



**P53K**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 75K053**

**ADDRESS: 720 LIVONIA AVENUE BROOKLYN, NY 11207**

**TELEPHONE: 718-498-1190**

**FAX: 718-345-2170**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 75K053 SCHOOL NAME: P53K

SCHOOL ADDRESS: 720 LIVONIA AVENUE BROOKLYN, NY 11207

SCHOOL TELEPHONE: 718-489-1190 FAX: 718-345-2170

SCHOOL CONTACT PERSON: HEATHER LEYKAM EMAIL ADDRESS: HLEYKAM@SCHOOLS.  
NYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: CATHERINE HOCKENJOS

PRINCIPAL: HEATHER LEYKAM

UFT CHAPTER LEADER: PIERRE LABISSIERE

PARENTS' ASSOCIATION PRESIDENT: JOANNA JOSEPH

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

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 75 CHILDREN FIRST NETWORK (CFN): 753

NETWORK LEADER: BARBARA JOSEPH

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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
LUIS QUINTANA	*Principal or Designee	
PIERRE LABISSIERE	*UFT Chapter Chairperson or Designee	
JOHANNA JOSEPH	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
CARMEN HERNANDEZ	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
TANIA SUAREZ	Member/	
LENNY NEGRON	Member/	
KENNETH SMALLS	Member/	
ANGEL LOPEZ	Member/	
CATHERINE HOCKENJOS	Member/	
FREDERICK DUMAS	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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P.53K is a student-oriented and outcome-driven community. We are a proud family comprised of highly qualified professionals and dedicated community members. We affirm that all students, regardless of their circumstance or disability, are valued members of society and as such are deserving of deep comprehensive learning experiences that both inspire and challenge their individual abilities. We believe that all students have a desire to learn and by providing curricula that are customized to individual learning needs we provide relevant and meaningful learning experiences for all. Through the implementation of cutting edge technology, research-based methodologies and the sharing of best practices throughout our entire organization, we continue to raise expectations and elevate the quality of teaching and learning for all students and their families. Our goal is to ensure that all students actualize their abilities to the fullest potential and enjoy a quality of life commensurate with their peer groups.

The driving force behind our school's mission, and subsequent academic behavioral, and social curriculum, is the philosophy that in all circumstances, the needs of the children, whom we as educators serve, comes first. This philosophy drives our organization to not only meet the needs of each individual student within the walls of the school building, but also to reach out to the community and assist parents, family members, and those institutions who support and influence the lives of our students. As one participant in a larger "school community," P53K continues to align itself with state standards and district initiatives to provide our students with a strong foundation for life-long success.

P53K is a multi-sited school in district 75 that serves approximately 400 students with IEPs. We provide instruction to students in grades K-12, ages 4.9 to 21, in the following staffing ratios: 6:1:1, 8:1:1, 12:1:1 and 12:1:4. Our students are served within self-contained, community based and inclusionary programs and receive a myriad of related and support services. Our students are entitled by IEP mandates to a twelve-month school year program.

P53K has expanded community based partnerships with the following organizations: New York Cares, Bushwick Galleries and the Brooklyn Community Foundation. The latter foundation has allowed us to extend our CASTA (Communication and Socialization Through the Arts) program. Project Green Thumb now includes an interactive science program, and we continue our connection and conversations with the Earth Watch Institute as students participate in ecological experiences. We are especially proud of our partnership with Theater Development Fund (TDA), which will serve as a linkage to our Storytelling Initiative at P53K.

P53K's literacy program continues to provide students with multi-faceted opportunities in reading and writing. Technology connections, such as Achieve 3000, READ 180, and Headsprout, have enhanced students' reading experiences and increased their reading comprehension achievement. In alignment with the data-driven culture of the school, our Data Inquiry Team has expanded to include teachers from all P53K sites. Data analysis has provided a means for all teachers to evaluate existing instructional practices and bridge learning gaps among those students who are struggling.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. K053				
<b>District:</b>	75	<b>DBN #:</b>	75K053	<b>School BEDS Code:</b>	307500013053

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="radio"/> Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	* 7
	* 8	* 9	* 10	* 11	* 12	* Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0				TBD		
Kindergarten	7	6	3						
Grade 1	5	16	2	<b>Student Stability: % of Enrollment</b>					
Grade 2	5	17	7	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	10	7	8			87.1	TBD		
Grade 4	13	9	7						
Grade 5	6	12	11	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	16	13	16	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	17	18	14		63.3	0.0	0.0		
Grade 8	20	17	17						
Grade 9	3	1	2	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	3	0	1	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	1	3	0		5	8	TBD		
Grade 12	5	47	3						
Ungraded	271	200	281	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	382	366	372		1	2	3		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	382	366	372						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	2	TBD
Number all others	0	0	0	Superintendent Suspensions	0	2	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	30	4	36	Early College HS Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	4	9	8	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	18	8	62	(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	76	77	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	77	81	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	67	57	TBD
	15	21	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.8	0.8	0.0	Percent more than two years teaching in this school	78.9	77.9	TBD
Black or African American	55.0	54.1	52.7	Percent more than five years teaching anywhere	71.1	71.4	TBD
Hispanic or Latino	28.3	29.8	32.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.9	2.7	3.2	Percent Masters Degree or higher	88.0	90.0	TBD
White	12.0	12.6	11.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
<b>Male</b>	74.1	73.5	72.6				

DEMOGRAPHICS							
Female	25.9	26.5	27.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" 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							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	W
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W
<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?
- 

The School Leadership Team and the Administrative Cabinet reviewed multiple sources of data to determine the current performance and needs of the school, including the 2009-2010 Quality Review, Learning Environment Survey, results of the New York State Standardized Assessments as well as the NYSAA results for the students in alternate assessment classes, along with the results of Scantron and the Inquiry Team action plan. In addition, we reviewed the SCEP goals and Action Plans proposed during the 2009-2010 school year and determined which goals needed to be further developed, based on our analysis of the data.

### **Performance Trends**

The analysis of all Summative and Formative Data shows that students in Alternate Assessment and Standardized Instructional Classes at P53K continue to make positive academic gains.

Data analysis of student performance on the NYSAA shows the following positive trends over the past three (3) school years:

- An analysis of English Language Arts scores show a 22% increase in the number of students earning a Level 4, with 98% of students earning Level 4 in 2009-2010.
- An analysis of the Mathematics scores also show a 22% increase in the number of students earning a Level 4, with 92% of students earning Level 4 in 2009-2010.

In addition, data from the Inquiry Team showed that 79% of students participating in the "Give Me 20" Initiative showed an increase in the number of targeted words they communicated. Students' scores on "Give Me 20" assessments increased by an average of 20%.

For students in alternate assessment, Brigance, Assessment of Basic Language and Learning Skills (ABLLS), the Lakeshore – S.A.N.D.I (Student Annual Needs Determination Inventory), and Applied Behavior Analysis (ABA) checklists, are all assessment tools that teachers use determine students' strengths and needs. The results of these assessments drive teachers' development of instructional and communication Individualized Education Program (IEP) goals that are aligned to the Alternate Grade Level Indicators (AGLI's).

Previous analysis of student performance on the New York State ELA and Math tests showed increasing trends over the three year period from 2006/07 to 2008/09. However the results of the 2009-2010 NYS ELA and Math tests showed an overall decrease in student achievement on the standardized state tests as compared to 2007-2008 data:

- An analysis of ELA data show that the number of 3<sup>rd</sup> – 8<sup>th</sup> grade students scoring at Levels 3 or 4 decreased by thirteen (13) percentage points, with 5% earning Level 3 or higher in 2009-2010.
- An analysis of Math data show that the number of 3<sup>rd</sup> – 8<sup>th</sup> grade students scoring at Levels 3 or 4 decreased by twenty-five (25) percentage points, with 15% earning Level 3 or higher in 2009-2010.

In contrast to the results from the state standardized tests, results on the Scantron assessments from October 2009 to June 2010 showed significant improvement in reading achievement from November 2009 to June 2010 for students in the target group. Students showed an average performance level increase of 15% in reading comprehension performance. These improvements were evident across all genres (e.g., long passages, fiction, nonfiction, and vocabulary).

In analyzing the data, the team examined possible explanations for the discrepancy between the New York State Standardized ELA assessment scores and the Scantron results. Because the scoring of the tests was more rigorous for the 2009-2010 school year, the team felt that students were likely scoring low Level 3's in previous school years; in the 2009-2010 school year, similar performance was scored at a Level 2. This hypothesis is supported by looking at data from one grade to the next. For example, in the 2008-2009 school year, 67% of 3<sup>rd</sup> graders earned a Level 3 or higher and 33% earned Level 2. During the 2009-2010 school year, 57% of 4<sup>th</sup> graders (i.e., the same students) earned a Level 2 and 43% earned a Level 1. These data indicate that students were likely performing in the low range of each level; when the scoring was made more rigorous, students' scores dropped to a lower level. The overall achievement of students on the state tests indicates a need for further support in this area.

In addition to state testing and accountability data, the team reviewed the 2009-2010 Quality Review for other possible areas of strength and need. One area of need indicated on the Quality Review is a need to "extend and augment staff's knowledge around transitional services so that they can provide additional suitable supports to meet students' social, academic and emotional needs." In addition, the Learning Environment Survey showed that 62% of the teachers responding to the survey believe that no work/study activities are offered by the school. This perception of teachers indicates that teachers are not aware of the transition opportunities that are available to their students. The Learning Environment Survey also showed that most parents desired "more hands-on learning" at the school, followed by "more life skills training." Although the school has a strong transition program in place, including 17 worksites and partnerships for future employment of students, the staff requires additional support to fully integrate students' transitional needs into daily instruction.

The Learning Environment Survey also showed strengths and areas of need in the domain of technology integration. P53K has a strong technology component, which is reflected in teacher and student responses in the Learning Environment Survey. The responses of teachers show that 78% of teachers report that technology courses are offered to students by the school. Additionally, 74% of teachers report that they have sufficient equipment, including audio/visual equipment and computers, to teach their classes. Student responses showed similar high levels of exposure to technology experiences with 88% of students indicating that they participated in a Computer Skills/Technology course during the 2009-2010 school year. However, 44% of students indicated that they had "never" or "1-2 times" completed a project using books, newspapers, technology, or other materials. Only 29% of students reported using technology to complete a project 5 times or more during the school year. These results indicated that, while students are being exposed to various technology

experiences through specific courses, teachers may not be fully integrating technology into their daily lessons.

In addition to perceptions about transition services and technology, the Learning Environment Survey also provided information on the current Positive Behavior Supports in place at the school. Ninety-two percent of parents responding to the survey agreed or strongly agreed that the “school offers opportunities for parents to speak with school personnel to explore the positive behavior supports and behavior management skills appropriate for each child” and 95% agreed or strongly agreed that positive behavior supports were used effectively in the school. Similarly, 83% of teachers “agreed” or “strongly agreed” that positive behavior supports were used effectively in the school. Students’ responses also seemed to indicate that behavior support plans are generally effective, with only 15% of students reporting that students get into physical fights “most of the time” or “all of the time” at school.

Based on our analysis of data sources, including 2009-2010 Quality Review, Learning Environment Survey, NYS Standardized Tests, NYSAA results, and Inquiry Team results, the following area of focus were determined in consultation with the School Leadership Team (SLT), Cabinet, Math/Technology Coach, Data Specialist, and UFT representative.

- **Literacy:** The results of the 2009-2010 standardized NYS assessment in ELA show a high need for additional support and development of students’ literacy skills, with only 5% of students earning a Level 3 or higher. The collaboration of the Inquiry Team, classroom teachers, and AIS teams will be crucial to the development and implementation of student-specific strategies based on students’ needs and current research in the field of literacy.
- **Math:** The results of the 2009-2010 standardized NYS assessment in math show that students at P53K are performing at higher levels in math as compared to ELA. However, only 15% of students earned a Level 3 or higher, indicating a strong need for additional academic support for students in this area. As in the area of literacy, the collaboration of the Inquiry Team, classroom teachers, and AIS Teams will be critical to the development of strategic interventions for struggling students.
- **Communication:** The results of the Inquiry Team’s analysis of the “Give Me 20” initiative show that students at P53K are making gains in their communication skills. Communication is a critical life-skill for students that will improve students’ academic and life-long outcomes. Therefore, it is essential that the school maximize students’ acquisition of communication skills, emphasizing socialization and reciprocity. In working to achieve this goal, speech and language therapy providers, classroom teachers, parents, and unit coordinators must collaborate to ensure the implementation of a communication program across all settings.
- **Transition:** P53K has a strong transition program, with 60 students in alternate assessment participating in our work/study program during the 2009-2010 school year at 17 work sites. However, the 2009-2010 Quality Review indicate a need for additional support in aligning classroom instruction with post-secondary goals, as well as additional professional development for teachers in this area. As part of this process, there is an increased need for collaboration between parents, students, teachers, the Transition Coordinator, Parent Coordinator and Guidance Counselors/Social Workers in developing transition plans and goals.
- **Technology:** P53K actively pursues opportunities for students to learn using technology. The results of the Learning Environment Survey show that most teachers feel they have adequate access to technology and resources, and 88% of P53K’s students reported participating in a technology course during the 2009-2010 school year. However, student responses also

indicate that teachers are not fully integrating opportunities for students to interact with technology during daily lessons.

- **Positive Behavior Supports:** Although the responses to the Learning Environment Survey indicate that positive behavior supports are being effectively implemented in the school, it is important to continue to build on this success. While parents seem satisfied with the supports in currently in place, fewer teachers expressed their agreement. Additionally, 15% of students also indicated that they felt physical fights were occurring “most of the time” or “all of the time.” Appropriate student behavior is essential in order for students to achieve to their fullest potential. Teachers, parents, students, Deans, and Guidance Counselors/Social Workers must work together to ensure that behavior plans and consequences are consistently implemented and enforced to maximize the positive effect on student behavior and learning.

P53K strives to continually reflect on its performance to provide its students with high-quality educational experiences. The following items provide an overview of P53K’s accomplishments over the past year:

- During the 2009-2010 school year a student at P384 was the recipient of Honorable Mention of the Ezra Jack Keats Award.
- During the 2009-2010 school year a student at P384 was the recipient of the M. Samuel Stern Award.
- During the 2009-2010 school year student art work from P384 was displayed at a local gallery in Bushwick, NY called The Storefront. P53K student won for her display “Kids of Bushwick”.
- P53K@384 showcased a Storytelling Festival that was videotaped for our District and will become part of a District Wide initiative.
- Our 5<sup>th</sup> grade standardized assessment teacher was awarded a fellowship from HSBC to attend The Smithsonian Environmental Research Center with Earthwatch, educating educators about climate change and the environment.
- P53K@384 was awarded the CASTA Grant (Communication and Socialization Through the Arts) for students on the Autism spectrum.
- P53K continues its work with NY CARES, sponsoring Holiday Gift Giving and Sharing.
- Two students graduated from P53K@ LMG inclusion program with regents diplomas and enrolled in college.
- One student graduated from P53K@Lincoln inclusion program with a local diploma and is enrolled in college.
- One student from PP53K@104 inclusion program won the 3rd grade math bee.
- P53K at the main site received over \$7000 in augmentative devices to pilot a new program for District 75.
- P53K held a school-wide multi-media fair, with over 40 technology projects on display.
- P53K increased the percentage of parents responding to the Learning Environment Survey from 25% in 2008-2009 to 56% in 2009-2010.

- The number of parents attending parent teacher conferences and IEP conferences increased.
- P53K increased the number of vocational sites for students to 17 sites.
- P53K implemented a new literacy project SMiLE (Structured Methods in Language Education) with 2 classes.
- P53K instituted a club program with middle school students with autism to promote social skills.
- P53K implemented a chess program last year with alternate assessment students in high school.

## **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.

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### **Subject Area: Literacy**

**Annual Goal: Students in alternate and standardized assessments will demonstrate an increase of achievement in literacy**

- By June 2011 students in standardized assessment, who are identified as AIS in reading, will demonstrate a 15% increase in the scaled score as evidenced by the New York State English Language Arts (ELA)
- By June 2011 targeted students in alternate assessment, will demonstrate a 15 % gain in identifying main idea and supporting details as evidenced by the Scantron Assessment.

### **Subject Area: Math / Data Analysis**

**Annual Goal: Students in alternate and standardized assessments will demonstrate an increase of achievement in mathematics**

- By June 2011, there will be an improvement in mastery of mathematics skills (Standardized assessment) as evidenced by an average increase of 5% in scale scores for student in levels 2, 3 and 4 on the NYS test.
- By June 2011, alternate assessment targeted students will as will demonstrate a 10% gain in scale scores as evidenced by the Scantron Assessment.

### **Subject Area: Communication**

**Annual Goal: To increase and expand on students' communication experiences**

- By June 2011, there will be an increase in active communication/speech learning experiences as evidenced by a 50% increase in students able to accessing a specialized communication program that emphasizes reciprocity and socialization.

**Subject Area: Technology**

**Annual Goal: To continue the integration of technology as an instructional and learning tool to maximize engagement.**

- By June 2011, alternate assessment classes will increase their ability to access computer-based instructional programs as evidenced by the completion of at least one (1) technology generated multimedia project that meets alternate grade level indicators (AGLI's) and is aligned to student's Individual Educational Plan (IEP).
- By June 2011, students in standardized assessment will demonstrate increased technology proficiency by independently utilizing the SMART board to present at least one (1) of the following computer applications: iMovie, Power Point and Photo Studio required to complete a project that meets standards and is aligned to student's Individual Education Plan (IEP).

**Subject Area: Transition**

**Annual Goal: To continue to increase community-based job opportunities and transitional planning.**

- By June 2011, there will be an increase in the alignment of classroom instruction with transitional IEP goals, as evidenced by a 10% increase in students' mastery of post secondary goals.

**Subject Area: Positive Behavior Supports**

**Annual Goal: To improve student outcomes and behavior**

- By June 2011, P53K will develop and implement a PBIS plan to improve student outcomes as evidenced by an 80% increase in the number of students using a behavior rating rubric to monitor and track behavior with 25% maintaining the highest level of achievement for eight consecutive weeks.

**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):** Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Students in alternate and standardized assessments will demonstrate an increase of achievement in literacy :</b></p> <ul style="list-style-type: none"> <li>• By June 2011 students in standardized assessment, who are identified as AIS in reading, will demonstrate a 15% increase in the scaled score as evidenced by the New York State English Language Arts (ELA)</li> <li>• By June 2011 targeted students in alternate assessment, will demonstrate a 15 % gain in identifying main idea and supporting details as evidenced by the Scantron Assessment.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The Data Inquiry and AIS Teams will analyze initial data from Scantron, IEP’s, classroom observations and attendance logs to identify and target students’ strengths and specific needs.</li> <li>• Teams will utilize essential information for appropriate student grouping, differentiation of instruction and intervention supports to address the particular learning style of students, essential to implement strategies that will effectively target learning challenges.</li> <li>• Professional development will support staff and improve the quality of instruction as it pertains to the collection and alignment of data information with classroom lessons in the following areas: training on data driven instruction, selection/utilization of appropriate instructional materials for intervention programming, small group planning/ instruction, differentiation of lessons, mini-lessons, continuous data collection and follow-up with the inquiry team with results from Scantron, Predictive/Acuity, Achieve 3000 and READ 180.</li> <li>• Teams will consist of Classroom Teachers, AIS Leaders, Math/Technology Coach, Principal and /or Assistant Principal who will meet at least two (2) times a month to monitor student progress from data collection/logs and on-line assessment results.</li> <li>• The teams will share/analyze/discuss the following pertinent data for targeted students and the actual implementation approaches; conditions of learning, identified learning challenges and research based strategies to assist in the development of individual</li> </ul>

	<p>instructional programs to maximize student performance outcomes.</p> <ul style="list-style-type: none"> <li>• Teams will implement a change strategy to support the work and findings of the inquiry process. The change strategy will provide the Team with the following “tools”: techniques to review conditions for learning, templates for variable maps, research-based resources that will direct the Team to evaluate strategies and plan for implementation by creating action plans.</li> <li>• Development of functional classroom libraries for cohort groups of students.</li> <li>• To meet the needs of our ELL students, strategies that include: graphic organizers, word banks, “power mapping”, classification and one sentence summary will be utilized to increase the acquisition of reading and comprehension skills.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Inquiry Team Funding from Children First Initiative (CFI)</li> <li>• Allocated funds for planning time (before or after school) for Inquiry Team</li> <li>• Monthly teacher meetings</li> <li>• Weekly common planning time</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• The week of October 4, 2010 classroom walkthroughs will begin. The Principal and Assistant Principals will follow-up on teacher data collection, including: Scantron Reports, Predictive Assessments, ECLAS-2, student portfolios, journals, student class performance/conferences and attendance reports and accompanying data information.</li> <li>• In October 2010, February 2011 and June 2011, the Principal and Assistant Principals will monitor student data/progress from the Periodic Assessments using data logs and on-line assessment results, including Scantron, Acuity, Achieve 3000 and READ 180.</li> <li>• At least two (2) times a month the Inquiry and AIS Teams will meet to monitor student progress from data collection/logs and on-line assessment results; Principal and/or Assistant Principals will observe during at least one of these sessions the focus and manner in which teachers share information about students’ progress/limitations, brainstorm various instructional strategies and update staff on any changes in family matters or status that may have an effect on students’ class work or behavior. Agendas will be reviewed to further evaluate the program.</li> <li>• Beginning November 2010, Data Inquiry Team meetings will be scheduled at least two (2) times a month; Principal and /or Assistant Principals will observe at least one of these sessions, staff discussions on various topics: the documentation from the Team’s work to design and implement a change strategy using student data results from Scantron/Acuity and various additional data collection supports, collaboration techniques to establish specific instructional approaches using research-based resources, review data results to</li> </ul>

	<p>ensure that student individual needs/goals are being addressed and follow-up with parents. Agendas will be available for review.</p> <ul style="list-style-type: none"><li>• Beginning December 2010 during monthly meetings to further support the Data Inquiry and AIS Team, the Math/Technology Coach and the Data Specialist will assist staff in the collection, analysis and evaluation of data results from Scantron/Acuity and AIS supports.</li><li>• Through monthly classroom walkthroughs, observations, lesson plans and formal conversations with staff, the Principal and/or Assistant Principals will be able to evaluate the positive outcomes of data collection as it pertains to writing IEP goals, differentiating instruction, appropriate grouping, and learning styles of students, sharing information with parents and in monitoring overall student achievements or issues.</li><li>• During monthly walkthroughs in an effort to empower students to take an active role in the testing process, Principal and/or Assistant Principal will engage students in “accountable-talk” about test results and feelings, expectations, academic rigor that was involved, the evaluation process and the recognition of accomplishments by teachers, peers and family.</li></ul>
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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Math/Data Analysis

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Students in alternate and standardized assessments will demonstrate an increase of achievement in mathematics</b></p> <ul style="list-style-type: none"> <li>• By June 2011, there will be an improvement in mastery of mathematics skills (Standardized assessment) as evidenced by an average increase of 5 % in scale sores for student in levels 2, 3 and 4 on the NYS test.</li> <li>• By June 2011, alternate assessment targeted students will as will demonstrate a 10% gain in scale scores as evidenced by the Scantron Assessment.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The Data Inquiry and AIS Teams will analyze initial data from Scantron, IEP’s, classroom observations and attendance logs to identify and target students’ strengths and needs.</li> <li>• Teams will utilize information for appropriate student grouping, intervention and learning styles to address learning challenges.</li> <li>• Teams will consist of classroom teachers, Math/Technology Coach, AIS leader and Assistant Principal. Teams will meet twice a month to monitor progress and determine what strategies can be used to help students. Teams will complete the P53K “Thinking about Data” form for each student</li> <li>• Results from data analysis will be utilized by teachers to formulate differentiated instructional plans for students.</li> <li>• Inquiry teams to meet regularly to analyze trends and identify specific intervention plans for students in need of additional support</li> <li>• Students will complete goal setting worksheets and participate in data analysis of their own work.</li> <li>• Professional Development will take place to build teachers’ knowledge about data analysis and assessments, develop their competence and comfort with data analysis, and facilitate teacher professional learning.</li> <li>• Data will be shared with students and progress will be charted and shared with parents.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Inquiry Team Funding from Children first Initiative</li> <li>• Monthly teacher meeting</li> <li>• Weekly common planning time</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• In October 2010, February 2011 and June 2011 data/progress from Scantron, Acuity, Achieve 3000 will be monitored by Principal and Assistant Principals in collaboration with classroom teachers</li> <li>• By October 1, 2010 classroom walkthroughs will begin. Data collection including Scantron Reports, Brigance, ECAM and student conferences will be reviewed by Principal and Assistant Principals in collaboration with classroom teachers. Adjustments or changes in our approaches or utilization of resources will be made if necessary.</li> <li>• By October 2010, February 2011 and June 2011, students will complete and review goal setting plans to be monitored by Principal, Assistant Principal in collaboration with classroom staff.</li> <li>• By November 2010, Inquiry teams at sites will be formed and intervention plans developed.</li> <li>• By February 2011 all students will chart their academic progress through the use of graphs and rubrics.</li> <li>• Through monthly classroom walkthroughs, observations, lesson plans and formal conversation with staff, the Principal and/or Assistant Principals will be able to determine the successful outcomes of data collection as it pertains to differentiating instruction, grouping and learning styles of students. Information will be shared with parents during conferences regarding overall achievement.</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase and expand on students’ communication experiences</b></p> <ul style="list-style-type: none"> <li>• By June 2011, there will be an increase in active communication/speech learning experiences as evidenced by a 50% increase in students able to access a specialized communication program that emphasizes reciprocity and socialization.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A comprehensive review of IEP’s will be conducted by unit coordinator’s and speech providers to create a checklist of all students in need of a mandated device and the kind of device needed.</li> <li>• Orientation meetings with speech providers at the beginning of the year will facilitate in the identification of total number of students w/ an IEP mandated device, the number of students whom have a device and those that do not, students whom could benefit from a programmatic device, and devices in need of repair.</li> <li>• Teacher team meetings will be utilized to support capacity building in the usage, programming, and maintenance of communication devices.</li> <li>• Speech providers will utilize push-in sessions to model appropriate and effective usage of communication devices.</li> <li>• Administrators will facilitate teacher team meetings monthly to receive feedback from teachers regarding the rate of measurable progress from communication-oriented instructional initiatives.</li> <li>• Administrators will conduct classroom walkthroughs and observations with a lens for communication and the rate and quality of active participation by students.</li> <li>• Teachers of the 12:1:4 and 6:1:1 population will be connected to various language and communication intervention programs via monthly cohort meetings, internal PD’s on mandatory training days, and external PD’s.</li> <li>• Administrative walkthroughs and informal classroom visits will be conducted on a weekly basis to assist teachers in developing supportive classroom environments, implementing</li> </ul>

	<p>programs, and to assess if there are any materials or human resources that are lacking.</p> <ul style="list-style-type: none"> <li>• Data tables from “give me twenty”, “smile”, “verbal behavior” and “meville to weville”, for example, will be reviewed weekly at teacher meetings to evaluate the impact of instruction.</li> <li>• Social scripting using J.A.R.S. to further develop reciprocal communication skills will be utilized to support student outcomes</li> <li>• Data reviews will occur at a macro-scale on a monthly basis whereby administrators will review student progress across intervention programs across all classes.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Monies will be scheduled from OTPS to purchase kits and resources that correspond to each program.</li> <li>• We will schedule a consultant from the Carbone clinic from OTPS</li> <li>• Teachers will attend external PD’s</li> <li>• Administrative rollover monies will be used to supplement the expense of consultants</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• In October 2010, an internal audit of compliance with IEP mandates for communication devices will be conducted by all unit coordinators. Data tables will be reviewed by administration and action plans will be drafted to address and shortages of devices. At the October faculty conferences, teachers will discuss our school-wide goal for communication and share out approaches or suggestions with one another. Administrative walkthroughs will occur utilizing internally created checklists that correspond to quality indicators for effective implementation of the specific communication strategies being used. Teachers will receive written feedback with a timeline for correction/implementation.</li> <li>• In January 2011, an internal audit of student data will occur and an assessment of the rate of progress will occur. To facilitate this, administrators will review teacher plan books, student portfolios, and student performance data. We will be looking for alignment between performance trends and instructional decision making – are teachers modifying they’re instructional plans according to performance data?</li> <li>• In June 2011, post assessments across all intervention programs will occur to measure the extent of student progress.</li> </ul>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To continue to increase community-based job opportunities and transitional planning.</b></p> <ul style="list-style-type: none"> <li>By June 2011, there will be an increase in the alignment of classroom instruction with transitional IEP goals, as evidenced by a 10% increase in students’ mastery of post secondary goals</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>Classroom teachers, counselors and transition linkage coordinator will analyze IEP’s and classroom observation to identify and understand students’ strengths and weakness’</li> <li>Transition team will engage parents and students to identify students’ interest and strengths and aid in establishing realistic, results oriented transition goals</li> <li>Staff will familiarize themselves with parents’ preferred methods of communication and demonstrate respect for their culture and values</li> <li>Classroom teachers will participate in 1:1 support sessions with our TLC to facilitate the completion of IEP’s in accordance with Special Indicator 13</li> <li>School-based learning experiences such as career awareness, exploration and counseling services</li> <li>Parent workshop to encourage parents to give opportunities at home for the development of independent skills and awareness</li> <li>Parent/Transition fair to become informed and aware of adult services</li> <li>Establish a worksite profile for each participating business that informs our faculty of the academic demands of each site and each specific duty/job</li> <li>Engage teachers in collaborative planning that facilitates the design and implementation of lesson plans that support, enhance and further vocational experiences for our students</li> <li>Modify the “WAVE” curriculum as needed to meet the academic levels of our students’</li> </ul> <p>Target students 18 -21 year old target group</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• A full time compensatory position will be created via collaboration with the UFT consultation committee and the SLT</li> <li>• PD opportunities offered by the district via the PD catalog will be made available for teachers</li> <li>• Weekly cohort meetings</li> <li>• Administrative rollover monies will be utilized to fund targeted PD's for staff</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By October 10, 2010, a checklist of all students age 12yrs old and older will be utilized to determine how many students, if any, still require the completion of a Level I Vocational assessment.</li> <li>• By October 10, 2010, a review of all students age 16yrs and older will be conducted by our TLC to ensure that students are connected to a worksite based upon their Level I Assessments</li> <li>• By November 2010, 80% of alternate and standardized assessment students 16 years or older will participate in a community based vocational program (worksite) and will receive classroom instruction that is developmentally appropriate and aligned to their vocational goals.</li> <li>• By December 1, 2010, classroom walkthroughs by the administrative cabinet will be focused to identify the alignment between IEP goals, Level I assessments, and classroom instruction.</li> <li>• By November 1, 2010, administrators will meet with teachers assigned to worksites to review the quality and alignment of lesson plans and instructional exercises to level I assessments and worksite placement</li> <li>• In November 2010, January 2011, March 2011, and May 2011, internal audits will be conducted to determine the quality and compliance rate of IEP's completed with special indicator 13.</li> <li>• In October 2010 and May 2011, survey's (parent, student, and faculty) will be issued to determine if there has been any change in the amount of knowledge they possess and their level of satisfaction with our transition services.</li> <li>• By June 2011 50% of all students in alternate and standardized assessment over the age of twelve years old (12) will track participation in transition to adulthood activities as evidenced by student generated graphs</li> </ul>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To continue the integration of technology as an instructional and learning tool to maximize engagement.</b></p> <ul style="list-style-type: none"> <li>• By June 2011, alternate assessment classes will increase their ability to access computer-based instructional programs as evidenced by the completion of at least one (1) technology generated multimedia project that meets alternate grade level indicators (AGLI's) and is aligned to student's Individual Educational Plan (IEP).</li> <li>• By June 2011, students in standardized assessment will demonstrate increased technology proficiency by independently utilizing the SMART board to present at least one (1) of the following computer applications: iMovie, Power Point and Photo Studio required to complete a project that meets standards and is aligned to student's Individual Education Plan (IEP).</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Needs assessment conducted to determine technology needs for each site.</li> <li>• Disseminate new computer equipment amongst the sites to ensure that students will continue to have access to technology on a daily basis.</li> <li>• Development of monthly newsletter including a monthly timeline to support teachers to in selecting and developing their content based technology project. Newsletter will include sample projects for the teachers to refer to when planning their own project.</li> <li>• Classes will be scheduled for computer instruction with a Technology teacher, once a week to assist students with various technology applications that will enhance proficiency and independency.</li> <li>• Utilization of an interdisciplinary- team approach to instruction including the speech teachers, occupation and physical Therapist, technology teachers and classroom instructional teams to identify and specific adaptations necessary for instruction</li> <li>• To continue to expand the technology program, both the technology and classroom teachers will collaborate to provide the appropriate computer applications and instructional supports to the students</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will be required to complete research/exit projects and create iMovies or Power Point slide shows with corresponding text in an independent manner. This will empower students to complete projects that meet State Standards and/or Alternate Grade Level Indicators (AGLI's).</li> <li>• Classes will develop a process binder select topics and develop a timeline to complete required content-based technology assignments utilizing the following guideline questions: How was the topic selected? What activities were planned to assist in achieving the end product? What sources and/or outreach were utilized to obtain the information for the product? What technology program was used to present completed project, i.e. Power Point, iMovie? What Standards were addressed for this project?</li> <li>• Completed projects will be displayed at the annual Technology Fair.</li> </ul>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• We will utilize monies from our Administrative rollover to purchase one additional SmartBoard</li> <li>• Collaborative planning time for teachers will also be utilized;</li> <li>• At each monthly teacher meeting, the technology projects will be discussed</li> <li>• We will utilize ARIS as a vehicle to share best practices</li> </ul>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Through weekly classroom walkthroughs the Principal and/or Assistant Principals will observe students demonstrating computer functions that include the following: independently accessing the Internet for research and/or instructional information, and utilizing PowerPoint, iMovie, Photo Story, applications that clearly display increased technology proficiency in completing a project.</li> <li>• Through weekly classroom walkthroughs the Principal and /or Assistant Principal Will observe the interdisciplinary- team developing instructional activities in the area of technology.</li> <li>• Through weekly classroom walkthroughs the Principal and/or Assistant Principals will observe the progress and achievement students have made in various areas: working collaboratively and following specific directions to complete their projects, utilizing the Internet to access appropriate information for their research portion of the project, improving literacy and writing skills as evidenced by expanded written text.</li> <li>• Through “accountable talk” with students during weekly walkthroughs, the Principal and/or Assistant Principals will discuss the completed projects; inquire as to the academic rigor that was required to complete the technology applications/research process and the standards that were addressed. On a social emotional level, their feelings as it pertains to the recognition of their accomplishments to independently complete technology projects and the evaluation procedures to grade projects. Review of incident reports on a weekly basis will</li> </ul>	

	<p>indicate a carry-over of positive behavior to other subject areas.</p> <ul style="list-style-type: none"><li>• Teachers will be able to access a variety of instructional programs on the Internet for their weekly and/or monthly thematic lesson planning.</li></ul>	
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**Subject/Area (where relevant):** Positive Behavior Supports

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve student outcomes and behavior</b></p> <ul style="list-style-type: none"> <li>By June 2011, P53K will develop and implement a PBIS plan to improve student outcomes as evidenced by an 80% increase in the number of students using a behavior rating rubric to monitor and track behavior with 25% maintaining the highest level of achievement for eights consecutive weeks.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>The administrative team will develop the protocol for the Positive Behavior Support Program for the 2010-2011 school year, which will outline the program components, including Positive Behavior Intervention System (PBIS) point sheets and levels, behavior rubric and levels of achievement, Little People/Big Hearts, Get Ready to Learn, Verbal Behavior, and Emotional Literacy.</li> <li>Turn key facilitators will be identified for the school to assist instructional teams to implement the specific behavior rating rubric programs.</li> <li>A calendar of professional development and cohort meetings will be established to provide and support classroom teams in the implementation and of the specific programs.</li> <li>The CIT team will meet regularly with administrators to review and analyze data culled form student point sheets, collected daily and compare with Redirection room logs to check for patterns and trends in student behavior.</li> <li>Cohort meetings at each site to review SWISS data collection and data collection from site specific PBIS programs to identify trends and areas of need.</li> </ul>

	<ul style="list-style-type: none"> <li>• Site specific achievements celebrations to occur as per site calendars.</li> <li>• Parent meetings conducted to inform parents of school wide initiative and to gather data from parents to document carryover fro school to home.</li> <li>• Inquiry teams will be established at sites to review data and examine the linkage between on task behaviors and increased academic achievements.</li> <li>• Designation of bulletin boards at each site to support and celebrate student achievement in the area of behavior.</li> <li>• Students will be instructed to document and graph their own data to track their achievements.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• PBIS Coach from D75</li> <li>• Use of cohort meetings during the school day to provide support and PD to instructional teams</li> <li>• PD from D75</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agendas and sign in sheets for PD/ faculty conferences and external professional development activities</li> <li>• Student Data sheets from PBIS, and GRTL, Little People/Big Hearts and Verbal Behavior with data analysis completed by instructional teams</li> <li>• Video documentation of students demonstrating appropriate behaviors</li> <li>• Log of and data analysis of student achievement of levels</li> <li>• Data collection and analysis from SWISS. Little People/Big Hearts and PBIS levels</li> <li>• Student graphs of behavior accomplishments and where appropriate, documented student commentaries of their accomplishments.</li> </ul>

## **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	4	4	N/A	N/A	0	0	4	2
1	5	5	N/A	N/A	0	0	5	2
2	0	0	N/A	N/A	0	0	1	0
3	6	7	N/A	N/A	0	0	8	4
4	6	3	6	6	0	0	8	4
5	3	0	0	3	0	0	4	1
6	9	7	2	6	12	0	0	0
7	8	10	0	7	10	0	0	0
8	8	6	1	7	11	0	0	0
9								
10								
11								
12								

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

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

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

**Part B. Description of Academic Intervention Services**

	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b><u>English Language Arts (ELA)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Wilson</b></li> <li>• <b>Foundations</b></li> <li>• <b>Caught Reading</b></li> <li>• <b>Read 180</b></li> <li>• <b>Achieve 3000</b></li> <li>• <b>Lexia</b></li> <li>• <b>Leap Frog</b></li> <li>• <b>Ramp-Up</b></li> <li>• <b>Emergent Literacy Books</b></li> <li>• <b>Picture Exchange</b></li> <li>• <b>Carol Goossens’ Engineered Classroom Approach</b></li> <li>• <b>Smart Board</b></li> <li>• <b>Star Board</b></li> <li>• <b>Apple Lap Top Carts</b></li> <li>• <b><u>Treatment and Education of Autistic Children with Communication Handicaps (TEACCH)</u></b></li> </ul>	<p><b><u>Small group instruction 5 X per week during the literacy block</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Wilson</u></b>: increases sight words, vocabulary, fluency, decoding skills, expressive language and comprehension skills.</li> <li>• <b><u>Foundations</u></b>: builds alphabet and phonemic awareness, decoding, spelling handwriting, vocabulary development, critical thinking, speaking and listening skills.</li> <li>• <b><u>Caught Reading</u></b>: builds fluency, vocabulary, comprehension and writing skills.</li> <li>• <b><u>Read 180</u></b>: utilizes technology to build reading, writing and vocabulary skills.</li> <li>• <b><u>Achieve 3000 (kid biz &amp; teen biz)</u></b> A web-based, individualized and differentiated reading and writing instruction program, for grades 3-12, that reaches every student at his or her “Lexile” level.</li> <li>• <b><u>Lexia</u></b>: utilizes technology to increase sound/symbol recognition, phonemic awareness, decoding, vocabulary and comprehension.</li> <li>• <b><u>Leap Frog</u></b>: interactive reading that builds fluency and comprehension</li> <li>• <b><u>Ramp-Up</u></b>: builds reading fluency and comprehension.</li> <li>• <b><u>Emergent Literacy Books</u></b>: use of visual cues, thematic instruction, repetitive vocabulary and sentences, builds word recognition, sentence reading and fluency.</li> <li>• <b><u>Picture Exchange Communication System (PECS)</u></b>: the exchange of pictures/visual cues (with corresponding written words) for desired items provides a means of communication (increase word recognition) for students who are non-verbal.</li> <li>• <b><u>Carol Goossens’ Engineered Classroom Approach</u></b>: increase word recognition and comprehension skills, by labeling items with visual cues (if required) in the classroom. This provides an interactive approach to instruction.</li> <li>• <b><u>Smart Board</u></b>: interactive lessons with cause and effect for students in standardized and alternate assessment.</li> <li>• <b><u>Star Board</u></b>: groups of students can simultaneously interact with digital content, working together toward problem solving.</li> <li>• <b><u>Apple Lap Top Carts</u></b>: technology and interactive based, provides learning links to interact with inquiry based lessons.</li> <li>• <b><u>Treatment and Education of Autistic Children with Communication Handicaps TEACCH</u></b>: activities for learning language and/or social communication with a visual or</li> </ul>

	physically concrete component.
<p><b><u>English Language Arts (ELA)</u></b></p> <ul style="list-style-type: none"> <li>• <b>Wilson</b></li> <li>• <b>Great Leaps</b></li> <li>• <b>Emergent Literacy Books</b></li> <li>• <b>Picture Exchange Communication System (PECS)</b></li> <li>• <b>Quick Reads</b></li> <li>• <b>Headsprouts</b></li> <li>• <b><u>Treatment and Education of Autistic Children with Communication Handicaps TEACCH</u></b></li> <li>• <b>Achieve 3000 (kidbiz/teenbiz)</b></li> <li>• <b><u>Applied Behavior Analysis ABA</u></b></li> <li>• <b><u>Structured Methods in Language Education (SMiLE)</u></b></li> <li>• <b>Give Me 20</b></li> </ul>	<p><b><u>1:1 instruction 5 X per week during the school day</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Wilson</u></b>: increases sight word, fluency, vocabulary, decoding skills, expressive language and comprehension skills.</li> <li>• <b><u>Great Leaps</u></b>: drill and practice for building reading fluency</li> <li>• <b><u>Emergent Literacy Books</u></b>: use of visual cues, repetitive vocabulary and sentences to build word recognition, sentence reading and fluency.</li> <li>• <b><u>Picture Exchange Communication System</u></b>: a communication exchange program which enables students to exchange pictures/visual cues for desired items. Increases word recognition and provides a means of communication for students who are non-verbal.</li> <li>• <b><u>Quick Reads</u></b>: repetitive reading strategy increases reading comprehension and fluency using non-fiction text.</li> <li>• <b><u>Headsprouts</u></b>: increases phonemic awareness using online animated lessons and personalized stories.</li> <li>• <b><u>Treatment and Education of Autistic Children with Communication Handicaps TEACCH</u></b>: individualized instruction for students in alternate assessment; use of individualized schedules with pictures/corresponding written words; increases fluency, vocabulary and comprehension.</li> <li>• <b><u>Achieve 3000 (kidbiz/teenbiz)</u></b> A web-based, individualized and differentiated reading and writing instruction program, for grades 3-12, that reaches every student at his or her "Lexile" level.</li> <li>• <b><u>Applied Behavior Analysis (ABA)</u></b>: a comprehensive behavior intervention, carried out in every possible setting to enable autistic children to learn the same skills as typical children learn.</li> <li>• <b><u>S.M.I.L.E. Structured Methods in Language Education. Smile</u></b> is a highly structured, multi-sensory, phonetic-based language to literacy program that teaches speech, reading and writing, using both expressive and receptive modalities in an integrated way for students with severe language and literacy learning challenges.</li> <li>• <b><u>Give Me 20</u></b> : Core vocabulary allows communication in any activity and environment</li> </ul>
<p><b><u>Assessment Tools</u></b></p>	<p><b><u>Assessment Tools</u></b>: for students in standardized assessment: IEP goals, NYS Assessments and test scores, Performance Series, Acuity, portfolios, writing samples, ECLAS-2, running records, WADE, Colombia Reading Assessment, GAINS report, NYSTART and Achieve 3000. These assessment tools are utilized to determine the type of academic intervention service (AIS) program, the method of delivery, and when the AIS service will be provided.</p> <p><b><u>Assessment Tools</u></b>: for students in alternate assessment; IEP goals, Brigance Diagnostic</p>

	<p>Inventory of Essentials Skills, NYS Datafolios, Assessment of Basic Language and Learning Skills (ABLES), Treatment and Education of Autistic Children with Communication handicaps (TEACCH), and the Student Annual Needs Determination Inventory (SANDI) are the assessment tools utilized to determine the type of academic intervention service (AIS) program, the method of delivery (adaptive communication devices, visual cues, adaptations) and when the AIS service will be provided.</p>
<p><b><u>Mathematics:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Great Leaps</b></li> <li>• <b>Achieve It</b></li> <li>• <b>Everyday Math Games</b></li> <li>• <b>Apple Lap Top Carts</b></li> <li>• <b>Focus</b></li> <li>• <b>Buckle Down</b></li> </ul>	<p><b><u>1:1 instruction during the school day</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Great Leaps;</u></b> building fluency in the basic facts of addition, subtraction, multiplication and division.</li> <li>• <b><u>Achieve It:</u></b> individualized instruction and practice enables us to work skill by skill with each student.</li> <li>• <b><u>Everyday Math Games:</u></b> used for drill and practice to increase fact building and operations skills.</li> <li>• <b><u>Apple Lap Top Carts:</u></b> technology and interactive based, provides learning links to interact with inquiry based lessons.</li> <li>• <b><u>Focus:</u></b> used to reinforce math skills while differentiating instruction.</li> <li>• <b><u>Buckle Down:</u></b> used as test formatted practice</li> </ul>
<p><b><u>Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>iOpeners</u></b></li> <li>• <b>Star Reporter</b></li> <li>• <b>Apple Lap Top Carts</b></li> <li>• <b>Smart Board</b></li> <li>• <b>Star Board</b></li> <li>• <b>MeVile to WeVile</b></li> <li>• <b>Life Skills/Adaptive Living Skills (ADL)</b></li> <li>• <b>Travel Training</b></li> </ul>	<p><b><u>Small group in social studies instruction during the school day</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>iOpeners:</u></b> Real-life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life with a focus on social studies.</li> <li>• <b><u>Star Reporter:</u></b> A theme-based curriculum for creating a school or classroom newspaper, using assistive technology devices. Students develop editing skills.</li> <li>• <b><u>Apple Lap Top Carts:</u></b> technology and interactive based, provides learning links to interact with inquiry based lessons.</li> <li>• <b><u>Smart Board:</u></b> Interactive technology tool used to promote cause and effect.</li> <li>• <b><u>Star Board:</u></b> groups of students can simultaneously interact with digital content, working together on social studies content.</li> <li>• <b><u>MeVile to WeVile:</u></b> students in alternate assessment increase vocabulary, word recognition, comprehension and writing skills; learn about “me” in relation to self, family and community.</li> <li>• <b><u>Life Skills/Adaptive Living Skills (ADL), Community Based Vocational Instruction, and Travel Training:</u></b> used for students in alternate assessment to increase independence through functional experiences that include job related activities,</li> </ul>

	neighborhood information, practice in utilizing public transportation, appropriate behavior, and functional vocabulary.
<b><u>Assessment Tools</u></b>	<ul style="list-style-type: none"> <li>• <b><u>Assessment tools:</u></b> for students in standardized assessment: IEP goals, NYS assessment and test scores, performance series, acuity, Everyday Math unit assessment, GAINS report, NYSTART are the assessment tools utilized to determine the type of academic intervention service (AIS) program for students, the method of delivery and when the AIS service will be provided.</li> <li>• <b><u>Assessment Tools:</u></b> for students in alternate assessment; IEP goals, Brigance Diagnostic inventory of Essentials Skills, NYS Datafolios, TEACCH-data collection, Student Annual Needs Determination Inventory (SANDI): are the assessment tools utilized to determine the type of academic intervention service (AIS) program for students, the method of delivery and when AIS service will be provided.</li> </ul>
<b><u>Science</u></b> <ul style="list-style-type: none"> <li>• <b>iOpeners</b></li> <li>• <b>Achieve 3000</b></li> <li>• <b>Smart Board</b></li> <li>• <b>Star Board</b></li> <li>• <b>Apple Lap Top Carts</b></li> <li>• <b>Science Magazines</b></li> </ul>	<b><u>Small group instruction 3X per week during the science period</u></b> <ul style="list-style-type: none"> <li>• <b><u>iOpeners:</u></b> Real-life photography which connects nonfiction reading to nonfiction writing with activities that prepares students for life through science.</li> <li>• <b><u>Achieve 3000 (kidbiz &amp; teen biz):</u></b> a web-based, individualized and differentiated instruction program, students increase their knowledge of science using non-fiction reading and writing activities.</li> <li>• <b><u>Smart Board:</u></b> Interactive technology tool used to promote cause and effect.</li> <li>• <b><u>Star Board:</u></b> groups of students can simultaneously interact with digital content, working together toward problem solving and inquiry in Science.</li> <li>• <b><u>Apple Lap Top Carts:</u></b> technology and interactive based, provides learning links to interact with inquiry based lessons.</li> <li>• <b><u>Science Magazines:</u></b> hands on activities, inquiry based instruction, increase vocabulary, word recognition, comprehension and writing skills. Alternate assessment students use adaptations, adaptive communication devices, and visual cues.</li> </ul>
<b><u>Science:</u></b> <ul style="list-style-type: none"> <li>• <b>Science Magazines</b></li> <li>• <b>Apple Lap Top Carts</b></li> <li>• <b>iOpeners</b></li> </ul>	<b><u>1:1 instruction 3X per week during the day</u></b> <ul style="list-style-type: none"> <li>• <b><u>Science magazines:</u></b> hands on activities, inquiry based instruction, increase vocabulary, word recognition, comprehension and writing skills. Alternate assessment students use adaptations, adaptive communication devices, and visual cues.</li> <li>• <b><u>Apple Lap Top Carts:</u></b> students access programs for interactive science building fluency and comprehension learning new science words and facts.</li> <li>• <b><u>iOpeners:</u></b> Real-life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life through science.</li> </ul>

<p><b><u>At-risk Services Provided by the Social Worker:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Little Hearts to be Big Hearts</b></li> </ul>	<p><b><u>Small group 1 X per week</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Teaching Little Hearts to be Big Hearts:</u></b> in a collaborative program with general education this group teaches students about compassion, kindness, concern, consideration, caring and ways to integrate these concepts into everyday life._</li> </ul>
<p><b><u>At-risk Services Provided by the Guidance Counselor:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Therapeutic Crisis Intervention (TCI)</b></li> <li>• <b>School-Wide Information System (SWIS)</b></li> <li>• <b>P.B.I.S.</b></li> <li>• <b>Emotional Literacy</b></li> </ul>	<p><b><u>1:1 during the school day as needed</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Therapeutic Crisis Intervention (TCI):</u></b> Students learn and practice social skills, such as, emotion management, problem solving, and cooperation</li> <li>• <b><u>School-Wide Information System (SWIS)</u></b> is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions</li> <li>• <b><u>P.B.I.S. Positive Behavior Intervention and Supports:</u></b> proactive behavioral interventions, so that students can remain in the least restrictive environment</li> </ul>
<p><b><u>At-risk services Provided by the Psychologist</u></b></p>	<p><b><u>No at risk services provided by Psychologist</u></b></p>
<p><b><u>At-risk Health-related Services:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Open Air Ways</b></li> </ul>	<p><b><u>At-risk Health-Related Services:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Open Air Ways:</u></b> School nurse provides students with asthma additional preventative services to teach the warning signs of asthma, the things that can cause an asthma attack, and how to avoid them.</li> </ul>

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

**Grade Level(s)** 9-12      **Number of Students to be Served:** 12    **LEP** \_\_\_\_\_ **Non-LEP** \_\_\_\_\_  
**Number of Teachers** 2      **Other Staff (Specify)** 2 paraprofessionals, 1 administrator

**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.

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P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 374 students, of which sixty-two (62) are English Language Learners. Of these sixty-two (62), twenty-eight (28) are recommended for bilingual services, nineteen (19) are recommended for ESL services and fifteen (15) are X-coded. All of the twenty-eight (28) designated for bilingual services are in the alternate placement program. The student-to-staff ratio for students receiving ESL services is as follows: seventeen (17) are in 12:1:1 classes, twenty (20) are in 12:1:4 classes and nine (9) are in 6:1:1 classes and one (1) is in an inclusion class. The ELLs make up around 16% of the total student population.

The supplemental instructional support will be provided for twelve (12) ELL alternate assessment students in 12:1:1 classes in grades 9-12; one (1) student is in 9th grade, two (2) students are in 10th grade, nine (9) students are in twelfth grade. All students scored at the beginning level on the 2010 NYSESLAT. Data collected and analyzed indicated that due to similar student needs in English reading and writing, additional support should improve their academic achievement. All twelve targeted students are verbal, alternate assessment students who have been designated to take the NYSESLAT. All students are emergent readers who have shown progress in reading and writing in English. Instruction will be provided in English by two (2) certified teachers: one (1) ESL teacher and one (1) Spanish-speaking computer teacher, with additional Spanish language support from two (2) paraprofessionals. The Title III after school program will occur on Mondays and Wednesdays from 2:50-5:00 for nine weeks. There will be nineteen (19) sessions. The tentative starting date is December 6 and tentative ending date is February 14. The first week will be devoted to staff PD.

The beginning twenty minutes of each session will be devoted to NYSESLAT test prep. NYSESLAT samplers will be distributed, completed and reviewed along with test taking strategies. The rest of the session will be dedicated to completing an assigned project. There will be two projects. The first project will involve creating a “P53K newscast” which will involve researching a current event and interviewing members of the community and or school on pertinent issues. Students will use the flip video cameras to record their interviews and news stories. For the second project, students will create a dance interpretation of a favorite poem or story. The students will perform it in front of the school. Music and dance provide an excellent way to engage the kinesthetic and auditory special needs students. Parents as well as other school staff will be invited to the performance and to view the newscast. Students will be taught how to use a rubric to analyze and evaluate other students’ final projects as well as their own. Teachers will assess the projects by using the same rubric. Other assessments used will be teacher observation and completed NYSESLAT test prep material.

ESL Standard 1 will be addressed because the students will listen, speak, read and write in English for information and understanding by researching current events. ESL Standard 2 will be addressed because students will listen, speak, read and write in English for literary response and enjoyment and expression when they create a dance interpretation of their favorite book, poem or writing. ESL Standard 3 will be addressed because students will listen, speak, read and write in English for critical analysis and evaluation by presenting an “editorial” during the “news broadcast”. Technology Standard 5 - (Students will apply technological knowledge and skills to design, use, and evaluate products and systems to satisfy human and environmental needs.) is addressed throughout the program as students use the smart board, computers and video cameras, some of which will be purchased with the Title III funds, to research, view and create their projects. Art Standard 1 – (Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts) is addressed because students will perform their dance in front of others.

Teachers and paraprofessionals will work with an assigned group of 2 to 3 students and will serve mainly as facilitators and technology support. However, during whole group instruction, the ESL teacher and computer teacher will co teach. The computer teacher will provide instruction for the major part of the technology component (the use of the video cameras) and the ESL teacher will deliver the listening, speaking, reading and writing instruction as needed during the writing of the newscast and story interpretation. English will be the dominant language spoken with Spanish support being provided by the Spanish bilingual paraprofessionals and teachers.

Additional ESL and arts experiences will be provided by the outside vendor "**LEAP Art**". Programming will be tailored to coincide with the "news broadcast" and performing arts theme of the Title III after school sessions. Two sessions will cover the making of a video, which will aid in the production of the news broadcast. Four sessions will cover creative movement. This will aid students in creating their dance interpretation. Parents will be able to participate in these experiences along with their child. The workshops will take place on six (6) of the nineteen (19) after school sessions. Teachers and paraprofessionals will collaborate with the **LEAP** consultants in the planning and implementation of the workshops. The knowledge and skills gained from the LEAP Art workshops and after school sessions will also transfer to the school's annual multimedia fair because the teachers and students will have the experience and training in creating a video and can create one for their multimedia fair presentations.

**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.

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The outside vendor, **LEAP Art**, will supply professional development to Title III teachers and paraprofessionals at the same time that they are working with the students. This will occur during the six (6) of the nineteen (19) after school sessions on Mondays from 2:50 – 5:00. The workshops will cover the skills needed for the students to complete their project: creative dance interpretation, interviewing skills, and the creation of a video. Also, additional technology professional development will be provided by the computer teacher who will be working during the after school program. This will include instruction on the use of flip video cameras. Teachers and staff will learn how to input and edit video, pictures and sound to create a movie, which will also benefit them in assisting the students with their project. This will take place on Monday December 6 from 2:50-4:20 and Wednesday December 8 from 2:50-4:20. The students will not be in attendance for these two days.

### **Parent and Community Involvement**

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Title III funds will be used to increase parent and community participation by providing creative movement and video workshops by the outside vendor mentioned above **LEAP Art**. The workshops are also the same given to staff and students as mentioned above. This will occur during six (6) of the after school sessions for twelve (12) Spanish speaking parents. Approximate dates will be January 24, 26, 31, February 2, 7, and 9. Translation services will be provided by the teacher and paraprofessionals. Parents will attend these workshops with their child. Dance and the use of technology have been shown to be highly effective in teaching students to learn a second language. English skills are acquired naturally in a supportive and non - threatening way. Topics covered include the same as those mentioned above. A brief tutorial on the use of the flip video recorder will be given by the computer teacher to provide parents with a basic overview of the computer program before they view the movies.

Using the DOE Title III letter, information on the availability of Title III supplemental student instruction and parent workshops will be disseminated. The letter will be translated in Spanish for Spanish speaking parents. A bilingual staff member will provide oral translation in Spanish during workshops. An

orientation meeting for parents will be held regarding the Title III supplemental program with translation services made available by bilingual staff. This will occur at the December parent meeting given by the parent coordinator and ESL teacher during the school day.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b> \$15,000.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$9,063.82	<p>Per session for one (1) supervisor, two (2) teachers, and two (2) paraprofessionals 1) secretary.</p> <p><u>Instructional Program and Parental Involvement:</u></p> <ul style="list-style-type: none"> <li>• 2 teachers x 2 days a week x 2 hours and 10 minutes a day x \$49.89 per hour x 9 weeks = \$3,891.42</li> <li>• 1 supervisor x 2 days a week x 2 hours and 10 minutes a day x \$52.21 per hour x 9 weeks = \$2,036.19</li> <li>• 2 paraprofessionals x 2 days per week x 2 hours and 10 minutes a day x \$28.98 per hour x 9 weeks = \$2,260.44</li> </ul> <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> <li>• 2 teachers x 2 days per week x 1 hour and 30 minutes a day x \$49.89 per hour x 1 week = \$299.34</li> <li>• 2 paraprofessionals x 2 days a week x 1 hour and thirty minutes a day x \$28.98 per hour x 1 week = \$173.88</li> <li>• 1 supervisor x 2 days a week x 1 hour and thirty minutes a day x \$52.21 per hour x 1 week = \$156.63</li> </ul>

		1 secretary x 8 hours x \$30.74 per hour = \$245.92
Purchased services	\$2,250.00	6 <i>LEAP ART</i> workshops x \$375 = \$2,250.00
Supplies and materials	\$2,888.18	<p><u>For Instructional Program</u></p> <ul style="list-style-type: none"> <li>• 10 packages copy paper x \$3.37 each = \$33.70</li> <li>• 2 iMac computers x \$1149.00 = \$2,298.00</li> <li>• 1 GeoSafari SmartTalk x \$89.99 = \$89.99</li> <li>• 1 Set 3 GeoSafari SmartTalk Cards x \$44.99 = \$44.99</li> <li>• 1 Entire World of WH Questions Activity Set x \$39.99 = \$39.99</li> <li>• 1 Touch Monitor and Computer Workstation x \$179.00 = \$179.00</li> <li>• 15 student composition notebooks x \$1.25 each = \$18.75</li> <li>• 1 Health Unit for Nonreaders stories and activities x \$25.00 = \$25.00</li> <li>• 1 Step by Step Science Experiment book x \$35.00 = \$35.00</li> <li>• 1 Learning my ABC's CD x \$34.76 = \$34.76</li> <li>• 1 Boardmaker Building Blocks for Reading CD x \$49.00 = \$49.00</li> <li>• 1 All Around the Town Interactive Storybook x \$20.00 = \$20.00</li> <li>• 1 It's Halloween Interactive Storybook x \$20.00 = \$20.00</li> </ul> <p>Total: \$2,888.18</p>
Travel	\$378.00	<p><u>For Parental Involvement</u></p> <p>7 Metrocards for 12 parents @ \$4.50 = \$378.00</p>
Other	\$420.00	<p><u>For Parental Involvement</u></p> <ul style="list-style-type: none"> <li>• 6 parent workshops x \$25.00 for snacks per workshop = \$150.00</li> </ul> <p><u>For Instructional Program</u></p> <ul style="list-style-type: none"> <li>• 18 instructional sessions x \$15.00 for snacks per session = \$270.00</li> </ul>
<b>TOTAL</b>	\$15,000.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

#### **Part A: Needs Assessment Findings**

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

The majority of students have a completed home language survey in his or her personal folders. Most of the students admitted to a District 75 school have already been in the Department of Education so the home language survey was completed when they first entered the school system and are sent over from the previous school. The home language survey is analyzed to assess the language needs of the student and parent. If no home language identification survey is available, the IEPs, CAP, and various ATS reports are investigated to determine the language needs. This data is documented and parents are contacted to determine if they prefer oral interpretation and/or written translation in their native language. Prior to parent meetings, IEP conferences, transition meetings and parent-teacher conferences, the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. For parents who request written translation, all letters and notifications are sent home in the language they understand. The Parent Coordinator and Family Worker regularly contact parents to follow up and assist with translation needs as it pertains to school, home and community. When no staff member is available to translate the Department of Education Translation Unit will be contacted in a timely manner to ensure that someone will be present at the meeting or conference to translate in the parents' native language.

**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.**

Translation services need to be provided to parents in the following languages: (The number indicates the number of parents who speak that language.) Spanish (55), Cantonese (5), Mandarin (2), Haitian Creole (6), Fulani (1), Arabic (1), Urdu (1). This data is shared with the school staff throughout the year by the ESL teacher so that they are aware of the various cultures represented in the school. In this way an atmosphere of cultural tolerance is promoted. P53K is fortunate in its ability to accommodate parent needs; alternate placement paraprofessionals are proficient in both oral interpretation and written translation and are able to provide parents with letters, memos and documents in their native language. This has definitely expanded our capacity to communicate with parents and has established a positive relationship between family and the school community. This is evidenced by an increase of parents attending Parent meetings, IEP conferences, book fairs, multimedia presentations and various other school performances.

## **Part B: Strategies and Activities**

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

Written translation services will be provided by in-house school staff when available. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. Many of our teachers and alternate placement paraprofessionals are proficient in written translation and continue to provide parents with school letters in their native languages. These letters/documents may pertain to essential information in the following areas: community resources and issues, health matters, agencies to assist with disabilities/available supports, dates of PTA meetings, School Leadership Team Meetings (SLT), IEP conferences, open school day/ evenings and school events. The Parent Coordinator works closely with the translators to ensure that parents receive written translated notifications/documents in a timely manner. The interpreter will also follow-up with a telephone call to confirm receipt of the notifications and to inquire if further information is needed. To further assist and support families, notifications that “Translation and Interpretation Services are Available” are posted in different languages at main entrances to inform parents of these services. For parents who request written translation the IEP will be translated and sent home in the language they understand.

- 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.**

Oral interpretation services will be provided by in-house school personnel when available. Through the home language surveys and parent interviews the needs of language assistance services will be evaluated by the ESL teachers and Unit Coordinator. This data is documented; parents are contacted by either a Bilingual teacher or alternate placement paraprofessionals to inform them that oral interpretation services in their native language will be available at the school to assist and support them. Prior to the IEP conferences, parent meetings, Transition Meetings and Parent-Teacher conferences the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. Prior to the IEP conference, the letter establishing the date of the meeting will be translated into the appropriate language and sent home, if the parent does not respond in a timely manner, the alternate placement paraprofessional will telephone home to follow-up. Once the date and time have been established, an interpreter will provide the parent with oral interpretation for the IEP conference. The translation phone service provided by the Translation and Interpretation Unit is also very helpful especially when oral translation is needed right away. This allows for a translator to be contacted via phone during meetings. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

- 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>.**

During the beginning of the school year, parents who require language assistance will be invited to attend a meeting to inform them of the Chancellor's Regulations A-663 regarding parental notification requirements for written translation and oral interpretation services. Parents whose primary language is a covered language will receive written documentation regarding their rights to these services and instructions on how to obtain them. To further assist and support families, notification that "Translation and Interpretation Services are Available" are posted in different languages at the main entrance to inform parents of these services including the parent bill of rights. The Parent Coordinator and Family Worker will regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

**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” <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **Part A: FOR TITLE I SCHOOLS**

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

### **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). **7 students**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

### **N/A: school does not receive any set-aside funds**

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**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**

<b>School Name:</b>	P.S. K053								
<b>District:</b>	75	<b>DBN:</b>	75K05	<b>School</b>		307500013053			
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9	v	Ungrade	v	
	2	v	6	v	10	v			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0						NR
Kindergarten	6	3	4						
Grade 1	16	2	7	<b>Student Stability - % of Enrollment:</b>					
Grade 2	17	7	2	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	7	8	8					87.1	87.0
Grade 4	9	7	9	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5	12	11	8	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 6	13	16	16				63.3	0.0	NA
Grade 7	18	14	14	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8	17	17	14	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 9	1	2	8				5	8	11
Grade 10	0	1	2	<b>Recent Immigrants - Total Number:</b>					
Grade 11	3	0	0	<i>(As of October 31)</i>			2007-	2008-	2009-
Grade 12	47	3	0				1	2	3
Ungraded	200	281	280						
Total	366	372	372						
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	366	372	0	Principal Suspensions			0	2	2
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions			0	2	2
Number all others	0	0	371						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>			2007-	2008-	2009-
# in Transitional Bilingual Classes	4	36	TBD						
# in Dual Lang.	0	0	TBD	Number of Teachers			76	77	0
# receiving ESL services only	9	8	TBD	Number of Administrators and Other Professionals			77	81	0
# ELLs with IEPs	8	62	TBD	Number of Educational Paraprofessionals			67	57	0
<i>These students are included in the General and Special Education enrollment information above.</i>									

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	15	21	29	% fully licensed & permanently assigned to this	100.0	100.0	0.0
				% more than 2 years teaching in this school	78.9	77.9	0.0
				% more than 5 years teaching anywhere	71.1	71.4	0.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		88.0	90.0	0.0
American Indian or Alaska Native	0.8	0.0	0.5	% core classes taught by "highly qualified" teachers	100.0	100.0	0.0
Black or African American	54.1	52.7	50.8				
Hispanic or Latino	29.8	32.5	32.0				
Asian or Native Hawaiian/Other Pacific	2.7	3.2	3.8				
White	12.6	11.3	12.9				
<b>Male</b>	73.5	72.6	74.5				
<b>Female</b>	26.5	27.4	25.5				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						

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

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
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:**

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	56.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	13.8	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	26		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>3</b>	District <b>75</b>	School Number <b>53</b>	School Name
Principal <b>Heather Leykam</b>		Assistant Principal <b>Amy Blutstein</b>	
Coach		Coach	
Teacher/Subject Area <b>Angel Lopez/Special Ed</b>		Guidance Counselor	
Teacher/Subject Area <b>Kathy Goetemann/ESL</b>		Parent	
Teacher/Subject Area <b>Danny Rodriguez/ESL</b>		Parent Coordinator <b>Nathalie Jackman</b>	
Related Service Provider		Other	
Network Leader		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>373</b>	Total Number of ELLs	<b>62</b>	ELLs as Share of Total Student Population (%)	<b>16.62%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 374 students, of which sixty-two (62) are English Language Learners. Of these sixty-two (62), twenty-eight (28) are recommended for bilingual services, nineteen (19) are recommended for ESL services and fifteen (15) are X-coded. All of the twenty-eight (28) designated for bilingual services are in the alternate placement program. The student-to-staff ratio for students receiving ESL services is as follows: seventeen (17) are in 12:1:1 classes, twenty (20) are in 12:1:4 classes and nine (9) are in 6:1:1 classes and one (1) is in an inclusion class. The ELLs make up about 16% of the total student population.

Students receive ESL instruction either in a push-in or pull-out program by one of the two certified English as a Second Language (ESL) teachers, Kathy Goetemann or Daniel Rodriguez. There is one special education teacher with a bilingual extension. His name is Angel Lopez. Students whose IEP recommends bilingual services but for whom no bilingual class is available receive support in their native language by an alternate placement paraprofessional in accordance with CR Part 154 mandates at the same time that they receive ESL from a licensed ESL teacher. Instruction is driven by the New York State Standards and Alternate Grade Level Indicators (AGLIs) for students in alternate assessment. The NYSESLAT is administered every year to all students regardless of their disability. If a student is unable to take the test due to his or her disability that is indicated on the answer document.

#### PARENT CHOICE and IDENTIFICATION OF ELLS

Options and programs for Special Education English Language Learners (ELLs) are discussed with parents during the Individual Educational Planning (IEP) conference at the CSE or school level. This occurs after students are designated as English Language Learners according to the home language identification survey and results of the LAB-R test. The RLER ATS report, which identifies students as eligible for testing (LAB-R and NYSESLAT) as well as the IEP are utilized to determine eligibility of those students who are list noticed from another NYC public school. English Language Learners (ELLs) are placed in programs where their specific disabilities and language needs are addressed. The English Language Learners (ELLs) have an alternate placement paraprofessional to assist them with English language acquisition and native language support. Parents are informed of this information during the IEP meeting. Translation services are available if needed at the CSE and school level. NYC DOE offers ELLs TBE, Dual Language, and Freestanding ESL, however, based on current CSE recommendations, P53K is only able to provided Freestanding ESL at the present time.

The initial interview is conducted by one of the ESL teachers listed above, guidance counselors (Sulma Alvarado or Eugene Coko) and or Unit Coordinators (Diana Castillo, Sarah Mejia, Denise Pilewski, Pam Clayton, Vicky Lyons). Translation services are always available if needed. The home language identification survey is completed with the help of the ESL teachers if she or he is available or one of the persons listed above. If it is determined that the students' dominant language is one other than English, the LAB-R is administered to the child by one of the ESL teachers, who have been trained to do so, within 10 school days. It is hand scored then delivered to the ISC. The Spanish LAB us given to native speakers of Spanish who have been unsuccessful on the LAB-R. The New York State English as a Second Language Achievement Test is given annually to all ELLs regardless of disability or proficiency level by the ESL teachers. X-coded students are also tested. The test assists the ESL teachers in identifying the progress and proficiency levels of all ELLs and determining if changes need to be made in their program or placement.

Parent outreach to parents of ELLs is provided by Nathalie Jackman, the parent coordinator, Michele Ragin the family worker, Kathy Goetemann and Daniel Rodriguez, the ESL teachers and Mr. Angel Lopez, the transition teacher, who also provides oral and written translation services. A parent orientation meeting was conducted on September 30 by Ms. Jackman and included pertinent information regarding English Language Learners. The ESL teacher(s) attends the orientation meeting and explain specifics of the ESL

program including instructional goals, assessments and the Title III after school program. All material is disseminated in the parents' native language through a staff member or through the Department of Education Translation Unit at least ten days prior to an IEP meeting or other school event or conference.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	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	62	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	62
SIFE	5	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	15

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										
	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	Total
TBE										0
Dual Language										0
ESL		4	23			23		1	14	0
Total	0	4	23	0	0	23	0	1	14	0

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

### C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)  
K-8**

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

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP																
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish		2		1	4	1	2	1	5		4	4	15	39
Chinese	1				1		1	1	2		2		2	10
Russian		1						1	1	2				5
Bengali									1					1
Urdu														0
Arabic									1		1			2
Haitian								1	1	2				4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	1	4	0	1	5	1	3	3	11	3	9	4	17	62

# 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.

### PROGRAM MODEL DESCRIPTION

All ELLs in the alternate placement program and those designated as ESL receive the required weekly minutes of ESL by a certified ESL teacher in either a push-in or pull-out model as per CR Part 154. Beginning level high school students receive 540 minutes a week and intermediate high school level students receive 360 minutes a week. Elementary and middle school students receive 360 minutes for students at the beginning and intermediate levels of proficiency. Students at the advanced level of proficiency receive the required 1 unit of ELA and ESL. Instruction follows the New York State ESL Standards and Alternate Grade Level Indicators (AGLIs). ELL students are designated 12:1:1, 12:1:4, or 6:1:1 according to the IEP recommendations. Students with similar language needs and who have the same IEP designation are placed in the same class. The proficiency levels are mixed within the classes. Students are pulled out of their class for the ESL session or the ESL teacher pushes in and delivers instruction in collaboration with the classroom teacher. The ESL groups are grouped according to literacy and proficiency levels when pulled out. The groups are ungraded however the students must be within three grade levels of one another. The languages of the groups are mixed. When a group of ESL students are clustered within one class the ESL teacher pushes in. These groups are more heterogeneous with a mix of proficiency levels and languages. The bilingual class was discontinued this year after it was determined that there were not enough bilingual students with the same language and IEP recommendations to create a separate class.

In the ESL program content area instruction is adapted to make content comprehensible to alternate assessment special needs students by utilizing augmentative communication devices and various types of multisensory materials including: Mayor Johnson picture symbols, the bookworm device and adapted books. ESL strategies like Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), the language experience approach and scaffolding (i.e. graphic organizers, word banks, and story maps) support content area learning. Phonics, comprehension skills, cooperative learning, and balanced literacy are also incorporated into ESL instruction. Music and art continue to enrich language development. Many lessons include singing, reading songs and poetry, which are used to teach basic skills including the alphabet, numbers, sight words, and oral expression. Instruction must be differentiated to accommodate the different learning styles (visual, kinesthetic, and auditory), age and proficiency levels. Students who are non-verbal or with limited oral skills require the following adaptations as mentioned above: Mayor Johnson picture symbols, alternate communication systems and the bookworm device to adapt books. A leveled library that contains many multicultural books and visuals enhance the ESL program. Hands on manipulatives and realia are used in content area lessons to increase student engagement and augment ESL lessons. Tactile and sensory objects as well as games, reading rods, theme boxes, science kits, computers and Smartboard are also used. Photos,

posters and magazines provide visual stimulation and aid comprehension. All instruction is delivered in English with native language support provided by a paraprofessional.

Cooperative learning, thematic instruction, multisensory and multimedia materials also enhance the ESL program. The Arts are incorporated throughout the content areas. ELLs are involved in all school projects like our annual multimedia fair and talent show. Theme related activities combine content area instruction with literacy, technology, and oral-visual self-expression. This supports and addresses English language acquisition through speaking, listening, reading, and writing.

#### PLANS FOR SIFE, LONG TERM ELLs, NEWCOMERS

We provide the following interventions for SIFE students along with mandated ESL services: peer tutoring, AIS services either before or after school, a strong parent school connection and a culturally rich school environment.

Services that are available to newcomers include tutoring buddies and the development of initial literacy in native language that utilizes consistent ESL interventions and strategies. To make newcomers feel supported and comfortable, lessons related to their native culture are taught. Topics include the following: literature, food, music and customs of the various countries represented in the school.

Students who need to take the ELA after one year in the program will receive additional support in English and in test taking skill strategies either during the day or after school. Reading Recovery techniques will be used and adapted to allow for increased opportunities in the acquisition of English.

ELLs who are receiving 4-6 years of service continue to get the mandated amount of minutes of ESL with an alternate placement paraprofessional since there is currently no bilingual classes. Students are taught thematically and lessons complement the classroom content instruction. Math, science, social studies and literature are all used to access the ESL State Standards of speaking, listening, reading and writing in English. These subjects are taught through thematic units and content is contextualized to make it easily accessible to the ELL student by creating units that relate to their life experiences. Lessons are differentiated and students are placed with peers close to their age or grade level. Vocabulary, phonics, comprehension and writing skills are emphasized and students are assessed weekly on content and vocabulary learned. Books and materials are adapted to meet the needs of special needs students. The use of communication boards and devices is also available for these students. Computer software is used to supplement content learning. Games and science experiments are utilized to provide hands-on learning for kinesthetic learners. Music, poems and chants are engaging ways to teach phonics, math, social studies and science. They are also used to provide enrichment for the kinesthetic and auditory ELL learners.

Long term ELLs continue in the program until they pass the NYSESLAT or in the case of alternate assessment students until the school based support team determine they no longer require the service and indicate this on the IEP. These students will continue to receive additional ESL support for a year to allow for a smooth transition into the ELA program and their progress will be monitored. Interventions for long term ELLs include the following: peer tutoring, collaborative lessons between the ESL, bilingual and classroom teacher, and intensive phonics, comprehension and literacy skills instruction. Content area instruction is taught using sheltered instruction and scaffolding techniques with visuals and realia incorporated into all lessons. Adaptive communication devices, communication books, bookworm, adapted books, and picture symbols are accessible to our special needs non-verbal students. Also essential are multisensory materials and computer software, which increases student engagement during the instructional process. Students are assessed regularly using the Brigance Diagnostics Inventory or SANDI (Student Annual Needs Determination Inventory) and the proficiency level data gleaned from these assessment tools assist teachers in appropriate grouping for differentiated instructional lessons. Extremely important for our ELL student is to provide supportive, multicultural experiences that promote a positive and nurturing learning environment.

Newly enrolled students come with their parent(s), or guardian(s) to the school before they begin and are given a tour and description of our services by a member of the School Based Support Team. Students are given an opportunity to meet their teacher and classmates.

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

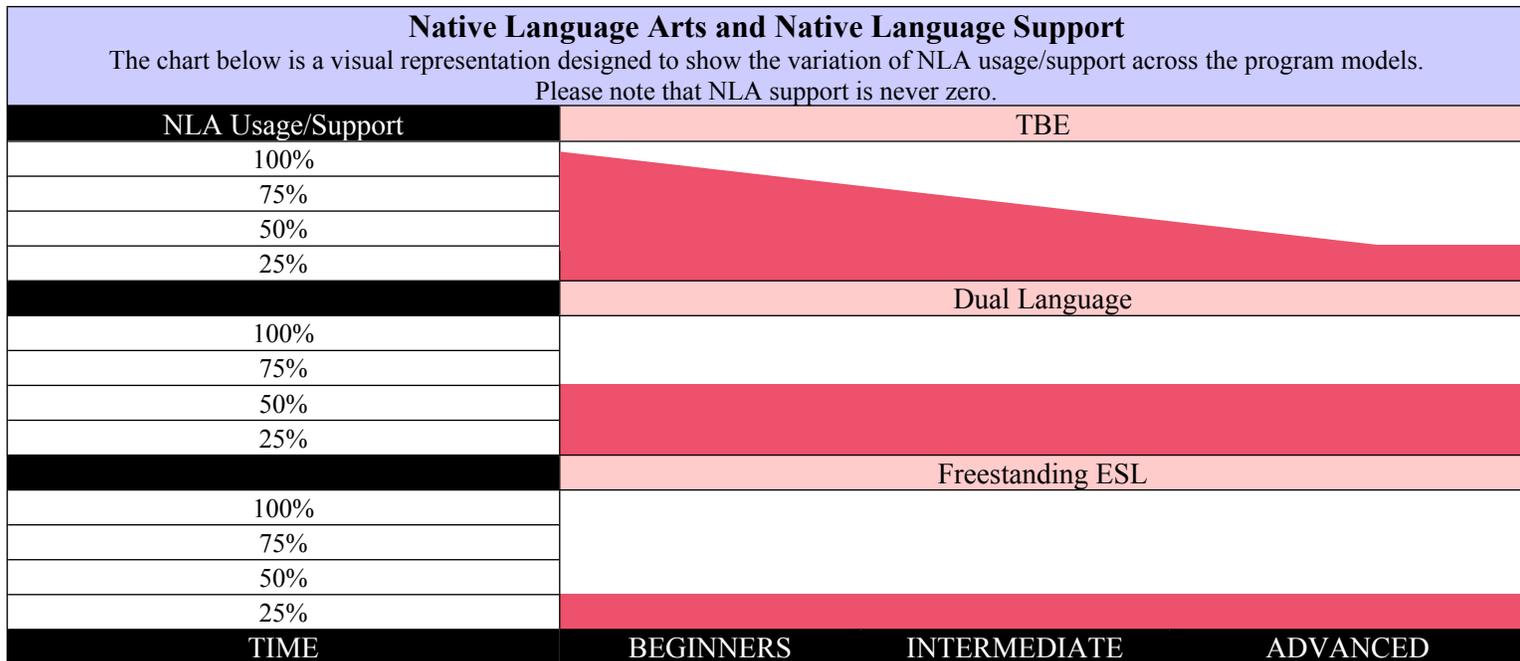
Beginning

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

In the area of mathematics, we utilize the following interventions: manipulatives, visuals, tactile-sensory materials and math related literature. Money skills, graphing, and basic adding and subtracting are all taught through a real life approach. Students walk to the local market to shop and students work in the school store and must take money from customers and return change. After a trip to the farm students graphed the number of chickens they saw and counted the number of cows and pigs. Computer programs addressing various math skills are also used. Math skills are incorporated in all subject areas and math literature is used to reinforce these skills. Social Studies and Science lessons are also presented using the same approach. Visuals and realia are always available to address the various learning styles of students. Science standards are accessed through science experiments or visits to various places like parks or the farm to observe nature in person. Trips to the natural history museum and transportation museum were examples of some trips students participated in last year, which covered many social studies standards. Instruction is delivered in English with native language support offered by alternate placement paraprofessionals.

Students who score proficient on the NYSESLAT and enter a monolingual class will receive additional support in English by the ESL teacher and other support services for up to two years. Test taking strategies and continued content area instructional supports will be provided. This will allow for a seamless and positive transition into the monolingual class environment.

Several new programs were added during the 2009-2010 school year and will continue to be utilized this year. The "Give Me 20" program incorporates the most common twenty "core" words that are used in everyday conversation. The words are reinforced in social and academic activities throughout the day. Achieve 2000 is a web based individualized learning program that uses online summative assessment tools to differentiate language arts instruction. Results have indicated much improvement in students' reading comprehension, vocabulary and writing skills. This program is especially designed for struggling readers. JARS (Joint Action Routines) is a program that has proven helpful in encouraging communication skills in autistic and socially challenged students. Students engage in a predictable and logical sequence of events and repeat scripted verbal exchanges. This encourages social interaction and communication among the students.

The Brigance diagnostics inventory will gradually be phased out and replaced by SANDI (Student Annual Needs Determination Survey). This diagnostic tool is a natural extension of the Brigance and continues to measure students' current level of performance related to functional skills and aligns those to the New York State standards. Teachers will gather data from this assessment tool to aid in creating IEP goals. The bilingual class was discontinued this year because it was determined that there were no longer enough Spanish speaking students with the same IEP recommendations to keep the class open.

All ELLs participate in all school wide activities and programs including the multimedia fair, school assemblies, trips, and talent show. Last year students were offered the opportunity to play on the school basketball team "The Phoenix". Some of our ELL students are on the team. This year we are expanding the program to include a volleyball and baseball team. This serves to give the students a sense of school spirit. We even held a student rally after the last game. The Title III after school program has been incorporated and has been highly successful. Teachers have observed that those ELL students who attended the program exhibit more confidence and enthusiasm in the classroom. This is evidenced by increased participation in classroom discussions and class work. The students ability to give oral presentations in front of parents and teachers during the after school final project was especially beneficial in increasing student self esteem and English oral, written, reading and listening skills. The after school program is project based and students work with a team to present

their final projects to the school and parents at the end of the program. Technology is an important part of the Title III after school program. The Smartboard and computers are always available for students to research, type and view their projects.

Instructional reading programs and language resources include: The All Star English Addison Wesley program, Creative Teaching Press Phonics Readers, Open Court phonics program, the “Q – Read” reading program, leveled libraries, native language literature, Achieve 3000, JARS, “Give Me Twenty”, Lakeshore theme boxes, reading rods, alphabet games, computer software programs, “Connected to ESL” and “Interactive Academic Lessons” are all used to expand and complement ESL lessons in the classroom and in the ESL sessions. Leveled libraries with multicultural books and visuals enhance the ESL program. The ESL teacher collaborates with the classroom teachers to collect data, assess needs of students and to review content area skills to be taught during the ESL session.

Lessons are adapted to address the lower functioning non verbal students by utilizing augmentative communication devices and various types of multisensory materials including: Mayor Johnson picture symbols, the bookworm device and adapted books. The Smart Board is used and is excellent for the lower functioning students because it can be touched and does not require a mouse. The large screen makes it accessible to visually challenged students and can be viewed by the whole group. Hands on manipulatives and realia are used in content area lessons to increase student engagement and augment ESL lessons for the lower functioning ELL students. Music and dance are also a great way to teach these students. They especially enjoy kinesthetic activities. Academic material is taught by singing songs and acting out stories or poems.

In social studies and science, literature, magazines, newspapers and the performance of science experiments are instructional tools to further address content area skills. Foss science kits and the Steck Vaughn Science Centers supplement these lessons. Materials for math include manipulatives, and math games in their native language. Math vocabulary and the “language of math” are being taught in both languages. The Everyday Math curriculum incorporates many of these elements and successfully reinforces previously learned math language and skills. We integrate math into all the content areas utilizing literature; Amanda Bean’s Amazing Dream is an example of a book, which is excellent to use for this purpose. We feel that the continued structure and consistency in our math program is reflected in the higher Math NYSAA scores.

Technology is incorporated throughout all content areas including ESL. The Smart Board is a valuable resource, which allows for easy accessibility to content area material for our special needs students. Laptops are routinely used both as a research tool and for assessment purposes. The Achieve 3000 and the Scantron computer programs are used to improve and assess reading and writing skills. The school library is a great resource for a wide variety of computer software to use as the main focus of instruction and or to supplement instruction.

Students functioning at a higher cognitive level receive instruction through a balanced literacy approach. Each session includes a teaching point, directed mini-lesson, shared, guided reading and writing samples that incorporate the following ESL strategies: Language Experience Approach (LEA), visuals and scaffolding. The before, during, and after reading activities clarify content material to increase reading comprehension. Test taking strategies are included in some of the ESL sessions.

All ESL instruction is delivered in English with native language support provided by a paraprofessional who speaks the students’ native language in the students’ classroom and during the push in ESL sessions. During the ESL pull out sessions students receive help in their native language either from the ESL teacher or from other students who can help those who may be less English proficient. Spanish books are available in the ESL teacher’s library and school library. Many of the classroom libraries also contain spanish books. Translation services are accessed on line and through Spanish-English dictionaries to aid students with writing and classwork.

Newly enrolled students come with their parent(s), or guardian(s) to the school before they begin and are given a tour and description of our services by a member of the School Based Support Team. Students are given an opportunity to meet their teacher and classmates.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

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

#### PROFESSIONAL DEVELOPEMENT

Professional development will be presented to all staff members on the contents and implications of the LAP plan. The bilingual and ESL teachers attend workshops given by the Department of Bilingual Services at District 75 on compliance issues and best instructional practices. In an effort to disseminate this information, the bilingual and ESL teachers provide turn-key training to staff on designated professional developemnt days or during lunch or common prep times. Jose P training is provided to all new teachers on an on-going basis. To ensure that new teaching staff receive this training; accommodations will be made for them to attend the professional development on this topic. Records are kept in the ESL teacher's compliance binder on which teachers received the training and which teachers still need to attend. At the beginning of the year new teachers are notified about the training and are encouraged to sign up for the training which is held at the district office. The classes fill up so quickly that many teachers have not yet been able to attend. Hopefully more classes will be available in the future to accommodate all the new teachers that need to take the training. The ESL teacher collaborates with classroom teachers to provide instructional strategies that address specific student needs and learning styles. They will meet with the classroom teachers in devising a plan for assessment and together will evaluate the progress of ELLs on a quarterly basis during common planning time. The ESL and or former bilingual teacher will provide professional development on the following topics on the dates listed below to all staff members who work with English Language Learners:

- November 2 – Compliance issues regarding ELLs
- February 24 - Best instructional practices for ELLs
- April 14 - Preparation and practice for NYSESLAT Testing

All staff of students who transition from elementary to middle school or high school within our P53K sites are adequately supported by the ESL teachers as those students continue to be served at their new P53K site. The ESL teacher serves as a supportive and nurturing presence in the ELL students' learning all throughout her or his years at P53K. Many students remain at P53K from K to 12th grade. We serve all grade levels throughout our seven sites.

### **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?

#### PARENTAL INVOLVEMENT

Activities for parents include regularly scheduled meetings with our parent coordinator and community organization representatives. Some organizations represented are the Queens Center for Progress and the Cypress Hills Local Development

Corporation. Examples of issues discussed are lead paint awareness and Medicaid. Also important issues regarding their child's education including state standards and assessments, behavior plans, and curriculum overview are discussed. Other activities include multicultural luncheon, talent show and multicultural performances, which are presented by outside vendors. Homework help is offered through the Dial a Teacher organization who sends a representative to parent meetings. ESL and computer literacy classes have been offered through our Title III program. The parent coordinator sends home a monthly newsletter which contains important information about events at the school and other relevant topics including those listed above.

Home language surveys are completed in the native language in the presence of the person administering the survey with appropriate translation and interpretation services as needed. They are reviewed by the ESL team and unit coordinators to determine the translation needs of the school. Parents are contacted to determine if they prefer oral interpretation and/or written translation in their native language. Prior to the orientation meeting for parents of newly enrolled students, the language needs are discussed so that interpreters are available to assist them during this and all meetings. For parents who request written translation, all letters and notifications are sent home in the language they understand. Oral interpretation is provided by a bilingual staff member and written services are provided by the same staff or if necessary by the Department of Education.

Parent needs are evaluated by reviewing the IEP to determine if the student is represented by an agency. If not, the parent is contacted and given a list of appropriate agencies. The parent can attend the resource fair where agency representatives are available to discuss options for their child. This takes place every year in the school cafeteria. The parent coordinator and family worker regularly contact parents to follow up and assist with their needs as it pertains to school, home and community. The family worker visits the homes of students whose academic performance is at risk due to poor attendance. At this time the parents have another opportunity to discuss any issues that they may have. Also the transition teacher regularly meets with parents to determine the best options for their child upon graduation from the school.

## 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	3			3		1	3	10	3	8	4	17	53
Intermediate(I)				1	2	1	1		1		1			7
Advanced (A)							1							1
Total	1	3	0	1	5	1	3	3	11	3	9	4	17	61

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

READING/ WRITING	<b>B</b>	1	3			2		2	3	8	4	8	4	17
	<b>I</b>				1	3	1			3		1		
	<b>A</b>							1		1				
	<b>P</b>													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			2	15	17

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	1		1		2		13		17

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

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			11	
NYSAA Mathematics			11	
NYSAA Social Studies			7	
NYSAA Science			7	

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.

### ASSESSMENT ANALYSIS

NYSESLAT scores indicate that a small percentage of students' speaking and listening skills have improved. There are seventeen students who scored at the intermediate or advanced level. Reading and writing scores remain relatively at the same level. Our special education students have cognitive delays and perform several grade levels below their general education peers. The scores on the NYSESLAT do not reflect the progress many of them have made because it measures progress according to the grade level of general education students. Therefore, when one of our students performs at the intermediate or advanced level it indicates a significant achievement in their English language skills. There were eleven students who scored at the intermediate or advanced level. Many students received invalid or no scores because they were not able to complete the test due to their disability. These students are not reflected in the data above. The LAB-R was administered to six students last year. All were designated at the beginning level of proficiency. Their disability prohibited them from responding to most of the questions. Therefore it is difficult to ascertain actual proficiency levels of our special needs students through standardized assessments. Most of our students are categorized as alternate assessment for this reason. Interviews conducted with the student and other informal assessments like the Brigance, which is administered in their native language, provide a more accurate measure of native and English language proficiency.

The results of the NYSESLAT will impact instruction because it is clear that students have difficulty with the format and content of the test; therefore during the ESL and after school Title III sessions, an increase in the amount of test prep will be given. The material will need to be adapted by using picture symbols and allowing the students to point to the answer when their disability proves to be a hindrance. In order to improve listening and speaking skills, the read aloud portion of the ESL session will increase and students will be prompted to discuss the material with a partner or in the case of non verbal students they will interact using a communication device. Last year the ESL teacher ordered some test prep material which is designed after the NYSESLAT. She has incorporated these into her sessions.

Students have demonstrated improvement on other assessments including the Brigance and other diagnostic tools that teachers utilize, i.e.: running records, vocabulary and comprehension skills checklists.

English Language Learners (ELLs) consistently scored at levels 4 on all sections of the New York State Alternate Assessments (NYSAA) including: ELA, Mathematics, Social Studies and Science in all grades. Scantron Performance Series is now being incorporated into our assessment program and the data results will be used to develop differentiated instructional programs for our ELL students.

According to teachers who have administered the NYSAA, the positive feedback indicated that an increased number of ELL students were able to perform tasks proficiently in both English and in their native language. This signifies an increased competency in students' language acquisition skills.

Early literacy skills of our ELL alternate assessment special needs students are measured by the Scantron Performance series and WRAP (The Writing and Reading Assessment Profile). Students in the inclusion program are administered the ECLAS by their inclusion teacher. Students in alternate assessment are also administered the Brigance and we are now incorporating the SANDY (Student Annual Needs Determination Inventory). Instruction is differentiated among our special needs students depending on disability and the results of

these assessments, which are then aligned to the IEP goals. The range of skills taught to students is very broad. It ranges from basic sorting and matching skills to character analysis and using context clues.

After examining results and data patterns across proficiency levels in the high school 12:1:1 class via results of the alternate assessment, Brigance and work samples from student portfolios, we determined the following: we will continue to utilize adapted age appropriate native language literature for the Spanish speakers. Many of these students are struggling readers in both English and in Spanish. These adapted books contain many visuals that reflect their culture, lifestyle, and traditions with high interest text in Spanish that address the various needs of our high school aged students with cognitive disabilities. We will continue to use the following approaches to increase English and native language proficiency in this 12:1:1 class: labeling items in the classroom in both languages, word walls in both languages, displaying visuals that reflect student cultures and increasing the use of Total Physical Response (TPR). Phonics and grammar skills will be addressed naturally by incorporating them into the literature and content areas lessons presented. To enhance acquisition in English, students receive an overview in their native language by an alternate placement paraprofessional. The paraprofessional assists the ELLs in completing their independent work. The students have the choice of writing in their native language or in English except during ESL instruction. We will continue to utilize manipulatives and math games in their native language. Math vocabulary and the “language of math” are being taught in English with translation provided by the alternate placement paraprofessional. We will continue to integrate math into all the content areas and use appropriate literature to reinforce math skills. We feel that the continued structure and consistency in our math program is reflected in the higher Math NYSAA scores.

After analyzing data gathered from the Scantron Performance Series it was determined the skills which needed to be addressed in the lower graded 12:1:1 classes were decoding and comprehensions skills. Students were assessed using a teacher checklist every 3 months. The average mid-year performance data showed that 50% of the target group, which involved several ESL students, demonstrated improvement in reading comprehension skills, specifically identifying the elements of a story and finding the main idea.

Students in the 12:1:4 and 6:1:1 classes will focus on increasing spontaneous language and social skills. The JARS (Joint Action Routines) will be integrated with the “Give Me Twenty” to provide frequent planned opportunities to work on communication skills within a meaningful and functional context. Also the TEACH method of instruction will be continued. Structure and consistency of routines are emphasized which has been shown to be highly effective with autistic students.

We will continue to assess the students in their native language and or English except when English skills are being evaluated. Students who are non-verbal communicate with augmentative devices and if required, these tools can be programmed in the student’s native language for assessment and instructional purposes. The teacher and paraprofessional will evaluate the status of the programmed augmentative devices and if need be, make any modifications to support and increase English language acquisition.

### **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.

## Part VI: LAP Assurances

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

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