additional input.

To increase school-level Parent Involvement and Community Collaboration we will provide:

- Ongoing monthly conferences for parents to educate and inform them, as follows:
  - Welcome them in our school and classrooms.
  - Keep parents informed of issues related to their child's education, such as (but not limited to) student achievement, standards of academic performance and promotional standards.
  - Involve parents in school planning and decision-making.
  - Provide ongoing learning opportunities for parents and families.
  - Develop programs that support parent participation in children's learning both in school and at home.
- Frequent and effective written and verbal communication with parents and increase parental

## Part D: Parental Engagement Activities

involvement by inviting parents to school events.

- Curriculum Night and grade level orientation will focus on grade level reading, writing expectations, math, and school wide benchmark assessments.
- Policies and handbook for parents and students that is reviewed annually by the parent committee and distributed in English and Spanish.
- A monthly calendar of events designed by the Parent Coordinator to ensure parents are informed about student academic progress and needs.
- A Learning Leaders program for parents to assist in the classroom.
- An open access schedule for parents in the school library.
- A monthly Parents as Partners workshop series will continue to grow and expand.
- The school's website will be used to communicate with our parents.
- Our parent incentive program will continue to expand. Parents of students that have met attendance performance goals receive monthly certificates.
- Continue holding well attended C.A.R.E. events, Family Sports Night, and Parent Student dances this year.

We expect that the implicaton of our parent engagement policy will impact the parents of ELLs as follows:

- > Opportunities for experiential learning increases academic and social language acquisition.
- > The affective perceptions of students and families will be evident through increased participation throughout the year.
- > Increased numbers of interactions between families and guidance and support staff will result in a more appropriate high school selection process, matching students' needs with appropriate schools.

### TITLE III PARENT INVOLVEMENT MEETINGS AND WORKSHOPS

Specific Workshop Topics	Date	Time	Provider	Translation/Interpretation
Understanding and Monitoring Student Progress Report	2/15/12	10:00 am	Parent Coordinator	Yes
Parent/Teacher Conference	2/28/12	1 - 3 pm & 5 - 7:30 pm	School Staff	Yes
Academic Success for ELLs Begins at Home	3/10/12	10:00 am	Fordham Univeristy Professor	Yes

Part D: Parental Engagement Activities				
Develop & Support your ELL reader	3/21/12	10:00 am	Ms. Negrin & Parent Coordinator	Yes
Help your ELL Grow as a Writer	4/21/12	10:00am	Parent Coordinator	Yes
Storytelling & Book-making for ELLs	4/27/12	10:00am	Parent Coordinator	Yes
Career Pathways for ELLs	5/12/12	10:00am	Parent Coordinator	Yes
Building Language/Reading Skills in the Summer Time for ELLs	6/9/12	10:00am	Fordham University Professor	Yes

Part E: Budget		
<b>FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.</b> Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		