



P.140K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 140 SCHOOL NAME: P.140K

SCHOOL ADDRESS: 985 Rockaway Avenue Brooklyn, New York 11212

SCHOOL TELEPHONE: 718 498-2800 FAX: 718 498-9192

SCHOOL CONTACT PERSON: Michelle Carpenter EMAIL ADDRESS: mcarpen@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME MICHELLE CAPRNETER

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Michelle Carpenter

UFT CHAPTER LEADER: Robert Berger

PARENTS' ASSOCIATION PRESIDENT: Debra Natividad

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 CHILDREN FIRST NETWORK (CFN): 754

NETWORK LEADER: Arthur Fusco

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Michelle Carpenter | *Principal or Designee | |
| Robert Berger | *UFT Chapter Chairperson or Designee | |
| Deborah Natividad | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| | Member/ | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P. 140K is a District 75, K-8 school currently servicing 292 students with emotional, behavioral and cognitive disabilities. Our school is comprised of one main building and three off-site programs. Each of which is housed in co-located, general education buildings.

P.140@1518 is located in District 23. It is comprised of eighteen classes, twelve classes grades 6-8 and six classes grades K-5. These classes are a mixture of standardized, alternate assessment and autistic classes with 12:1:1, 8:1:1 and 6:1:1 staffing ratios.

P.140K@323 is also located in District 23. It is comprised of six classes grades K-5. Four classes are standardized assessment with 12:1:1 and 8:1:1 staffing ratios and two classes are alternate assessment. One with a 12:1:1 staffing ratio and one with an 8:1:1 staffing ratio.

P.140K@304 is located in District 16. It is comprised of seven classes, grades K-5 all of which are standardized assessment with an 8:1:1 and 12:1:1 staffing ratio.

P.140K@21 is also located in District 16. This site is comprised of two full time SETTS inclusion classes. The students in this program are a mixture of alternate and standardized assessment classes.

P.140K has 149 professional and support staff that includes 1 principal, 3 assistant principal's, 2 school secretaries, 59 teachers, 68 classroom/IEP paraprofessionals, 2 school psychologist, 3 social workers, 2 guidance counselors, 6 speech therapist, 1 attendance teacher, 1 parent coordinator, 1 family worker, 5 school aides, 2 school nurses, 1 physical therapist and 1 occupational therapist, full time. Of the 57 teachers, 100% are fully licensed, 98% are highly qualifies and 77% have 2 or more years of teaching experience with P.140K.

P.140K's student population is comprised of 74% Black, 20% Hispanic, 4.2% White, and 0.68% Asian students. The student body includes 20% English language learners and 100% special education students. Boys account for 81.7% of the students enrolled and girls account for 18.3%. All of our students have Individualized Education Plans (IEP) and receive their continuum of services.

The mission of the P.140K organization is to build capacity among all students by providing high quality instruction in a secure and challenging learning environment which meets the needs of the individual learner and empowers all students to succeed and achieve their greatest potential.

P.140K is partnered with parents, guardians and the community to assist our students in developing the skills that are necessary to become participants and contributing members of a multicultural society. We are committed to supporting the development and implementation of comprehensive programs which enable students to improve their performance and maximize their potential in environments within the public schools and the larger community.

As 21st century learners it is our belief that the parents and school community share in the responsibility of providing a supportive environment that is conducive for learning. All students will be given the opportunity to develop a positive self-image, self-respect and self control in a therapeutic and nurturing learning environment. All of our students will be provided with differentiated instruction based on their physical, social, emotional and individual learning needs that is aligned with district, local and state initiatives.

As a part of the ITeach/ILearn initiative all grades are instructed through the integration of *SMARTBOARD*'s and laptop computers in all content areas. P140's technology mission is to assist all of its students in becoming skilled, knowledgeable, independent, self-directed learners who, are comfortable and proficient in using technology in all content areas. Our students will use resources of information to develop competencies that will assist them in becoming technological, literate lifelong learners.

Our 21st century learners will be able to interact successfully in a technological environment to achieve their personal, educational, and occupational goals. They will become skillful users of technology who are able to access, retrieve, and use information globally. Skillful use of technology supports the development of processing skills such as flexibility, adaptability, critical thinking, problem solving and collaboration which are all essential to success in our rapidly changing information age. Technology also allows us to better serve the diverse learning needs of our students.

Our school will prepare students to be lifelong learners who are responsible for their learning, skilled in accessing and processing information, confident in using technology, and who are innovative in solving complex problems either alone or collaboratively.

P140K implements Positive Behavior Intervention and Supports (PBIS). We have developed a matrix of school-wide behavioral expectations for all areas of the school. There are three broad behavioral expectations: "The Three Bees": Be Respectful, Be Responsible, and Be Safe. "The Three Bees" behavioral expectations were introduced at a kick-off assembly that was attended by students, staff, and parents. The behavioral matrix is posted in classrooms, and in all pertinent locations in the school. Booster assemblies, celebrations and events to reinforce the matrix were held throughout the year.

There is a PBIS Team that meets weekly and is representative of the school community, including staff members of all titles (i.e., classroom teacher, educational assistant, coach, etc). The team includes a Social Worker who assists with guidance interventions, developing Functional Behavioral Assessments, and disseminating information from the committee to clinical colleagues; the team includes a Dean, who is trained in Life Space Crisis Intervention (LSCI), Therapeutic Crisis Intervention (TCI), and who is experienced in Conflict Resolution. Administrative support for PBIS is evidenced by the consistent presence of an Assistant Principal at all team meetings. Finally, a student is included on the PBIS team. The student is able to serve as a role model to peers, communicate student concerns, and disseminate PBIS information in an age-appropriate manner to other students. This site has the support of a PBIS Internal Coach and a District 75 External Coach for meeting, consultation, planning, classroom visits and collaboration. Staff received specialized instruction in Therapeutic Crisis Intervention (TCI) and in writing Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).

All students, teachers and parents were given the Citywide Standards of Discipline and Intervention Measures at the beginning of the school year. Each classroom teacher received the curriculum guide

for teaching the Citywide Standards of Discipline and Intervention Measures. School rules and behavioral expectations were initially discussed, taught, and practiced with a designated PBIS committee member and classroom staff. Expectations for specific locations (i.e. cafeteria, hallway, and bathroom) are taught directly as discrete lessons. Students are acknowledged with “Transition Cards” and “Peace Cards” in the cafeteria and hallways for meeting the behavioral expectations.

Expected student behaviors and routines within individual classrooms were developed *with* students, are stated positively, and are defined clearly. Lessons for teaching behavioral expectations and social skills within the classrooms were also developed. Literacy activities, the Culinary Arts program, and the I-Teach/I-Learn initiative all compliment and support behavioral instruction.

Expected student behavior is reinforced through the use of daily behavior and point sheets. A system of rewards has been established for all students. Incentives and rewards are linked to the behavioral expectations and are consistently reinforced. Students are recognized for meeting these expectations individually (i.e. Gotcha cards, points sheets, behavior sheets, clubs, school store, trips and parties) and as part of a group (i.e. P.O.W.E.R. bucks, trips, parties, basketball team). We are currently implementing emotional literacy for all of our standardized assessment students.

Assemblies and breakfast conferences are utilized to provide instruction and open dialogue on behavioral expectations. We have instituted a Student Government that is organized to include student ideas, interests, and perspectives at large and on PBIS systems and incentives. Through our newly developed mentoring program, eighth graders are partnered with twelfth graders in order to address the behavioral considerations of transitioning from middle to high school.

Office Discipline Referrals, SWIS (School-Wide Information System) reports, and OORS (Online Occurrence Reporting System) are reviewed and analyzed. We look at school-wide data: target locations, times of day, most common behavioral infractions; and targeted/individual data points in order to determine which individuals and/or groups are in need of additional behavioral and/or academic supports. Such support includes: increased monitoring and supervision, counseling, small group social skills, Academic Intervention and Supports (AIS).

Crisis management paraprofessionals have been trained in FBA data collection and have begun to use the tools of direct observation: ABC (antecedent, behavior, consequence) and Frequency charts. Clinicians meet on a weekly basis at Pupil Personnel Team (PPT) meetings. These meetings address the needs of targeted groups of students (i.e., students with referrals to community mental health agencies), as well as the needs of individual students. The ongoing collaboration between teachers, administrators, related service providers, educational assistants, coaches, parent coordinator, and parents continues to influence the school culture and student behavioral outcomes in a positive way

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 form at provided.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|--|-----------|---------|---------|---|--------------|---------|----------|---|-----|
| School Name: | P.S. K140 | | | | | | | | |
| District: | 75 | DBN: | 75K140 | School BED\$ Code: | 307500013140 | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | Pre-K | √ | 3 | √ | 7 | √ | 11 | | |
| | K | √ | 4 | √ | 8 | √ | 12 | | |
| | 1 | √ | 5 | √ | 9 | | Ungraded | √ | |
| | 2 | √ | 6 | √ | 10 | | | | |
| 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 | 2 | 10 | 2 | | | | | | TBD |
| Kindergarten | 2 | 18 | 3 | | | | | | |
| Grade 1 | 10 | 12 | 11 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 18 | 24 | 15 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 27 | 32 | 19 | | | 73.4 | | | TBD |
| Grade 4 | 20 | 27 | 23 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 5 | 22 | 26 | 32 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 6 | 51 | 33 | 33 | | 79.3 | 0.0 | | | 0.0 |
| Grade 7 | 36 | 39 | 25 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 8 | 30 | 30 | 23 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 9 | 0 | 0 | 0 | | 9 | 14 | | | TBD |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | | | |
| Grade 11 | 0 | 0 | 0 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 12 | 0 | 0 | 0 | | 2 | 2 | | | 0 |
| Ungraded | 67 | 51 | 98 | Special Education Enrollment: | | | | | |
| Total | 285 | 302 | 284 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | | | | | | |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| # In Self-Contained Classes | 285 | 302 | 284 | Principal Suspensions | 6 | 31 | | | TBD |
| # In Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 21 | 14 | | | TBD |
| Number all others | 0 | 0 | 0 | | | | | | |
| These students are included in the enrollment information above. | | | | Special High School Programs - Total Number: | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | CTE Program Participants | 0 | 0 | | | 0 |
| | | | | Early College HS Program Participants | 0 | 0 | | | 0 |
| English Language Learners (ELL) Enrollment: | | | | Number of Staff - includes all full-time staff: | | | | | |
| (BESIS Survey) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| # In Transitional Bilingual Classes | 7 | 8 | 0 | Number of Teachers | 65 | 60 | | | TBD |
| # In Dual Lang. Programs | 0 | 0 | 0 | | | | | | |
| # receiving ESL services only | 5 | 3 | 12 | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|---|---------|---------------|---------|
| # ELLs with IEPs | 4 | 7 | 20 | Number of Administrators and Other Professionals | 60 | 59 | TBD |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | 19 | 22 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 1 | 0 | TBD | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | TBD |
| | | | | % more than 2 years teaching in this school | 75.4 | 76.7 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 67.7 | 63.3 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 85.0 | 88.0 | TBD |
| American Indian or Alaska Native | 0.4 | 0.3 | 0.7 | % core classes taught by "highly qualified" teachers (NCLB/SED) | 93.7 | 97.9 | TBD |
| Black or African American | 78.6 | 74.5 | 74.3 | | | | |
| Hispanic or Latino | 18.6 | 21.9 | 20.1 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.7 | 0.7 | 0.7 | | | | |
| White | 1.8 | 2.6 | 4.2 | | | | |
| Male | 82.5 | 83.4 | 81.7 | | | | |
| Female | 17.5 | 16.6 | 18.3 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | 2005-07 | 2007-08 | 2008-09 | 2009-10 | | | |
| | | | | | | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance: | | | | | | | |
| | Phase | | | Category | | | |
| | In Good Standing (IGS) | | | Basic | Focused | Comprehensive | |
| | Improvement Year 1 | | | | | | |
| | Improvement Year 2 | | | | | | |
| | Corrective Action (CA) – Year 1 | | | | | | |
| | Corrective Action (CA) – Year 2 | | | | | | |
| | Restructuring Year 1 | | | | | | |
| | Restructuring Year 2 | | | | | | |
| | Restructuring Advanced | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|-------------------------|------|---------|--|------|-------------|-----------------|
| 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: | | | | | | | |
| | Elementary/Middle Level | | | Secondary Level | | | |
| 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 AYP in each subject | | | | | | | |
| 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: | | | | Quality Statement 2: Plan and Set Goals | | | |
| <i>(Comprises 15% of the Overall Score)</i> | | | | Quality Statement 3: Align Instructional Strategy to Goals | | | |
| School Performance: | | | | Quality Statement 4: Align Capacity Building to Goals | | | |
| <i>(Comprises 25% of the Overall Score)</i> | | | | Quality Statement 5: Monitor and Revise | | | |
| Student Progress: | | | | | | | |
| <i>(Comprises 60% of the Overall Score)</i> | | | | | | | |
| Additional Credit: | | | | | | | |
| KEY: AYP STATUS | | | | KEY: QUALITY REVIEW SCORE | | | |
| √ = Made AYP | | | | Δ = Underdeveloped | | | |
| √ ^{SH} = Made AYP Using Safe Harbor Target | | | | ▣ = Underdeveloped with Proficient Features | | | |
| X = Did Not Make AYP | | | | √ = Proficient | | | |
| – = Insufficient Number of Students to Determine AYP Status | | | | W = Well Developed | | | |
| KEY: PROGRESS REPORT DATA | | | | O = Outstanding | | | |
| NR = Data Not Reported | | | | NR = No Review Required | | | |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-6/9-12. | | | | | | | |
| 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 | | | | | | | |

| 2010-110 TITLE I STATUS | | | | |
|---|---|--|-------------------------------|-------------------------------|
| <input checked="" type="radio"/> Title I Schoolwide Program (SWP) | <input type="radio"/> Title I Targeted Assistance | <input checked="" 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 checked="" 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: | | | | | | | |
| | Elementary/Middle Level | | | Secondary Level | | | |
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| Student Groups | | | | | | | |
| All Students | | | | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | | | | | | | |
| Hispanic or Latino | | | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | | |
| White | | | | | | | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|---|-----------------------------------|---|---|----|---|--|--|
| 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 | | | | |
| <p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p> | | | | | | | |

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?
-

The Administrative cabinet, School Leadership Team, and the UFT representative for P. 140 K reviewed the results of the 2009-10 Quality Review, the Learning Surveys, grants received, the results of the State Assessments in ELA, Math, Science, and Social Studies as well as the NYSAA results for the students in alternate assessment classes, along with the results of the Periodic Assessments, the results of the Inquiry Team action plan, surveys and teacher made assessments as these data sources are pertinent to our school to identify our strengths, accomplishments and challenges. Additionally, the team reviewed the School Comprehensive Plan (SCEP) goals and action plans identified in the SCEP for the 2009-2010 school year. These documents assisted us in analyzing and forming our goals for the 2010-2011 SCEP.

Performance Trends:

P140K has collected, reviewed and used data to provide an insight on our organization as a whole in regards to occurrences, testing trends and patterns of growth.

Data Collection:

For the 2009-2010 school year, 25% of P.140K students scored a level 2 or higher on the New York State ELA and math exams, indicating that 75% did not make a least one year of progress. Funds have been allocated to create a math cluster position in addition to a math coach position to provide additional instructional support across the P.140K organization.

Thirty two students moved into a least restrictive environment. These students were either decertified or moved into a community school special education program. The students in our K-5 inclusion program spend approximately 90% of their school day in a general education classroom.

The remainder of the day is spent with the SETTS educator for AIS. Through the *ITeach/ILearn* initiative our middle school students are fully instructed through technology. School attendance was over 87%, the highest it has been in several years and almost 2% higher than 2008-2009.

NYSAA ELA

| | | | | |
|-----------------------|-------------|-----------------------|--------------|------------------|
| 2007-2008 Level 3 17% | Level 4 49% | 2008-2009 Level 3 28% | Level 4 67% | 40% Gain |
| 2006-2007 Level 3 15% | Level 4 74% | 2009-2010 Level 3 0% | Level 4 100% | 100% Gain |

NYSAA Math:

| | | | | |
|-----------------------|-------------|-----------------------------|---------------------|-------------------|
| 2007-2008 Level 3 48% | Level 4 43% | 2008-2009 Level 3 19% | Level 4 79% | 31% Gain |
| 2006-2007 Level 3 11% | Level 4 74% | 2009-2010 Level 3 0% | Level 4 100% | 100 % Gain |

New York State ELA

| | |
|---------------------------------|---------------------------------|
| 2007-2008 58% Level 2 or higher | 2008-2009 68% Level 2 or higher |
| 2006-2007 31% Level 2 or higher | 2009-2010 38% Level 2 or higher |

New York State Math

| | |
|---------------------------------|---------------------------------|
| 2007-2008 33% Level 2 or higher | 2008-2009 45% Level 2 or higher |
| 2006-2007 33% Level 2 or higher | 2009-2010 25% Level 2 or higher |

Parental involvement:

For the 2009-2010 school year 49% of P.140K parents responded to the learning surveys, 26% below the city average. Communication and engagement both received 60% satisfaction on the survey.

By June 2011 P.140K will demonstrate an increase in parental involvement and home-school connections by 20% as measured by parent responses in the areas of Communication and engagement for the 2010-2011 learning survey. For the 2010-2011 school year we have an established and functioning Parent Association that will support parental involvement and provide additional resources for fund raising. We will continue to use and monitor *School Messenger*, a data system that tracks all telephone calls to student homes.

Strengths:

The climate of learning is pleasant and conducive to improvement. There is an awareness of where the P.140K's strengths are and what must be done for overall improvement. The Positive Behavior Supports Committee uses data to implement incentives that assist in modifying student behavior.

P. 140K has experienced less than 5% turn over rate of teaching staff over the past three years. For the 2009-2010 school year 98% of the teaching staff were classified as highly qualified.

The school Inquiry Team conducted two comprehensive action research cohorts for 4th and 5th grade standardized assessment students on comprehension with two foci groups for fluency and summarizing. For the 2010-2011 school year collaborative learning communities have been

established throughout the organization and are comprised of staff members from each site and discipline. This is the third year of a mentoring collaboration with Metropolitan and Brooklyn Democracy high schools where by the 8th grade students of P.140K are mentored by graduating seniors who have overcome similar challenges that many of our students face.

Accomplishments:

P.140K demonstrated progress in several areas during the 2009-2010 school year, school attendance was over 87%, the highest it has been in several years and almost 2% higher than 2008-2009. There was an overall increase of 26 % in parental involvement and home -school connections as measured by responses to the learning survey. This growth was due in part to the following school initiatives:

- An established and functioning Parent Association that will support parental involvement
- Parent Need Survey distributed to families to determine parents’ views of effective means of communication and suggestions for school improvement.
- Outreach and communication by Parent Coordinator, PTA Board members,
- Family worker with web based, school community newsletter.
- Review of School Messenger data
- Developed, distributed, posted on school website 2009-2010 Parent Handbook.

A 14% increase was demonstrated in student math performance as measured by *Ed Performance*.

| Testing Period 1 11/2009 | Testing Period 2 2/2010 | | Testing Period 3 6/2010 | | | | |
|-----------------------------|----------------------------|--------------------|----------------------------|--------------------|----------------------|--------------|-----|
| Fall 2009 | #of students | Winter 2010 | #of Students | Spring 2010 | # of Students | Gains | |
| 3 rd Grade | 1788 | 21 | 1909 | 24 | 1977 | 28 | 189 |
| 4 th Grade | 2115 | 23 | 2078 | 28 | 2140 | 26 | 25 |
| 5 th Grade | 2145 | 28 | 2235 | 26 | 2225 | 31 | 80 |
| 6 th Grade | 2147 | 26 | 2177 | 29 | 2256 | 37 | 109 |
| 7 th Grade | 2131 | 23 | 2242 | 23 | 2284 | 25 | 153 |
| 8 th Grade | 2308 | 19 | 2306 | 22 | 2406 | 21 | 98 |

This growth was due in part to the following school initiatives:

- Level 1 math cohort group identified through ARIS
- Registration of staff for District level Professional Development
- Ongoing monitoring of the formative assessments: Ed performance/Acuity and Everyday/Impact math unit test
- Developed a quarterly pacing calendar for Impact math

- Implementation of bi-monthly Math projects that identify standards based content strands, indicate performance indicators, includes a writing sample and demonstrates connections to process strands
- Inquiry Team shared outcome of on-going sub group case studies, teaching strategies and benchmarks for *Scantron/Acuity* with all staff.

We have also established an in service weekly gardening partnership with P.4K whereby our students will assist in cultivating flowers, plant herbs and become more involved in preserving the environment.

The sequence below are several barriers for P140K:

Some of the challenges that P.140K continues to face for the 2010-2011 school year:

From the 2008-2009 Quality Review:

- Use data to set and review measurable and challenging goals for individual students in all their core subjects and programs.
- Ensure that teacher’s consistently and effectively use data to match instruction to student learning and personal needs.
- Provide increased opportunities for teachers to improve their skills and knowledge by sharing best practices.
- Set and extend more long term goals by enhancing data analysis to include comparisons with other schools for similar student sub-groups.
- Extend long-term development of long term goals by incorporating targets for measurable teacher outcomes.
- Under serving of students with related service mandates in speech, OT, PT.
- Limited access to shared space with the buildings that our programs are housed in ie: cafeteria, gymnasium, auditorium, library.

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.*

1. **By June 2011, 70% of students in 12:1:1 Alternate Assessment classes will show a 5% increase in mastered communication skills focused on requesting and social interaction as evidenced by *Brigrance* assessment and 100% of students using communication systems.**

2. **To improve parental communication and engagement as indicated by the 2009-2010 Learning Survey**
For the 2009-2010 school year 42% of P.140K parents responded to the learning surveys. A 49% increase from the 2008-2009 school year, however their responses were 6.8(average) in the area of communication and 6.7 (below average) in the area of engagement, in comparison to other District 75 schools. By June 2011 P.140K will demonstrate a 1.0 point increase in the areas of parental communication and engagement as measured by parent responses to the 2010-2011 learning survey.

3. **As recommended by the 2008-2009 Quality Review: To provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes. By June of 2011, 80% of P.140K teaching staff, will meet or exceed an overall satisfactory rating as measured by their formal observation.**
By June of 2011 40% of P.140K teachers per the Professional Teaching Standards will be emerging as measured by their professional development portfolio and informal/formal observations.
By June of 2011 40% of P.140K teachers, per the PTS, will be applying as measured by their professional development portfolio and informal/formal observations.
By June of 2011 20% of P.140K teachers, per the Professional Teaching Standards will be innovating as measured by their professional development portfolio and informal/formal observations.

4. **To increase student performance in ELA and mathematics for grades 3-8 as evidenced by an increase of 10% on the scale score of the Scantron Performance Series.**
For the 2009-2010 school year, 46% of P.140K students scored a level 2 or higher on the New York State math exam, indicating that 54% did not make a least one year of progress.
For the 2009-2010 school year, 36 % of the P.140k students scored a level 2 or higher on the new York State ELA exam, indicating that 64 % of the P.140k students did not make at least one years progress.
By June 2011, students in standardized assessment program, grades 3-8 will demonstrate a 10% increase as measured by the Scantron performance indicator.

5. **By June 2011, to increase the number of students participating in a LRE as identified by a decrease in 1:1 paraprofessionals from full time to half time, collaborative team teaching, SETTS, community school district, decertification) by 10% as measured by the initiation and changes on the student's IEP.**
By providing and developing clear and specific polices and procedures, we can identify academic, emotional and social progress and successfully transition more students back in their Community school district, CTT and SETTS programs.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, 70% of students in 12:1:1 Alternate Assessment classes will show a 5% increase in mastered communication skills focused on requesting and social interaction as evidenced by the <i>Brigance</i> assessment and 100% of students using communication systems.</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"> • Request for deployment of district speech coaches to assist and support teachers • Professional development to be provided for teachers and speech therapists • Communication surveys will be completed by parents and teachers of students using Dynavox devices to gain insight to student preferences. • Teachers will be trained in the use, implementation and programming of Go Talk 9 and Dynavox • Teachers will be provided ongoing professional development in the use of Picture Exchange Communication Systems for effectiveness of instruction and utilization. • Common area communication kits were systematically placed at I518 and 323 for students to access for requesting and commenting. • Baseline will be established prior to implementation of AAC using the Dynamic Grid, Brigance Developmental Inventory and the Communication Data Sheet. • Speech goals will be reviewed and aligned with the most appropriate Augmentative Communication Device. • Conditions of learning will be examined and modifications will be to provide for opportunities for additional time to initiate expressive language using communication systems. |

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| | <ul style="list-style-type: none"> • Ongoing discussions, training and feedback sessions with all team members will result in increased opportunities for students to communicate via an interactive approach for instruction during individual and group instruction. • <i>MEville to WEville</i> curriculum is being implemented at I518 and 323. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Professional development provided by district speech coaches • Tax Levy funds to support teacher per session for conducting parent workshops |
| <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"> • On-going review of CAL and CAD to document and monitor progress • Registration of staff for District level ongoing D75 Professional Development • Monthly monitoring and review of <i>Meville to Weville</i> benchmark assessments. • Student Portfolio's • Use of charts, graphs and spreadsheet to document and monitor student progress by June 2011. • Formal and Informal Teacher Observations by Administration • D75 and <i>Protraxx</i> teacher and paraprofessional registration for Professional development logs will be kept on file. • Review of district coaches CAD by Administration • Review of School based coaches CAL by Administration |

Subject/Area (where relevant): _____

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>To improve parental communication and engagement as indicated by the 2009-2010 Learning Survey. <i>For the 2009-2010 school year 42% of P.140K parents responded to the learning surveys. A 49% increase form the 2008-2009 school year, however their responses were 6.8(average) in the area of communication and 6.7 (below average) in the area of engagement, in comparison to other District 75 schools. By June 2011 P.140K will demonstrate a 1.0 point increase in the areas of parental communication and</i></p> |
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| | <i>engagement as measured by parent responses to the 2010-2011 learning survey.</i> |
| 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> | <ul style="list-style-type: none"> • Implementation of Emotional Literacy for Families initiative • Parent attendance sign in sheets at school wide events • Parent workshops to inform them of curriculum initiatives, homework policies and student goals. • Distribution of Parent Survey to families to determine more effective means of communication and suggestions for school improvement. • Outreach and communication by Parent Coordinator, PTA Board members, Family worker with web based, monthly school community newsletter in English/Spanish/Creole. • Revision and distribution of 2010-2011 parent handbook • Provide on-going support for ARIS Parent link • Monthly PTA /parent workshops • Access to P.140K's <i>Partner's in Education</i> Blog • Parent recognition at monthly assembly programs • Provide on going information and support to parents in the re-evaluation process for students moving into inclusion and LRE programs in conjunction with the SLT/PPT and PBIS • |
| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i> | <ul style="list-style-type: none"> • Parent Coordinator's allocation • School Leadership Team allocation • Tax Levy funds to support teacher per session for conducting parent workshops • PTA fund raising events |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i> | <ul style="list-style-type: none"> • 5% Attendance increase at the welcome back to school parent orientation as measured by sign in sheets. • Monthly monitoring of parent attendance expected to increase by 2% at school wide activities, events and workshops. • Review of parent evaluation forms from school wide activities, workshops and PTA events as measured by sign in sheets. • Comparison of 2009-2010 learning survey to 2010-2011 learning survey. • Access to E-chalk school based web site. • Monitoring of ARIS Parent community link • Response to Parent Coordinator outreach/surveys |

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| | <ul style="list-style-type: none"> • 5% increase in attendance at Monthly student events/assemblies/celebrations as measured by sign in sheets. • Quarterly Parent recognition Breakfast/Dinners • 2 % increase in attendance at monthly SLT meetings as measured by sign in sheets. • 5% increase in attendance at Parent workshops provided by Parent Coordinator based on needs assessment surveys/learning surveys as measured by sign in sheets. • Review of data collection from School Messenger |
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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To improve the overall quality of instruction of teaching staff by establishing professional development plans that are aligned with the Professional Teaching Standards. By June of 2011, 80% of P.140K teaching staff, will meet or exceed an overall satisfactory rating as measured by their formal observation.</p> <p><i>By June of 2011 40% of P.140K teachers per the Professional Teaching Standards will be emerging as measured by their professional development portfolio and informal/formal observations.</i></p> <p><i>By June of 2011 40% of P.140K teachers, per the PTS, will be applying as measured by their professional development portfolio and informal/formal observations.</i></p> <p><i>By June of 2011 20% of P.140K teachers, per the Professional Teaching Standards will be innovating as measured by their professional development portfolio and informal/formal observations.</i></p> |
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| <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"> • Implementation of Emotional Literacy initiative • During common planning teachers will engage in professional conversations with Administrative staff that focuses on self-reflection and collegial support. • All teaching staff will develop an individual learning plan in which teacher’s identify and work toward their professional goal. • Assistant Principal’s and District/School based coaches will meet to evaluate and revise their teaching practices that will increase successful student outcomes. • Administrative staff will use the PTS Continuum, as a component for formal and informal teacher observations and walk-throughs. • Professional working binders that include school vision/mission pacing guides, project based learning, professional researched based articles • Implementation and development of a Teacher Resource center supported by School Based Coaches. • Administrators will conduct formal/informal observations utilizing the Professional Teaching Standards to ensure that instruction is clear, specific and aligned with IEP goals and assessments. • Student portfolio’s that include NY State ELA/Math scores, <i>Auity/Scantron</i> assessments, <i>Read 180/Achieve 3000</i> benchmarks, IEP goals, related service mandates, PIP’s, FBA’s, BIP’s, samples of |
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| | authentic student work that model best practices. |
| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i> | <ul style="list-style-type: none"> Professional development provided by district EL coaches Implementation of the Mood Meter, Emotional Literacy Blueprint to be supported by Administration and Team Leader Request deployment of district coaches in all content areas to provide additional support for teaching staff. Implementation of inter-visitations with mentor teachers. |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i> | <ul style="list-style-type: none"> Administrators, School based coaches and Unit teachers will develop and implement pacing guides/calendars and portfolio checklist that aligned with components of the PTS Implementation of formal observation rubric that is aligned with components of the PTS On-going review of CAL and CAD to document and monitor progress Registration of staff for District level ongoing D75 Professional Development Implementation of consistent Instructional Block across the organization in support of common planning Use of charts, graphs and spreadsheet to document and monitor student progress quarterly Quarterly review of all teachers professional Development plan portfolio. Professional development attendance/agendas/minutes/evaluations |
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <p>To increase student performance in ELA and mathematics for grades 3-8 as evidenced by an increase of 10% on the scale score of the Scantron Performance Series.</p> <p><i>For the 2009-2010 school year, 27% of P.140K students scored a level 2 or higher on the New York State math exam, indicating that 73% did not make a least one year of progress. By June 2011, students in standardized assessment program, grades 3-8 will demonstrate a 10% increase as measured by the Scantron performance indicator.</i></p> <p><i>For the 2009-2010 school year, 36 % of the P.140k students scored a level 2 or higher on the new York State ELA exam, indicating that 64 % of the P.140k students did not make at least one years progress. By June 2011, students in standardized assessment program, grades 3-8 will demonstrate a 10% increase as measured by the Scantron performance indicator.</i></p> |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target</i> | <ul style="list-style-type: none"> Request deployment of district literacy and math coaches Fund a full time school based math coach. Implement bi-monthly simulated testing in ELA and math Teachers will use periodic/interim assessments and classroom performance portfolios to monitor student progress. |

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| <p><i>population(s); responsible staff members; and implementation timelines</i></p> | <ul style="list-style-type: none"> • Inquiry Team will share outcomes of sub group case studies on teaching strategies and math interventions with all staff. • Integration of laptops, <i>Smartboards</i>, communication devices throughout the curriculum. • Implementation of <i>Math Steps</i> and <i>Study Island</i> intervention program • 90% collaborative inquiry of all teaching staff |
| <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"> • Request deployment of District coaches to provide additional support for classroom staff at school level across content areas • Development of Curriculum Planning committee to align literacy and math across all content areas • Implementation of 90 minute instructional block, 3 times a week, across the organization. • Support instruction through the use of <i>Achieve 3000</i>, <i>Read 180</i>, <i>Study Island</i> and <i>Wilson Foundations</i> interventions • Staff members trained in (ARIS) “School Experts” will create buddy groups to turn key training and assist teachers in review and use of student data. • Parent workshops conducted by School based coaches/teachers to better familiarize parents with curriculum, homework strategies and student and goals. • Level 1 ELA/math cohort groups to be identified through ARIS and supported with AIS • Registration of staff for District level professional Development in ELA and math. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Monthly monitoring and review of <i>Scantron</i>, <i>Acuity</i>, <i>Achieve 3000</i>, <i>Study Island</i> and <i>Everyday/Impact</i> math Unit assessments. • 100 point gain of student scale score on <i>Scantron</i> formative assessments. • Student Portfolio’s • Use of charts, graphs and spreadsheet to document and monitor student progress by June 2011. • Formal and Informal Teacher Observations by Administration • D75 and <i>Protraxx</i> teacher and paraprofessional registration for Professional development logs will be kept on file. • Review of district coaches CAD by Administration • Review of School based coaches CAL by Administration |

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, to increase the number of students participating in a LRE as identified by a decrease in 1:1 paraprofessionals from full time to half time, collaborative team teaching, SETTS, community school district, decertification) by 10% as measured by the initiation and changes on the student’s IEP.</p> |
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| | <p><i>For the 2009-2010 school year 13% of the parents who participated in the Learning surveys responded that they disagreed that P.140K offered a wide variety of activities and services to help improve life outcomes for their child.</i></p> <p><i>By providing and developing clear and specific policies and procedures, we can identify academic, emotional and social progress and successfully transition more students back in their Community school district, CTT and SETTS programs.</i></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"> • Implementation of Emotional Literacy for Families initiative • Request deployment of District transition coach to provide on going professional development to Job Developer, Pupil Personnel Team and Culinary Arts Teacher • Bi-annual parent workshops on Level I Vocational Assessments, working papers, VESID • Implementation of WAVE curriculum • Identify community service and outside employment opportunities for students • Develop and implement a rubric to set realistic expectations for LRE consideration • Develop and implement a tracking system to monitor student data academically and behaviorally • Professional development on how to write a quality IEP • Provide support to administration/faculty of existing inclusion programs • Provide on going information and support to parents in the re-evaluation process for students moving into inclusion and LRE programs in conjunction with the SLT/PPT and PBIS • Ongoing monitoring of Level I Vocational Assessments • On going monitoring of student Career portfolios • Student portfolio's that include NY State ELA/Math scores, <i>Acuity/Scantron</i> assessments, <i>Read 180/Achieve 3000</i> benchmarks, IEP goals, related service mandates, PIP's, FBA's, BIP's, samples of authentic student work |
| <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> | <p>Request deployment of District transition coach to provide on going professional Registration of Job Developer, Culinary Arts teacher for district PD SLT Allocation Tax Levy funds VETA funding</p> |

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 | 12 | 12 | N/A | N/A | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 1 | 27 | 27 | N/A | N/A | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 2 | 23 | 23 | N/A | N/A | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 3 | 1 | 1 | 1 | 1 | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 4 | 20 | 11 | 20 | 20 | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 5 | 27 | 18 | 27 | 27 | IEP MANDATED | IEP MANDATED | IEP MANDATED | IEP MANDATED |
| 6 | 27 | 30 | 30 | 30 | 5 | 5 | 5 | IEP MANDATED |
| 7 | 22 | 25 | 25 | 25 | 4 | 4 | 4 | IEP MANDATED |
| 8 | 19 | 19 | 19 | 19 | 3 | 3 | 3 | IEP MANDATED |

| | | | | | | | | |
|----------------|---|---|---|---|---|---|---|-----------------|
| U G | 8 | 8 | 8 | 8 | 6 | 6 | 6 | IEP MANDATED |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| | |
|---|---|
| <p>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: All During school day. Month by Month Phonics Wilson foundations Achieve 3000c Study Island Practice test and interim assessment (Acuity and EdPerformance)</p> | <p>*This program is the foundation of our classroom word walls and strategies for word play. It is geared toward specific grade levels within classrooms.</p> <p>*Wilson foundations is a phonological/phonemic awareness, phonics and spelling program based on the Wilson Reading System. It is used with K-4 at P. 140 during small group instruction.</p> <p>*Achieve 3000 is used by our elementary/middle school students in grades 3-6, it is a web-based reading program which aids in reading comprehension, vocabulary acquisition, and writing proficiency. Students use this intervention 2-3 times a week, one-to-one. Home use is encouraged. Utilized across the content areas.</p> <p>*Study Island provides Web-based instruction, practice, assessment and reporting which is based on New York state’s standards. This program contains rigorous academic content that is both fun and engaging, it is easy and efficient to use within our school.</p> <p>* Use of practice tests and interim assessment examinations are used as an intervention for our standardized students. We give periodic assessment in both Acuity and Scantron educational performance.</p> |

| | |
|---|---|
| <p>Mathematics: All During School Day Everyday Math Games Impact Math Intervention Workbooks Practice Test and Interim Assessments Acuity and EdPerformance</p> | <p>*Students use games to practice number skills. (Fact Power) games can be easily modified to fit each students academic level during small group instruction.</p> <p>*Use of the Refresher Worksheets from Impact Math allows students to have extra practice with math concepts.</p> <p>*Intervention Workbooks is used to assist teachers in simplifying concepts and differentiate their instruction.</p> <p>*Use of practice tests and interim assessment examinations are used as an intervention for our standardized students one-to-one. We give periodic assessment in both Acuity and Scantron educational performance.</p> |
| <p>Science: During School Day Mock Exit Projects Achieve 3000</p> | <p>Students will do mock exit projects to understand what is expected as a final Science Exit Project.</p> <p>*Achieve 3000 is used by our elementary/middle school students in grades 3-6, it is a web-based reading program which aids in reading comprehension, vocabulary acquisition, and writing proficiency. Students use this intervention 2-3 times a week during small group instruction. Home use is encouraged. Utilized across the content areas.</p> |
| <p>Social Studies: During School Day Mock Exit Projects Achieve3000</p> | <p>Students will do mock exit projects to understand what is expected as a final Social Studies Exit Project.</p> <p>*Achieve 3000 is used by our elementary/middle school students in grades 3-6, it is a web-based reading program which aids in reading comprehension, vocabulary acquisition, and writing proficiency. Students use this intervention 2-3 times a week during small group instruction. Home use is encouraged. Utilized across the content areas.</p> |
| <p>At-risk Services Provided by the Guidance Counselor: Under Arrest Awareness Program</p> | <p>Guidance counselor will show a movie about children being arrested then discuss the film and arrest prevention. This will make the children aware of extreme consequences for extreme behavior.</p> |
| <p>At-risk Services Provided by the School Psychologist: IEP mandates only</p> | <p>At-risk Services Provided by the School Psychologist: IEP mandates only</p> |
| <p>At-risk Services Provided by the Social Worker: What is a Bully?</p> | <p>Social Worker reviews and discusses materials about bullying with the counseling group.</p> |

| | |
|---|---|
| At-risk Health-related Services: IEP mandates only | IEP Mandated Services are only provided @ P140K |
|---|---|

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

| | | |
|--|------------------------|--|
| Allocation Amount: | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) |

| | | |
|--|-----------------|--|
| - Per diem | | |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school determines its language and interpretation by issuing Home Language surveys to parents for each student enrolled in the public school system for the first time. Direct contact with parents and legal guardians assist with the evaluation and assessment of the schools language needs.

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.

At monthly SLT and parent/teacher meeting we discuss the school program. These setting are an open forum that is held to identify parents' concerns and needs. Translation is available to parents in their native language. The largest percentage of the Non-English speaking parents speaks Spanish while a small number speak Bengali or Haitian Creole. Most of them require written translation while a few both written translation and oral interpretation. The administrative coordinator, parent coordinator, principal and assistant principals as well as the office staff and teachers make sure that Non-English speaking parents' translation and/or interpretation needs are met to ensure constant communication for the students' benefit.

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.

P140K provides translation services to parents in their native language by staff who are available. At P140K we currently provide translation services for Spanish, Haitian-Creole, Mandarin, Cantonese, Urdu, and Arabic languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

P140K provides translation services to parents in their native languages by staff that is available. At P140K we currently provide translation services for Spanish, Haitian Creole and Bengali. Non-English speaking parents have been provided with a translated Bill of Parents Rights and Responsibilities. P140K has appropriate school signage and form in all three languages mentioned above. School documents are always translated on time since the translated team of the school sets the documents under strict priority.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VI of Chancellor's Regulations A-663 by translating all notices, memos, and any documents for parents in their native language. Therefore P140K translates documents in Spanish, Haitian-Creole, Mandarin, Cantonese, Urdu and Arabic.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

| | | | | | | | |
|----------|-------|--|--|--|--|--|--|
| Tax Levy | Local | | | | | | |
|----------|-------|--|--|--|--|--|--|

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). The number of students currently in temporary housing for the P.140K organization is 12.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **N/A: school does not receive any set-aside funds.**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network. **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary**

interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75students are eligible to attend any programs run through the STH units at the ISC.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---|-----------|-------------|-------|--|-------|--------------|-------|
| School Name: | P.S. K140 | | | | | | |
| District: | 75 | DBN: | 75K14 | School | | 307500013140 | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | v | 3 | v | 7 | v | 11 |
| | K | v | 4 | v | 8 | v | 12 |
| | 1 | v | 5 | v | 9 | Ungrade | v |
| | 2 | v | 6 | v | 10 | | |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Pre-K | 10 | 2 | 1 | | | | NR |
| Kindergarten | 18 | 3 | 6 | | | | |
| Grade 1 | 12 | 11 | 13 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 24 | 15 | 20 | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Grade 3 | 32 | 19 | 21 | | | 73.4 | 82.7 |
| Grade 4 | 27 | 23 | 26 | Poverty Rate - % of Enrollment: | | | |
| Grade 5 | 26 | 32 | 19 | <i>(As of October 31)</i> | 2008- | 2009- | 2010- |
| Grade 6 | 33 | 33 | 23 | | 79.3 | 0.0 | NA |
| Grade 7 | 39 | 25 | 29 | Students in Temporary Housing - Total Number: | | | |
| Grade 8 | 30 | 23 | 22 | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| Grade 9 | 0 | 0 | 0 | | 9 | 14 | 10 |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 11 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| Grade 12 | 0 | 0 | 0 | | 2 | 2 | 0 |
| Ungraded | 51 | 98 | 112 | Special Education | | | |
| Total | 302 | 284 | 292 | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| | | | | | | | |
| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | <i>(As of June 30)</i> | 2007- | 2008- | 2009- |
| # in Self-Contained Classes | 302 | 284 | 0 | Principal Suspensions | 6 | 31 | 27 |
| # in Collaborative Team Teaching (CTT) | 0 | 0 | 0 | Superintendent Suspensions | 21 | 14 | 8 |
| Number all others | 0 | 0 | 289 | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | |
| | | | | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| | | | | CTE Program Participants | 0 | 0 | 0 |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Early College HS Program Participants | 0 | 0 | 0 |
| <i>(As of October 31)</i> | 2008- | 2009- | 2010- | | | | |
| # in Transitional Bilingual Classes | 8 | 0 | TBD | Number of Staff - Includes all full-time staff: | | | |
| # in Dual Lang. | 0 | 0 | TBD | <i>(As of October 31)</i> | 2007- | 2008- | 2009- |
| # receiving ESL services only | 3 | 12 | TBD | | 65 | 60 | 0 |
| # ELLs with IEPs | 7 | 20 | TBD | Number of Teachers | | | |
| | | | | Number of Administrators and Other Professionals | 60 | 59 | 0 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Educational Paraprofessionals | 19 | 22 | 0 |
| | | | | | | | |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|-------|-------|-------|--|-------|-------|-------|
| (As of October 31) | 2007- | 2008- | 2009- | (As of October 31) | 2007- | 2008- | 2009- |
| | 1 | 0 | 0 | % fully licensed & permanently assigned to this | 100.0 | 100.0 | 0.0 |
| | | | | % more than 2 years teaching in this school | 75.4 | 76.7 | 0.0 |
| | | | | % more than 5 years teaching anywhere | 67.7 | 83.3 | 0.0 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | 85.0 | 88.0 | 0.0 |
| (As of October 31) | 2008- | 2009- | 2010- | % core classes taught by "highly qualified" teachers | 93.7 | 97.9 | 0.0 |
| American Indian or Alaska Native | 0.3 | 0.7 | 0.3 | | | | |
| Black or African American | 74.5 | 74.3 | 69.5 | | | | |
| Hispanic or Latino | 21.9 | 20.1 | 24.7 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.7 | 0.7 | 1.7 | | | | |
| White | 2.6 | 4.2 | 3.8 | | | | |
| Male | 83.4 | 81.7 | 81.5 | | | | |
| Female | 16.6 | 18.3 | 18.5 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--------------------|---------|--|--|--|--|--|--|
| SURR School | If yes, | | | | | | |
|--------------------|---------|--|--|--|--|--|--|

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | | |
|--|------|--|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | | |
| Overall Letter Grade: | D | Overall Evaluation: | | | | | | NR |
| Overall Score: | 42 | Quality Statement Scores: | | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | | |
| School Environment: | 4.5 | Quality Statement 2: Plan and Set Goals | | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | | |
| School Performance: | 9.8 | Quality Statement 4: Align Capacity Building to Goals | | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | | |
| Student Progress: | 24.7 | | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | | |
| Additional Credit: | 3 | | | | | | | |

| | | | | | | | | |
|--|--|--|--|---|--|--|--|--|
| 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 4 | District 75 | School Number 140 | School Name P140K |
| Principal Michelle Carpenter | | Assistant Principal Pamela Clarke | |
| Coach S. Bynum | | Coach C.Tucker | |
| Teacher/Subject Area Georgia Ikonomou/ESL | | Guidance Counselor | |
| Teacher/Subject Area M.Reyes/Bilingual Teacher | | Parent Debora Natividad | |
| Teacher/Subject Area | | Parent Coordinator Felicia Sistrunk | |
| Related Service Provider Kerry Owens | | Other Social Worker/ Gary Kalman | |
| Network Leader | | Other Coordinator/Marcus Rivera | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 293 | Total Number of ELLs | 20 | ELLs as Share of Total Student Population (%) | 6.83% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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.

In order to identify ELLs, P140 follows a specific procedure. As newly admits go through the initial stage at the Committee on Special Education (CSE), the members of the team in collaboration with the students' parents reach a decision based on the children's needs and make the necessary recommendations. All newly admits are administered the Home Language Identification Survey (HLIS). If a language other than English is spoken at home then the certified ESL teacher, who is responsible for the screening, contacts the School Based Support Team (SBST) and after they all have checked CAP and ATS records they make a decision. Based on the responses recorded on the completed HLIS by the parents, a student can be eligible for LAB-R. The ESL teacher administers the assessment to indicate eligibility for ESL services. Students who score at or below LAB-R cut scores are Limited English Proficient and eligible for ESL services. Placement depends on the students' performance. Every spring, all the ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Based on their scores they either continue to receive services or they test out, which means that no further services are required except LEP support for two more years.

Just before the newly admit ELLs are placed in the ESL program, the ESL teacher invites all the parents and discusses the program choices. The school shows a video presentation during which the parents can have detailed information about each program in their language. District 75 schools do not offer Dual Language Programs. P140 offers Freestanding ESL only. Entitlement letters are distributed via mail and students themselves. Parent surveys and program selection forms are required to be filled out while parents are still at school during parent conferences.

After the students have been identified as ELLs LAB-R cut scores are used for placement. ELLs are placed in the appropriate language proficiency level. Beginning and Intermediate proficiency level students receive 2 ESL units of study weekly and Advanced level proficiency students receive 1 ESL and 1 ELA unit of study weekly.

Since P140 offers Freestanding ESL only, students who are mandated for bilingual services receive ESL with the addition of an alternate placement bilingual paraprofessional who speaks the student's language.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 31 | Newcomers (ELLs receiving service 0-3 years) | 25 | Special Education | 31 |
| SIFE | 2 | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6 years) | 0 |

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 | 7 | 0 | 7 | 4 | 0 | 4 | 0 | 0 | 0 | 11 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 18 | 1 | 18 | 2 | 1 | 2 | 0 | 0 | 0 | 20 |
| Total | 25 | 1 | 25 | 6 | 1 | 6 | 0 | 0 | 0 | 31 |

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

C. Home Language Breakdown and ELL Programs

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

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 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: | Other: |
| Native American: | White (Non-Hispanic/Latino): |

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 | 5 | 1 | 2 | 3 | 2 | 6 | 5 | | | | | 26 |
| Chinese | | | | | | | 1 | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | 1 | 1 | | | | | | | | | | | 2 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | 1 | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | 2 | | | 2 |
| Other | | | | | | | 1 | | | | | | | 1 |
| TOTAL | 1 | 2 | 6 | 1 | 2 | 3 | 5 | 6 | 5 | 0 | 2 | 0 | 0 | 33 |

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.

Since P140 is a district 75 school all decisions regarding the services provided to the students are based on the mandates indicated by CSE in conjunction with the parents. ESL classes are mostly 12:1:1 and always in alignment with the mandates stated on the students' IEPs.

In P140 instruction is delivered through Push-In and Pull-Out programs. The ELLs are grouped into homogenous classes based on their grade level and level of language proficiency. Each class consists of ELLs ranged within three grade levels. Beginning or Intermediate language proficiency level Ls receive 360 minutes per week. Advanced ELLs will receive 180 minutes per week of ESL instruction combined with 180 minutes per week of ELA instruction. A combination of Push-in/Pull-out programs as well as appropriate scheduling ensures that the mandated number of instructional minutes is provided.

The ESL push-in model focuses on providing language support to ELLs during their instructional block through the use of a variety of methods based on the students' individual needs. ESL instruction delivered through Pull-out focuses on improving all language skills

through the study of all content areas. Collaboration as well as common planning between the ESL teacher and the classroom teachers ensures improvement of all language skills, which leads to academic excellence. As for the SIFE students, instruction focuses on developing literacy skills. Students acquire the English language through intense instruction, which focuses on all content areas. Although ESL classes are homogenous based on the students' mandated ratios, SIFE students are included in the beginning proficiency level. Differentiated instruction ensures student participation and therefore progress. Additional help by bilingual alternate placement paraprofessionals is also provided.

ESL instruction for Newcomers focuses on developing language skills and provides support to help Ls integrate into the new culture. Peer buddy systems, media centers for listening and viewing education video-clips, cultural awareness through the arts and interactive practice and games are some ways of assisting the newcomers. ELLs receiving more than 4 years of service are provided with language support and preparation for the State Assessments. However, most of our ELLs, due to their disabilities, are required to take Alternate Assessments (NYSAA). A request for extension of services has been made for those ELLs who have completed 3 years of services. P140 is providing different support services to help these particular students develop their language proficiency. The strategies used are AIS, Wilson, Everyday Math and scaffolding along with communication devices to help develop proficiency. Some services provided to these students must be given to them in their native language. In their weekly program we provide beginning and intermediate language proficiency students with 2 units of study and advanced with 1 unit of ESL and 1 unit of ELA. There are alternate placement paraprofessionals who work with those ELLs who are mandated for bilingual services. P140 has provided support for our long term Ls in various ways, which include peer tutoring and small group instruction. Long term ELLs are supported through: assisted instructional technology, AIS, peer tutoring, small group instruction, Wilson Foundations, assistive communication devices and after school PAL program.

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

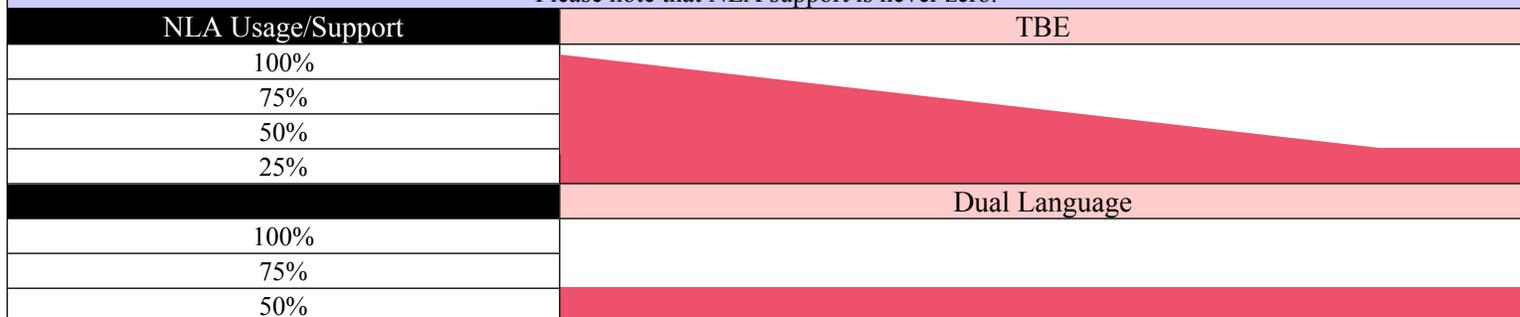
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Arts and Native Language Support

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



| | | | |
|-------------|------------------|---------------------|-----------------|
| 25% | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

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?

At P140, ESL instruction is delivered through ELA, math, science and social studies content. Based on the ELLs level of language proficiency, subject area texts as well as activities are modified to meet the students' needs. Or Push-in program provides our ELLs with knowledge in content areas while acquiring the English language. Additional programs, such as Read 180, provide students with linguistic and academic support. P140's instructional focus is on the use of ESL strategies; scaffolding, direct and shared instruction as well as classroom libraries, which are established and available in the students' native language. In addition, instruction is always aligned with ELA, ESL and NLA standards. Our school has a 90- minute literacy block. It is during this time that the ESL teacher follows the push-in model to assist ELLs with instruction across all content areas. Monolingual teachers plan along with the ESL teacher on specific school projects and strategies. P140 uses common planning periods to support the ELLs by having teachers combine ideas for effective planning, assessment and differentiation of instruction in correlation with our academic curriculum.

Since P140 serves students with special needs, ESL instruction is differentiated to meet these needs. As of now, there are no advanced proficiency level students at P140. However, transitional support will be provided when the ELLs reach proficiency level on the NYSESLAT. They will have the option to continue with certain amount of ESL instruction weekly and additional support during the preparation for state assessments.

Technology is used systematically throughout instruction to ensure student participation and increase student motivation. Native language support is provided by the presence of bilingual paraprofessionals who offer individual assistance. Newly enrolled students are offered orientation sessions, which helps them integrate within the school environment.

At P140, ELLs have equal access to all school programs. Both Push-in and Pull-out programs in conjunction with the presence of Alternate Placement Paraprofessionals who speak the students' native language and are trained in ESL methodology, allow our ELLs to participate actively as well as successfully in all programs.

Apart from technology, use of smart boards and interactive software, ESL instruction is delivered through the use of a variety of materials to meet our students' individual needs. Augmentative Alternative Communication (AAC) devices, which provide visual supports, encourage interaction and increase motivation. Picture symbols promote communication, which leads to learning. Age and grade level appropriate materials, in conjunction with materials specifically adapted to meet the ELLs' special needs, ensure progress in their language learning process. Since the largest number of our ELLs are Spanish speakers P140 offers Spanish as a language elective. Therefore, LEP students have the opportunity to study further their native language as they gradually improve their English proficiency.

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)?

N/A

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.

Staff development (2010-2011): ESL, monolingual teachers and paraprofessionals will be attending professional development workshops, which are offered by district 75. That information will be turn keyed to the staff at P140. Tentative dates that we have planned for professional development with our staff are as follows: November 2, 2010 (Integrating all content areas for ELLs), January 31, 2011, February 7, 2011 (Using technology with ELLs), February 18, 2011 (exposing our ELLs to field trips), March 7, 2011, (Behavior Management for ELLs), April 14, 2011 (Culture Awareness – Understanding where our ELLs come from) and June 9, 2011 (Reflections).

At P140 classroom as well as cluster teachers work closely with the ESL teacher to assist ELLs as they transition from one grade to the next and from elementary to middle school. However, ELL training for all staff is very crucial. Frequent reminders of the dates for the Jose P. training program are provided to ensure staff participation and completion of the program.

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?

Parents of ELLs are made aware of the special education options for their children during the Educational Planning Conference with the Committee on Special Education. At our orientation for parents of newly enrolled ELLs, which is conducted in the fall, P140 provides interpreters for the parents of our ELLs in order to make them aware of the activities planned for the school year, and the services we provide. The school's parent coordinator at P140 offers parents information in their home language and opportunities to train themselves in various aspects of their child's education. This is done by having parents participate in school activities (parent meetings, parent-teacher conferences, monthly assemblies), with outside agencies to provide supplementary assistance. The parent coordinator also explains how assessments are administered and what the common goals and expectations are for the students to parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | 2 | 3 | 1 | 1 | 2 | 2 | 4 | 3 | | | | | 18 |
| Intermediate(I) | | | 1 | | 1 | | | 1 | | | | | | 3 |
| Advanced (A) | | | | | | | | | | | | | | 0 |
| Total | 0 | 2 | 4 | 1 | 2 | 2 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 21 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 1 | | | | 1 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | 2 | | | | 2 |
| 8 | 1 | | | | 1 |
| NYSAA Bilingual Spe Ed | 1 | | | 12 | 13 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | 1 | | | | | | | | 1 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | 2 | | | | | | | | 2 |
| 8 | | | 1 | | | | | | 1 |
| NYSAA Bilingual Spe Ed | 2 | | | | 2 | | 8 | | 12 |

| 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 | | | | | | | 5 | | 5 |

| 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 | | | | | | | 5 | | 5 |

| 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 | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| 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

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

On the NYSAA data folios, 12 of our Alternate Assessment students scored at a performance level 4 in reading, and 1 scored level 1. In math, 8 students scored a level 4, 2 students scored a level 3, and 2 a level 1. On the science data folios, 5 students scored a level 4. On the social studies data folios, 5 students scored a level 4. Our alternate assessment ELLs scored higher on these assessments in comparison to the NYSESLAT. The reason for this is that data folio goals are created based on the students’ functional level.

was available to be used when making instructional decisions. However, this academic year our ELLs were administered the Assessment in the fall. These results will be taken under consideration when they become available in order to make instructional decisions. Teachers will be able to plan accordingly and make decisions which will greatly benefit our ELL population.

P140 follows the success of the ELLs closely through data analysis. The results from the New York State Alternate Assessment every year show that our ELLs have significantly improved their performance in Reading, Math, Science, and Social Studies over the years. One of the reasons is the support they receive in the Freestanding ESL program which focuses on all subject areas.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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 | | |