



P77K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 75K077
ADDRESS: 62 PARK PLACE, BROOKLYN, NY 11217
TELEPHONE: 718-789-1191
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P77K SCHOOL NAME: P77K

SCHOOL ADDRESS: 62 Park Place, Brooklyn, NY 11217

SCHOOL TELEPHONE: 718-789-1191 FAX: 718-857-2667

SCHOOL CONTACT PERSON: Merryl Redner-Cohen EMAIL ADDRESS: mrednercohen@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tracy Matos

PRINCIPAL: Merryl Redner-Cohen

UFT CHAPTER LEADER: Tracy Matos

PARENTS' ASSOCIATION PRESIDENT: Nadine Marques

STUDENT REPRESENTATIVE:
(Required for high schools) Shanice Lambright

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 CHILDREN FIRST NETWORK (CFN): CFN 752

NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Merryl Redner-Cohen	*Principal or Designee	
Tracy Matos	*UFT Chapter Chairperson or Designee	
Nadine Marques	*PA/PTA President or Designated Co-President	
Shanice Lambright	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Linda Azarani	Member/UFT	
Elaine Ferguson	Member/UFT	
Luz Holling	Member/UFT	
Amy Salant	Member/UFT	
Tammie Durosini	Member/UFT	
Kathy Rychalski	Member/Parent	
Celia Green	Member/Parent	
Regina Castro	Member/Parent	
Joan Moore	Member/Parent	
Denise Jordan	Member/Parent	

* 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.

Our goal is to create life-long learners who are as independent as possible. To do this we strive to give each student a "voice." We incorporate the structure of Treatment and Education of Autistic and Related Communication Handicapped Children (T.E.A.C.C.H.) into our classrooms, on the school buses and at home, support parents by offering workshops, thus bridging the school home connection. Individual student schedules are created and used, routines are established and students learn to navigate their physical environments, clearly understanding what is expected from them. We will also use discrete trial on an as needed basis. This structure resulted in:

- 98.9% mastery of student Individual Education Plan (IEP) S.M.A.R.T. goals.
- Staff was further trained at University of North Carolina in Chapel Hill in T.E.A.C.C.H.
- Eighty (80) members of P77K community T.E.A.C.C.H. trained.
- Bus drivers/matrons trained in use of visual cues to ensure student safety.
- Parent workshops in T.E.A.C.C.H.
- T.E.A.C.C.H. training of agencies for our students at 21.
- Hosted first District 75 T.E.A.C.C.H. replication of University of North Carolina with active student participation.

To foster independence, staff assesses their student's abilities. For our small percentage of standardized students (6.3%), Scantron and ECLAS are used, in addition to informal observation and student portfolios. Data is kept, summarized and discussed during programmatic cohort meetings.

As one of our inquiry team projects, we piloted in September The Assessment of Basic Language and Learning Skills (ABLLS) with a class of turning 5's. As a result, all elementary aged students will be assessed using ABLLS. Brigance Inventory will be used for middle and high school alternate assessment students.

Students embark on their journeys of becoming life-long learners by giving each a "voice." This begins when our students disembark from their buses, they engage in a Social Integration Communication Program in the cafeteria as they make food choices and practice their social skills.

We support least restrictive environment (LRE):

- Two alternate assessment students now take Regents exams.
- Local diploma student will attend college.
- Student graduating with 22 college credits will attend college.
- Split schedule – a.m. attends Coop Tech Early Childcare Program and classes in p.m.
- Eleven 6:1:1 became 8:1:1
- Middle school bridge class. 5 of 6 6:1:1 became 8:1:1.
- Elementary – 2 students moved to inclusion
- Four 8:1:1 became 12:1:1 work class.

We believe in a functional academic curriculum which includes a thematic, integrated approach to learning where skills are scaffolded and appropriate communication and social skills are an integral part. We have the methodology in place and are now working to add academic rigor, creating instructional program coherence with a sustained organizational focus.

Our collaborations include:

- Ramapo for parent workshops.
- Best Buddies now includes high school students.
- New York Cares yoga, 3 days per week.

- Middle school/high school inclusion: Special Education Teacher Support Services (SETSS) are:
 - Teach theatre, nutrition, math and Spanish.
 - Teach resource room after school 2 days per week.
 - Support teachers in differentiating and adapting curriculum to meet the needs of all learners.
 - Coach basketball.
 - Provide professional development to all staff.

Middle school/high school form learning communities during scheduled common planning time. They discuss data to drive instruction. Skills taught are both academic and social, generalizing them into the community. Worksite partnerships include Goodwill Industries. Recently, they have created Project Possibilities for our students at 21.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

We continue to foster a culture of collaboration by housing staff in small learning communities and programmatically scheduling cohort/common planning time. During this programmatic time, staff engages in data driven conversations to determine what is and is not working and why. They also discuss adapting materials and differentiating instruction to meet individual student needs. Committees have been established to research best practices in writing S.M.A.R.T. (specific, measurable, attainable, realistic and timely) IEP's for students with autism and a curriculum committee has been addressing the needs of creating a viable curriculum for elementary and middle school/high school students on the autism spectrum that will ultimately lead them to be independent. Key members of both committees share these initiatives during common planning time.

We have formed a working committee to review student data as to what has been working. This gets incorporated into our curriculum in our attempt to meet the academic challenges that students on the autism spectrum present. These needs change from year to year based on the profile/learning styles of our students.

All staff is held accountable for students' mastery of their Individual Education Plans (IEP's). To this end, staff works diligently in using formative assessments to assess their students and then writing viable S.M.A.R.T. goals. This year we will use ABLLS for elementary school students and continue to use the Brigance assessment for our middle and high school students until we find something better. Ongoing training is had on writing S.M.A.R.T. goals. Data is collected, interpreted and used to move their students along toward mastery of the goals. For the more academic students, staff uses Scantron/ECLAS to assess what a student can do, the gaps that exist in the students learning and provides materials to teach to those gaps. Staff has found this tool to be effective and user friendly.

Students with autism tend to be visual learners. Many do not hear sounds the way neurotypical students do because of sensory dysfunction. As a result, we have not found a reading program that works for all of our students. We use an eclectic approach and will be moving toward balanced literacy as the framework.

In furtherance of building instructional coherence throughout our organization, we realize that we need to add academic rigor to our curriculum in order to raise the bar and challenge our students. We need to expose our students to the richness of the general education standards-based curriculum, adapting it and differentiating our instruction to meet the needs of our learners. We will focus on ELA. We will begin the process of building a strong foundation in literacy/communication upon which new learning can take place. This will be done during programmatic common planning/cohort meeting time. We will begin by looking at our ELA curriculum and integrating different genres into it using the District 75 units of study as a guide. Our structure will be that of balanced literacy. Our first step will be to review with staff the components of reading and how to teach it by studying research based

articles and supplying the staff with links to available resources on the web. We will also ask support from the District on an as needed basis. We will encourage independent reading in our students and begin to level libraries so our students can self select books of interest on their level.

Over the past two years, we have seen a shift in the nature of the turning 5's who enter P77K. Last year many of the students presented with more behavioral challenges and feeding issues. Our issues range from biting to melt downs where rooms are destroyed. As a result, we have been working closely with our school psychologists and occupational therapists (OT's) in establishing a consistent way for staff to work with these students and move them forward. We all agree that we need to shape their behaviors while our students are still young and habits are easier to change. The consensus was to initiate the creation of a Behavioral Response Team (BRT), composed of related service providers, an administrator, teachers and paraprofessionals. They will meet to create and reflect on collection of data and then, create a viable behavior plan that will be used with consistency. In this way we hope to give the classroom teacher the understanding about those behaviors and what to do so he/she takes ownership of that student. If student really gets out of control, the BRT will respond. Once the student regains composure, student will join his/her classmates. Once understood what is going on with that student, we can then work toward extinguishing the inappropriate behavior.

Team meetings will be held on a regular basis to review data collected and changes to the behavior plan as needed. Teachers will understand what they need to do and understand that if the student truly gets out of control, they are supported, (BRT will respond). There will be a paper trail that can objectively be reviewed to get a truer picture of what is going on with a specific student that results in unacceptable outbursts.

Student achievement in reading has improved as we introduced Edmark, a structured reading program along with two Ablenet programs, Meville to Weville and Star Reporter. Star Reporter was used in both elementary and secondary school levels. Star Reporter uses a kinesthetic approach to learning and integrates communication. We have slowly phased out Star Reporter as we introduced our new functional academic curriculum. We have reviewed what worked with these programs and incorporated those modalities into our curriculum. What we have not done is identified a consistent reading assessment that can be used for all students. We will explore different reading assessments beginning with the Lexia Comprehensive Reading Test for Grades K-12. Once we know student reading levels, we can better encourage students to read independently and instill a love of reading because we can then suggest books of interest on their reading levels thereby lessening their frustration of given a book that is too difficult for them. We will explore a basal reader from McGraw Hill to determine if using that coupled with supplementary genres reaches more students in teaching them to read.

With the aid of the Scantron materials, to remediate deficiencies in our inclusion students, staff has been able to build a stronger foundation or base of knowledge upon which new learning is then scaffolded.

We continue to explore the value of using a different assessment tools for our younger students which will give staff a clearer picture of what the students can do. To this end, we piloted with a turning 5 year old class the Assessment of Basic Language and Learning Skills (ABLLS). ABLLS is a tool that tracks student's skills and suggests appropriate IEP objectives based on this assessment. It also provides staff with a common language to discuss each student's progress. The post assessment demonstrates students using ABLLS showed a marked increase in skill mastery (between 50-80%). As a result, we will train our elementary school staff in the use of ABLLS and mandate its use in their classes in lieu of the Brigance inventory. For middle school and high school alternate assessment students we will continue to use Brigance until we find a better tool.

Two years ago, the students entering our elementary sites presented with more academic potential. At that point, we looked across all sites to add more rigor in order to meet the needs of the more capable students as they age up within P77K or go LRE to a community based program. This was the motivation behind creating our own curriculum by researching other standards based curriculums. This year we will add the academic rigor.

For my students who are on the autism spectrum it is imperative that they have a way to appropriately express themselves both within and outside of the school building. In reviewing the

work of the Inquiry Team, two years ago, we saw a strong correlation between increasing students' ability to "request" and a lessening of inappropriate behaviors. Last year, we mandated appropriate communication systems for our minimally verbal and non-verbal students, be used when our students go out into the community. Appropriate communication will continue to be a non-negotiable thread in everything the students do. We will continue to support our students by making sure each class has a programmatic AAC device for their class. We were able to acquire four IPods as communication systems from Donor's Choose. Students identified who have the motor and cognitive ability, were given an IPod. Data captured on them reflect, during the course of a four month period, three (3) students went from making minimal progress to making significant progress in communication. These students are using it because they feel that they look like everyone else. We will continue to explore other possible communication systems that are portable and that our students will consistently be willing to use.

A review of data collected earlier in the school year from the speech therapists for our minimally verbal (MV) and non-verbal (NV) students showed no improvement. Yet, when questioned they were able to articulate growth. The data collection sheet needed to be revamped to reflect the growth the speech therapists were articulating. We met with their speech supervisor and revamped the data collection sheet. Growth is now captured even if minuet. We can now also capture why there is no growth or a regression. In most cases the data shows that it is due to behavioral/medication issues as students enter puberty or a change at home that they are unable to express and therefore negative behavior becomes their mode of expression.

A review of data from the speech therapists for the self-contained 18-21 year old students revealed that their level of prompting remained constant. This was also true for the mealtime program (Social Integration Communication Program) for the same students. We realize that we must encourage our younger students to develop their communicative skills at a younger age so once they reach 18, they will already have systems in place to have a "voice."

In watching classes leave their buildings, whether to go to work sites or engage in experiential learning in the community, AAC devices/manual communication boards were not leaving with them. Staff was concerned about losing these AAC devices which are very costly. In addition, many of these devices need to be placed on a flat surface to be accessed and are cumbersome. To support the whole student, we continue to expand their communicative abilities. Therefore, staff will continue to be given/create manual boards that reflect job site communicative needs that will be used to engage students in basic, appropriate conversational skills. Manual boards will continue to be mandated for any class going on a trip or doing experiential learning. This way all students will have and further be able to develop their voice. For those students first being assessed for AAC devices, we will request that thought be given to their portability and practicalness outside the building. In addition, our speech therapists are assigned to classes and accompany their students out in the community. They model the use of communication systems and are able to assess the kind of system that might work best in the real world.

For students to be successful, parents/guardians need to be active participants in their child's education. Unfortunately, due to their many other obligations, it has been difficult to engage all of the parents. We will continue to review past years data with the School Leadership Team (SLT) and we will continue to offer workshops that are of high interest to parents. Twenty-five (25) parents attended our first P.T.A. meeting this school year. Unfortunately, the numbers dwindled to the 4-5 committed executive board members that always are in attendance. In the past with few new faces who appear, we have learned that varying the time of day of these meetings and alternating the sites does not increase the number of parents attending. In order to meet some of our parents needs and increase turn out at meetings, we offer parents a support group facilitated by a school psychologist after the meeting. In addition, our new Transition Coordinator invites guest speakers to present on topics of interest to parents based on responses to surveys sent home. We plan a calendar of meeting dates and workshops ahead of time so families can make the necessary arrangements to attend these meetings/workshops. Reminders continue to go home in a newsletter format from the Parent Coordinator, PTA and individual notices. Emails of upcoming events are sent to those with email addresses by the Parent Coordinator. In addition, the Parent Coordinator will post upcoming

events/meetings on ARIS. A parent on the School Leadership Team (SLT) will continue to explore ways to increase parental participation.

Through our affiliation with New York Cares, we have developed a collaboration with Ramapo for our parents. This past year they held a series of three workshops on behavioral and sexuality issues. Throughout the course of last school year our numbers may not have increased at various parent functions, the faces have varied which is indicative that we are reaching a broader range of parents.

A hurdle that we need to surmount for the older students, who, at times, share the gym with fifty (50) of their general education peers is the issue of safety. We are meeting this challenge by having ongoing discussions at Building Council meetings, working with their gym teacher, and infusing the structure of T.E.A.C.C.H. (Treatment and Education of Autistic and Related Communicative Handicapped Children). Unfortunately, due to differing bell schedules, combining the class working collaboratively, is not an option. Stations for warm-up exercises have been identified. Exercises are differentiated and students guided to the appropriate stations using visual cues and schedules. Students clearly understand what is expected of them and where. If running laps is part of their warm-up they are learning to run around the perimeter of the gym, removing numbered icons and placing that number in a receptacle. Once the last icon is removed, that student takes an icon that directs the student to the place for his/her next activity.

We continue to do well on the New York State Alternate Assessment (NYSAA) datafolios. This school year 98% of those taking the ELA received a score of a level 3 and higher (2008-2009 – 87%) and 99% of those taking the math received a score of level 3 or higher (2008-2009 – 94%). In addition, 98% of our students scored 3 or higher on Science (2008-2009 – 95%) and 100% scored 3 or higher on Social Studies (2008-2009 – 93%). We will continue to maintain our high success rate by offering professional development for the staff, and continuing to train liaisons at each site to collect and review datafolios for each mandated student. Each liaison will be available to guide collegial review of student datafolios.

Staff working with students ages 14.9 – 21 will continue to receive extensive training on writing S.M.A.R.T. meaningful transition goals. Students' IEP's will include transition goals that are agreed to by all those that know the student, including the student him/herself, along with input from the students Medicaid Service Coordinator (MSC), who will be invited to the meeting, if they have one. For the transition page to be meaningful to the student, the student needs exposure to different jobs so he/she can decide what he/she likes or dislikes. For the self-contained older students with behavioral issues, who are not working at job sites we will continue to create in-house jobs that will then be generalized out into the community. All page 6 goals will be an integral part of these "transition" goals, teaching the necessary skills.

Since an IEP is a living document, and the transition goals change as the students' needs, wants and desires change their yearly goals will reflect these changes.

We are seeing a shift in our standardized high school inclusion population. Students are taking RCTs after failing Regents exams. These students are going for local diplomas. We will continue to support these students during tutorials and after school AIS. We are also seeing a shift in some students with a multitude of social emotional issues that need to be addressed before learning can begin. The school psychologists have been working diligently with these students and their families, creating intervention plans to move these students forward.

We agree with Quality Review that we need to continue to support staff in data collection and interpretation. We are working diligently to review feedback generated on the use of data sheets and will revamp them in order to create a cohesive data collection system. Once all understand how to collect and notate the data onto the appropriate data collection form, staff will be able to identify trends and any embedded skill that needs to be taught. All teachers can then teach to those skills, using their curriculum as the content to move each student along toward mastery of the skills.

This year we initiated the use of a data collection sheet which necessitates that all who work with that student meet as a team to discuss the student and thus their goals. Cluster teachers are no longer working toward goals in isolation. Their teaching has become an integral part of moving each student toward mastery of their IEP goals. We continue to be flexible and request feedback on the

use of these data sheets until we are able to get a set of data collection sheets that the majority agree are meaningful.

We will continue to support our teachers and make data driven decisions. We will move them forward in further developing their skill base in engaging their students in the learning process, working with them during their programmatic cohort/common planning time, continuously revisiting what successful engagement looks like for each student based on data.

One of the biggest barriers that the school has had to deal with is the lack of occupational therapists. Unfortunately, many students have gone unserved for years even though parents have been given the option to take their child to Department of Education approved occupational therapists. As a result, many of our students' sensory issues have been exacerbated. Students/staff have not been taught ways that students can compensate for their sensory dysfunctions.

Due to a large number of students not served, we are trying to implement programs to create new habits that will offset some of these sensory issues.

Providers on staff will continue to underserve, scheduling students in their group mandates first, in order to service as many students as possible. Providers will continue to push in to classes, thereby modeling for that classroom staff how to effectively work with the students. In this way, that staff can incorporate the modality learned into their teaching of those students. This information will be shared with all staff working with the students during their cohort/common planning meeting scheduled time. In addition, we try to meet some of the students' sensory needs by working with New York Cares and providing yoga. We participated in the District 75 pilot Get Ready to Learn (GRTL), run by a certified yoga teacher who is also an occupational therapist. She worked with a small group of classes in middle school, integrating yoga techniques and giving these students a sensory diet. That data revealed a marked increase in the students' ability to pay attention, ease in transitioning between activities and needing less assistance to perform the assigned task. Out of sixty-nine (69) students participated; sixty-three (63) students (91.3%) level of assistance decreased along with easier transitions; sixty-two (62) students (89.8%) level of attention increased and they exhibited a decrease in student self-regulating behaviors.

We are so pleased with the results that we will continue to infuse yoga throughout the organization using the GRTL DVD. In addition, to further bridge this sensory need, we will try to purchase music artists in residency for our students if the budget allows for it.

We hired an occupational therapist for the main building which houses our 10-21 year old students. We have identified our most sensory impaired students and asked her to put programs in place for them. She is truly making a difference in helping these students to focus. Unfortunately, there are many more students that would benefit from her expertise but she has no room on her caseload.

We are also trying to get a handle on our older, bigger students who are causing staff to be injured. Data is collected on their behaviors, plans put in place, revisited and tweaked, shared with parents. Our psychologists and one (1) occupational therapist is consulted. What we are finding is their aggressive behavior is a combination of hormones and sensory dysfunction which makes it difficult for them to integrate into their environment. Our hope is by the creation of the BRT in elementary sites, that once they reach middle/high school, their behaviors will, for the most part, be under control.

Our speech department continues to be concerned about students who are not eating different types/textures of food. Parents are asking for help. In looking back at our youngest elementary school students, we have identified a half dozen students with feeding issues. The speech therapists in conjunction with the classroom teachers and the parent are working collectively to get these students to try different food properties, thus resulting in better nutritional practices. We are pleased with the results and will continue this program as long as the need exists. Five students completed their hierarchy chart steps 1-10 as new foods have been introduced into their diet. In addition, all students completed their assigned mealtime tasks.

We continuously look to identify new job sites in the community for our students. We will also look for job sites in the student's community. The problem continues to be to find the adult to job coach with the student(s). All job coaches are either going to worksites with their class and/or are already taking students to worksites. We will continue our efforts to recruit and train additional staff members

to be job coaches. We have made this a non-negotiable as we hire new paraprofessionals. We are also looking at student and class schedules to see where we can pull staff from without compromising the integrity of that instructional program nor of student safety.

One of our travel trained students will begin a paid internship with a custodian who was once part of P77K. He will get paid during this internship. If all works out, the understanding is he will be hired for a paid position as a "cleaner."

A new issue that presented itself this school year is meal accountability. Schools will be held accountable for the cost of student meals. Procedures have been put in place to "bill" parents for those students that qualify for reduced or full cost of lunch. Unfortunately, our parents have been slow to respond and we will not deprive our students of a meal. We will see how this plays out this school year. Our hope is that our parents will work with us. Otherwise, the cost of the meals will impact on our budget and spending.

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.

Goal 1: By June 2011, elementary-aged autistic students exhibiting inappropriate behaviors, will demonstrate a 5% decrease in disruptive behavior as measured by individualized logs and teacher created data collection sheets.

Goal 2: By June 2011, there will be a 10% increase in student literacy/communication (based on each students' IEP) as measured by teacher created data collection sheets and mastery of the skills on the administered formative assessment.

Goal 3: By June 2011, elementary aged students participating in alternate assessment programs will improve appropriate communicative, social and academic skills as evidenced by a 10% increase in mastery of these skills (based on each student's IEP), measured by teacher created data sheets and mastery of the skills on the administered formative assessment, The Assessment of Basic Language & Learning Styles (ABLLS).

Goal 4: By June 2011, there will be an increase in the effective teaching practices of first and second year teachers as evidenced by demonstrated use of the Professional Teaching Standards (PTS) to engage their learners, as measured by observations, walkthroughs and PTS goals.

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 2009-10 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 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): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 1: By June 2011, elementary-aged autistic students exhibiting inappropriate behaviors, will demonstrate a 5% decrease in disruptive behavior as measured by individualized logs and teacher created data collection sheets.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • During the first few months of school, creation of Behavior Response Team and dissemination of research based information to staff which may include: school code of conduct/safety rules, managing emotions. • Ongoing identification of students who present with challenging behaviors and the capturing of daily data on the occurrences. • Creation of and monitoring of behavior plans to reduce the behaviors. • Team meetings with counselors and Behavior Response Team, as needed during programmatic bi-weekly common planning time to train staff on behavior plan and the collection of data. • Weekly team meetings to review student behavior and determine next steps; turn-keyed monthly to administration. • Ongoing outreach to parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Meeting (cohort/common planning) is programmatic and affords the ideal time to do the necessary training and have conversations about students without them present. • Network members will include psychologist, administrator, teacher, cluster teacher(s), occupational therapist, speech therapist to interpret the data and deal with the underlying causes (which may include neurological and/or communication. • Consultation with District 75 coaches as needed to clarify and/or add another lens on what’s occurring with that student.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student progress reviewed monthly measuring decreases in unacceptable behavior unless if behavioral issues increase. Then team will meet bi-weekly. The behavior plan will be modified and shared with all involved for consistency in implementation and reviewed on a bi-weekly basis. (Time period to be determined by team based on the frequency of student behaviors exhibited). • Student progress measured quarterly. Change is reflected on improvement in one or two skills each quarter. This is done via classroom/cluster data sheets and portfolios. As behavior decreases, work products that show learning of scaffolded skills should be increasing. Review of Parent Feedback tri-annually (open school and end year) with parents noting changes in behavior at home and an increase in skill development.
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Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: By June 2011, there will be a 10% increase in student literacy/communication as measured by teacher created data collection sheets and mastery of the skills on the administered formative assessment.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Dissemination of and training in the administration of research based reading test. • Dissemination and training of school curriculum infused with genres and balanced literacy methodology. • Development of habit of reading by infusing independent reading throughout the day. • Cohort planning bi-weekly, monthly. Training given on the components of teaching reading and balanced literacy. • Curriculum committee will meet regularly (bi-monthly) for review of literacy curriculum to supplement/implement materials based on data driven discussions as to what is working and what is not.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly cohort/common planning meeting time affords the ideal time to do the necessary training. • Purchase of NYSTL approved genres/reading programs/assessment materials. • Quarterly review with projected change reflected in one skill area of reading per quarter using classroom/cluster data sheets, portfolio review. • Quarterly review of increased complexity of materials read and comprehended and/or increase in expressive/receptive communication for minimally verbal/non-

	<p>verbal students.</p> <ul style="list-style-type: none"> • Increase in number of books and their complexity logged in their reading record. • Student progress evaluated September/June reflecting an increase of reading grade level and/or increase in communicative ability.
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Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2011, elementary students participating in alternate assessment programs will improve appropriate communicative, social and academic skills as evidenced by a 10% increase in mastery of these skills (based on each student’s IEP), measure by teacher created data sheets and mastery of the skills on the administered formative assessment, The Assessment of Basic Language & Learning Styles (ABLLS).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Dissemination of research based curriculum, which will include the following broad themes which will be differentiated by grade, age, level: school and community, self and others, uniqueness of families, neighborhoods, importance of learning. • Cohort planning will be bi-weekly, monthly, summarized January and May. Curriculum committee will meet regularly (bi-monthly) for review of curriculum to supplement/implement materials based on data driven discussions as to what is working and what is not.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Meeting (cohort/common planning) is programmatic and affords the ideal time to do necessary training and have those conversations about students. • Network with speech providers, occupational/physical therapists and psychologists to support staff in implementing curriculum to meet the communication, gross, fine motor, sensory needs, along with student emotional/behavioral issues/needs of students. • Purchase of materials using NYSTL funds and for those materials not NYSTL approved, use of State Standards Funding.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student progress evaluated quarterly, projected change is reflected on improvement in one or two skills each quarter. This is done via classroom/cluster data sheets and portfolios. Review of Parent Feedback tri-annually (open school and end year) with parents noting school-to-home continuation of the mastered (one or two) skills noted on data collection sheets.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By June 2011, there will be an increase in the effective teaching practices of first and second year teachers, as evidenced by demonstrated use of the Professional Teaching Standards (PTS) to engage their learners, as measured by observations, walkthroughs and PTS goals.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identification of first and second year teachers. • Creation of cohort of new teachers who will meet bi-weekly, monthly, during their programmatic common planning time, to review P77K expectations, academic rigor, instructional coherence, student behavior, communicative ability, as memorialized on teacher created data sheets and formative assessments.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Common planning time is programmatic. • Professional development in-house (School Based Coach); speech/occupational/physical therapists; school counselors) • Outside professional development via District 75 workshops on an as needed basis.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Review of student progress data and portfolios; quarterly review with projected change reflected in improvement in one of two skill areas. Review of Parental Feedback tri-annually (open school and end year) with parents noting school-to-home continuation of the mastered (one or two) skills noted on data collection sheets. • Comparison of teacher progress logs (beginning, middle, end) and formal/informed observation feedback.

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

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>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: Scantron RCT/Regents</p>	<p>Skills worked on included but are not limited to decoding, essay writing, vocabulary, comprehension and test taking strategies. This will be done during daily small group instruction. Test preps included RCT/Regents and Scantron to assess and remediate.</p>
<p>Mathematics: Everyday Math Scantron</p>	<p>Skills worked on include but are not limited to understanding and applying mathematical concepts, how to problem solve, math reasoning and mathematical equations. This will be accomplished during small group instruction during math blocks and/or tutorials. Individual weaknesses will be identified and materials provided to remediate.</p>
<p>Science: Regents/RCT</p>	<p>Skills worked on will include but are not limited to vocabulary building, understanding how to read and comprehend science materials, interpretation of diagrams and charts. This will be accomplished during small group instruction, tutorials and/or science blocks, both during and after school. Drill review of concepts and test taking techniques.</p>
<p>Social Studies: Junior Scholastic High school advisories</p>	<p>Skills worked on will include but are not limited to essay writing, synthesis of information to support an essay, interpretation of political cartoons/diagrams and/or graphs. Use of graphic organizers, timelines and outlining. Understanding of key concepts and terminology to be better able to access the content. Films and documentaries will be used to support and reinforce materials taught.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	
<p>At-risk Services Provided by the School Psychologist: LSCI PBS Counseling</p>	<p>Works with students to build self-esteem, instilling a can do attitude. Use of LSCI and PBS as needed. Small groups, during school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	
<p>At-risk Health-related Services:</p>	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 2-4, 9-11 Number of Students to be Served: 12 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) 2 paraprofessionals, 2 administrators

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.

At P.S. 77, there are a total of 278 students. Of those, 29 (10%) are English Language Learners and are served through a push-in/pull-out ESL program. Additionally, there are 18 (6%) ELLs who are x-coded and are served as per IEP. All ELLs are mandated for 360 minutes of ESL instruction per week, as per CR Part 154, with the exception of the high school students, who are mandated 540 minutes of ESL, as per CR Part 154. All of these students are on the Autism Spectrum and their instruction is aligned with the Alternate Grade Level Indicators. All students receive formal assessments through NYSESLAT and BRIGANCE. According to formal assessments, the students are designated as Beginning English Language Learners.

P77K is spread across 5 sites in the Borough of Brooklyn. The elementary site, located in the neighborhood of Borough Park, serves 24 ELLs; the middle school site, located in the neighborhood of Brownsville, has 4 ELLs; the main site, which houses high school and some middle school classes and is located in the neighborhood of Park Slope, has 19 ELLs. Of these 47 ELLs, 35 are mandated for 6:1:1 configuration, 9 are mandated for 8:1:1 configuration and 3 are in an inclusion program. The represented languages of the students in P77K are Russian, Spanish, Arabic, Haitian Creole, French, Polish, Bengali, Urdu and Chinese.

All ELLs, including students who receive ESL services and those who are x-coded, are invited to participate in the Title III program. In order to determine which students will participate, letters were sent home in English and in the native languages and phone calls were made to survey interest. Due to the geographic locations of the students and the fact that the large majority of them are mandated for door-to-door bussing and 6:1:1 and 8:1:1 configurations, it is difficult to design a program in which all ELLs can attend. Therefore, the program will be split between the elementary site in Borough Park and the main site in Park Slope. The Title III program will take place at the elementary off-site (P.S. 164K) after school on Tuesdays from 3:00 p.m. to 5:00 p.m. for 18 weeks, beginning January 18, 2011. Concurrently, the program will run at the main site on Thursdays from 3:00 p.m. to 5:00 p.m. for 18 weeks beginning January 21, 2011. Our two certified ESL teachers will work in the Title III program. At each of the two sites, one ESL certified teacher and one bilingual paraprofessional will work in a 6:1:1 configuration in the program. To provide native language support and to translate written documents, a Spanish speaking paraprofessional will work in the program at the main site and a Russian speaking paraprofessional will work at the elementary site. Since the program will take place after regular school hours, an administrator will also be present in order to supervise at each site.

The goal of the Title III program is to increase communication and literacy skills. The language of instruction for the Title III program is English. The mode of instruction that has been chosen is through the use of technology. According to Krashen, second language acquisition requires meaningful interaction in the target language. Computer-assisted language learning (CALL) enables ELLs to construct meaning in a digital environment. McLoughlin and Oliver (1998) explain that the computer is one way to support Vygotsky's (1978) communicative theory of learning and, if used appropriately, teachers can provide an environment in which learning is authentic and activities are interesting to students (Healey & Klinghammer, 2002). Thus, students are able to construct their own knowledge, as teachers scaffold students' learning.

When teaching both ELLs and students on the Autism Spectrum, there is no one specific method or technology that is best suited for all children. Different children and different lessons all have different needs. However, it is important to choose technology that increases student interactivity and motivation. This year, P77K has chosen to purchase materials to support a movie-making themed curriculum. Through the use of books, social stories and movie re-enactment, students will be given the opportunity to express their knowledge and comprehension through authentic work

and meaningful activities. Beyond this expressive activity, students will then further their understanding and comprehension by reviewing their work and revising accordingly to eventually come to a final product. To support this curriculum materials purchased will include, but not be limited to, a Flip Video camcorder, DVDs, a DVD burner, a printer, printer ink, books and an iPad.

The delivery of instruction within the program will be aligned with the students' IEP objectives in the domain of ELA. New York State Educational Standards that will be targeted will include, but not be limited to, ESL Standards 1, 2, 4 and 5 (Student will listen, speak, read and write in English for information and understanding, literary response and expression, social interaction, and Students will demonstrate cross-cultural knowledge and understanding), The Arts Standards 1, 2, and 3 (Students will create, perform and participate in the arts, will know and use art materials, and will respond to and analyze works of art), and Technology Standard 5 (Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs). These standards will be addressed through the employment of various ESL methodologies and strategies. These will include, but not be limited to, Total Physical Response, the Natural Approach, the Communicative Language Teaching, cooperative learning and scaffolding. Teacher-made rubrics and work products will be used to track data and assess attainment of students' targeted goals.

Parent Involvement

Title III information is disseminated to parents through letters written in English and respective native languages. Translators are available in all native languages represented by the ELL population for any oral information presented at meeting, workshops, etc.

An orientation has been scheduled for January 11, 2011 at 3:00 p.m. to orient the students' parents. It will take place at the main site and will be facilitated by the parent coordinator. All involved parents have received a letter of invitation to this meeting. Additionally, all ELL parents will receive information regarding the school's ESL program through outreach by the parent coordinator and ESL teachers. This will take the form of letters, phone calls and meetings. Translators will be available.

During the last day of the program, a culmination showcase will be held at each of the participating sites. Parents and family members will be invited to attend the celebration to view their students' works and an award ceremony will be held to recognize the students' achievements.

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.

In an effort to develop the ESL teachers' skills in the area of technology and, specifically the use of film editing software, training will be provided by the school's District 75 technology coach and liaison on a bi-weekly basis. In addition, the technology liaison will attend monthly formal meetings with the district and then turnkey information to the ESL teachers, paraprofessionals, one of the administrators and also work to hone skills germane to the technology program every other Monday from 3:30 p.m. to 5:00 p.m. for 5 weeks at the main site.

		<ul style="list-style-type: none">Miscellaneous art supplies - \$561
Travel		
Other	\$199.98	<ul style="list-style-type: none">Refreshments for students (\$99.99 per site)
TOTAL	\$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

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. Home language surveys and IEP's are reviewed to determine language needs. Notes/notices sent home to families, other than English as their primary language are translated into their native language by staff members who speak, read and write those languages.
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. Of the parents of P77K's 47 ELLs, 40 of them speak Spanish, Haitian Creole, Russian and Chinese require oral translation. The remaining 6 parents do not require translation. In-house staff members speak, read and write these needed languages and are made available to provide translation as needed. This information is disseminated at P.T.A. meetings. These services are made available whenever a non-English speaking person visits P77K. There are staff members available who speak French, Arabic and Polish, if necessary. Urdu and Bengali translators would be provided by an outside vendor should they be needed.

Part B: Strategies and Activities

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

P77K has translated key school documents into Spanish, Russian, Chinese and Haitian Creole by our staff for parental involvement activities (i.e., Family Support and Transition Conference held in November, Family Conference held in May, Parent/Teacher Conferences). At each of these conferences, interpreters are present to interpret for ELL parents. In the event that a new document needs translating, in-house staff members are available to translate it immediately. Additionally, should a document need translating into a language other than those mentioned, DOE Translation Unit would be utilized for this. Parents are alerted that translators are available for them.

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.

Among the staff members, translators are readily available for the majority of the needs of our students' parents. Identified staff members, such as teachers and paraprofessionals, will be freed from their instructional duties to translate for non-English speaking parents and will be replaced by another available staff member. In the event that a parent needs translating that is not available, an outside contractor would be utilized to satisfy this need.

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>.

P77K has had a Parent Resource Guide. Computer/internet-related materials, software and Power Point presentations for parent activities translated into various languages for parents. In addition, P77K employs bilingual teachers and paraprofessionals as well as having parent volunteers to provide interpretation for parents during school-based parent involvement activities and translation of written documents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE

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

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

NOT APPLICABLE

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

NOT APPLICABLE

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

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 STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

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).
One (1) student.
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, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **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

NOT APPLICABLE

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. K077						
District:	75	DBN:	75K077	School		307500013077	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	4	0	0				NR
Kindergarten	19	3	4				
Grade 1	14	2	1	Student Stability - % of Enrollment:			
Grade 2	16	1	3	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	6	2	0			94.7	95.8
Grade 4	1	0	1	Poverty Rate - % of Enrollment:			
Grade 5	2	2	2	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	3	2	2		61.1	0.0	NA
Grade 7	1	1	0	Students in Temporary Housing - Total Number:			
Grade 8	1	1	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	5	2	2		5	15	10
Grade 10	7	3	2	Recent Immigrants - Total Number:			
Grade 11	3	7	2	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	56	4	2		0	0	0
Ungraded	146	264	255				
Total	284	294	278				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	284	294	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	2
Number all others	0	0	277				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	4	31	TBD
# ELLs with IEPs	3	43	TBD
Number of Teachers	75	79	0
Number of Administrators and Other Professionals	62	62	0
Number of Educational Paraprofessionals	48	46	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	18	17	41	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	73.3	68.4	0.0
				% more than 5 years teaching anywhere	69.3	62.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	85.0	0.0
American Indian or Alaska Native	1.1	0.7	1.1	% core classes taught by "highly qualified" teachers	100.0	90.8	0.0
Black or African American	54.2	50.3	49.3				
Hispanic or Latino	18.7	22.1	21.2				
Asian or Native Hawaiian/Other Pacific	5.3	5.1	5.8				
White	20.8	21.8	22.7				
Male	82.0	83.0	83.5				
Female	18.0	17.0	16.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 75	School Number 077	School Name
Principal Merryl Redner-Cohen		Assistant Principal Carmela Montanile	
Coach Yana Goldstein		Coach	
Teacher/Subject Area Melissa Erikson/ESL		Guidance Counselor	
Teacher/Subject Area Reuben Morales/Literacy		Parent Nadine Marques-Cooke	
Teacher/Subject Area Danny Rodriguez/ESL		Parent Coordinator Nancy Gasparino	
Related Service Provider Valeriya Katsnelson		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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	278	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	16.91%
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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.

At P77K, ELLs who are new entrants to New York City Public Schools are identified through the administration of the Home Language Identification Survey (HLIS) upon intake at the Committee on Special Education (CSE) level. When necessary, translators are provided to conduct the initial interview and the HLIS is provided in the student's native language. Once the HLIS is administered, it is assessed by the CSE representative and the Language Assessment Battery-Revised (LAB-R) is administered to determine the student's English proficiency. Students whose home language is Spanish and do not score proficient on the LAB-R take the Spanish LAB-R to determine Spanish proficiency. Once the LAB-R is administered and its results are analyzed, the CSE representative meets with the student's parents to explain the three program options (Transitional Bilingual, Dual Language and ESL) and determine an appropriate placement for the student. If the CSE fails to complete this process, these responsibilities are left to the school. Parents come to the school to complete the HLIS, which is administered in the student's native language. Once the HLIS is administered, it is assessed by our licensed ESL teacher and the ATS report RLER-LAB-R is generated to determine LAB-R eligibility. If the student is eligible, our ESL teacher, Melissa Erikson, administers the LAB-R within ten (10) business days and analyzes the results. A meeting is then conducted with the student's parents and a translator, if necessary, to discuss program options and determine appropriate placement for the student.

Students who are not new to NYC Public Schools are identified as ELLs and eligible for the NYSESLAT through ATS report RLER—LAT. All ELLs, including x-coded students and those mandated for both standardized and alternate assessments, are assessed yearly by the NYSESLAT and their progress is analyzed by our licensed ESL teachers, Melissa Erikson and Danny Rodriguez, classroom teachers, cluster teachers and related service providers.

Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained translators and CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language program, it would be taken into consideration when planning for possible classes.

When a placement is decided upon, parents are notified and given written and oral information about the program, through the aid of a translator if necessary. A parent orientation is provided by the parent coordinator, licensed ESL personnel and a school-based translator at the school site in which the student will attend. Parents are informed of the curriculum, intervention strategies and program model their student will be in. If it is determined that a student should be placed in a bilingual class that is not available, he/she is served by an alternate placement paraprofessional who speaks the student's native language and ESL services until a bilingual class placement becomes available. Presently, twelve (12) students are mandated for bilingual services and are served by an alternate placement paraprofessional and ESL services. These students span the ages of five (5) years to twenty-one (21) years and represent the languages of Spanish, Chinese, Bengali, Polish, Urdu, French and Haitian Creole, in addition to being spread across three (3) sites throughout Brooklyn. It is not presently feasible to establish a TBE class due to the fact that there are not enough students who have common ages, native languages and locations to warrant such program.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	47
SIFE	1	ELLs receiving service 4-6 years	11	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 21	<input type="checkbox"/> 1	<input type="checkbox"/> 21	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 11	<input type="checkbox"/> 15	<input type="checkbox"/>	<input type="checkbox"/> 15	<input type="checkbox"/> 47
Total	<input type="checkbox"/> 21	<input type="checkbox"/> 1	<input type="checkbox"/> 21	<input type="checkbox"/> 11	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/> 15	<input type="checkbox"/> 0	<input type="checkbox"/> 15	<input type="checkbox"/> 47

Number of ELLs in a TBE program who are in alternate placement: 12

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

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1	1	2	5	4		3	2	2		3	24
Chinese				2	1	2			3			1		9
Russian			3			1								4
Bengali				1		1								2
Urdu								1	1		1			3
Arabic					1								1	2
Haitian													1	1
French													1	1
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other														0
TOTAL	1	0	5	4	4	9	4	1	7	2	3	1	6	47

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.

Students at P77K are in self-contained classes with either a 6:1:1 or 8:1:1 student-to-staff ratio. These students are ungraded and grouped according to age, with each class having students with no more than three (3) years difference in age. Self-contained classes are mixed heterogeneously with respect to proficiency levels. Additionally, classes contain both ELLs and monolingual students. ELLs at P77K are served through a push-in program provided by two (2) licensed ESL teachers. These teachers collaborate daily with classroom teachers, cluster teachers and related service providers to ensure that instruction is aligned with the needs of ELLs within the classroom.

NCLB requires that local programs for ELLs comply with state mandates regarding content, frequency and direction of ESL language services. Furthermore, the regulations underscore that the goal of ESL and bilingual instruction is to ensure that ELLs become proficient in listening, speaking, reading and writing in English. New York State regulations (C.R. Part 154) require that assessment and instruction of ELLs be aligned to the New York State Learning Standards in ESL. According to C.R. Part 154, students in grades Kindergarten through eight at the beginning and intermediate proficiency levels must receive 360 minutes a week of explicit ESL instruction. Those students at the advanced level must receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. At the high school level, students at the beginning proficiency level must receive 540 minutes a week of explicit ESL instruction, students at the intermediate level must receive 360 minutes of ESL instruction and students at the advanced level must receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. All ELLs in P77K receive the maximum number of units of ESL instruction possible within the staffing restraints of the school. Because there is no self-contained bilingual program at P77K, students do not receive Native Language Arts (NLA). However, students who are mandated for bilingual services receive support in their native language and English from an alternate placement paraprofessional who speaks the student's native language and English. In the event that a self-contained TBE program becomes available, students would receive the mandated number of units of NLA, English Language Arts (ELA) and ESL based on their proficiency level as per C.R. Part 154.

In addition to ESL, all students, regardless of English proficiency, receive English Language Arts from a classroom teacher and a literacy cluster teacher. Advanced proficiency students receive a minimum of 180 minutes of ELA each week.

To ensure that students meet the standards and pass the required state and local assessments, ESL instructors follow the New York State ESL Standards and incorporate ESL strategies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, plus multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. The use of technology, including a SmartBoard, digital cameras and computers, is incorporated to give students additional instructional support. ESL materials are infused throughout all aspects of instruction. The school and classroom libraries include a variety of books of all levels that reflect the backgrounds, needs and strengths of ELLs. Instruction in the ESL program is delivered in English.

At P77K, all students in 6:1:1 and 8:1:1 classes receive content area instruction within the classroom through a variety of approaches, including, but not limited to, small group, individual and community-based instruction. The District 75 Units of Study are used as guidelines to assist teachers in implementing reading and writing workshops in their classrooms. The curriculum supports elementary students with their reading and writing while building independence in learning. Meville to Weville is a beginning literacy and communication development program that supports student development of self and a sense of belonging within a community of learners. It meaningfully and systematically integrates reading, writing, speaking, augmentative communicating and listening for elementary students with disabilities in the moderate to severe range of disabilities. The TouchMath program is used throughout our school's program. It capitalizes on the tactile/kinesthetic preferences of learners while developing their visual and auditory skills. As children engage in the multi-sensory approach they begin to internalize the connection between concrete number experiences and more abstract mathematical conceptualization. Secondary level students participate in a curriculum designed by the school that incorporates multi-sensory approaches, differentiation and multiple intelligences to deliver material in math, science, social studies and literacy content areas. All classroom instruction is delivered in English, with the support of an alternate placement paraprofessional for those students who are assigned one per their Individualized Education Plan (IEP). All ELLs participate in these activities with the added support of push-in and pull-out ESL services. With Title III finances, P77K will implement an after-school supplemental program for ELLs focusing on increasing literacy, writing and conversational skills.

Students in P77K's inclusion program receive content area instruction through the support of general education content area teachers, Special Education Teacher Support Service (SETSS) and a paraprofessional. These staff members collaborate, along with ESL teachers and related service providers, to adapt the general education curriculum to meet the needs of the students and assist them in achieving

proficiency on state mandated assessments.

All students at P77K are diagnosed with Autism Spectrum Disorder (ASD) and have an IEP based on their specific needs and abilities. Students represent varying degrees of ASD as well as English language proficiency. All instruction, including explicit ESL instruction, is differentiated based on students' abilities and IEP goals. Methods for differentiation include, but are not limited to, small-group instruction, one-on-one instruction, pair work, hands-on activities, use of adapted materials and visual supports, incorporation of multiple intelligences in lessons, and use of augmentative communication devices.

Presently, P77K has one Student with Interrupted Formal Education (SIFE). To assist this student in achieving English proficiency, the staff of P77K work to develop initial literacy and communication skills in the student's native language. This is done in a nurturing environment in order to facilitate language production. This student is not in a TBE program because P77K does not have one available for her, however she receives support from an ESL teacher and an alternate placement paraprofessional who speaks her native language and English. Among strategies used to support this student are Total Physical Response, the Natural Approach, small-group instruction and participation in the school's Title III after-school program.

Newcomers admitted to P77K are worked with to develop literacy and communication skills in both English and the students' native languages. With the expectation that newcomers have some exposure to formal literature, reading and writing skills are focused on. Newcomers are invited to participate in the school's Title III after-school program. Various strategies used to facilitate language acquisition include, but are not limited to, Collaborative Learning Approach, Total Physical Response, the Natural Approach, the Language Experience Approach, small-group instruction and tutoring.

To support ELLs who have received ESL service for four to six years, several strategies are practiced. They include, but are not limited to, Total Physical Response, Natural Approach, continuous small-group instruction, and Collaborative Learning Approach. Additionally, these students are invited to participate in the Title III after-school program.

In order to support long-term ELLs at P77K, several instructional interventions are implemented. Students participate in LEAP (Learning through an Expanded Arts Program), in which consultants work with students and teachers to integrate hands-on, arts-based activities in the curriculum. In P77K's Title III after-school program, long-term ELLs receive support through the integration of arts and technology into the curriculum, promoting creativity and literacy. Additionally, long-term ELLs receive support through continuous small-group instruction.

All students at P77K are diagnosed with Autism Spectrum Disorder (ASD). With the exception of students in the inclusion program, classes are organized in a 6:1:1 or 8:1:1 student-to-staff ratio to provide small-group instruction as mandated per students' IEPs. Students receive instruction from licensed Special Education teachers and additional support by paraprofessionals and related service providers according to individual mandates. All instructional staff members utilize Mayer Johnson picture symbols in an effort to provide visual supports and enhance learning, as well as multi-sensory approaches to teaching content material. Students in the inclusion program receive additional support from their SETSS provider and a paraprofessional who work to adapt the general education curriculum to fit their needs.

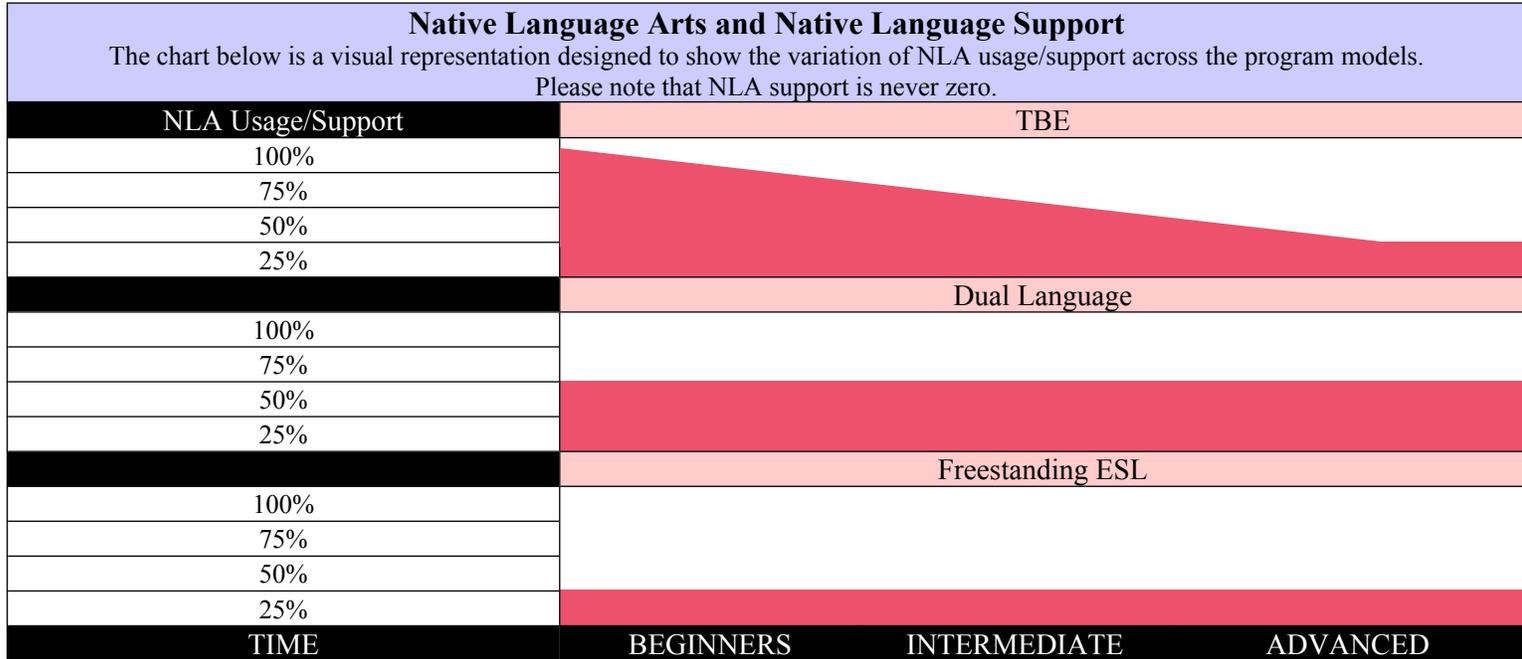
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

It is a priority that content area material be accessible and comprehensible for all ELLs. To see that this is a reality, classroom and cluster teachers collaborate daily with ESL teachers to ensure that all lessons and activities are properly differentiated for ELLs. Intervention strategies are used to support all ELLs, from newcomers to long-term students. Among the intervention strategies used is the Cognitive Academic Language Learning Approach (CALLA), a content-based ESL instruction model. Additionally, ELLs receive support in content areas through small-group instruction, hands-on learning and one-on-one instruction. To support ELLs' math achievement, the TouchMath program is used in the classrooms, offering a hands-on, multi-sensory approach to math instruction. Handwriting Without Tears is a program aimed at developing young students' fine motor skills and handwriting abilities. For younger elementary students, this program is used to support the development of these literacy skills. On a case-by-case basis, students are provided with tutoring in specific subject areas to further their academic success. All instruction is delivered in English, with the exception of support from alternate placement paraprofessionals who speak the students' native languages and English. Languages represented by bilingual paraprofessionals are Spanish, Russian, Polish, Arabic and Chinese. In addition, bilingual dictionaries and written materials are available in Spanish, Russian, Polish, Chinese, Arabic, Bengali, Urdu, Haitian Creole and French to support ELLs with content material.

When students at P77K no longer require bilingual or ESL services, as per NYSESLAT proficiency, they are supported for up to two years with ESL services, AIS, small-group instruction/tutoring, and other support services.

Through the RESO-A grant, the elementary site will receive funds to upgrade its computer lab and purchase new computers for the classrooms, allowing opportunities for students to improve their technological proficiency. Early childhood classes will take part in therapeutic horseback riding, a program with research-based success in helping students with autism. Also, the school is expected to take part in a swimming program, which has also shown to be beneficial for students with autism. Students in all self-contained classes participate in a daily yoga session through the use of the District 75's Get Ready to Learn program. ELLs will be invited to take part in all aforementioned activities. Presently, no programs are being discontinued from the previous year.

This year will be the fourth year for P77K's Title III after-school program. It will incorporate literacy and technology to support ELLs' academic success. Invitation letters will be sent to parents of all ELLs and will be translated into the family's native language. Additionally, translators are available for any and all in-person meetings and phone conversations. Presently, the Title III program is the only after-school program at P77K.

ELLs receive support in P77K through the use of various instructional materials. Classrooms are stocked with leveled libraries including books in English, ELLs' native languages, and bilingual dictionaries. Also, teacher-made materials, puppets, manipulatives, Mayer Johnson symbols, computer software, and graphic organizers are used to enhance learning. At the elementary site, the ESL teacher incorporates a mobile SmartBoard into her push-in lessons, providing ELLs with engaging and rich academic support. Meanwhile at the high school site, students have access to a stationary SmartBoard in the school's computer lab. Additionally, non-verbal ELLs use augmentative communication devices and/or a personalized Picture Exchange Communication System (PECS) to foster communication between themselves and others.

All instruction in the ESL program is delivered in English. However, for those students mandated for bilingual instruction, an alternate placement paraprofessional who speaks the child's native language and English provides native language support as needed. Bilingual

dictionaries and culturally diverse books are available in the classroom libraries to provide additional support for all ELLs. Bilingual related service providers who speak Spanish, Arabic, Russian, Chinese and Polish are also available.

Although in years past there was a TBE program at P77K, it has been disbanded due to the current demographics of the students mandated for bilingual instruction. Twelve (12) students are mandated for bilingual instruction and span the ages of five (5) years to twenty-one (21) years and represent the languages of Spanish, Chinese, Polish, Bengali, Urdu, French and Haitian Creole. Additionally, these students are spread across three (3) sites throughout Brooklyn. In the event that a sufficient number of students with the same native language, similar ages and common site location were mandated for bilingual instruction, a TBE program would be put into place to accommodate their needs. In the interim, these students are supported by alternate placement paraprofessionals who speak the students' native languages and English and ESL services by a licensed ESL teacher.

P77K serves students between the ages of five (5) and twenty-one (21) and provides age-appropriate materials for all students, regardless of age. These are found throughout all classrooms, related service offices, computer labs, and recreational areas. Students at the elementary level receive instruction and required services that correspond to appropriate grade-level state standards and individual students' needs. Additionally, students at the secondary level receive instruction and required services that correspond to appropriate grade-level state standards and individual students' needs. When necessary, materials and instruction are adapted to meet the needs of the students and to ensure that all instructional materials are fully accessible for all students.

There is no Project Jump Start available at P77K, nor are there any foreign language electives.

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)?

There is no Dual Language Program at P77K.

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.

P77K will continue to hold professional development for all staff members in dealing with ELL students. Professional development will be scheduled during dedicated professional development days. Professional development will be provided in small cohort meetings and staff members in attendance will include ESL teachers, classroom teachers, cluster teachers, guidance counselors, psychologists, speech therapists, occupational therapists, physical therapists, assistant principals, school secretaries and the parent coordinator. Topics for discussion at cohort meetings are: October—integrating musical and linguistic intelligences across the curriculum, November—integrating bodily-kinesthetic intelligence across the curriculum, December—integrating technology into the curriculum, January—enhancing learning through the use of visual supports, February—social development through cross-cultural learning, March—integrating spatial intelligence into the curriculum, April—integrating naturalistic intelligence into the curriculum, May—cross-cultural exposure, June—integrating interpersonal and intrapersonal intelligences into the curriculum. District Coaches will also provide support through mentoring ESL/Bilingual Teachers. In addition, ESL/Bilingual Teachers will attend District compliance meetings and professional development workshops. Non-ELL teachers will receive Jose P. training as offered by the district.

To assist students in their transition from elementary to middle school and from middle to high school, graduating classes take numerous field trips to the school they will be attending the following year. Related service providers, classroom teachers, cluster teachers and paraprofessionals are present to introduce students to their expectant schools and classes. Prior to said trips, staff members from both

schools are trained in assisting students in making smooth transitions. This transition is also supported through the use of social stories, Mayer Johnson symbols, and visual schedules.

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?

Information regarding assessments, state standards and our school program are discussed with parents during the Educational Planning Conference at the CSE level. Our school will begin to provide an orientation for all parents, including those of newly enrolled ELLs, in early September 2010 and translators will be available for the event as needed. P77K's Parent Coordinator also conducts a parent interest survey and uses the information provided to assess parents' needs and to plan future parent outreach. Ongoing information is offered to parents in their home language. Our goal is to increase our parent outreach and participation by offering parents training through New York State Association for Bilingual Education (NYSABE)'s Parent Institute, in-house workshops and District 75 Parent Conference with utilization of translators. Training is conducted for parents in their home language to increase the home-school connection.

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		4	4	4	7	4	1	7	2	3	1	6	44
Intermediate(I)			1			1			1					3
Advanced (A)														0
Total	1	0	5	4	4	8	4	1	8	2	3	1	6	47

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

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	1	20	23

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					3		20		23

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					2		5		7

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed					1		2		3

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

New York State Regents Exam

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

Native Language Tests

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

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

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

P77K uses Lexia for all ages and the Early Childhood Literacy Assessment System (ECLAS-2) for younger elementary students. Also, students in P77K participate in New York State Alternate Assessment (NYSAA) each year. Once data is collected from these assessments, it is used to directly influence the development of IEP goals and to drive instruction.

All ELLs at P77K participate in NYSESLAT each year. With the exception of seven beginner and three intermediate scores, all ELLs received a score of invalid on the 2009-2010 NYSESLAT. These scores largely reflect the nature of their disabilities and not specifically their language acquisition as standardized assessment is not appropriate for students at P77K. Many ELLs have scored successfully on NYSA, specifically the ELA portion, due to this assessment being more aptly suited to demonstrate our students' strengths. Students are assessed through NYSA using individualized, alternate methods rather than a standardized approach. Because of the inappropriateness of NYSESLAT as an assessment for ELLs at P77K, NYSESLAT data is not closely considered when developing IEP goals. It is taken into consideration, however data from NYSA, Lexia, Brigance, ABLLS and classroom observations is predominantly the driving force for goal development. Presently, P77K does not participate in the Periodic Assessments.

To ensure that all ELLs achieve English and academic proficiency, ELLs participate in the aforementioned assessments annually. Their progress is monitored and analyzed continuously. It is through these analyses that the school's ESL program is evaluated and modified if needed.

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		