



P141K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K141

ADDRESS: 655 PARKSIDE AVENUE, BROOKLYN, NY 11226

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75K141 **SCHOOL NAME:** P141K

SCHOOL ADDRESS: 655 Parkside Avenue, Brooklyn, NY 11226

SCHOOL TELEPHONE: (718) 941 0320 **FAX:** (718) 941 3152

SCHOOL CONTACT PERSON: Michele Thornton Mannix **EMAIL ADDRESS:** mthornt@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Simone Sanchez

PRINCIPAL: Michele Thornton Mannix

UFT CHAPTER LEADER: Kareem McCullough

PARENTS' ASSOCIATION PRESIDENT: Marilyn Rivera

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** District 75/Network 4

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
Michele Thornton Mannix	*Principal or Designee	
Kareem McCullough	*UFT Chapter Chairperson or Designee	
Marilyn Rivera	*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	
Maribel Cuevas	Member/Parent	
Kisha Mack	Member/Parent	
Renukah Blackman	Member/Parent	
Sandi Page	Member/Parent	
Simone Sanchez	Member/	
Debra Harari	Member/	
Jennifer Mallamo	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.

P141K's Mission Statement

The mission of our school is to provide our diverse student population with a meaningful educational experience in a clean, safe and challenging environment. It is our goal to move our students along a path that will help them to realize their educational and social potential, while providing opportunities that are structured for successful experiences. Through these structured activities, students will acquire the characteristics associated with good citizenship. In order to achieve our mission, we must:

- Improve student performance in ELA and Math
- Provide staff with effective professional development
- Maintain an effective system of positive behavior supports
- Engage parents as partners in the educational process.

The teachers work collaboratively to create curriculum units of study. Within the frameworks of the units the teachers use their own skills to adapt and modify the tasks so students can reach their individual goals.

P141K is an organization of 4 cluster sites located in the borough of Brooklyn, New York. The organization has forty-four classes with a combined register of 390 students. The main site, MS2, (located in Flatbush-District 17) serves eight classes. P35, (located in Bedford Stuyvesant-District 16) with fourteen classes, serves 6:1:1, 8:1:1, 12:1:1 staffing. P380, (located in Williamsburg-District 14) with seventeen classes, serves PreK, early childhood and elementary students (6:1:1, 12:1:1, 12:1:4 special class staffing ratios and. IS71, (located in Williamsburg-District 14), junior high school with five classes, serves 12:1:4 special class staffing and an inclusion program.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

P141K received an overall evaluation of well-developed for the past three years from the New York City Department of Education Quality Review reports. In 2009-2010 the school was not required to participate in a quality review.

P141K continues to be a community with a culture of high expectations and the will to assist each student in reaching their fullest potential. The principal and administrative team work collegially and collaboratively with the staff, motivating them to engage in shared strategizing, planning and implementation sessions. Students are well known across sites, enabling the teachers, related service and paraprofessional staff members to share and utilize the information gathered from the individual education plans, standard assessments, alternate assessments, and informal data sources. This important information strengthens the specific, personalized education program for each emotionally challenged, mentally retarded, autistic, developmentally delayed or multiply handicapped student.

A data collection system propels the instructional program. School-created data collection sheets, rubrics and protocols insure equity across classes, grades and sites for data collection, analysis and differentiation of instruction. Staff are proud of the student's work and continue to share best practices through student's portfolio. This year we created a portfolio rubric which assisted the teachers in reviewing their own processes. Attendance, impacted by busing and medically fragile students, is not yet at the desired level. However attendance increased . Our ytd avg was 83.9 an increase of 3 %.

Common planning time for staff, within and across sites, addresses specific issues and topics. Staff empowerment, achieved through the formation of committees, resulted in the development of units of study, teacher mentors and the hiring of school-based teachers as literacy, math and technology coaches.

Assistant principals were new this year therefore as it was a major year for transition. The administration attempted to work on team building and establishing protocols for each site. A new parent coordinator was hired in December and the PA president had to resign this year as well. The school hopes to increase parental involvement with new PA president (June 2010)and with parent coordinator assistance. .

The school gathers many forms of data for every student, class and grade. State examinations, Scantron results, predictive assessments, and the information from other data-
TEMPLATE - MAY 2010

driven commercial programs provide teachers with information about student achievement. Teacher-made assessments are conference notes in English language arts, math, science and social studies are additional sources of high quality data. Students in the alternate assessment programs are evaluated using the Brigance inventory and/or the Assessment of Basic Language and Learning. Assistive technology information, used to address the communication needs of non-verbal students, is also included. For both categories, this information is effectively incorporated into the teacher's data binder. The extensive range of assessments and related services information are well used to generate the individual learning goals for each student.

In order to reflect on what was introduced this year to staff, we created many surveys to allow input from all staff members and used their input to improve processes. It started with the inquiry team. They worked to involve every member who worked with the targeted students to participate. The surveys were used throughout the entire process, starting with "what does a challenging student look like at your site?" There were observation checklists, behavior rubric questionnaires, intervention plan questionnaires and outcome questionnaires for next steps.

Throughout the year, there were feedback forms for getting Ready to Learn, SANDI implementation, MST fair issues, Social studies exit projects, curriculum units of study, topics of units, book titles for units, Project arts, infusing literacy, infusing art, trip ideas, incentive awards and all the professional development we gave. We tried to have each and every member feel their input was important.

Students in the standardized assessment program receive excellent instruction aligned to State standards. Balanced literacy using leveled libraries and grade-specific units of study, with well-designed pacing calendars very effectively meet the reading and writing needs of the students. Impact Math effectively addresses needs in the math program. Science, social studies, technology and physical education follow the State mandates. Excellent rubrics, cooperatively developed by the teacher and students, outline the targeted goals for each curricular area. Students in the alternate assessment programs receive appropriate instruction based on outcomes from their assessment data. Students, eager to participate, actively engage in their learning activities using augmentative communication technology, where needed. Rubrics and goals, prominently displayed, target the high level, differentiated instructional practices employed by the classroom teams.

P141K follows a rigorous curriculum and sets learning goals and student outcomes based upon standards-based units of study in each core subject. Pacing calendars and student portfolio checklists clearly focus staff on activities that must be completed each marking period. Curriculum-embedded and formative assessments monitor student performance and progress and a collection of authentic student work is a final product to show mastery. Teachers show great skill in shaping instruction to meet the needs of individual students, reflecting their learning styles, functional needs and academic levels. This results in appropriate and effective, differentiated, multi-sensory learning experiences. In conversations with the students, they often referenced their learning style and spoke of how they enjoy learning through different modalities.

Students in alternate assessment classes are eager learners. Each student has defined learning objectives in each core subject. They attend to well suited tasks at workstations using the 'Treatment and Education of Autistic and Related Communication – Handicapped Children' (TEACCH) model. Picture symbols are used very effectively to provide guidance and to help build independence. The related service providers help students use pictures successfully to communicate. These activities are in direct support of the goals indicated on the student's individual education plan. Related service providers work well with the classroom teachers, and parents are happy with the team approach.

We were able to hire a new OT and a PT this year to help meet our related service needs. However we are not at our ideal staff go to serve mandates fully in therapies and also ESL. This year our alternate assessment coach transferred to a new school so our standardized coach has been exposed to more alternate assessment opportunities. We are working on developing our strengths within since we also have switched 3 of our classes to alternate assessment and added a new alternate assessment class. We hired 8 new teachers for the fall of 2010 so it is a necessity to provide as much support as possible to these teachers. We have worked to create supportive professional development via their professional option periods.

At P141K, budget, staffing and scheduling decisions, based on student needs; react to the academic goals for all students. The school hired consultants; sent staff to district workshops; central workshops and brought district coaches in to support the staff in refining skills in the workshop model and best practices.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: To increase by 5% the number of standardized assessment students achieving Level 3 and above on the New York State exams

Goal 2: To increase by 5% the reading achievement levels of students in alternate assessment programs

Goal 3: By June 2011 to implement a comprehensive positive behavior support model that increases positive student behavior outcome and decreases Level 4 and 5 infractions by 10%

Goal 4 By June 2011, to improve the overall attendance level by 3% for the standardized students in our program.

Goal 5: By June 2011, to increase by 10% the number of parent workshops and school-related activities that will result in a 5% increase in parent attendance as measured by overall parent participation.

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): Standardized ELA and Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: To increase by 5% the number of standardized assessment students achieving Level 3 and above on the New York State exams</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Peer support for teachers applying balanced literacy techniques- intervisitation schedule set up by January 2011 there will be at least 5 intervisitations. • Intensive professional development will be afforded to all staff through in-service training from contracted consultants Renzulli Learning – 2 workshops will take place prior to February 1 • Many standardized assessment teachers will utilize their professional option periods for direct 1:1 academic intervention services • Utilize funds to purchase Smart Boards, lap tops, etc. 2 will be purchased before Feb 1 • Continue the BrainPop license <p>Emotional literacy and visual literacy will be explored through Project arts consultants</p> <ul style="list-style-type: none"> • Purchase Scholastic – Choices magazines for use during Health class, emotional literacy, and for focus with female students • Establish an after school book club to encourage reading with students and staff • Utilize flexible scheduling for literacy blocks • Student will create a library “wish list” • Implement common periods for professional learning communities Meetings will take place weekly and ongoing • Teachers will differentiate ELA and Math lessons using small group instruction

	<p>allowing students to improve in comprehension, writing, and math skills</p> <ul style="list-style-type: none"> • ELA and Math school committees will design and implement units of study, pacing charts and portfolio checklists • Provide professional development on promoting critical thinking skills using math manipulative materials – math staff will attend at least 2 district supported trainings and have a common day of planning scheduled prior to March 1 • Journals of “Emotional literacy” will be created and used in the classrooms 2 x weekly and will be referred to during large emotional literacy forum. • Inquiry team to target 7th grade cohort for math – observations of implementation will be recorded by peers prior to February 15th, to collect data. Pre test will be given on Feb 1st and analyzed by February 10th. <p>Target Population:</p> <ul style="list-style-type: none"> • All students in standardized assessment programs <p>Responsible Staff:</p> <ul style="list-style-type: none"> • All staff in standardized program • Data Specialist • Assistant Principals • Emotional literacy mini teams • Inquiry team <p>Timeline:</p> <ul style="list-style-type: none"> • September 2010 to June 2011 	
<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"> • NYSTL to purchase textbooks and library books (\$6000) • NYSTL to purchase computer software (\$2800) • FAMIS requisitions to hire Renzulli professional consultants (\$4,500.) • NYSTL to purchase computer hardware (\$3000) • Achieve 3000 renewal service \$ 2400. • Cost of teacher substitutes (\$180 x 20 days = \$3,600) • Cost of paraprofessional substitutes (\$145 x 20 days = \$2900.) • Cost of per session rate for workshop presenters (\$45.00 x 100 hours = \$4500) Cost of training rate after school hours (\$22.00 x 100 hours = \$2200) Flex funds per session for book clubs/math club / AIS after school 50.00 x 150 	

	<p>hours =7500. Flex funds per session for 4 week Saturday test prep \$ 2000.</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students' portfolios maintained throughout the school year • Student data report updated quarterly • Rubrics for each marking period to be used with portfolio • Teacher-made assessment • SCANTRON assessed October, February and June • NYS ELA/MATH Results 	

Subject/Area (where relevant): Alternate assessment literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: To increase by 5% the reading achievement levels of students in alternate assessment programs</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Edmark: Implement five types of instructional strategies: Data will be collected 4 times a year to analyze growth and make alterations if needed. • Teacher will implement the On-Line Headsprout Program • Teachers will implement the Wilson Foundations Program • Teachers will receive professional development in the software version of Edmark • Continue the BrainPop license <p>Emotional literacy and visual literacy will be explored through Project arts consultants</p> <ul style="list-style-type: none"> • Teachers will create a library “wish list” • Implement collaborative team teaching periods • Implement common planning periods • Teachers will differentiate ELA and Math lessons using small group instruction allowing students to improve (comprehension, writing, math skills) • ELA and Math school committees will design and implement units of study, pacing charts and portfolio checklists • Provide professional development on promoting critical thinking skills using math manipulative materials • Journals of “Emotional energy” will be created and adapted for student by January 1st. Journals will be implemented by January 15th. • Afterschool adapted book exploration and creation sessions with teachers – teachers will adapt the reading to better fit the needs of the students. Sessions will occur in March and April. • Improving literature through music using EASE grant activities and making books sing, to connect literacy and communication skills in all areas of school day. 6 teachers will be provided with monthly training sessions and briefing sessions with the resident artists. Full implementation by January 5. • Assistive technology committee to be created to meet afterschool • Professional development attended by staff members in the area of arts strategies

	<p>linking to literacy instruction – Making books Sing, EASE professional development, CASTA followup.</p> <ul style="list-style-type: none"> • SANDI to be used to improve reading assessments for 12:1:4 population • Students will participate in Get Ready to Learn yoga to focus attention on the reading activities in 12:1:1, 6:1:1 and 8:1:1 classes, Data will be taken and analyzed by the team. <p>Target Population</p> <ul style="list-style-type: none"> • Selected students in alternate assessment programs <p>Responsible Staff:</p> <ul style="list-style-type: none"> • Assistant Principals • Alternate Assessment teachers and paraprofessionals <p>Timeline:</p> <ul style="list-style-type: none"> • September 2010 – June 2011 	
<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"> • Tax levys funds to purchase updated libraries (\$3000) • NYSLT to purchase Edmark software (\$500) • Smartboard purchase to enhance literacy development and interaction with 6:1:1 students at MS35 \$6000.00 • Foundations (\$750.00) • Headsprout (\$1,000.00) • Professional development focusing on hard-to-address reading and academic needs for non-readers with classification identified as autism and mental retardation • Cost of presenter coach per session (\$45.00 x 20 hours = \$900) • Cost of training rate (\$22.00 x 100 = \$2200) • Flex funds used for adapted books sessions (50. X 30 hours = 1,500.) • Newbie support team meetings flex funds 50 x 30 = 1,500. And prep coverages 32.00 x 30 = 960. • Supply money for materials to create adapted books and purchase wish list.books 30 classes x 200.00= 6000. • ABLNET MATH equals program \$1700. to create math literacy and math 	

	<p>vocabulary. \$1700. X 5 classes (Inquiry team focus)</p> <ul style="list-style-type: none"> • Boardmaker – NYSTL software \$585. • Professional development contract Making Books Sing \$900. • Coverage period for arts residencies from EASE grant 60 coverages x \$40.=2400. 	
<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"> • By June 2011 students who are non-readers will learn 150 sight words, reaching a 1.0 grade level • By June 2011 students who previously completed Edmark Level I will attain a reading level of 2.0-3.0, and learn an additional 200 words plus compound words • By June 2011, students utilizing the Foundations or Headsprout Program will demonstrate a 5% increase in their lexile/grade level performance • Pre- and post-tests will be conducted at selected quarterly intervals • Required recordkeeping will be conducted in each student’s record book • Ablenet assessment reviewed by inquiry team every month starting in January 2011 	

Subject/Area (where relevant): School safety and climate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2011 to implement a comprehensive positive behavior support model that increases positive student behavior outcome and decreases Level 4 and 5 infractions by 10%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Clinical support and intervention • Classroom-based meetings between teacher and clinician • All staff is trained and uses “Genesis” model to build community in their classroom • Implementation and consultative services of the Emotional Literacy Program through mini teams at each specific • “Genesis” tickets are designed and given to students for “Being caught doing the right thing” and making good choices • School store is set up based on the “Genesis” model • All JHS ED students will receive a Renzulli assessment, level 1 assessment a MAS and Emotional Energy journal.; Each profile will be shared with Emotional literacy mini team. • AP and lead clinician will schedule PPC meeting each week to focus on skills and strategies for students and to review genesis levels, Swis and OORS. • Streamline BIP and FBA process to incorporate forced choice menu into motivators for Project genesis points. <p>Target Population:</p> <ul style="list-style-type: none"> • JHS ED Standardized Students <p>Responsible Staff</p> <ul style="list-style-type: none"> • All standardized staff • Assistant Principals • Counselors • Emotional literacy team

	<p>Timeline:</p> <ul style="list-style-type: none"> • September 2010 to June 2011 	
<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"> • Teacher substitute for intervisitations of EL mini teams (180. X 10=1800.) • Supply money for videos dealing with TCI, behavioral issues of all students and effective teaching strategies as well as manipulatives for alternate assessment 5000.) • Hiring of paraprofessional subs (\$145 x 10 days = \$1,450) • Purchase of school store items for all sites. (\$6,000) • Flex funds per session after school 50. X 30 hours 1500. • Trip funds for student transportation 1200. • TCI training 6 days 5 staff teacher sub coverage needed \$180 x30 days \$5400. 	
<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"> • SWIS Monthly report • OORS Updates at cabinet meetings and PPT meetings bi weekly • “Genesis” four-level tier will be documented at Emotional team meeting monthly • Mood Meters documentation will be shared with clinicians at PPT meetings • BIPs will be reviewed on high risk students, there will be a 10% decrease in PAI visits by students who have had level 4 and 5 infractions, for a period of 3 months. A reduction of 3% by dec 15th, 5% by Feb 15th, 7% by April 15 and 10% by June 15th. • Review of attendance teacher logs will show a 3 % increase in attendance for standardized students by Feb 15th and 5% increase by June 15th. • Review of suspension data. There will be a decrease of 1% by January 1, 3% by March 15 and 5% by June 1st. 	

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, to improve the overall attendance level by 3% for the standardized students in our program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Phone messenger to inform parents and students of upcoming events. • Bi monthly awards for high attending class. • Raffle entries for those individuals who are 90 percent and better. • Half day activity plans to include emotional literacy games. And to improve attendance on these historically low days. • Quarterly raffle for improvement in attendance for individuals. • Attendance teacher to visit homes of low attending students. Of those she visisted we will have an increase in attendance by 5% by March 15th and 7% by June 15th. • Clinical plans established at PPT meetings to improve attendance. • Monthly attendance bulletin board • By March 15th we will have an increase of 1%, by April 30th 2% , and by June 15th 3%.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Supplies (\$800. To create incentives for students Student wish list and individual target goal Social worker, teachers, paraprofessional, attendance teacher and mini emotional literacy team to document the students progress. 6 teachers x 6 per session hours to meet after school hours 36 hours x \$45. = \$1,620. Phone messenger renewal \$600.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Individual RISA for the students evaluated at each afternoon session ARIS reports printed to show the students the information is seen by many Attendance call logs from each site reviewed to see patterns of responses. Attendance teacher logs will be shared to show progress of notes at each afternoon session.</p>

Subject/Area (where relevant): Parental involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: By June 2011, to increase by 10% the number of parent workshops and school-related activities that will result in a 5% increase in parent attendance as measured by overall parent participation.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Develop and disseminate parent surveys regarding parental interests and needs • Conduct bimonthly parent workshops at each site • Conduct parent orientation breakfast in September • Design and schedule parent support groups meeting during and after school hours • Increase alliances with community-based organizations • SLT will present at a PTA meeting in October • PTA executive board will make monthly telephone calls to encourage increased attendance at PTA meetings • Expand family outreach services by increasing number of home visits by attendance teacher and family workers by 5% by April 15th. • Provide SLT and PTA minutes and newsletters to the school community; all communications will be trilingual. • Parent Coordinator will take an active role in supporting PTA activities and developing a list of tasks / time slots for parent volunteers • Invitations to all assemblies and special events, via backpacks and school meseenger. • Parent liaisons recruit parent involvement in PTA, SLT and community meetings through telephones calls home • Parents are informed of upcoming events through written communications in the 3 primary languages of the school • Posters are placed around the school the week before the events in 3 primary languages • Develop and disseminate a parent handbook by January 1st. <p>Target Population:</p> <ul style="list-style-type: none"> • School community of P141K

	<p>Responsible Staff</p> <ul style="list-style-type: none"> • Parent Coordinator • PTA Executive Board • All Teachers • All Assistant Principals <p>Time Line</p> <ul style="list-style-type: none"> • 2010-2011 School Year 	
<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"> • PTA fund raising events • SLT allocation (\$3,600.00) • Tax Levy funds to support teacher per session for conducting parent workshops (\$2,000.00) • • Provide workshops for teachers to create effective parent-teacher relationships training rate \$22.00 x 40 = \$880.00 • Provide instructional supplies (\$1,500.00) • Purchase outside vendor to provide parent workshop Making Books Sing \$175 x 5 = \$875. 	
<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"> • An increase in the number of parents attending parent orientation in September • An increase in the number of parents attending Open School for Parent/Teacher Conferences • An increase in the number of parents attending district events by 2% • An increase in the number of parents attending School Leadership Team Meetings by 1% by April 1 • An increase in the number of parents attending monthly PTA meetings, with a 5% increase by March 1st. • Additional linkages made with community agencies • Sign-ins and agendas will be submitted to view the progress. • An increase in parent satisfaction on our education program, as indicated on the parent surveys, by 5% from last year. 	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	15	15	10	10	7	7	6	
7	29	29	22	22	20	6	7	
8	23	23			12	14	5	
9	1	1						
10	1	1						
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:</p>	<p>Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 5-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Achieve 3000, Wilson, Ramp-Up</p>
<p>Mathematics:</p>	<p>Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 5-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Kaplan Foundations, Kaplan Advantage</p>
<p>Science:</p>	<p>Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 5-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Full-Option Science System</p>
<p>Social Studies:</p>	<p>Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 5-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Scantron performance Series to foster vocabulary growth and Renzulli to access students' learning styles and implement project-based learning.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing the Emotional Literacy curriculum. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components, such as the mood meter, word-of-the-week, and blueprint will be used. Stakeholders will also refer to Scholastic's book series, <i>Choices</i>, to conduct activities and generate discussion related to students' social/emotional needs.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing the Emotional Literacy curriculum. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components, such as the mood meter, word-of-the-week, and blueprint will be used. Stakeholders will also refer to Scholastic's book series, <i>Choices</i>, to conduct activities and generate discussion related to students' social/emotional needs.</p>

<p>At-risk Services Provided by the Social Worker:</p>	<p>Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing the Emotional Literacy curriculum. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components, such as the mood meter, word-of-the-week, and blueprint will be used. Stakeholders will also refer to Scholastic's book series, <i>Choices</i>, to conduct activities and generate discussion related to students' social/emotional needs.</p>
<p>At-risk Health-related Services:</p>	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-10 Number of Students to be Served: 20 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) 6 paraprofessionals

School Building Instructional Program/Professional Development Overview

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

Form TIII – A (1) (a)

Grade Level(s) K- 10 Number of Students to be served: 20 LEP Non-LEP

Number of Teachers 2

Other Staff (Specify) 6 Paraprofessionals, 1 Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Three Changes to the Title III budget 1.

1. We will try to increase the amount of students to be served from 12 to 20.
2. We will include Assistant Principals in the after school Professional Development which has been changes to three days, from six.
3. We will now have seven Saturday workshops, not five.

I. Description of Instructional Program

For the 2010-2011 school year, there are 53 ELL students in alternative assessment which is 14% of the total school population of 378. Methods of determining English language proficiency and/or English language skills include the NYSESLAT, Brigance, ELA NYSSA, and ABLLS-R .

ELL students to be served are in grades K- 10, ages 5 to 15. These students are classified as multiply disabled, Mental Retarded, Autistic, PDD, and Emotionally Disturbed. Student to staff ratios in classes are as follows;12:1:1, 12:1:4 and 6:1:1. The languages spoken and number of students are as follows: 39 Spanish, 4 Arabic, 2 Polish, 1 Yiddish, 1 Urdu, 1 Haitian, 2 Chinese, 1 Italian and 2 Russian. All 53 students participated in the NYSESLAT in May 2010. All students scored at the beginner level on the NYSESLAT. Based on the NYSESLAT results', speaking is the stronger modality. The raw score on speaking was higher than the reading and writing scores. The lowest scores were in writing and reading, however, progress in all four modalities has increased from previous years of administering the NYSESLAT.

Students in alternate programs who participated in NYSAA scored comparable to their monolingual peers in alternate programs in the areas of ELA and Math. 33 Students were assessed with NYSAA in the Spring of 2010. The NYSAA scores range from 1-4. In both ELA and Math grade 3, two students scored a 4, and another a 3 in ELA and Math. In grade 4, 9 students participated and four scored a 4 in ELA and five scored a 3. Three scored a 3 in Math, one scored a 2, one scored a 1, and four scored a 4. For grade 5 ELA, two scored a 4 in ELA and Math, and one student scored a 2 in Math and a

3 in ELA. In grade 6, there was one student who scored a 3 in Math and a 2 in ELA. In grade 7, there were 5 students. Three scored a 3, and 2 scored 4 for ELA. In Math two scored a 3 while one scored a 4 and two a 1. In grade 8, both students scored a 3 in ELA and in Math, they each scored a 1. In grade 9, two students participated with scores as follows: Math 3, ELA 3, Science and Social Studies 4. The other student scored a 3 in Math and 4 in ELA, Science and Social Studies. Students score better in NYSAA as it is more reflective of their individual needs. In 2010 15 ELLs participated in the Science and Social Studies NYSAA, while 32 were assessed in Math. 33 students in the spring of 2010 were assessed with NYSAA Reading. Grade levels are determined by NYS according to the birth date of each student. . Amongst the 15 ELLs who participated in the Social Studies assessment, scores are as follows: Grade6; one scored a 1four a 3, and three a 4., Grade 7; two scored a 4. Grade 9; one scored a 3 and one scored a 4. Grade 10; two scored a 3 and two scored a 4. In Science NYSAA, Grade 5; two students scored a 3 and two a 4. Grade 6;one scored a 3 and four a 4. Grade 9; one scored a 3 and one scored a 4. Grade 10; two scored a 3 and two scored a 4. For NYSAA Math Grade 4; one student scored a 3 the other a 4. Grade 5; one a 2, two a 3 and four scored a 4. Grade 6; three students scored a 1, three a 3 and six scored a 4. Grade 7; two students each scored a 4. Grade 8; one student scored a 2 and the other a 3. Grade 9; two students scored a 3. Grade 10; one student scored a 2, four a 3. For the NYSAA Reading assessment scores re as follows: Grade 4; both students scored a 4. Grade 5; two students scored a 1, one a 2, one a 3, and four a 4. Grade 6; one student scored a 3 and ten scored a 4. Grade 7; one student scored a 3 and one scored a 4. Grade 8; teo scored a 3 and two a 4. Grade 9; one student scored a 1 and the other scored a 1. Grade 10; three scored a 3 and one scored a 1.

All students who were evaluated with the LAB and LAB-R scored as Beginners and all the students at who took the NYSESLAT in the spring of 2010 scored in the beginning range as well. Scores on LAB and LABR are consistent with that of the NYSESLAT. All the ELLs at P141K are all in the Alternate Assessment program and are not participants of the NYS Periodic Assessments in ESL. The Title III program is aligned to students IEP's but also to the content area standards. During instructional time, teachers will provide students with lessons that will support the curriculum which is based on NYS learning standards. Each lesson during the Title III program will require students to listen, read, write and speak in English with the support of the bilingual paraprofessional and ESL or Bilingual teachers. Students will create books, projects, or language arts puppets related to the school based theme which will be taught from January 2011 through May 2011. In January the school based theme is about winter, followed by Multicultural People and Customs in February, then Imagination in March, and finally in May, the Environment.

Teachers and paraprofessionals will have access to the units of study, NYS ESL Standards, and will be well versed with the topics and themes being taught in the classroom. Lessons will be aligned with students' cognitive abilities, incorporating strategies such as graphic organizers, lists, charts and language experience approach techniques. Additionally, students' augmentative communication devices will be programmed to enable them to have access to the content taught during the Title III Program.

The Title III Saturday Program at P141K will occur on 7 Saturdays throughout the 2010-2011 school year from 9:00 a.m. to 1:00 p.m. Student instruction will be provided during this time. The proposed dates will be January 22, 2011, March 5, 2011, March 26, 2011, April 9, 2011, April 30, 2011, May 7, 2011 and May 21, 2011. There will be seven instructional sessions for students, of four hours each, while parents attend a workshop. On these Saturdays, parents will accompany their child to the school site, PS380 by 9:00 a.m. and leave by 1:00 p.m. Each parent and their child who attend will receive a \$5.00 Metro Card for transportation. Students will be grouped according to their IEP mandated service, i.e.6:1:1 or 12:1:4. Teacher(s) participating in this program will be ESL or Special Ed/Bilingual certified. There will also be one monolingual English speaking paraprofessional, one Bilingual Arabic and 4 Spanish speaking paraprofessionals in this program. Two paraprofessionals will be used as interpreters for parents during their workshop and the remaining 4 paraprofessionals will be in the classroom in order to provide the 12;1:4 and 6:1:1 ratios as mandated on student IEP's.

Each class will be staffed with a certified ESL teacher and or Special Education/Bilingual teacher. The program will address ESL standards, ELA and Science standards and appropriate AGLIs via school based themes. P141K will provide one supervisor, 6 paraprofessionals as needed based upon the population of the participating students and their parents. One supervisor will be provided because our supplemental instruction occurs on Saturday and an

administrator is needed to be present to ensure that all compliance and instructional requirements are being met. Students and parents will be asked to pre-register so that we can anticipate the needs of attendees.

Activities planned for students will supplement the curriculum and will be aligned with their individual needs based on the IEP and cognitive levels. The supplemental instructional services will focus on language development in English, native language, high academic achievement in math and other core areas based on individual student needs. Materials used will be differentiated and adapted to meet individual students' goals as stated on their IEP. For example, augmentative communication devices will be programmed to reflect responses pertaining to that day's lesson, as well as the use of Mayer-Johnson symbols and adapted books. Writing tasks will be adapted and student's verbal responses will be recorded by teachers or paraprofessionals to foster comprehension. Students will also benefit from Native language support given by bilingual paraprofessionals and teachers as well as the use of augmentative communication devices.

Each of the seven Saturday sessions will have theme-based lessons pertaining to the school themes. The activities during the Title III classroom will enrich and reinforce instruction provided during the school day by utilizing similar themes and materials as indicated in the school based curriculum and NYS ESL standards, as well as the AGLI's. By reviewing topics and re-reading literature books during the instructional day, students will have a better understanding of the material. Also, when using the cameras, students can expand upon the themes and utilize their multiple intelligences as instruction is differentiated.

As reported by Cynthia F. Dicarolo, *Journal of Early Intervention*, Vol. 23, No. 3, 191-199 (2000), the use of voice output devices increases language in children with disabilities. Dicarolo reports the results of a baseline study evaluating the effects of using a voice output device to facilitate communication with children who are developmentally delayed and non verbal. After the analysis of data, children in the study increased their specific initiation of communication with the use of a voice output device to that of a typically developing peer.

According to Howard Gardner, 1999, from his writing in "Frames of Mind", individuals have different strengths and weaknesses. We learn by absorbing information in a variety of ways. Some may learn better visually, auditory or physically. Each culture has unique characteristics for learning. Research has proven students benefit most when material is presented in a variety of ways. It is important that we use technology, such as: augmentative communication and recording devices (Dicarolo, 2000), audio and visual equipment, smart boards, projection screens and computer programs. These devices can address the varied learning styles of ELL students with disabilities.

Assessment techniques used to determine success and the impact of support will include a pre and post teacher-made test adapted to the students needs. Such assessment devices used during the program will assist in developing rubrics to assess student work. Teachers will use student work that is consistent to the Title III instructional program as an on-going assessment technique. The scores on a student's Brigance Assessment of Basic Language and Learning Skills will also be another form to determine the impact of the Title III program.

In addition, standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature will be incorporated into the students' lessons. We will use language literacy materials such as Fonolibros, EDL Leveled Libraries and Pequenita Celebraciones. The use of bilingual software and multimedia equipment will enhance and support the development of their native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication.

Students will be provided workbooks to supplement the instruction, and these books will be adapted to meet each child's needs. For example, a student with spastic reflexes will have the workbook pages taped to a lap desk and will receive hand over hand assistance. Highlighters will be used to emphasize printed material for the visually challenged. Mayer-Johnson picture symbols will be added to enhance and adapt the printed materials. Overhead transparencies and smart board technology will be included in the instructional process.

Methods of instruction to deliver lessons will include Language Experience Approach, CALLA, Total Physical Response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches will be incorporated to give students in alternate assessment programs additional support.

II. Description of parent and community involvement.

Letters from the official Department of Education website informing parents of the Title III program will be sent home in each parent's Native language. Information about the topics of each workshop and how it will help parents with their child will be included. Additionally, parents will receive reminder letters and phone calls as the dates for workshops approach and bilingual paraprofessionals will be available to assist parents with their native language needs. To further assist parents and their native language needs, each will receive a bilingual dictionary from American Heritage at the completion of the program.

While students are attending the Title III program, parents are attending workshops, provided by QSAC, Inc. and by Godfrey Rivera, from Sinergia, Inc. These seven four hour workshops will include informative topics such as Behavior and Treatment Techniques, Language and Communication, Applied Behavior Analysis, IEP Process, Navigating the NYC Special Education System and Advocacy and Guardianship. The presenter will distribute written materials, have audio/video presentations as well as incorporate a question and answer period. Two Bilingual paraprofessionals will be available to assist parents with their Native language as needed.

At the Fall ELL parent meeting parents were also informed about the Title III program. The P141K Parent coordinator was present at this meeting and available to address concerns and offer information to parents about school activities such as the PTA membership, participation and school events. After the Title III letters are distributed to parents, P141K will have an informative orientation on January 12, 2011 at 9:30 AM at site PS380, to discuss the Title III program and explain how it can benefit parents and students. The Parent Coordinator will make written materials about Title III, and the Bilingual and ESL program, available in various languages as well as arrange for bilingual paraprofessionals to provide native language assistance. In addition beginning in December 2010, at each of the monthly assemblies that the parents are invited to, we will include information about the Title III program in verbal and written form.

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

Professional development for staff participating in the Title III program will occur during six 90 minute workshops offered after school (3:00 – 4:30 PM), during the 2010-2011 school year. During the workshops on December 15, 2010, January 10, and January 18, 2011. Staff will conduct a book study based on the book "English Learners Academic Literacy and Thinking" by Pauline Gibbons, 1993. Pauline Gibbons has published extensively in the area of English language education and is the author of three books with Heinemann Publishing. This is a resource book which elementary teachers will find both insightful and practical. Paraprofessionals, staff and teachers will gain insight and learn techniques to teach English Language Learners. As a result of the workshops, participants will expand their knowledge on techniques such as Total Physical Response, scaffolding, and the Language Experience Approach.

Each group during the professional development periods occurring on January 10 and 15, 2011 will read and report on two chapters from Gibbons' book. Each group will create a graphic organizer representing the chapters they are reporting on. The information will be shared as well as ways to implement it in the classroom.

During the workshop on December 15, 2010, Assistant Principals and the ESL Teacher will conduct a book study based on the book “English Learners Academic Literacy and Thinking” by Pauline Gibbons, 1993. Pauline Gibbons has published extensively in the area of English language education and is the author of three books with Heinemann Publishing. The ESL Teacher will provide training to the administration staff in regards to working with ELL students and their parents. Topics about second language acquisition, teaching methods such as Total Physical Response and Language Experience Approach will be discussed and analyzed. Extensive discussion and problem solving about ELL students and their family will be addressed during this professional development.

Form TIII – A (1)(b)

School: P141K

BEDS Code: 307500013141

Title III LEP Program

TEMPLATE - MAY 2010

School Building Budget Summary

Allocation Amount: 15000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$15000	
Professional salaries (schools must account for fringe benefits)	\$ 99.78	
-	\$331.26	<u>Professional Development</u>
	\$598.68	1 Teachers x 1 sessions x 2 hrs x \$49.89 = 99.78
	\$1043.28	3 supervisor x 1 sessions x 2 hrs per session x \$52.21/hr = \$331.26
		2 Teachers x 2 sessions x 1.5 hrs X \$49.89= 598.68
		6 Ed paraprofessionals x 2 sessions x 1.5 hrs x \$28.98 = \$1043.28
		<u>Instructional Saturday Program</u>
		<u>Professional Staff</u>
	\$2793.84	2 teachers x 7 days x 4 hrs x \$ 49.89 = \$2793.84
	\$1461.88	1 supervisor x 7 days x 4 hrs x \$52.21 = \$ 1461.88
	<u>\$4057.20</u>	5 paraprofessionals for classroom x 4 hrs x 7 days x \$28.98= \$4057.2
	<u>\$10385.92</u>	
	\$811.44	
	\$1400	Parental Involvement
	\$150	1 paraprofessionals for interpretation x 4 hrs x 7 days x 28.98 = \$811.44

	\$12.08	1 consultant from QSAC. Inc., to deliver parent workshop x 4 hrs x 4 days x 87.50 hr = 1400 50 Notebooks for note taking x \$3.00 = \$150 3 dozen pens = \$12.08
Purchased services -		
Supplies and materials -	\$340.56 \$110 \$110	<u>Supplies and Materials</u> <u>For Instructional Program</u> Supplies for student program, 7 Saturdays, 4 hours each (glue, paper, scissors, crayons, markers, craft items for hands on projects Classroom leveled reading library Grades PK -2 Holidays and Seasons Picture Book <u>ELL Program</u> <u>Cornerstone Program Level K-1 5 Workbooks x \$22 = \$110</u> <u>Cornerstone Program Level 1_5 Workbooks_x\$22 =\$ 110</u>

Travel	\$420	<p><u>For Parents</u></p> <p>12 Metro cards_x 7days x \$5.00= \$420</p> <p><u>For children</u></p> <p>12 Metro Cards x 7 days x\$5.00 = \$420</p>
Other	\$840	<p><u>Refreshments</u></p> <p>Coffee, sugar, milk, cake, juice, snacks for children, paper goods, etc. for seven days</p> <p>\$120 x 7= 840</p>
TOTAL	\$15000	

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.

We used data from the school demographics and the accountabilities profile, home surveys prior to child's admission into school, outreach via home telephone calls by the PA Executive Board and when necessary, home visits by our family worker.

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.

Spanish is the prominent language for translation and interpretation within the P141K organization, specifically at PS380. The findings were reported to the school community via the Parent Coordinator's school's newsletter. At P141K there are approximately 70 parents who speak another language other than English in the home. Such languages include Urdu, Arabic, Yiddish, Polish and Russian. Materials will be translated as needed into these languages by using the DOE Office of Language and Interpretation.

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.

P141K dual language teachers have been given a calendar of all upcoming school events and functions. They will translate all in-house written correspondences between the school and home for the entire school community. Members of our PA Executive Board will provide additional assistance. Also, we have and will continue to use DOE Office of Translation and Interpretation Unit. We will provide oral interpretations from English to Spanish, Urdu, Arabic, Russian, Polish and Yiddish at various meeting and workshops. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

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.

We will provide translations from English to Spanish at various meetings and workshops, selected staff and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit. We will provide oral interpretations from English to Spanish, Urdu, Arabic, Russian, Polish and Yiddish at various meeting and workshops. Selected staff such as counselors, paraprofessionals, teachers and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

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>.

P141K will obtain from DOE website information in each of the covered languages. Whenever scheduled IEP meetings, Parent/Teacher Conferences, PA Meetings and other school-related functions are held, we will access the services of DOE Office of Translation and Interpretation Unit and/or our own qualified staff. We will provide information on the Parents Bill of Rights and Safety Plan for students through written and oral interpretation in Spanish, Urdu, Arabic, Yiddish, Polish and Russian as well as any other languages that parents may speak.

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

1. Enter the anticipated Title I allocation for the school for 2009-2010 _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year _____
5. 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.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major

languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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:

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
- **Help provide an enriched and accelerated curriculum.**
- **Meet the educational needs of historically underserved populations.**
- **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.**

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.**

3. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

4. 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.
5. 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.
6. 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>.

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 N/A

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

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.

11. 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.

12. Schoolwide reform strategies that:
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) 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.

13. Instruction by highly qualified staff.

14. 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.

15. Strategies to attract high-quality highly qualified teachers to high-need schools.

16. Strategies to increase parental involvement through means such as family literacy services.

17. 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.

18. 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.

19. 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.

20. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

11. 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;

12. Coordinate with and support the regular educational program;

13. Provide instruction by highly qualified teachers;

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

15. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: 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).
2. Please describe the services you are planning to provide to the STH population with the Title I 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.

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

This appendix will not be required for 2010-2011.

N/A

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. K141								
District:	75	DBN:	75K14	School		307500013141			
DEMOGRAPHICS									
Grades Served:	Pre-K	v	3		7	v	11	v	
	K	v	4		8	v	12	v	
	1	v	5		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	17	16	18						NR
Kindergarten	23	0	3						
Grade 1	29	1	2	Student Stability - % of Enrollment:					
Grade 2	23	0	1	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	3	1	0					78.2	86.2
Grade 4	2	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	32	30	16	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	42	33	25				86.3	0.0	NA
Grade 8	44	38	27						
Grade 9	2	1	0	Students in Temporary Housing - Total Number:					
Grade 10	4	3	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	0	3	3				9	19	6
Grade 12	0	0	2						
Ungraded	160	264	279	Recent Immigrants - Total Number:					
Total	381	390	376	<i>(As of October 31)</i>			2007-	2008-	2009-
							1	1	0
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	364	374	0	Principal Suspensions			8	8	13
# in Collaborative Team Teaching (CTT)	17	16	17	Superintendent Suspensions			6	8	13
Number all others	0	0	357						
<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			N/A	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	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	17	48	TBD	Number of Teachers			73	72	0
# ELLs with IEPs	7	63	TBD	Number of Administrators and Other Professionals			73	75	0
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			56	46	0

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	1	3	16	% fully licensed & permanently assigned to this	98.6	100.0	0.0
				% more than 2 years teaching in this school	57.5	66.7	0.0
				% more than 5 years teaching anywhere	39.7	45.8	0.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		77.0	79.0	0.0
American Indian or Alaska Native	1.3	1.5	1.6	% core classes taught by "highly qualified" teachers	89.7	89.7	0.0
Black or African American	54.1	53.8	56.4				
Hispanic or Latino	33.1	31.0	30.1				
Asian or Native Hawaiian/Other Pacific	1.3	2.3	1.1				
White	10.2	11.0	10.9				
Male	73.2	73.6	68.4				
Female	26.8	26.4	31.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
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:	B	Overall Evaluation:						NR
Overall Score:	43.6	Quality Statement Scores:						
Category Scores:		Quality Statement 1: Gather Data						
School Environment:	4.3	Quality Statement 2: Plan and Set Goals						
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals						
School Performance:	4.2	Quality Statement 4: Align Capacity Building to Goals						
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise						
Student Progress:	35.1							
<i>(Comprises 60% of the</i>								
Additional Credit:	0							

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 3	District 75	School Number 141	School Name
Principal Michele Thornton-Mannix		Assistant Principal Mr. Carroll Scott	
Coach Natalie Meek		Coach type here	
Teacher/Subject Area Crystal Richberg, Special Educ		Guidance Counselor Ms. Valentin	
Teacher/Subject Area Joanne Glaski, ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Patricia Lysius	
Related Service Provider type here		Other type here	
Network Leader Arthur Fusco		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	378	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	14.02%
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Part II: ELL Identification Process

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

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

returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When new students arrive at P141K, the certified ESL teacher conducts the Home Language Identification Survey, which includes an informal interview in English and in the native language of the parent. Upon assessment of the interview, the New York State permanently certified ESL teacher at our school determines the home language of the incoming student. When another language is spoken in the home and understood by the student, he/she is eligible to participate in the LAB-R, which is administered within the first 10 days following the first day of entrance. If the student is Spanish speaking, they will take the Spanish LAB to assess their Spanish language proficiency. Upon evaluating the score on the LAB-R, it is determined if the student is eligible for the ESL program. Students are also identified by utilizing the ATS report RLER and RLAT which identifies students who are eligible for the LAB-R and those who participated in the NYSESLAT while attending other NYC schools.

To annually evaluate the level of English of ELLs at P141K, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs. Depending on the score, students may be at beginner, intermediate, advanced or proficient level. ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers.

Students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	4	4	4	4	4	4	4	4	4	4	4	0	1	45
Total	4	4	4	4	4	4	4	4	4	4	4	0	1	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	53
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	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	0									0
Dual Language										0
ESL	29			19			5			53
Total	29	0	0	19	0	0	5	0	0	53

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

C. Home Language Breakdown and ELL Programs

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

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
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			
	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																					

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	2	2	2	7	2	3	10	1	3	1	5		1	39
Chinese							1	1						2
Russian				1			1							2
Bengali														0

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
Urdu							1							1
Arabic			1	2		1								4
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish						2								2
Albanian														0
Other						1				1				2
TOTAL	2	2	3	10	2	7	13	2	4	2	5	0	1	53

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.

The ESL program at P141K is a push in /pull out model. Our ESL program is composed of 53 ELLs all of whom are assessed using the NY State Alternate Assessment (NYSAA). Of the 53 students who are ELLs, 10 students have IEPs indicating, "Monolingual Instruction without ESL". These ten ELL students are in Alternate Placement, subsequently, their IEP indicates a Bilingual program. Students in an Alternate Placement setting receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Each student is served according to their IEP.

The ESL teacher will collaborate with the elementary cluster/classroom teachers of the ELL students during the common preparation periods that exist twice per week. During these planning periods, each teacher will create materials, plan assessments and lessons and also evaluate past lessons. At the high school level, common preparation periods are provided to enable ESL teachers to plan curriculum and units of study three times per week. The ESL teacher will provide to students using strategies such as TPR, graphic organizers, Language Experience Approach and text adaptation. Also, ESL will be provided through a combination of push in and pull out models of instruction at the elementary level, and as a push in model in the high school. Additionally, instructional materials which are both grade and age appropriate include content area books, Rigby (On Our Way To English), Penguin Adapted Novel Sets, teacher made adapted books, Mayer Johnson picture symbols as well as an array of augmentative communication devices. Such devices include cheap

Talk, Step by Step, Tech Talk, Go Talk, and Communication Skills Builder. At the elementary level, trade picture books are adapted with picture symbols, textured materials, props and puppets, so that language acquisition will be fostered and meet the diverse needs of the student population.

P141K's teachers and paraprofessionals serving ELLs will also be supported through Coaching services provided by the district's instructional coaches. In addition, P141K will encourage the attendance of Bilingual, ESL and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs.

Teachers will demonstrate self learning and professional development by attending off site workshops. With support, teachers will model academic language and consistently spiral language so that students language proficiency grows. Evidence of student work displayed in each language and class libraries are clearly defined. All students in bilingual classes receive the number of units of ESL in instruction as required by CRPAart 154.

The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs. Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. At P141K we have bilingual picture books and materials. These materials are read by bilingual staff to the students who share the same native language. Many times throughout the day the bilingual ESL students will participate in verbal dialogue with a staff member (paraprofessional, counselor, teacher or administrator). A staff member is always available to provide interpretation for the student or parent in their native language.

ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. In high school (grades 9-12), students at the Beginner level will be provided with 540 minutes of ESL per week. Those at the Intermediate level will have 360 minutes per week and Advanced students will have 180 minutes of ESL and 180 minutes of ELA. Students will be grouped according to English Language proficiency based on their score obtained on the NYSESLAT. Group size will be maximized while maintaining student staff ratios specified on each student's IEP. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera, recording devices etc... will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayer Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Currently we have 29 newcomers they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. The classroom teacher will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to SIFE students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems. At this time we do not have SIFE students, but if and when we do we will offer communication in the Native Language in both written and verbal form, mandated ESL services, a buddy system, peer tutoring, and Title III Saturday Academy to each student. Students characterized Long Term ELLs have been receiving ESL services for a time more

than 3 years, but less than 6. At this time we have 5 Long Term ELL students.

Such students will be supported with services from an ESL teacher, for the 4th and 5th year, will apply such teacher will provide instruction to coincide with the students IEP goals and objectives. At P141K, ELL students receive an extension of services for ESL until they score proficiently on the NYSESLAT and until the IEP reflects that they no longer have ESL for their individual program. At P141K, ELL students receive an extension of services for ESL due to their individual and specific education needs. Support and academic intervention are provided to these students by using various ESL methodologies, such as: Total Physical Response, Language Experience Approach and the use of picture symbols to represent words and actions. Long term ELLs will receive services including AIS, Buddy System, and or bilingual counseling and speech therapy, as indicated on their IEP.

Reading and writing skills will continue to be taught using ESL methods such as: scaffolding, Language Experience Approach, Total Physical Response, graphic organizers and the use of technology. This technology includes the Smart Board Interactive System, software programs entitled, “Reader Rabbit”, “I Spy”, “Teach Me Nouns”, “Same and Different” and “School Zone Alphabet”.

Writing will continue to be taught using conventional methods, the use of graphic organizers, charts, the Language Experience Approach, modeling and cloze exercises. Students will continue to be taught writing by using picture symbols, PECS, and formulating sentences and paragraphs. Students will continue to practice oral communication skills through drills, song play, and communication devices such as Big Macs, Tech Speaks, Communication Builders and Cheap Talk.

Reading and writing skills will continue to be taught using ESL methods such as: scaffolding, Language Experience Approach, Total Physical Response, graphic organizers and the use of technology. This technology includes the Smart Board Interactive System, software programs entitled, “Reader Rabbit”, “I Spy”, “Teach Me Nouns”, “Same and Different” and “School Zone Alphabet”.

The ESL teacher through consultation with the homeroom teacher, related service provider and support staff will devise an individualized academic intervention plan for students’ success and achievement. Such a plan will include services as mandated on their IEP in accordance with their proficiency levels indicated on the NYSESLAT.

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs.

Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students’ native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

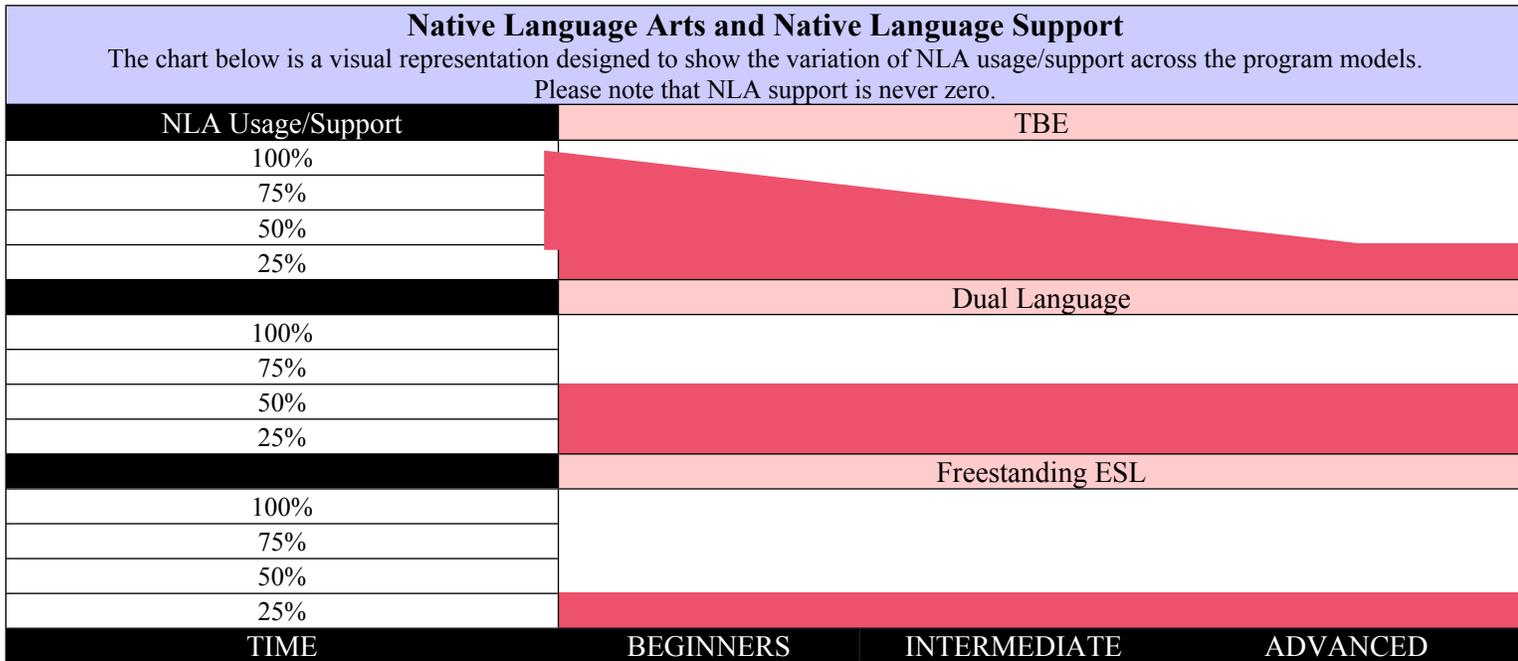
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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?

Paste response to questions 5-14 here

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayer Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Through the Federal Title III program grant, we will be offering after school and Saturday workshops to parents and students of ELLs. Such workshops will be informative and interactive. Parents will participate in workshops to better assist their children at home with home work and topics learned at school, and students will have instructional classroom support by a certified special education and or bilingual teacher.

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

At this time, no programs/services for ELLs will be discontinued.

ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds.

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities to support learning, assessments, standards, and achievement of goals.

We will offer communication in ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. Correspondence in the Native Language in both written and verbal form, a buddy system, peer tutoring, and Title III Saturday Academy participation will be offered to each student. At P141K, District 75, we do not at this time, have a

Jump Start program. Language electives are not offered to our students .

A. Assessment Breakdown

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

C. Schools with Dual Language Programs

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	2	3	10	2	7	13	2	4	2	5	0	1	53
Intermediate(I)														0
Advanced (A)														0
Total	2	2	3	10	2	7	13	2	4	2	5	0	1	53

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	2	2	3	10	2	7	13	2	4	2	5	0	1
	A													
	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.													1
READING/WRITING	B													
	A													
	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLS.) What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.													

NYS ELA

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

Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

Part V: Assessment Analysis

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

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

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									0

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

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
English	Native Language		English	Native Language
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

Most students, and all the ELLs at P141K are in alternate assessment. At P141K, we use the NYSAA, Brigance, VORT and SANDI assessment with our students, including the ELLs. The Brigance, VORT and SANDI are hand scored by the teacher who works with the student. The Brigance, VORT and SANDI assess a continuum of behaviors and skills. They contain observable traits referred to as behavioral characteristics. These assessment results are very helpful to the classroom teacher from one year to the next as it can describe the behavioral functional level of the student in a classroom setting. Upon reading these non standardized assessments for each child, teachers can make choices of how to adapt curriculum to meet the individual needs of each child in their classroom. The NYSAA (New York State Alternate Assessment) tool is scored by the state and measures academic functioning in the areas of Math, Science, Social Studies and ELA. By February of each year the test documents are delivered to the state and by April the score results are available. Scoring is based on a rubric of 1-4, 4 being the highest and 1 being the lowest. ELLs scored comparable to their monolingual peers in alternate programs.

In 2010 15 ELLs participated in the Science and Social Studies NYSAA, while 32 were assessed in Math. 33 students in the spring of 2010 were assessed with NYSAA Reading. Grade levels are determined by NYS according to the birth date of each student. . Amongst the 1 ELLs who participated in the Social Studies assessment, scores are as follows: Grade 6: one scored a 1 four a 3, and three a 4. Grade 7: two

1. Grade 10; three scored a 3 and one scored a 1.

All students who were evaluated with the LAB and LAB-R scored as Beginners and all the students at who took the NYSESLAT in the spring of 2010 scored in the beginning range as well. Scores on LAB and LABR are consistent with that of the NYSESLAT. All the ELLs at P141K are all in the Alternate Assessment program and are not participants of the NYS Periodic Assessments in ESL.

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		