



[P36K]

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

SCHOOL: 75K036

ADDRESS: 2045 LINDEN BLVD. BROOKLYN, NY 11207

TELEPHONE: 718 272-6483

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75K036 **SCHOOL NAME:** Nathanael Greene School

SCHOOL ADDRESS: 2045 Linden Blvd. Brooklyn, New York 11207

SCHOOL TELEPHONE: 718 272-6483 **FAX:** 718 272-6483

SCHOOL CONTACT PERSON: Johanna Schneider **EMAIL ADDRESS:** Jschnei@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Annie Williams

PRINCIPAL: Johanna Schneider

UFT CHAPTER LEADER: Omolade Otulaja

PARENTS' ASSOCIATION PRESIDENT: Annie Williams

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** D75

NETWORK LEADER: Arthur Fusco

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Johanna Schneider	*Principal or Designee	
Omolade Otulaja	*UFT Chapter Chairperson or Designee	
Annie Williams	*PA/PTA President or Designated Co-President	
Anthony Cox	PTA Vice President	
Lenora Renfroe	DC 37 Representative, if applicable	
DaFlora Knox	<i>Secretary</i>	
Ninnette Moss	Treasurer	
Patricia Bell	Assistant Secretary	
Matthew Brown	Member/Teacher	
Fredlet Patrice	Member/Paraprofessional	
Able Jackson	Member/Paraprofessional	
Shelley Daniels	Member/Paraprofessional	
Lori Heffez	Member/Assistant Principal	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P36K is a District 75 school currently serving a total of 275 students who are classified as being emotionally disturbed and/or cognitively disabled. Students come to P36K because previous school placements have been unsuccessful, or they need a more restrictive setting due to their severe antisocial, aggressive or withdrawn behavior. Often, students are functioning well below their chronological grade level due to inappropriate and maladaptive behaviors.

Our philosophy of managing behavior is through a nurturing and therapeutic environment with clear and specific expectations. Students are "taught" the behavioral expectations in a variety of situations and locations through our PBIS (Positive Behavior Intervention Services). Appropriate social skills are taught and reinforced in a consistent manner to diminish and extinguish antisocial behavior. Our PBIS program involves empowering students with the opportunity to make choices and assume responsibility and control over their own behavior. It is with this understanding that a multifaceted approach to discipline has been developed and executed. Teaching social skills is necessary for students with antisocial behavior, therefore, interpersonal skills are taught to students who are withdrawn and socially isolated and teaching self-awareness and anger control is essential for students who cannot control their anger. The mood meter is a tool that will be utilized by students (and staff) who will self-monitor emotions and interactions. "Feeling" words will assist students in learning to connect new vocabulary with their feelings and emotions and learn empathy for others. Students will learn to understand their own feelings and understand the emotions and feelings of others. With this amalgamated base, and through the efforts of the school multidisciplinary team that includes members of each discipline, our plan begins with staff development devoted to understanding the theoretical constructs of students' maladaptive behavior and spans topics such as: Functional Behavioral Assessments (FBA's), SCANTRON, teaching standards, alternate assessment, inquiry team function and differentiated learning. Individual behavior intervention plans are developed by the school's multidisciplinary team and recorded on the IEP. The school-wide plan is based on a daily behavioral assessment for each student and concentrates on decreasing inappropriate, disruptive, violent and aggressive behaviors. SWIS (school-wide information system) is utilized to document maladaptive and antisocial behaviors. This data is used to develop improved individual behavior plans, decrease mandated services or request needed services on an individualized basis.

The school-wide behavior program allows students to grow individually at their own pace. Each day, students earn points for their positive behaviors and accomplishments on the school-wide behavioral assessment. These individualized assessments are sent home each day to allow for open communication with parents and guardians and is the vehicle by which families have daily input into their child's progress. Systems are built in to provide opportunities for students to earn incentives and rewards on a daily, weekly and monthly basis. Incentives include, but are not limited to: school-wide level chart, choice of incentive from the school incentive catalog, weekly visits to the school store, monthly incentive social events, best traveler rewards and special trips and events. The PBIS committee worked this past school year to plan, develop and implement an "Incentive Catalog" for students. This catalog outlines a variety of activities available to students as incentives for earning points through the school-wide behavior management program. These incentives are provided by

staff members and include, but are not limited to incentives such as: juggling, weight training, sewing, jewelry making, dancing, tai chi, free homework pass for a day, positive phone call home, card games, basketball, bow flex training, electronic DJ'ing and breakfast with administration to name just a few. Students review the catalog prior to Friday and then when visiting the school store, they put in their request for the incentive of their choice. The strong team approach provides consistency throughout the school and off-sites. Each site has its own unique incentives to meet the growing wants and needs of our students. It is our belief that you cannot teach academics, if the emotional needs of the students are not met and appropriate social interaction and anger management skills are not taught, students cannot respond in a positive manner.

P36K has grown academically over the past few years. Data driven assessments/programs such as SWIS, Voyager and SCANTRON are used to monitor student achievement and needs. Project –Based learning projects provide students with opportunities to see the interdisciplinary nature of tasks through the use of hands-on, challenging projects that enrich and extend the curriculum.

Through intensive work integrating Emotional Intelligence and PBIS, we have broadened our approach to addressing the needs of students and staff. Through the use of social/emotional learning, we have developed positive approaches to managing feelings so they are expressed appropriately and effectively, enabling people to work together smoothly toward common goals. Professional development opened the door to positive self-worth and how using one's strengths and abilities can have a positive affect on our dealings with other adults and students. Staff development opportunities for the year will include, but not be limited to: the Mood Meter, School-wide charter, use of SWIS data to improve behavior management planning, and a positive approach to behavior management utilizing emotional literacy, social emotional learning, emotional literacy and PBIS. In addition, many opportunities to participate in "team building" activities. These activities provide staff with the opportunities to grow professionally, emotionally and physically.

We introduced Qi Gong to our students who now practice this ancient Chinese method of integrating physical postures, breathing techniques and focused intention as a means to foster the cultivation of energy, health maintenance, healing and decreasing stress. Many of our students who have difficulty focusing and following directions are very successful and calmer due to the benefits of self-improvement and success. Studying and practicing Qi Gong with our students is the key to strength, stamina, coordination, flexibility, balance, self-evaluation and self-perfecting. In the current climate of obesity and poor physical activity found among our youngsters, this approach focuses on eight fundamental aspects of the body as a whole – muscles and tendons, breathing, internal massage, postural alignment, relaxation, centering the mind and mobilization of Qi (energy). Students are learning to channel their energy and we are hoping to see increased concentration in the classroom. Through the use of this program in unison with our positive behavior support program and the addition of the mood meter and emotional blue print, we hope to see an increase in positive behaviors.

We continue our 7:30am morning program for student in an effort to get students who travel on metro card into school on time and to curtail the difficulties our students were encountering in the street with students from neighboring schools. During that first year, the punctuality of our metro card students improved by over 86%. Since 2008, we have continued this valuable program and have seen the difference in makes in the socialization, health, fitness and positive behaviors of our students.

The Inquiry team members have identified roles and responsibilities of each member; analyze data to determine student strengths and needs and ensures optimal implementation of Journeys, DISTAR (a scripted program that outlines the strategies and tracks progress on a regular basis in the areas of decoding, comprehension and phonics) and use of SCANTRON data to differentiate learning. The teams examined performance on multiple state exams and performance as measured by SCANTRON. Members of the groups differentiated teaching based on individual needs. The use of "Suggested Learning Objectives Checklist" provides teachers with information on the skills successfully attained by each student and recommended, targeted instruction on an individual basis.

This list is a working document that provides an ongoing rubric and structure for classroom instruction. This individualized approach allows for differentiated learning on all levels and provides students with a mechanism to see their progress. After each benchmark (three times per year), we inform parents of the present level of functioning and the goals we hope their child will achieve prior to the end of the year. This year, our Inquiry Teams (6 in all across all annexes) we will focus on the acquisition of writing skills).

All staff members and parents/guardians are recongnized as stakeholders in the education of students. The weekly teacher and cabinet meetings provide a forum for feedback from staff in all areas of the school (clinicians, behavior intervention specialist, administrators, nurse, school safety, teachers, paraprofessionals, related service providers and the parent coordinator). During these meetings students are evaluated for less restrictive environments, review of daily behavior assessments, creation and review of functional behavioral assessments, review of SWIS data, review behavior intervention plans, establish new programs and evaluate the behavioral issues as well as academic achievements of individual students. Success is determined through a multiplicity of factors that include, but are not limited to: SCANTORN data, achievement of levels in the behavior management program, writing journals, completed student checklists, meeting IEP goals, achievement on teacher-made and standardized assessment gains, teacher-created rubrics and meeting benchmarks. All stakeholders have a say in the development of activities, goals and plans.

Monthly PTA and School Leadership team meetings provide a forum in which parents/guardians and teachers are updated on exam reports, student checklists, and curriculum goals, activities within the school, trips, budget concerns and goals of the school. During these meetings parents have a voice as to what they would like their children to experience and learn about and often volunteer to be part of special events and activities within the school. The Parent Coordinator works closely with parents in a variety of activities and special events. Urban Advantage has enabled the Parent Coordinator to take parents to a variety of museums around the city to experience first hand what is available to children and their families. Urban Advantage has allowed our science teachers to provide opportunities for many of our students would not ordinarily have and we look forward to our continued participation in this very valuable program. Participation in this program enables parents to be a part of our challenging and inclusive educational environment that maximizes the child's potential and allows the school to welcome and encourage parents to be full and active educational partners in all school programs.

Students participate in meetings with the school cafeteria supervisor, an activity that enabled them to have a voice in a variety of aspects related to school food. This student committee discussed food selections and made valuable suggestions for new breakfast and lunch items. This year, the main site is participating in the School Food Fresh Fruit and Vegetable program. Each day, students are provided with the opportunity to pick up the fruit or vegetable snack of the day. Students at FTH participated in the Superintendents' Council and enabled our high school students to have a voice in the activities available within the schools of D75.

Throughout the year, students participated in a variety of project based learning activities that included, but were not limited to: improving comprehension skills, research and writing, sequencing and chronology skills, analysis skills, communication skills, problem solving and critical thinking skills, group process and collaborative learning skills and task and self management skills. These activities provide students with the opportunities to learn about other cultures, learn reading and writing skills related to fiction and non-fiction writing, note taking, writing reports, reading maps, charts and monitoring their own acquisition of learning points, share what they have learned through oral reports and written reports and ultimately, develop skills necessary to pass standardized tests.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name: _____				
District: _____	DBN #: _____	School BEDS Code: _____		

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school’s continuous improvement?
-

Student Performance Trends:

Results of Standardized Assessment for 2009 -2010

Year	ELA	Math	Social Studies	Science
06-07 Level 2 or above	35%	34%	42%	*05-06 – 57% 56%
07-08 Level 2 or above	70%	58%	23%	79%
08-09 Level 2 or above	86%	86%	45%	66% of 4 th graders taking the test met promotional criteria (achieving level 2 or 3)
09-10 Met promotional criteria	35%	29%	Not yet available	Not yet available
2009 - 2010	Although these statistics do not look promising – last year students had to answer 13 questions correctly to achieve level 2 and this year, they had to answer 19 questions correctly to achieve level 2. So it is very difficult to compare data.	Although these statistics do not look promising – last year students had to answer 13 questions correctly to achieve level 2 and this year, they had to answer 19 questions correctly to achieve level 2. So it is very difficult to compare data.	Not yet available	Not yet available

2008--2009 Change ↑	<u>Increase of 51%</u> of students who earn level 2 or higher on ELA standardized exams (from 06-07 to 08-09)	<u>ncrease of 52%</u> of students who earn level 2 or higher on Math standardized exams (from 06-07 to 08-09)	<u>Increase of 3%</u> Compared to other school in my cohort For 08-09 scores 45% (36K) 12% (140) 23% (368) 19% (369) 56% (771)	Although 08-09 scores are not yet available, school in my cohort we have <u>increase</u> 23% of students earning Levels 2,3,&4 from 05-06 to 07-08
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SCANTRON RESULTS – Reading 2009-2010

<u>Grade</u>	<u>Oct – Jan</u>	<u>Jan – June</u>	<u>Progress</u>
<u>3</u>	68.7% of students made gains	68.7% of students made gains	Remained the same
<u>4</u>	55.5% of students made gains	80% of students made gains	24.5% increase in gains
<u>5</u>	57.6% of students made gains	79.3% of students made gains	21.7% increase in gains
<u>6</u>	57% of students made gains	73.3% of students made gains	16.3% increase in gains
<u>7</u>	60% of students made gains	68.7% of students made gains	8.7% increase in gains
<u>8</u>	62.9% of students made gains	57.1% of students made gains	-5.8% decrease in gains

SCANTRON RESULTS – Math

<u>Grade</u>	<u>Oct – Jan</u>	<u>Jan – June</u>	<u>Progress</u>
<u>3</u>	62.5% of students made gains	92.8% of students made gains	30.3% of students made gains
<u>4</u>	66.6% of students made gains	61% of students made gains	- 5.6% decrease in gains
<u>5</u>	57.8% of students made gains	77.2% of students made gains	19.4% of students made gains
<u>6</u>	50% of students made gains	63.6% of students made gains	13.6% of students made gains
<u>7</u>	50% of students made gains	50% of students made gains	Remained the same
<u>8</u>	57% of students made gains	63.6% of students made gains	<u>6.6% of students made gains</u>

As outlined above, many of our students come to P36K functioning well below their grade level. The scores above show an increase in the academic areas of reading and math. The use of SCANTRON, has provided a solid foundation in obtaining grade level equivalents and “suggested learning objective” checklists to be used by teachers as a tool to differentiate instruction and increase the strengths list of each student. The trend is that the students at P36K, have been improving the in the areas of math and reading. We have made great gains in this area by providing solid staff development, implementing the Journeys and Voyager Passport reading program and incorporating the extra period of math in the math resource center using SCANTRON as both an assessment tool and teaching tool. We need to be able to test students on their “Functioning Level” as opposed to organizational grade level. Professional development is implemented weekly with all teachers and a variety of topics are presented. Project Based Learning plays an important role in the curriculum of

P36K. The interdisciplinary focus allows students to develop skills through the use of hands-on, challenging projects that enrich and extend the curriculum. These projects span the curriculum and include character education.

Focus of the Inquiry Team (Main Site & 192)

The focus of the P36K (main site) and (192) was to examine performance on multiple state exams and performance as measured by SCANTRON. It has been determined that our students need additional assistance in the development of appropriate writing techniques. Members of the groups differentiated teaching based on individual checklists. Teachers looked at SCANTRON qualitative and quantitative data and target struggling students using the suggested learning Objectives of the Scantron program. These suggested learning objectives were used as a springboard to differentiate learning within the classroom and provided the foundation for AIS services. This year, we will continue to monitor progress in the area ELA using both SCANTRON checklists, Journeys and Voyager to monitor progress made. We will continue to assess data in the area of Math using the Scantron checklists on the students' actual functioning level and then seeing an increase in the number of skills attained during various points during the school year. This year, our Inquiry Teams (6 in all across all annexes) we will focus on the acquisition of writing skills. The members have identified this need through the scores on standardized exams.

READING GAINS

	Mean SS Testing Period 1	Mean SS Testing Period 2	Mean SS Difference
08-09	2323	2432	+109
09-10	2212	2319	+107

MATH GAINS

	Mean SS Testing Period 1	Mean SS Testing Period 2	Mean SS Difference
08-09	2280	2272	-8 *
09-10	2198	2277	+79

* The SS difference is not significant

The work has assisted us in driving AIS services to meet the specific needs of students based on their individual objectives as outlined in SCANTRON. Since SCANTRON allows us to assess on the actual functional levels, it is a valuable tool for teachers to use when driving instruction. The data provided allows teachers to differentiate instruction based on the individual needs of each student and close the gap between actual grade level and functioning level.

Grade level meetings are held once per week with an assistant principal, during which time information is shared with teachers, who then share information with the paraprofessionals in their classrooms. For the 2010- 2011 school year, we will provide PD in the area of data analysis and teachers will be asked to use information from the SCANTRON checklist/ Suggested Learning Objectives, to drive and differentiate instruction. This exchange of information ensures that everyone knows what work is being done and how it can be used in every classroom. Cluster teachers also meet with an AP twice per month and the exchange of the same information as outlined above so that teachers can drive and differentiate instruction to meet the individual needs of all students regardless of functioning level. The alternate weeks, cluster teachers will share best practices with their peers.

ARIS

ARIS has assisted us when it comes to collaboratively planning instruction for all students, on every level. The program allows us to compare populations, groups of students from one site to the next and look at measures from assessment exams in terms of levels, increase in scale scores, and attendance data from current year compared to last year. During grade level meetings, these documents are used to assist teachers in planning for differentiated teaching. As we grow electronically, teachers will use tools available in ARIS such as the resource libraries, blogs and discussion forums to share with other educators who may have similar populations. Staff development will continue so that staff members can learn about these technological advances and how they can be used to benefit our students. We continue to need money in our budget to allow for the planning of collaborative grade level meetings so that teachers can work together to plan and implement meaningful lessons and activities based on the individual needs of our students.

Our CEP goals and PPR goals have been met, based on the documentation and data above. Interim indicators we used to track our implementation were: SCANTON checklists, SCANTRON data from one testing period to the next and achievement of IEP goals that are based on the SCANTRON checklists. If at any time a teacher feels that a particular student is off track and not making progress, the classroom team, AP, counselor, related service providers and principal meet to discuss the needs the student may have that are not being met. We then ensure that changes in instruction take place so that learning goals are met. At times this may be a change in learning method and looking at the learning styles of each student to reach maxim potential.

Alternate Assessment Data

Year	ELA	Math	Social Studies	Science
06-07 Level 3 & 4	74%	77%	84%	82%
07-08 Level 3 & 4	100%	94%	100%	100%
08-09 Level 3 & 4	89%	97%	100%	87%
09-2010 Level	90%	90%		
Change	Increase of 1% of students who earned level 3 or 4	Decrease of 7% of students who earned level 3 or 4	Increase of 16% of students who earned level 3 or 4	Increase of 5% of students who earned level 3 or 4

Attendance Rate

Year	% Rate
06-07	84%
07-08	83%
08-09	81.24% as per ARIS & ATS
09-10	82% attendance

We are continually struggling with students who move many times during the year, many in and out of shelters or to different foster homes. Often, these students are out of school for 3 – 5 days each time whenever there is a need to change an address for new bussing. Other times, we struggle to keep students actively engaged in the school experience and acknowledge that our special needs students require more than just an academic program to keep them in school. It is essential that students who are functioning more than 2-3 grades below their organizational age, to be in vocational programs with assessments completed on their functional level. Special attention will be given to targeting students who may have specific learning needs and require the use of multiple intelligences to learn in the mode they are most successful with. Special needs students with severe emotional problems, require a specialized learning environment that allows for a focus of social skills attainment, social/emotional learning with staff highly trained to deal with acting out, violent and aggressive behaviors.

LRE – Less Restrictive Environment Information

P36K increased LRE opportunities as evidenced by:

1. Mainstreaming of 7 students at the PS 192 site for two periods per day each for the school year 2009-2010
2. One student left mainstreaming at IS232 site and in January became de-certified and into general education full time.
3. 24 students throughout the P36K organization are going to LRE in a community school for Sept. 2009
4. Two students are moving to full inclusion sites in Sept. 2009
5. One student received an IEP diploma
6. Three students received a Local HS diploma

As we continue to explore new programs, it is essential that students who are classified as emotionally disturbed and/or cognitively disabled and who are functioning below grade level have equal access to programs and activities that motivate them to stay in school. Often, students who are below their typical peers are mandated to take and pass Regents exams in order to earn a diploma. More opportunities for vocational and career education are needed.

Related Services

Related services are initiated, modified or continued based upon the needs of each individual student. It is essential that we maintain a high level of therapeutic intervention for every student who is on psychotropic medication or even more, for students who are not taking the medication they require or for students who are not going to outside counseling. One of the greatest needs we see within our district, is to acquire psychiatric services for students who do not see a psychiatrist, but yet exhibit, phobic, antagonistic, violent, psychotic and aggressive behaviors at school that cannot adequately be addressed by behavior management programs alone. Often, we have parents/guardians who cannot for numerous reasons seek out and acquire these needed services for their children on their own. We will continue to be vigilant when looking at related services and decrease or terminate only when we feel the student can safely be maintained without the services of school counseling.

In the area of PBIS, we have substantially decreased the number of both Principal and superintendent suspensions since 2005.

2005 – 2006 total of 22 principal and superintendent suspensions

2006 – 2007 total of 14 principal and superintendent suspensions

2007 – 2008 total of 10 principal and superintendent suspensions

2008-2009 total of 8 principal and superintendent suspensions

2009-2010 total of 9 principal and superintendent suspensions

The difference is .8 which is not significant. We have been able to maintain our status due to the school-wide behavior management program and the implementation of a variety of school-wide incentive programs and the teaching of behavioral expectations. We have however attempted to get scanning into our main site to deter students bringing weapons to school, but we have been unsuccessful in our attempt.

Students have a voice in the types of incentives they earn and take pride in what they have accomplished. The daily behavioral assessment goes home to parents to provide communication between home and school on a daily basis and provide parents/guardians with a voice in their child’s education. Parents are asked to provide comments on these assessments and return them to the teacher the next day. Transparent systems are in place for managing disruptive events and teachers and related service providers collaborate to provide unified programs that support the therapeutic community. We have provided mini-workshops for school bus drivers and matrons in the area of behavior management and have increased the number of students who have achieved “Best Traveler” status. A number of years ago, we had many incidents in the school bus and with students who travel on public transportation and developed a “best traveler” program in which students were taught the behavioral expectations for traveling on the school bus and out in the community. Incentives were provided to students who showed “good traveling behaviors” and last year we had 40 students participate in a culminating activity at the museum. This was an increase from 25 students in 2005 – 2006 to 40 students in 2007-2008.

Best Traveler Reward Main

Month	Activity	% of students who participated
November	Borders Books/Lunch at chili’s	29%
December	Holiday Party	46%
March	Hall of Science	34%
April	Bowling & Park	26%
May	Athletic Events at Linden Park	48%

Special Incentive Rewards (192)

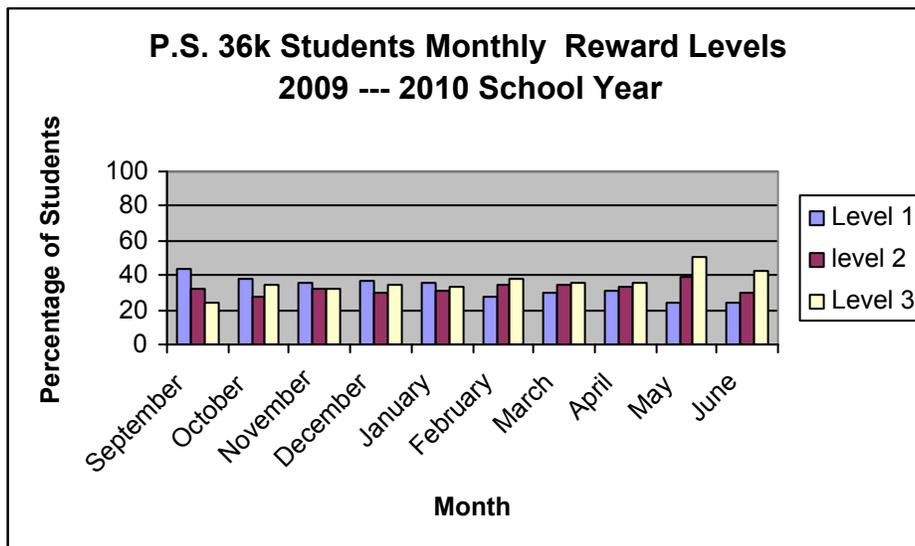
Month	Activity	% of students who participated
November	Ice cream party	20%
December	Ice cream party	25%
January	Ice cream party	26%
March	Ice Skating	25%
April	Ice Cream Party	28%
May	Make your own pizza at Mendel’s Pizza (community collaborative activity)	26%
June	Ice cream party	32%

Special Incentive Rewards (232)

Month	Activity	% of students who participated
November	Basketball with gen ed program	20%
December	Basketball with gen ed program	22%
January	Basketball with gen ed program	28%
January	Special Breakfast with Staff	14%
February	Special Breakfast with Staff	21%
March	Basketball with gen ed program	39%
April	Basketball with gen ed program	42%
May	Bowling	99%
May	Basketball with gen ed program	50%
June	Basketball with gen ed program	56%

We continued our focus on incentives to support the positive behaviors of our students. Throughout our sites, we attempt to provide students with meaningful rewards. We have increased the number of incentives and created a P36k Catalog. Each site has set up an incentive menu reflective of the needs and wants of the students at that site. With the addition of Emotional Literacy and the use of tools (mood meter and emotional literacy blueprint) we can further ensure that our students are improving their relationships within a variety of school communities and at home. We will teach students to use the mood meter to self-monitor inappropriate emotions and interactions and approach conflict with positive results. We have increased the number of students who earn levels on a monthly and yearly basis. Our work with Emotional Literacy will enhance our program and enable our students to be even more successful in school, home and within the community. We will incorporate Emotionally Literacy into our PBIS program to further expand the knowledge base of our students and staff about their own feelings, reactions to their feelings and process of identifying the emotions of others.

The graph below shows the number of students earning levels for the 2009-2010 school year. Level 1 is the lowest level and level 3 the highest. Through the use of the new incentive catalog developed by the PBIS committee this year, students are provided with opportunities to choose the incentive. We have instituted this catalog and so far the results have been favorable. Students are very enthusiastic about the incentives available and we will continue to create and develop new and interesting incentives in collaboration with our students and PBIS committee.



The most significant barriers to continued success are numerous. As stated earlier, many of our students come to P36K from community schools functioning below grade level due to severe academic difficulties and require a highly structured instructional environment. Many of these students have serious behavioral issues that have never been addressed in a structured, therapeutic environment. Our students demonstrate severe difficulties in the acquisition and generalization of social/emotional skills often as evidenced by, but not limited to:

- Disturbed self-image
- Physical and verbal abuse to others (adults and other students)
- Low frustration tolerance
- Obsessive and perseverative behavior
- Lack of understanding of emotions, self-awareness and control over events
- Fearful and phobic reactions to social situations
- Highly aggressive and acting out behaviors
- Immature, inappropriate and limited interactions with peers and adults
- Inappropriate, violent and aggressive responses to adult directions and actions
- Destructive actions against others and the environment (includes fire setting and animal mutilation)
- Impulsive and immature reactions to social/emotional situations
- Highly manipulative and planned acting out behaviors
- Challenging and un-accepting of adult roles and routines - defiance
- Regressive and infantile behavior for age
- Extreme distractibility and extreme in-attentiveness in class and in social settings
- Engaging peers in negative, violent and aggressive situations
- Maladaptive behaviors that may include, but not be limited to: self-stimulatory behaviors, tantrums, self-injurious behaviors, self-mutilation
- Affiliation with gang related activities
- Withdrawn and non-communicative
- Bullying behaviors
- Use of illicit drugs and or alcohol

When these students do finally attend, they come on the first day alone on the school bus, without parent or guardian with little or no interest in school or why they are here - they have been met with academic failure and have been ostracized by their peers and adults. It is often very difficult to get the parent to come to the school to meet with staff, they too are disillusioned with the "system". Often, we wait for the IEP and other documentation to arrive. When the IEP does arrive, we often are faced with a student who has had severe violent, antisocial, aggressive and maladaptive behaviors at their prior school, but come without counseling services. In order to then get the counseling services the student needs, we need to document why the child requires counseling, submit the appropriate paperwork and wait for the process to take place.

Our program provides a safe, structured and therapeutic environment with enough adult supervision to engage the students in learning in the classroom and within the school community while at the same time, develop lessons and activities to teach appropriate "behaviors" for school, community and home. The teaching of these appropriate behavioral expectations is essential to the success of the student. The intensive work is not completed in omission of academics, it is completed in unison.

Another barrier to success is how the new continuum puts all students into the same category –12:1:1 despite the need for specific, behavioral intervention. Students who are fragile, socially inappropriate, withdrawn, non-communicative, fearful and phobic to social situations have regressive and infantile behavior for their age should not and cannot be placed in the same learning environment with students who are aggressive, violent, hostile, participate in gang activities, intimidate, harass and bully others. It is iniquitous to place these students in the same learning environment and worse yet, the same classroom. We need to have separate learning environments for these very different

behaviorally disordered students. Rather than placing the same accountability on students who are functioning more than 3 years below grade level, we need to develop intensive instruction that leads to: 1.improvement in cognitive skill areas such as organizing and integrating information, 2. instruction that lead to work adjustments skills such as punctuality, interpersonal relations and self-management, 3. activities that lead to the development of independent functioning within the school, community and home, 4. development of skills necessary to function in larger groups for instruction and socialization, 5. instruction in pre-vocational, vocational and occupational skills development, 6. instruction in independent living skills and lastly, 7. the development of hands-on work skills within the community. All of these areas should have the same importance as standardized testing.

SECTION V: ANNUAL SCHOOL GOALS

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

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

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): 1. Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By June 2011, there will be an increase in student achievement in Math as evidenced by a 3% increase in the number of students who earn level 2 or greater.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In an effort to improve math instruction, all classes are scheduled for an additional period of math per week for intervention. Schedules are part of the school-wide program and budget. In addition to the following the mandated curriculum we will implement the following:</p> <ul style="list-style-type: none"> ✓ Implement additional periods for math instruction focusing on individual student “target skills” as outlined in SCANTRON. ✓ Each Classroom Teacher will individualize SCANTRON study guides to differentiate instruction (through the use of “performance series suggested learning objectives” as outlined in SCANTRON. ✓ Staff will receive PD on the common core standards. ✓ Professional development will be provided to all teachers during weekly grade level meetings (schedules as part of the school-wide program), in addition to monthly staff meetings and professional development days as planned by the DOE. These meetings will be coordinated by the Assistant Principal, who will be responsible for meeting with the classroom teachers on a weekly basis. ✓ Checklists will be shared with all math stakeholders to ensure collaborative effort. Checklists will be monitored and evaluated at least monthly by teachers and classroom staff to determine achievement. ✓ Benchmarks from Scantron will be used three times per year to monitor achievement of each individual student. Each classroom teacher will monitor this achievement. All benchmarks will be shared with parents, classroom teams, instructional cabinet and administrators. Benchmarks will be shared with parents/guardians at least three times per year. Benchmarks will be Sept. January and May. ✓ The creation of a math center last year provided students and staff with a variety of math manipulatives and activities to promote critical thinking and problem solving skills, and will continue this year.

	<ul style="list-style-type: none">✓ Assessment binders will be maintained to provide evidence of the teacher guiding and monitoring instruction” as well as to identify each teachers’ professional goals for the year.✓ 2% increase in the number of students achieving level 2 or greater on the NYS math exam for the 2010-2011 school year.
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Subject/Area (where relevant): 2. ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. By June 2011, there will be an increase in student achievement in ELA as evidenced by a 3% increase in the number of level 2 or greater.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To improve the literacy and reading skills of our students, we will plan, develop and implement writing units and interdisciplinary learning projects that will include, but not be limited to:</p> <ul style="list-style-type: none"> ✓ Implementation of additional activities to improve instruction that will focus on individual student “target skills” as outlined in SCANTRON. (improvement in literacy, reading and writing) We will plan, develop and implement writing units and interdisciplinary learning projects that reflect and align to the common core standards. ✓ Teacher will individualize SCANTRON study guides to differentiate instruction (through the use of “performance series suggested learning objectives” as outlined in SCANTRON. ✓ Professional development will be provided to all teachers during weekly grade level meetings (schedules as part of the school-wide program), in addition to monthly staff meetings and professional development days as planned by the DOE. ✓ Checklists will be shared with all stakeholders to ensure collaborative effort. ✓ Assessment binders will be maintained to “guide and monitor instruction” for each student as well as to identify each teachers’ professional goals for the year ✓ Progress will be monitored by each classroom teacher at least three times per year (September 2010, January 2011 and May 2011). ✓ We will continue to utilize DISTAR and WILSON at our 192 site as an AIS and Intervention program ✓ Checklists will be shared with all ELA stakeholders to ensure collaborative effort. Checklists will be monitored and evaluated at least monthly by teachers and classroom staff to determine achievement. ✓ Benchmarks from Scantron will be used three times per year to monitor achievement of each individual student. Each classroom teacher will monitor this achievement. All benchmarks will be shared with parents, classroom teams, instructional cabinet and administrators. Benchmarks will be shared with parents/guardians at least three times per year. ✓ Assessment binders will be maintained to “guide and monitor instruction” as well as to identify each teachers’ professional goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ✓ PD for teachers on the use of SCANTRON study guide to increase student acquisition of targeted skills. ✓ PD to introduce the use of Common Core standards and how they apply to special needs students. ✓ PD at weekly teacher meetings on a variety of topics that include, but are not limited to: Journeys, use of ARIS, use of SCANTRON, DISTAR, WILSON, writing units of study, poetry writing and interdisciplinary projects.

	<ul style="list-style-type: none"> ✓ Teachers will utilize chapter books, AIS materials, supplementary reading, and general supplies for interdisciplinary learning activities <p>In addition to the Core curriculum, we have used money from our budget to purchase Passport and Passport Journeys . This year we will examine the budget and determine if we can continue to afford to purchase this program. PD is provided by the company and each year we facilitate PD as a refresher and full training for those new to the program. Program focuses on a targeted 30-45 minutes of daily intervention, explicit, scaffolded instruction, with progress monitoring and data management. In addition, we will continue to have purchase low level, high interest chapter books to motivate our low level readers to want to read. .</p> <p>OTPS –</p> <table border="0"> <tr> <td>general supplies</td> <td>code 100</td> </tr> <tr> <td>NYSTL software</td> <td>code 199</td> </tr> <tr> <td>NYSTL Textbooks</td> <td>code 337</td> </tr> <tr> <td>NYSTL library</td> <td>code 338</td> </tr> <tr> <td>Project arts</td> <td>code 100</td> </tr> <tr> <td>Personnel Services</td> <td>Prep coverage</td> </tr> </table>	general supplies	code 100	NYSTL software	code 199	NYSTL Textbooks	code 337	NYSTL library	code 338	Project arts	code 100	Personnel Services	Prep coverage
general supplies	code 100												
NYSTL software	code 199												
NYSTL Textbooks	code 337												
NYSTL library	code 338												
Project arts	code 100												
Personnel Services	Prep coverage												
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ SCANTRON performance series suggested learning objectives will be utilized as a checklist ✓ Use of 3 benchmarks throughout the 2010-2011 school year (Sept. 2010, January 2011 and May 2011). ✓ Teachers will review data on an ongoing basis during grade level meetings held weekly by the assistant principal ✓ Present data will be in formats that are easy to understand (graph or chart). ✓ Student profiles as presented in SCANTRON will document student gains. ✓ Specific data will be used to plan, develop and implement a comprehensive guide to students' needs, performance and planning for the individualized IEP. ✓ Assessment binders will be maintained to provide evidence of the teacher "guiding and monitoring instruction" as well as to identify each teachers' professional goals for the year. ✓ 2% increase in the number of students achieving level 2 or greater on the NYS math exam for the 2010-2011 school year. 												

Subject/Area (where relevant):

3. Positive Behavior Supports

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. By June 2011, there will be an increase in student achievement in Positive behavior supports as evidenced by a 2% increase in the number of levels 2 or 3 on the behavior management program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ✓ Review of level data for each student daily, weekly and monthly. ✓ PBIS, cabinet and team meetings will be held to review and monitor progress and modify plans as needed. (Cabinet & PBIS meetings will take place weekly as specified times and team meetings will take place at least monthly). ✓ Continued meetings with the PBIS committee on a weekly basis. ✓ Begin to Implement Emotional literacy program – use of the Mood Meter and BLUEPRINT with all classes commencing Sept. 2010.. ✓ Completion of FBA's for all students. ✓ Completion of BIP's for all students to target maladaptive behaviors. ✓ Use of Mood Meter in all classrooms ✓ Review of Daily Behavioral Assessments for each student as needed. ✓ Review of SWIS data monthly by Cabinet members and PBIS (more often if need arises). ✓ Provide PD to all staff in PBIS and Emotional Literacy (during monthly staff meetings, weekly teacher meetings as deemed necessary). ✓ Teachers will review SWIS data during grade level meetings ✓ Continued evaluation and revision of the school incentive catalog ✓ Provide instruction to all students on school-wide behavioral expectations (ongoing) within their classrooms. ✓ Use of data will drive changes in incentives and programs. ✓ Early morning program will be used to target metro card students (to prevent lateness). This program was instituted last year and we improved punctuality of metro card students by 82% based on data collected. ✓ Planned interdisciplinary learning projects that will focus and include, but not be limited to: team building, character building, positive image, improved social skills, etc. ✓ Continued use of the school store in each appropriate site to motivate students to achieve level 2 or more. ✓ Continue to build our incentive catalog to be reflective of needs and wants of our diverse population <p>All students will continue to participate in the daily behavioral assessment program and earn levels I, II or III. Staff monitors the daily behavioral assessment period by period and positive reinforcement is</p>

	<p>provided immediately. Weekly, students visit the school store to “purchase” incentives they have earned for the week utilizing the new incentive catalog. In addition, there are monthly incentives that include, but are not limited to: special trips, social time, computer time, sport time, etc. In addition, we collect and monitor data of students who have little or no problems on the school bus and provide incentives for “Best Traveler. We will continue to work with the PBIS committee and the Emotional Literacy committee to plan, develop and implement meaningful incentives and programs for our special needs students.</p> <p>Committee members will monitor on a weekly basis the levels earned by each student, monthly incentives and special incentives will be planned and implemented as deemed necessary by our committee members. SWIS data will be reviewed by PBIS committee and teachers at grade level meetings. Continue to plan and develop new and motivating incentives for the catalog. Student surveys will provide insight as to what our students would like to earn.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ✓ Despite the severe emotional needs of our students we do not receive funding in our budget for incentives. ✓ We recognized a problem with lateness of students who travel on public transportation and started a morning program during “zero” period. Students on public transportation came in early and participated in sports and socialization. The punctuality of these students improved by 82%. This is a good example of an incentive that does not effect the budget - it is through creative scheduling, that we can run this program. ✓ Continued PD for all staff in the areas of PBIS, Social Emotional Literacy, Emotional Intelligence – specifically the use of the Mood meter and the Blueprint and school-wide behavior management system to all staff members during school-wide PD and staff meetings. ✓ Fundraising activities will provide needed funds for a variety of incentives that are necessary for behavioral programs for our severely emotionally disturbed students. <p>OTPS – general supplies code 100 NYSTL software code 199 Project arts code 100 Personnel Services - Prep coverages</p> <p>✓</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ✓ Review of Daily Behavioral Assessments for each student period by period, weekly and monthly. Levels earned will be reviewed by counselor on a weekly basis. ✓ Review of SWIS data monthly by Cabinet members, teachers at grade level meetings and PBIS (more often if need arises). Based on review of this data, we will make necessary changes in procedures as the need arises. ✓ Increase the number of students purchasing incentives from the catalog ✓ students to achieve level 2 or more on weekly behavior management system. ✓ All students will continue to participate in the daily behavioral assessment program and earn levels I, II or III. Staff monitors the daily behavioral assessment period by period and positive reinforcement is provided immediately. Weekly, students visit the school store to “purchase”

	incentives from the incentive catalog they have earned for the week.
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	N/A	N/A			15	
1	17	17	N/A	N/A			17	
2	16	16	N/A	N/A			17	
3	21	21	N/A	N/A			21	
4	20	20	20	20	20			
5	36	36	36	36	36			
6	41	41	41	41	41			
7	35	35	35	35			35	
8	48	48	48	48	24		24	
9	10	10	10	10		10		
10	7	7	7	7		7		
11	11	11	11	11		5	6	
12	15	15	15	15		10	5	

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Journeys is a reading intervention system for adolescents reading 3-4 years below grade level. The program consists of explicit, scaffolded instruction, online learning activities and age-appropriate topics to help students improve their reading skills. Explicit, systematic instruction, instruction in both the work and the text level, students learn and apply reading strategies, flexible pacing ensures students have the time to master concepts and re-teach lessons focus on key vocabulary and comprehension skills. • DISTAR program is a phonics-based program that was developed to assist students who were below grade level in language skills. The program is individually paced, highly structured and scripted and the stimulus-response interaction between teacher and students is essential. Through the use of direct instruction, high levels of student response, error correction and constant and consistent teacher feedback to improve students' reading comprehension. Students practice grammar and vocabulary in oral statements and the program provides the vehicle for oral language experiences the student may not normally have. • 90 minute literacy block (as appropriate) during the school day/small group instruction for middle school students. • Small group differentiated instruction during the school day of all students • 90 minutes literacy block (as appropriate) during the school day/small group instruction for struggling students. • Small group-differentiated instruction provided by teacher and paraprofessionals under the direct supervision of the teacher. • 1:1 individual, differentiated instruction for struggling students. • SCANTRON checklists and Suggested Learning Objectives, will be used to provide differentiated instruction with the classroom <p>SCANTRON study guides / suggested Learning Objectives will provide a basis for differentiated instruction</p>
Mathematics:	<ul style="list-style-type: none"> • In addition to the core curriculum (Everyday math and Impact), we utilize the objectives checklist from SCANTRON that assists the teacher in creating a structured systematic approach to lessons that maximize re-teaching opportunities, with flexible pacing to ensure that students learn and apply math strategies with time to master concepts. Schedules have been arranged to provide math instruction for an average of up to three additional periods per week. • Differentiated learning within the classroom (small groups led by paraprofessional under the direction of the teacher) • Everyday math and Impact math will be used for appropriate grade levels. • SCANTRON checklists/ Suggested Learning Objectives will be used to provide differentiated instruction with the classroom

	SCANTRON study guides/ Suggested Learning Objectives will provide a basis for differentiated instruction
Science:	<ul style="list-style-type: none"> • Small group research assistance – creating scientific notebooks (as appropriate) and the completion of exit project • Participation in school-wide project-based learning (school-wide themes) • Differentiated learning with the classroom (small groups led by paraprofessional under the direction of the teacher). • Project-Based learning and hands-on learning play a major role in the acquisition of skills for students and the delivery of instruction. For students who need extra help in reading, providing hands-on, active learning activities is an essential part of our program.
Social Studies:	<ul style="list-style-type: none"> • Small group research assistance – creating scientific notebooks (as appropriate) and completion of exit project • Participation in school-wide project-based learning (school-wide themes) • Differentiated learning with the classroom (small groups led by paraprofessional under the direction of the teacher). • Project-Based learning and hands-on learning play a major role in the acquisition of skills for students and the delivery of instruction. For students who need extra help in reading, providing hands-on, active learning activities is an essential part of our program.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • 1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed. • Teacher meetings once per week to proactively plan for student needs • Work with outside agencies to assist parents/families • Will assist with Emotional Literacy training – mood meter and Blueprint with students on caseload
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • 1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed. • Teacher meetings once per week to proactively plan for student needs • Work with outside agencies to assist parents/families • Will assist with Emotional Literacy training – mood meter and Blueprint with students on caseload
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • 1:1 and/or small group sessions to provide academic, attendance, social and/or family support as needed. • Teacher meetings once per week to proactively plan for student needs • Work with outside agencies to assist parents/families • Will assist with Emotional Literacy training – mood meter and Blueprint with students on caseload

At-risk Health-related Services:

- Weekly cabinet meetings to identify students in need and to assist families with getting services.
- Ongoing collaboration with the Mt. Sinai adolescent health center (provides services to our students and their families on an as-needed basis).
- School nurse will continue to work with families and individual students
- School nurse will provide information regarding health issues that impact our student population to students and their families.
- Services by a SAPIS worker will assist our students in the identification of at risk behaviors in the area of substance abuse.
- Will reinforce Emotional Literacy skills – Mood meter and Blueprint with students

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) k - 12 _____ Number of Students to be Served: _____ 36 _____ LEP _____ Non-LEP

Number of Teachers _____ 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

P36K currently has 36 LEP students of the 276 enrolled. The languages spoken by our ELLs are Spanish, Chinese, Russian, Arabic, Haitian and other. We implement an integrated approach to instruction based on an interconnection among all instructional areas and support services utilizing current math and literacy programs. There is a shared responsibility among all professional in all instructional areas serving English language learners. All students in standardized assessment receive instruction as well as AIS in mandated math and reading programs. Portfolio assessment is utilized as a living document to outline student strengths, needs and achievements. As per NY State regulations, our instruction and assessment of ELL's are aligned to the NYS learning standards, core curriculum and Common core Standards.

Both push-in and pull-out models are used. In the case of push-in, the ESL teacher co-teaches with the classroom teacher. Classes are 50 minutes in length. The program model is ungraded and heterogeneous. There is only one model and the ESL teacher insures that the students are served mandated minutes. Beginning and intermediate students (as determined by the NYSESLAT or LAB-R) receive a minimum of 360 minutes per week of ESL instruction provided by a licensed/certified ESL teacher. Advanced students receive 180 minutes.) Currently there are 36 ELLs at four sites of the P36K with Freestanding ESL programs at three of the sites.

The instructional strategies used to ensure students meet the standards and pass required grade appropriate standards include, but are not limited to: Cognitive Academic Language Learning Approach, Language Experience, graphic organizers and integrated themes, cooperative learning and scaffolding techniques. Multicultural materials, technology and art are infused throughout all aspects of the curriculum. Other than kindergarten students, all ELLs take regularly scheduled dictation tests based on a passage at the student's comprehension level and in line with the student's writing and spelling abilities. The dictation program is aimed at writing mechanics and requires proper use of capital letters, punctuation and spelling.

The ESL teacher, Andrea Sholl, is a NYS certified, NYC licensed ESL professional. ESL classes are delivered in English, while alternate assessment bilingual paraprofessionals deliver instruction in the students' native language.

Textbooks, workbooks, phonics books, grammar books from Azar, Santillana Intensive English, Language and vocabulary worksheets, Hello English, TPR, Impact listening, Interactive ESL Games and ESL websites are all utilized to improve the language of all students in this program. Computer technology is integrated into the curriculum and students utilize high interest computer programs and web sites to stimulate interest, develop skills and work positively towards being proficient in the English language.

Currently there are no ELLs who are SIFE students. To support SIFE an intake process is in place to determine the needs of the student and information about former school placement outside the NYC system. Academic Intervention Services, tutoring, Positive Behavior Supports, and an environment that facilitates language production are available for these students.

In addition to the mandated number of minutes of instruction, newcomers are given care by the ESL teacher and the classroom paraprofessionals to fully integrate into the school environment and to be made aware of special programs, i.e. incentive programs for positive behavior.

Continuing ESL needs for newcomers are determined by the results of the yearly NYSESLAT.

ELLs receiving four to six years of service are given the mandated number of minutes of ESL instruction based on the NYSESLAT for each student. Additional support is given by coordinated efforts on the part of the ESL teacher and the classroom teacher.

Long-Term ELLs are also supported by the same coordinated efforts between the classroom teacher and the ESL teacher, along with more specific programs such as AIS and tutoring, all of which use scaffolding techniques.

All ESL students at P36K have special needs, whether for students who are emotionally disturbed, students who are delayed developmentally or students with cochlear implants. Each population is dealt with accordingly, with positive behavior plans for the emotionally disturbed, adapted materials for the developmentally delayed and technology/ special teaching techniques for the students with cochlear implants.

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

Professional development is an important component in the delivery of services to students who are identified LEP. All staff members who come in contact with our LEP students are involved in school-wide professional development to ensure that ESL methodologies are utilized and implemented in all classes with LEP students. Professional development will focus on strategies to provide intensive, targeted support and instruction based on assessed student need and IEP goals. Differentiated instruction and positive behavior supports and techniques are discussed and carried out in order to provide positive outcomes for all students. Collaborative planning time is provided during grade level meetings and during staff development opportunities. Classroom teachers meet for shared planning, and professional development in that will include, but not be limited to: Inquiry team activities, developing a meaningful IEP, using the inter-disciplinary approach to meeting curriculum objectives, using SCANTRON checklists to track student acquisition of skills, using SCANTRON study guides to plan instruction, planning instruction and designing learning experiences for all students. Dates for upcoming professional development within the school will be planned and developed. Developing as a professional educator, engaging and supporting all students in learning, creating and maintaining an effective environment for student learning, understanding and organizing subject matter for student learning, assessing student learning, planning meaningful activities to meet student needs and the goals of thematic projects are just a few of the subjects covered during our professional development for both groups. In addition, the cluster teachers meet two times per month and topics are similar to those above in addition to: integrating reading and math into all curriculum areas, using SCANTRON to meet the academic needs of all students, collecting student data and using that data to plan and implement instruction. Both groups focus on Positive Behavior Supports – the foundation of our program for all students. There are clear behavioral expectations for all students throughout the school. When necessary, these expectations are translated to our ELLs to ensure clear understanding of all rules and regulations. All students are active participants in the school curriculum, activities and special events. ESL teacher will attend professional development as outlined by our district.

Section III. Title III Budget

School: P36K BEDS Code: 307500013036

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	No consultants	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	N/S	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	N/A	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When new students enter the school, a new admission packet is filled out by the parent/guardian and an "intake" meeting takes place during which time staff (which may include, but not be limited to: social worker, guidance counselor, psychologist, parent coordinator, family worker, teacher, assistant principal) meets with family to gather needed information. IEP and other records are reviewed by school staff. Translation and oral interpretation needs are then noted. If needed, a Home Language Survey is completed (assistance provided when necessary). The counselor, or Parent Coordinator keeps track of parents/guardians and families who require translation and oral interpretation services to ensure that these services are available. All stakeholders who have contact with this child are notified of the language interpretation needs of the family. Centrally Produced documents will be kept on hand for parents who require these documents in their native language and student specific documents will be translated as needed by school staff.

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.

During the intake process of our students, the counselor for the student meets with the family member present, and needed services are documented. Data is collected and then shared at the weekly cabinet meetings. Documentation is kept on file of all families in need of translation services in the native language. During weekly teacher meetings, pertinent information is shared with teachers, related services providers and other stakeholders who have contact with the child to ensure for open communication among all school members and the family.

Part B: Strategies and Activities

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

When a parent/guardian is identified as needing written translation services, we will utilize school staff to provide these services. Centrally Produced documents (standards, conduct and discipline plan, etc.) will be kept on hand for parents/guardians in need and provided when needed. For other student specific documents, we will utilize school staff to provide written translation in a timely manner. When a parent requires a document, we will ensure that the staff member is provided with adequate time to complete the written translation so that the parent/guardian will receive the needed documentation in a timely fashion. If other documents are needed and cannot be provided by the school, we will contact the Translation and Interpretation Unit of the DOE.

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. When a parent/guardian is identified as needing oral translation services, we will utilize school staff to provide these services. If at any time, we cannot provide oral interpretation services needed, we will contact the Translation and Interpretation Unit of the DOE.
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>.

At the start of each school year, we will ensure that we have the Bill of Rights and Responsibilities available to parents in their native language and distributed to all parents at the beginning of the school year and then given or sent to new students as they enter the school. If needed, appropriate signage will be requested through the Translation and Interpretation Unit of the DOE.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). Currently there are 6 families who are in Temporary Housing according to our records.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. D75 schools do not receive Title I funds. However, we will continue to provide the services normally provided to students and families of D75. If bussing is not available, we will provide a metro card to the child so that they can come to school. Most often, students in temporary housing are eligible for free breakfast and lunch.
 - o Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network. **N/A: As a non-geographic,**

administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 36						
District:	75	DBN:	75K036	School		307500013036	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	10	10	20				
Grade 1	12	14	11				
Grade 2	11	9	14				
Grade 3	15	19	19				
Grade 4	21	19	21				
Grade 5	21	28	25				
Grade 6	22	30	24				
Grade 7	48	27	28				
Grade 8	38	42	27				
Grade 9	8	11	5				
Grade 10	16	7	8				
Grade 11	13	11	10				
Grade 12	10	14	11				
Ungraded	38	42	54				
Total	283	283	277				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
		74.8	75.3

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	45.3	0.0	NA

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	20	27	26

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	0	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	283	283	0	Principal Suspensions	3	0	2
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	8	3	7
Number all others	0	0	273				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	61	61	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	64	72	0
# receiving ESL services only	11	7	TBD	Number of Educational Paraprofessionals	35	29	0
# ELLs with IEPs	6	17	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	6	26	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	72.1	75.4	0.0
				% more than 5 years teaching anywhere	67.2	78.7	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	87.0	0.0
American Indian or Alaska Native	0.7	0.4	1.1	% core classes taught by "highly qualified" teachers	95.5	100.0	0.0
Black or African American	69.3	70.0	63.5				
Hispanic or Latino	20.5	20.1	23.5				
Asian or Native Hawaiian/Other Pacific	1.1	1.8	1.4				
White	8.5	7.8	10.1				
Male	86.2	83.7	85.9				
Female	13.8	16.3	14.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	39.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	2.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 75	School Number 036	School Name Nathaniel Greene
Principal Johanna Schneider		Assistant Principal Lori Hefez	
Coach Tricia Isaac Williams		Coach	
Teacher/Subject Area Joan Menke/ Classroom Teacher		Guidance Counselor David Myers	
Teacher/Subject Area Steven Cavanagh, Science		Parent	
Teacher/Subject Area Andrea Sholl/ ESL		Parent Coordinator Lenore Renfroe	
Related Service Provider N/A		Other Steven Cavanagh - Science	
Network Leader Arthur Fusco		Other Sylvanus Egbunam - Technology	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	276	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	13.04%
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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.

The ESL teacher examines the RPOB in ATS daily at the beginning of the year to identify all students whose home language is other than English. Then the DIIT of CAP and the IEP, along with the existing HLIS of the student, are examined to see if the student is entitled to ESL service.

If it is within 10 days of entering the NYC schools, the LAB-R and the Spanish LAB (if the student comes from a Spanish-speaking home) are administered by a Licensed ESL teacher. The parent is asked to come to school for informal oral interview in English and in the native language and to fill out the HLIS in his or her native language in order to determine if a child is eligible for service. The pedagogues responsible for administering the HLIS will be the ESL teacher who speaks Spanish. Before coming to the school, a suitable translator is located for the parent interview when appropriate. (In the case of Spanish-speaking parents, the bilingual ESL teacher conducts the interview.) The oral interview and the completion of the HLIS will determine the needs of the student and appropriate procedures will follow.

Students are placed in ESL classes of 12:1:1, 8:1:1, etc. according to the students' IEPs.

All ELLs at P36K are given the NYSESLAT in the spring of each year. In cases of students who speak Spanish and were not successful in the English LAB-R, they will be given the Spanish LAB-R.

Currently, P036K features Freestanding ESL. There are no dual language programs available in District 75 at this time although one can be requested by the parents if there are enough students in three contiguous grades to form such a class, with 50% English-speaking students and 50% from one other language group. (This option is discussed at the ESL parent meetings and at meetings with the CSE team).

The CSE determines whether the student is considered in need of bilingual education. Since there are no bilingual classes, a full-time, alternate assessment paraprofessional who is bilingual in the child's native language is assigned to the student. In addition to the services of the bilingual paraprofessional, the ESL teacher provides ESL instruction. Parents are involved with the CSE in the determination of the students' status and receive information about the three and letters in the parents' native language are sent by the CSE when program placement takes place.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	5

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 23	<input type="checkbox"/>	<input type="checkbox"/> 23	<input type="checkbox"/> 7	<input type="checkbox"/>	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/>	<input type="checkbox"/> 6	<input type="checkbox"/>	36
Total	<input type="checkbox"/> 23	<input type="checkbox"/> 0	<input type="checkbox"/> 23	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/>	36

Number of ELLs in a TBE program who are in alternate placement: 4

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	3	3	2	3		3	3	5	2	1			2	27
Chinese	1				1								1	3
Russian	1			1										2
Bengali														0
Urdu														0
Arabic	1													1
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			1								2
TOTAL	6	3	3	4	1	4	3	6	2	1	0	0	3	36

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Both push-in and pull-out models are used. In the case of push-in, the ESL teacher co-teaches with the classroom teacher. Classes are 50 minutes in length. The program model is ungraded and heterogeneous. There is only one model and the ESL teacher insures that the students are served mandated minutes. Five students (as determined by the NYSESLAT or LAB-R) receive a minimum of 360 minutes per week of ESL instruction provided by a licensed/certified ESL teacher. Currently there are 36 ELLs at three sites of P36K with Freestanding ESL programs at three of the sites. 14 students are x coded and considered to be fully served. the remainder of the students are between two schools and are currently underserved. The certified/licensed teacher determines the students most in need and provide maximum minutes.

The instructional strategies used to ensure students meet the standards and pass required grade appropriate standards include, but are not

limited to: Cognitive Academic Language Learning Approach, Language Experience, graphic organizers and integrated themes, cooperative learning and scaffolding techniques. Multicultural materials, technology and art are infused throughout all aspects of the curriculum. Other than kindergarten students, all ELLs take regularly scheduled dictation tests based on a passage at the student's comprehension level and in line with the student's writing and spelling abilities. The dictation program is aimed at writing mechanics and requires proper use of capital letters, punctuation and spelling. As instruction is differentiated based on needs, strengths and best learning mode for the child.

The ESL teacher, Andrea Sholl, is a NYS certified, NYC licensed ESL professional. ESL classes are delivered in English, while alternate assessment bilingual paraprofessionals deliver instruction in the students' native language where appropriate.

Textbooks, workbooks, phonics books, grammar books from Azar, Santillana Intensive English, Language and vocabulary worksheets, Hello English, TPR, Impact listening, Interactive ESL Games and ESL websites are all utilized to improve the language of all students in this program. Computer technology is integrated into the curriculum and students utilize high interest computer programs and web sites to stimulate interest, develop skills and work positively towards being proficient in the English language.

Currently there are no ELLs who are SIFE students. To support SIFE an intake process is in place to determine the needs of the student and information about former school placement outside the NYC system. Academic Intervention Services, tutoring, Positive Behavior Supports, and an environment that facilitates language production are available for these students.

In addition to the mandated number of minutes of instruction, newcomers are given care by the ESL teacher and the classroom paraprofessionals to fully integrate into the school environment and to be made aware of special programs, i.e. incentive programs for positive behavior.

Continuing ESL needs for newcomers are determined by the results of the yearly NYSESLAT.

ELLs receiving four to six years of service are given the mandated number of minutes of ESL instruction based on the NYSESLAT for each student. Additional support is given by coordinated efforts on the part of the ESL teacher and the classroom teacher.

Long-Term ELLs are also supported by the same coordinated efforts between the classroom teacher and the ESL teacher, along with more specific programs such as AIS and tutoring, all of which use scaffolding techniques.

All ESL students at P36K have special needs, whether for students who are emotionally disturbed, students who are delayed developmentally or students with cochlear implants. Each population is dealt with accordingly, with positive behavior plans for the emotionally disturbed, adapted materials for the developmentally delayed and technology/ special teaching techniques for the students with cochlear implants.

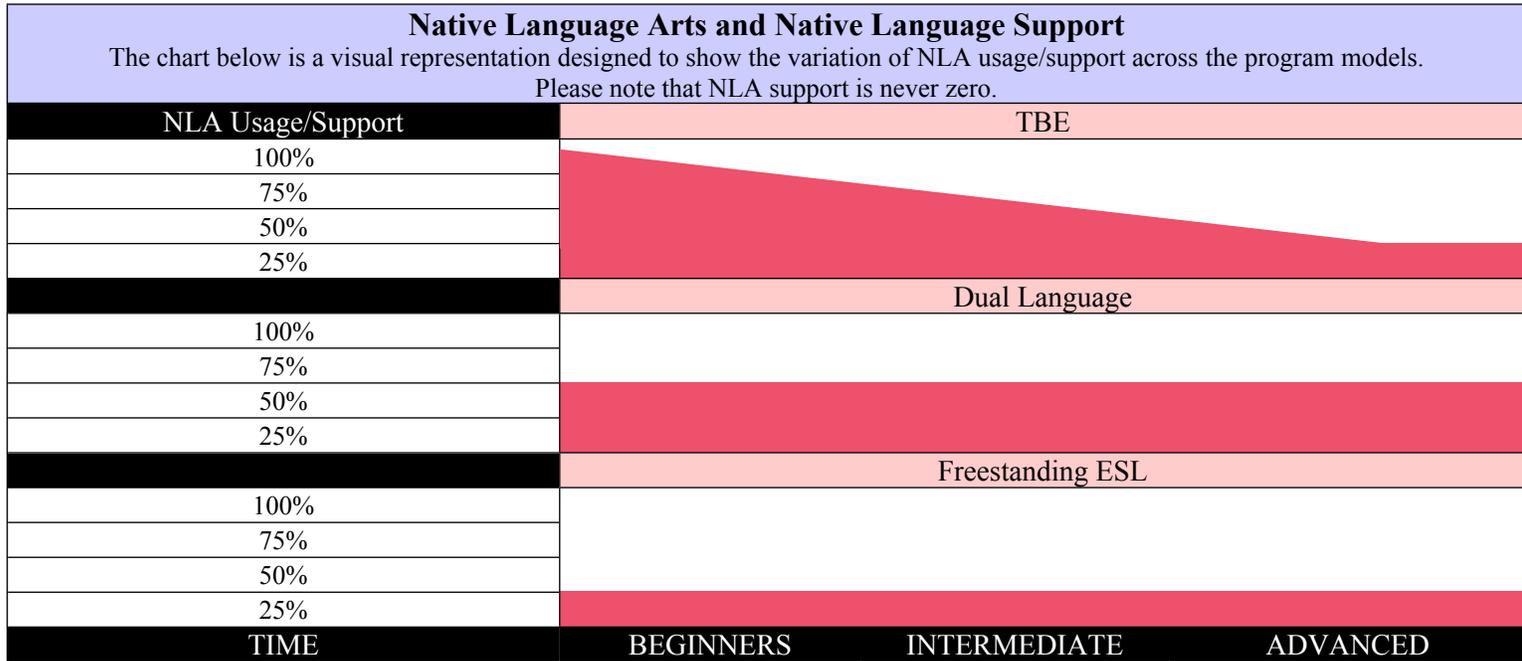
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

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

For all students, content area instruction is provided as follows: all subject areas are taught in English using ESL methodologies by Special Education teachers who have completed ESL training. ESL methodologies used include Cognitive Academic Language Learning Approach, Language Experience, the use of graphic organizers in addition to the literacy curriculum. The use of technology is incorporated in ESL and the content area instruction to give students additional instructional support. Multicultural materials, art and music are infused throughout all aspects of instruction as deemed appropriate. Classroom libraries include a variety of books on all levels appropriate to the learning levels of the students. Teachers collaboratively plan and implement activities to meet the needs of all students within PS 36K.

It is essential that all students have the opportunity for success. Alignment with the curriculum used throughout the school is essential when used with modification to focus on the needs of the individual learners. The ESL teacher frequently works with students within their classroom settings to observe and implement needed models of instruction that work best for the student. The ESL teacher is then able to better plan and implement lessons that focus on the needs and strengths of the student as outlined in individual IEPs and the school comprehensive education plan. The ESL teacher works closely with classroom and cluster teachers to ensure that all students meet their learning objectives and are prepared for statewide and city assessments. When necessary, ELLs who are literate in some English, but need some extra assistance, picture dictionaries and native language reading materials are provided on the level appropriate to the students. Practice is provided for our students throughout the year to familiarize them with the assessment formats and in the area of content. SCANTRON has provided every teacher with the opportunity to assess each student in the area of ELA and math. This highly effective tool, allows all teachers to prescribe a meaningful approach to meeting the curriculum needs on each grade level. The use of the SCANTRON checklist allows all teachers involved with the student to have knowledge of the needs and strengths of each student and build upon their knowledge, regardless of language needs.

Currently, we utilize the core curriculum as outlined by the Chancellor's office: Everyday Math (grades k-5) and Impact Math (grades 6-8). The curriculum outlined provides specific instruction on the students' functional level as outlined in the SCANTRON program. The checklist from SCANTRON provides each teacher with the strengths and weaknesses of each student and provides the basis for each student's Individualized Educational Plan. Teachers work in grade level meetings to ensure that all students, including, but not limited to ELLs are provided with small group instruction to ensure acquisition of needed skills. All students are made aware of academic goals and work towards meeting individual goals and checklist objectives.

As previously noted, all instruction is delivered in English, other than that provided by bilingual alternative assessment paraprofessionals.

Students with cochlear implants are taught with a phonics program, Sounds in Motion, which is beneficial for students with implants, as well as ELLs.

Transition Plan: Students who reach proficiency receive intermittent ESL services for two years. The ESL teacher is available for consultation for the teachers and parents (as well as the students themselves) of students who have reached proficiency level of English.

All ELLs have equal access to all school programs, including a before-school sports program. Due to the distances students travel, there are no after-school programs. All students at P36K, participate in innovative programs sponsored by the school such as our Emotionally

Literacy program that will help all students identify new vocabulary related to feelings.

Required services and resources correspond to ELLs ages and grade levels with materials being adapted by classroom teachers, cluster teachers and the ESL teacher.

Although there is no Jump Start program programs, the buddy system and bilingual paraprofessionals assist newly enrolled ELL students at the beginning of the year.

Students will only be discontinued from ESL services if it has been determined that the student has reached their maximum potential as demonstrated by scores on NYSAA results, meeting IEP goals related to ESL and parent requests.

There are no language electives offered, other than Spanish lessons offered by the ESL teacher as part of an incentive program where students earn points based on good behavior; these points then entitle the students to receive Spanish lessons.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

N/During the 2010-2011 school year, P36K's Professional Development program will include, but not be limited to, training for teachers, Bilingual/ESL coordinators, guidance counselors, psychologists, Occupational/Physical therapist, secretaries, parent coordinator and paraprofessionals in curriculum (Impact Math, Balanced Literacy, Everyday Math, and the Units of Students as set forth by the district and the Professional Teaching Standards) and the impact upon ELL students; NYS standards; Cultural Diversity; Using the thematic approach to promote literacy; Hands-On science and math; using SCANTRON checklists/reports to develop essential lessons and activities that meet the needs of our students; and ESL methodologies in the special education classroom. Classroom and cluster teachers attend professional development within the school on a weekly and monthly basis. Throughout the year staff will attend appropriate professional development activities sponsored by District 75 and the DOE.

Required minimum required 7.5 hours of ESL training will be documented by agenda and attendance of those attending.

Students who reach proficiency will receive intermittent ESL services for two years. All students, including ELLs, at P36K are prepared to transition to high school or to regular education schools. The ESL teacher is in contact with all school personnel and assists as necessary as students leave the ESL program and the school.

Jose P. training will be available in November and in June.

E. Parental Involvement

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

During the year, parents of ELL students receive information provided by the DOE, and information from the office of Bilingual Supports. This information includes the NYS learning standards, the curriculum, expectations of our students and a description of the bilingual and ESL programs. In addition, the related service providers, the ESL teacher and identified translators are available to address any concerns the parents may have on an as-needed basis. P36K includes workshops during PTA meetings that address and relate to standards-based instruction, the curriculum and topics of interest to the parents when necessary. Translators are available during the workshops and PTA meetings on an as-needed basis. The Parent Coordinator offers parents workshops that meet the needs of each individual and groups of parents. These services may range in topic such as: finding services for students, positive behavior supports, suggestions for recreational activities available in the community, outside agencies available to provide supports in the native language of a particular family and assistance being provided by the Parent Coordinator and school.

We currently do not have a partnership with community Based Organizations to provide workshops or services to ELL parents.

P36K is part of a collaborative project with a community school involving 7th and 8th graders who come into the building and serve as reading buddies and mentors to some of our students. This program will allow our students to communicate, interact and learn in both their native language and in English.

Parents are given questionnaires to poll their concerns and needs. Programs are determined based on these needs. Additionally the parent coordinator is available at all times to provide support for parents.

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)	1		1	2		4	2	3						13
Intermediate(I)		2	1	1				1	1	2			2	10
Advanced (A)								1	1				1	3
Total	1	2	2	3	0	4	2	5	2	2	0	0	3	26

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

	I		2	1	1		1		1	1	1			2
	A								1	1				1
	P													

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3								3
8			1						1

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

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

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

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

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

Currently we utilize ECLAS and EPAL for all early literacy students. If necessary, we provide translation to these students, however, we have found that for most of our students, the issue is literacy skills (reading, writing and comprehension) is the difficulty, not always the language. All materials when necessary or offered in the students' native language. Literacy skills, measured by ECLAS-2, are assessed for all students, including the ELL's whose results are reviewed by the ESL teacher. After examining the results, the ESL teacher plans accordingly, depending on the strengths and weaknesses for each student.

All ELL's entered the ESL program with LAB-R scores below the passing level. the pattern for P36K indicates that students whow progress as measured on the NYSESLANT, with students starting at the beginning Level and progressing to profeiciency. there is no one indication of this progress by grade level but is spread through all the grades.

The data patterns indicate that there is a proponderance of ESL students at beginning levels at all grades as indicated on the LAB-R and NYSESLAT, with more students at the beginning levels in reading and writing. Accordingly, more emphasis will be placed on reading and writing activities in the coming year.

ELL test results are available to classroom teachers who modify instruction based on these results in ELA programs. The ELA goals are modified to meet the needs of ELLs.

Program success is determined by NYSESLAT, Scantron and standardized test results. Results are examined on a student-by-student basis.

Additional Information

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

The NYSESLAT modalities are examined for each students in order to plan a suitable curriculum.. For example, if students show low scores on speaking/listening, a primarily oral program is used. On the other hand, if the students show deficiencies in reading/writing, then a literacy program with emphasis on both reading and writing is used. Paste additional information here

Part VI: LAP Assurances

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

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