



**PS 231K**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75K231**  
**ADDRESS: 5601 16<sup>TH</sup> AVENUE**  
**TELEPHONE: (718) 853-1884**  
**FAX: (718) 853-5388**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P231K      **SCHOOL NAME:** \_\_\_\_\_

**SCHOOL ADDRESS:** 5601 16<sup>th</sup> Ave, Brooklyn, NY 11204

**SCHOOL TELEPHONE:** 718 853-1884      **FAX:** 718 853-5388

**SCHOOL CONTACT PERSON:** Christina Foti      **EMAIL ADDRESS:** cfoti@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Roderick Palton

**PRINCIPAL:** Christina Foti

**UFT CHAPTER LEADER:** Roderick Palton

**PARENTS' ASSOCIATION PRESIDENT:** Joseph Williams/Doris Dunn, Co-Presidents

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

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 75      **SSO NAME:** District 75

**SSO NETWORK LEADER:** Adrienne Edelstein

**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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

\* Core (mandatory) SLT members.

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

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

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

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PS 231K is a multi-sited special education school serving elementary aged students from the twelve community school districts in Brooklyn. PS 231K serves 276 students from kindergarten through eighth grade in a variety of staffing ratios. The educational settings are varied: inclusion, self-contained classes in a community school, and an agency setting affiliated with the Jewish Board of Family and Children Services. Our school has 38 classes: (2) inclusion classes, (11) classes with a 12:1:1 ratio, (6) 8:1:1 classes, and (19) 6:1:1 classes. These classes serve students with autism, developmental delays, and emotional and behavioral problems.

At Public School 231K it is our mission to create a core of learners through collaborative efforts of the students, staff, parents, and community. The role of the "teacher" is not limited to the adult but is extended to the child. In doing so, each child discovers his/her unique potential, talents, purpose and greatness through a differentiated, interdisciplinary approach inclusive of technological as well as social and emotional learning.

We strive to show our students that the biggest classroom is the world around them. We do this by using all available resources to bring the world into the classroom and the classroom into the world. PS 231K students become independent, productive, problem-solving citizens that seek challenges rather than shy away from them.

Our continued partnership with the Birch Training Institute provides our alternate assessment staff with a range of onsite consultation services in areas of individual consultation, program design, training, problem solving and professional development. Teachers continue to learn strategies and techniques to help them meet the increased academic rigor placed upon our alternate assessment students.

This year we will also continue our partnership with ENACT. ENACT is an organization that uses its pioneering creative drama approach to promote self-awareness for dynamic change in New York City public schools. ENACT's participatory approach goes beyond traditional teaching methods, transforming not just the student, but the classroom environment and overall school climate. ENACT provides relevant staff workshops on topics such as "Creative Drama as a Teaching Tool" and "What Would You Do? Strategies for Addressing Bullying in your Classroom."

Our partnership with City Access New York (CANY) provided summer day camp scholarships for our standardized and alternate assessment students at the Urban Park Ranger Camp. This partnership also provides our students with access to vacation scholarships at the Urban Park Ranger Camp.

Our school was the recipient of a \$315,000 RESO A Grant. This enabled us to purchase technology equipment, such as SmartBoards, computers and laptop carts, to support our students' learning. A full-time school-based technology coach gives teachers and paraprofessional workshops on how to use technology to support instruction in the classroom.

Most recently our school was awarded a \$500,000 grant through a program entitled Everyday Arts in Special Education (EASE). The grant will provide our school with 5years of "Artists in Residence" from the Manhattan New Music Project. These artists will provide professional development to our teachers on strategies to integrate arts education into their daily pedagogy.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

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

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>				
(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				<b>Number of Staff: Includes all full-time staff</b>				
# 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				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
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								
<b>Male</b>								

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)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>				
	ELA:		ELA:				
	Math:		Math:				
	Science:		Grad. Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

#### Key: AYP Status

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

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

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
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?
- 

PS 231K has much to be proud of and is committed to improving areas within which our school community needs to develop. The School Leadership Team's (SLT's) analysis of school-wide data resulted in the development of the 2010-2011 school-wide goals in the areas of incident reduction, mathematics, communication, and parent involvement. In order to meet and exceed the goals developed in each of these areas, Professional Learning Communities (PLCs) have been established at each of PS 231K's four sites to support the on-going professional development of staff and academic achievement of students. These PLCs engage in inquiry-based work to analyze pedagogical practices, analyze student data to determine instructional decisions, provide support to staff and students, and monitor and revise best practices as deemed necessary. It is with great pride that PS 231K moves into the school year with 100% of teachers and related service providers meeting weekly in PLCs to support the achievement of the 2010-2011 school-wide goals. Online ARIS communities and inquiry spaces support the development of the work being done in each community and allow staff online access to share resources, participate in discussions, and developments.

An analysis of 2009-2010 Grade 3 Scantron data and Fountas and Pinnell data indicated the need for targeted intervention to develop reading comprehension skills. The Comprehension Toolkit, Balanced Literacy and AIS services were used to provide this intervention. It was our goal that 15% of grade 3 standardized assessment students by June 2010 would show gains in reading comprehension as evidenced by moving 1 reading level as measured by the Fountas and Pinnell Benchmark Assessment and Scantron. An analysis of Fountas and Pinnell Benchmark Assessments and Scantron Assessments indicated that students met and exceeded the expected gains. It was determined that 89% of students made at least 1 level of progress in reading with 59% of students making 3 or more levels of progress as indicated in Table 1 below. Furthermore, Scantron results indicated an increased scale score performance by 100-400 points by 45% of 3<sup>rd</sup> grade and a 500-800 point increase made by 13.5% of Grade 3 students. These results are outlined in Table 2.

**Table 1: 2009-2010 Levels of Reading Progress made by Grade 3 Students**

<b>Levels of Progress</b>	<b>3rd Grade Students Making Level Change</b>
0	11%
1	11%
2	21%
3	29%
4	18%
5	4%
6	4%
7	0%
8	4%
% of Students making 3+ Level of Progress	59%

**Table 2: 3rd Grade Student Scantron Performance in Reading**

<b>Scale Score Increase</b>	<b>Percentage of 3rd Graders</b>
100-400	45%
500-800	13.5 %

In addition to academic gains, PS 231K has made marked progress in the area of behavioral incident reduction. During the 2009-2010 school year, the PS 231K PBIS system expanded to include the school bus in our school-wide-expectation matrix. In 2010-2011 school year, students continue to be divided into “bus teams” and meet weekly to review behavior expectations on the school bus, to discuss and resolve conflicts among bus team members and to set achievable behavior goals for the school bus. Bus driver and matrons inform staff daily about students’ behavior on the school bus, and points are tallied for students accordingly. Bus points earned are reviewed in bus meetings. Furthermore, when necessary, the school collaborates with the Office of Pupil Transportation to plan seating charts for the school bus and to write individualized behavior intervention plans for students on the bus. As a result of the school’s commitment to increasing student safety on the school bus, serious bus incidents were decreased by 89% during the 2009-2010 school year.

In an on-going effort to empower students with improved social and emotional skills, the implementation of the Emotional Literacy program was expanded to all PS 231K sites. This program, created by Dr. Marc Brackett of Yale University, teaches students to recognize, understand, label, express, and regulate their emotions. With the support of our district, teachers have been trained in this program and are using it in their classrooms to support the social and emotional development of our students. Since the school-wide implementation of this program in conjunction with the on-going development of our PBIS systems and structures, our school made great strides in the 2009-2010

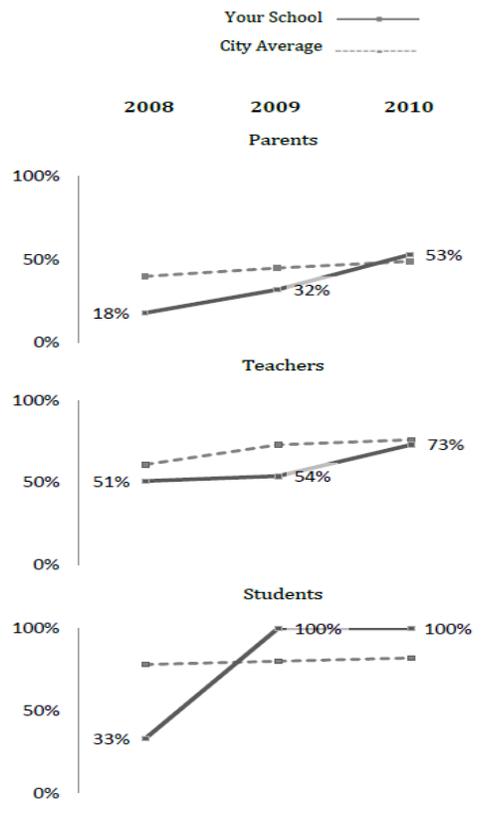
school year in the area of incident reduction. The 2009-2010 Online Occurrence Reporting System (OORS) data reflected a 58% decrease in level 4 and level 5 incidents overall.

We remain committed to decreasing incidents and maintaining a safe academic environment for students and acknowledge the importance of partnering with parents in this process; a primary area of focus for the 2010-2011 school year is to increase parent involvement. As a Brooklyn-based school with sites located in the neighborhoods of Borough Park, Bedford Stuyvesant, and Gravesend, students travel to us from every part of the borough. A common complaint made by parents is that our school is difficult to access via public transportation. Additionally, 3 out of our 4 sites are located on upper floors in buildings that do not have elevators. For parents with baby strollers or parents with limited mobility, traveling up to the 5<sup>th</sup> floor can limit their access to our school. That said, historically, parent involvement has been minimal at PS 231K.

Through the collective effort of staff, students, bus drivers, matrons, the PTA and administration, PS 231K increased parent involvement dramatically during the 2009-2010 school year. The parent response rate to the Learning Environment Survey increased from 32% in 2008-2009 to 53% in 2009-2010, surpassing the citywide average response rate by 4 percentage points. The growth in response rates is captured in Table 3.

**Table 3: Parent, Teacher, and Student Response Rates Over Time 2008-2010**

How have response rates at your school changed over time?



Furthermore, the 2009-2010 Learning Environment Survey indicated that the school had improved in every category and had risen to among the best in the district in the areas of communication, safety and respect. Table 4 presents a summary of scores.

**Table 4: 2009-2010 Summary of Learning Environment Survey Results**

How did your school perform on the survey compared to all special education schools?

	Score out of 10	Your School's Comparison	Change from Last Year
Academic Expectations	7.8		↑
Communication	8		↑
Engagement	7.7		↑
Safety & Respect	8.3		↑

Much of our school's continuous improvement can be attributed to the support of the District 75 Literacy, Math, Autism, and PBIS coaches; our school-based coach; Professional Learning

Communities; and to high-quality professional development. These professional development opportunities, along with our dedicated staff that fully exploits these opportunities, have had a major impact on improving the quality of teaching. The Professional Learning Communities (PLC), which meet once a week, continue to foster a more collaborative and collegial learning environment among teachers. Communication and sharing between teachers has improved. The PLCs have created an environment where teachers welcome each other into classrooms, as ideas are shared and developed communally.

Despite major gains, there are some barriers that stand in the way of PS 231's continuous improvement. The most significant obstacle is the time that our students spend on the school bus. Many students are traveling to our schools for well over an hour. Bus routing issues and buses that are overcrowded create an unsafe travel environment. The school is held accountable for incidents that happen on school buses, and we spend a great deal of time on systems for making the school buses safer for our students. As student safety is paramount, The Office of Pupil Transportation's (OPT's) cooperation in adjusting routes and addressing overcrowded conditions is essential for our systems to succeed. Furthermore, the late arrival of students caused by routing issues negatively impacts the students' ability to settle into the day's routine. This is valuable learning time lost. The Crisis Intervention Teachers, counselors, and administrators spend copious amounts of time each day mediating or resolving bus problems. This time could be better used for in-school instructional planning, implementing and writing Functional Behavior Assessments (FBA), and supervision.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### **Goal 1: Incident Reduction**

By June 2011, there will be a 10% decrease in overall incidents as measured by OORS.

### **Goal 2: Parent Involvement**

By June 2011, there will be growth in parent engagement as evidenced by a 10% increase in the parent response on the Learning Environment Survey.

### **Goal 3: Mathematics Achievement**

By the end of the 2010-11 school year 4<sup>th</sup> grade students will show a 10% increase in their scale score on the 2011 NYS Math Exam and Scantron Performance data.

### **Goal 4: Development of Student Communication Skills**

By June 2011, students with autism will demonstrate an increase in communication skills by 15% as measured by the Assessment of Basis Language and Learning Skills (ABLLS-R) assessment.

**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):** Positive Behavior Supports – Incident Reduction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 10% decrease in overall incidents as measured by OORS.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2010-October 2010:</b></p> <ul style="list-style-type: none"> <li>▪ Welcome packet sent home to parents/guardians explaining the programs in place to support behavioral expectations</li> <li>▪ Parent meeting scheduled</li> <li>▪ PBIS team will meet with parent coordinator to review and plan parent meeting with the PBIS/Emotional Literacy (EL) Team to describe school-wide behavior plan and guidelines for parent involvement. Parent/home component included</li> </ul> <p><b>September 2010:</b></p> <ul style="list-style-type: none"> <li>▪ Administrative/CIT review of SWIS and OORS data in order to relay pertinent information to the PBIS committee</li> <li>▪ PBIS Committee review and implements school-wide universal interventions</li> <li>▪ PBIS Committee reviews and trains staff in targeted interventions and supports for students most in need</li> <li>▪ EL Committee reviews implementation of Emotional Literacy Anchors; classroom and school-wide (including classroom support and lessons)</li> </ul> <p><b>October 2010 – November 2010:</b></p> <ul style="list-style-type: none"> <li>▪ PBIS Committee will target students for secondary interventions</li> <li>▪ PBIS Committee review and implementation of targeted group interventions</li> <li>▪ EL Committee will monitor expectation of 100% classroom implementation of Emotional Literacy Anchors.</li> </ul>

	<p><b>September 2010 – June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ PBIS Committee weekly review of incident data to determine trends and students in need of Functional Behavior Assessment/Behavior Intervention Plans (FBA/BIP).</li> </ul> <p><b>September 2010 – June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ SWIS and OORS data review by administrators and teachers at monthly staff meetings. Review data on location, time and student offenders in order to reduce incidents reported</li> </ul> <p><b>September 2010 – June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ Monthly SWIS and OORS data reviews by counselors/clinicians in order to formulate specific interventions to address target behaviors</li> <li>▪ Monthly FBA/BIP progress monitoring meetings with teachers, administrators and counselors to review effectiveness of FBAs and BIPs in place.</li> </ul> <p><b>September 2010 – June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ Monthly analysis of SWIS/OORS trends relating to student referrals (i.e.: antecedent, time of day, nature of disturbance)</li> </ul> <p><b>September 2010 – June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ PBIS Committee team members will model positive reinforcement in the classroom</li> <li>▪ EL Committee team members will teach and reinforce behavioral expectations and goals</li> </ul> <p><b>September 2010 – June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ Crisis Intervention teachers will push into classrooms in order to assess and deescalate students to prevent a crisis in order to decrease incident reports</li> </ul> <p><b>September 2010 – June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ Teachers will conference with students weekly to set individualized behavioral goals which will be reflected on their daily point sheet. (grades K-2)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Safe and Drug Free Schools grant used to provide all staff with Life Space Crisis Intervention (LSCI) Training</li> <li>▪ Safe and Drug Free Schools grant used to purchase professional development from BIRCH family services for all alternate assessment staff</li> <li>▪ Safe and Drug Free Schools grant used to purchase school-wide professional development session from Edna Olive</li> <li>▪ Safe and Drug Free Schools grant used to purchase ENACT program for students</li> <li>▪ Year-long support from District 75 Positive Behavior Support Coach</li> <li>▪ FBA/BIP training for all staff</li> <li>▪ District 75 Emotional Literacy Program Support</li> <li>▪ Use of cluster lines to create (2) School-wide Social and Emotional Learning Cluster</li> </ul>

	Teachers
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>▪ Fewer than 90 referrals per month as indicated by review of SWIS data</li> <li>▪ By mid-November 2010 there will be a measured 3% reduction in incident reporting</li> <li>▪ By mid-March 2011 there will be a measured 6% reduction in incident reporting</li> <li>▪ By mid-June 2011 there will be a measured 10% reduction in incident reporting</li> </ul>

**Subject/Area (where relevant):** Parent Involvement

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, there will be growth in parent engagement as evidenced by a 10% increase in the parent response on the Learning Environment Survey
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ol style="list-style-type: none"> <li>1. <b>Parenting Skills.</b>  <b>September 2010</b> <ul style="list-style-type: none"> <li>▪ Survey parent community to determine which types of parenting skills topics are most sought. (I.e. Behavior Management, Emotional Literacy, Homework Help, Therapies, etc.) To be implemented by Parent Coordinator.</li> </ul> <b>October 2010 – May 2011</b> <ul style="list-style-type: none"> <li>▪ Provide workshops on requested topics, as well as information to <i>all</i> families, not just to the few who can attend the workshops or meetings. Parent Coordinator will arrange workshops; Related Service Providers as well as outside CBOs likely to be workshop presenters. Monthly parent workshops on Emotional Literacy will be delivered in addition to parent requested topics.</li> </ul> </li> <li>2. <b>Communicating</b>  <b>September 2010 and ongoing</b> <ul style="list-style-type: none"> <li>▪ Begin soliciting contributions from staff and parents for creation and distribution of newsletter. Parent Coordinator to be Editor and Publisher. To be published at least monthly, more frequently if enough material/contributions forthcoming. PC and PTA will solicit material from parent community; PC and Administration will collaborate</li> </ul> </li> </ol>

in soliciting material from staff (including PBS/Emotional Literacy topics, related service and curriculum topics).

**September 2010 and ongoing**

- Members of Action Team (see #5 below) and others (e.g., PTA officers, staff volunteers) will place a specified number of phone calls per week to parents, initially focusing on those who are not typically participatory and on parents new to the school. PC will solicit volunteers from parent community; PC and Administration will collaborate in soliciting volunteers from staff

**September 2010 and ongoing**

- Kudos Communication Parent awards, thank you letters, and compliments given by teacher and administrators to parents and caregivers.

**3. Volunteering**

**September 2010**

- Above-referenced survey will also collect data as to best times and days for parents to volunteer in school, as well as what skills or supports they are able to offer. Parent Coordinator will create and distribute Survey and will collate results. Results will be shared with SLT and PTA.

**September 2010 and ongoing**

- Choose a particular day each month for classrooms to host Parents As Reading/Math Partners. PC and classroom teachers will collaborate in soliciting parent participants.

**4. Learning at Home**

**November 2010 and March 2011**

- Provide workshops to parents on Homework Help, timed with Fall and Spring Parent-Teacher Conferences. UFT to facilitate one, PC and Staff member/s to provide another. Distribute information to *all* families.

**Fall/Winter 2010 and Winter/Spring 2011**

- Teachers will offer live and/or printed curriculum presentations to inform families what is upcoming in different subject matters and grade levels, as well as offer Activity Packets with suggested activities parents can do with students at home in support of curriculum.

**5. Decision Making**

**September 2010**

- School Leadership Team to solicit three new Parent Members. Team to create “brag sheet” of past accomplishments for distribution. PC will assist SLT in campaigning

	<p>for new members. Methods will include print and telephoning.</p> <p><b>6. Collaborating with Community</b>  <b>September 2010 – June 2011</b></p> <ul style="list-style-type: none"> <li>▪ Using results from above-referenced survey, coordinate resources available from community based organizations that address stated needs. PC to coordinate CBO presentations, as well as distribution of community information to families who cannot attend workshops/meetings.</li> </ul> <p><b>Fall 2010</b></p> <ul style="list-style-type: none"> <li>▪ Brooklyn Parent Center and ATP will develop continuing Family Support Program that will help strengthen school programs and existing family support system/s.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budget:</b>  <b>September 2010-June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ The school will allocate Code 100 funds, as well as the PTA contributing money to support the voice messaging services, along with any other funds deemed appropriate for parent involvement.</li> <li>▪ Funds from Parent Coordinator allocation will support the parent meeting meetings, workshops, and any event that is scheduled.</li> <li>▪ Title III Funds-ESL After-school Program</li> <li>▪ Project Arts funds to support a parent/student art program</li> <li>▪ Space that is equally allocated to the parent community to conduct weekly business, special events such as workshops, meetings, and other school wide celebrations, will be made available at all four sites on a rotating basis.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>1. Parenting Skills</b></p> <ul style="list-style-type: none"> <li>▪ Evaluation forms will be distributed at the beginning and collected at the end of each workshop and/or meeting.</li> <li>▪ Evaluation sheets will be distributed with select print material sent home, with an RSVP attached.</li> <li>▪ There will be a minimum 20% increase in the number and amount of parenting skills support offerings available to families.</li> <li>▪ ATP will assess evaluation sheets to see if workshops and distributed material are meeting expectations.</li> </ul> <p><b>2. Communicating</b></p>

- There will be a minimum 20% increase in the number of personal phone calls made to parents each month by administrators, teachers, and parent coordinators by keeping phone logs of each call made.
- Newsletter publication will increase from current summer only publication to monthly publication
- Personnel designated to make phone calls will keep a log sheet of calls made; ATP will monitor to assure enough material is submitted for newsletter publication, especially from parent community

**3. Volunteering**

- There will be a 30% increase in parent-run school-wide activities.
- There will be a 50% increase in in-class opportunities for parent participation

**4. Learning At Home**

- 100% increase in Homework Help presentations
- 100% increase in school-wide Curriculum Presentations
- Evaluations will be distributed and collected after presentations and sent home with selected print material.
- ATP will monitor evaluation results to determine if expectations are met.

**5. Decision Making**

- 60% increase in Parent Membership on SLT
- Two additional Parent Leadership positions created by formation of ATP

**7. Collaborating with Community**

- There will be a new formal Strategic Partnership between the school and a CBO (Brooklyn Parent Center.)
- Evaluations will be distributed and collected at each CBO presentation and with most material sent home
- ATP will monitor evaluation returns to determine if expectations are being met, and to guide direction of Partnership with BPC.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010-11 school year, 4<sup>th</sup> grade students will show a 10% increase in their scale score on the 2011 NYS Math Exam and Scantron Performance data.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2010-October 2010:</b></p> <ul style="list-style-type: none"> <li>▪ Teachers’ schedules will be arranged so that they have a block of time that is devoted to math instruction. At the same time, Professional Learning Communities (PLC) will be organized and standard teachers will begin item analysis of math data from past years to identify overall trends and strengths and weaknesses of groups and individual students to identify areas of need.</li> <li>▪ Take baseline data on Scantron for all 4<sup>th</sup> graders and compare to identified areas of need.</li> </ul> <p><b>October 2010-January 2011:</b></p> <ul style="list-style-type: none"> <li>▪ PLCs will determine area of inquiry based on Item analysis and will determine intervention strategies to be used during math block. Interventions considered will be technology, homework, supplemental materials, etc.</li> </ul> <p><b>February 2011-March 2011:</b></p> <ul style="list-style-type: none"> <li>▪ Scantron assessment administered. PLC will conduct an interim item analysis to monitor progress in identified areas. Based on this data, interventions will be revisited and continued or revised.</li> </ul> <p><b>March 2011-June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ PLC will continue to monitor math block and Interventions. Final Scantron assessment in April/May 2011. Math Standardized assessment in May 2011.</li> </ul> <p><b>June 2011:</b></p> <ul style="list-style-type: none"> <li>▪ PLC will analyze the results of the standardized assessment and write report of results.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<ul style="list-style-type: none"> <li>▪ Scheduling to accommodate the math block periods.</li> <li>▪ Scheduling to accommodate the PLC meetings.</li> <li>▪ Technology coach to meet with teachers and go into classrooms in order to facilitate the use of technology, i.e., Smart Board, computer games, etc. during math block and as supplemental intervention.</li> <li>▪ Collaboration with District 75 Math Coach to facilitate the delivery of Everyday Math</li> </ul>

	lessons to meet the needs of all students.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>▪ Scantron test results in September/October 2010, January/February 2011, and April/May 2011. Gains expected in January and April to exceed 2% in areas of identified concern.</li> <li>▪ Predictive results in April 2011.</li> <li>▪ Assessments (teacher made) determined by the PLC to track informal progress. Results will be used to identify need for continued or further intervention if gains are not made.</li> <li>▪ Everyday Math and/or related math program unit review assessments. Will identify ongoing progress during group lessons of the math block.</li> </ul>

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, students with autism will demonstrate an increase in communication skills by a 15% as measured by the Assessment of Basis Language and Learning Skills (ABLIS-R) assessment.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Match 6:1:1 students with appropriate means of communication systems through the professional learning committee in October 2010. The PLC will follow progress throughout the year.</p> <p><b>September 2010</b></p> <ul style="list-style-type: none"> <li>▪ Principal, Assistant Principals, PLC, and speech providers in collaboration with the classroom team will gather base-line data using the ABLIS Assessment.</li> </ul> <p><b>September 2010-October 2010</b></p> <ul style="list-style-type: none"> <li>▪ Speech Providers will work with teachers and paraprofessionals to establish a meaningful communication plan for targeted students. Developing communication books and materials for student use.</li> </ul> <p><b>October 2010- November 2010</b></p> <ul style="list-style-type: none"> <li>▪ Speech and classroom teachers will begin to train students in the use of communication materials.</li> </ul>

	<p><b>February 2011</b></p> <ul style="list-style-type: none"> <li>▪ Mid-year ABLLS assessments</li> </ul> <p><b>March 2011</b></p> <ul style="list-style-type: none"> <li>▪ PLC meets to analyze assessment data and make modifications as needed</li> </ul> <p><b>March 2011- April 2011</b></p> <ul style="list-style-type: none"> <li>▪ Speech and classroom teachers implement any necessary modifications to the students' communication plans</li> </ul> <p><b>May 2011- June 2011</b></p> <ul style="list-style-type: none"> <li>▪ End of year ABLLS assessments. PLC meets to compare data from initial assessments to final assessments to see if communication skills have increased by 15%.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Budget:</u>  Money will be budgeted for substitute teachers and paraprofessionals to allow staff to attend workshops. Additional communication devices will be purchased, using the Jose P. allocation, in the beginning of the year. Code 100 instructional supply money will be used for additional materials such as ink and laminating film.</p> <p><u>Training:</u></p> <p><b>September 2010</b></p> <ul style="list-style-type: none"> <li>▪ Teachers, Related Service providers and paraprofessionals will receive training on how to use the ABLLS-R data and PECS, including the Objective Assessment Tool.</li> </ul> <p><b>September 2010- May 2011</b></p> <ul style="list-style-type: none"> <li>▪ Classroom teams will receive ongoing professional development both in school and off-site from D75 coaches and workshops and the Able-net company on communication</li> </ul> <p><b>October 2010- May 2011</b></p> <ul style="list-style-type: none"> <li>▪ Additional trainings will be provided by Speech teachers, D75 Autism Coaches and Lead Teachers through Lunch and Learn and Professional Learning Committees.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>September 2010</b></p> <ul style="list-style-type: none"> <li>▪ Baseline ABLLS assessments</li> </ul> <p><b>February 2011</b></p> <ul style="list-style-type: none"> <li>▪ Midyear ABLLS assessments</li> </ul> <p><b>May 2011</b></p> <ul style="list-style-type: none"> <li>▪ End-of-year ABLLS assessments</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	2	N/A	N/A	2	0	0	0
1	2	2	N/A	N/A	0	2	0	0
2	14	12	N/A	N/A	6	0	6	0
3	25	21	N/A	N/A	7	7	7	0
4	24	28	33	33	11	11	11	0
5	42	42	22	44	15	15	14	0
6	2	1	0	1	2	0	0	0
7	0	2	0	0	0	0	2	0
8	0	0	0	0	0	0	0	0
9								
10								
11								
12								

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Wilson Reading Program</b></p> <p><b>Fundations</b></p> <p><b>SMILE</b></p> <p><b>Test Preparation</b></p> <p><b>Comprehension Toolkit</b></p> <p><b>Graphic Organizers</b></p> <p><b>Ablenet Weekly Reader</b></p> <p><b>MeVille to WeVille Program</b></p> <p><b>Social Stories</b></p>	<p>Small group instruction * 5xweekly * during the literacy block</p> <p><i>Wilson Reading Program</i> is an Orton Gillingham based scripted reading program for students grades K – 3 with learning disabilities or a marked difficulty with acquiring phonics. Delivered in whole group, small group, and one-to-one during the school day.</p> <p><i>Fundations</i> is an Orton Gillingham based scripted reading program for students in grade 4-5 who have difficulty with phonic acquisition. Delivered in small group and one-to-one during the school day.</p> <p><i>SMILE (Structured Methods in Language Education)</i> is a multi-sensory program that teaches speech, reading and writing to students with the most severe language-learning and literacy problems.</p> <p><i>Test Preparation:</i> Coach/Teacher prepared materials to enhance test vocabulary skills and comprehension techniques specific to the ELA standardized assessment. Delivered during the school day to grades 3 - 5.</p> <p><i>Comprehension Toolkit:</i> A comprehensive approach to comprehension instruction broken down into strategy lessons delivered to grades K – 5 during the literacy block in whole and small groupings.</p> <p><i>Graphic Organizers:</i> Visual tools to facilitate organization of the cognitive process.</p> <p><i>Ablenet Weekly Reader:</i> A differentiated version of the classic student current events Weekly Reader used by the older Alternate Assessment students. Delivered during the school day.</p> <p><i>MeVille to WeVille Program:</i> K-1 Hands on reading program which integrates Social Studies.</p> <p><i>Social Stories:</i> Small narratives created to help students to understand social emotional issues.</p>

<p><b>PECs</b></p> <p><b>Joint Action Routine</b></p> <p><b>Technical Devices</b></p> <p><b>ABA Program Writing</b></p> <p><b>Leapfrog</b></p> <p><b>Great Leaps</b></p>	<p><i>PECs: Using pictures to facilitate communication.</i></p> <p><i>Joint Action Routine: A system of steps incorporating communication involved in the completion of tasks.</i></p> <p><i>Technical Devices: SmartBoard</i></p> <p><i>ABA Program Writing: A natural environment of learning in which repetition and data collection are utilized.</i></p> <p><i>Leapfrog: An electronic reading program with voice for early readers.</i></p> <p><i>Great Leaps: A fluency program for emergent readers.</i></p>
<p><b>Mathematics:</b></p> <p><b>Everyday Math games</b></p> <p><b>Differentiation of Instruction</b></p>	<p>Small group instruction * 5x weekly * during math instruction</p> <p><i>Everyday Math Games: drill exercises aimed primarily at building fact and operations skills. Delivered to K-5 students in need of extra practice, during the school day.</i></p> <p><i>Differentiation of Instruction: Using Everyday Math guidelines, instruction is differentiated at a higher or lower functioning level depending on the needs of the student (K-5) during math instruction.</i></p>
<p><b>Science:</b></p>	<p><i>Science: Test Preparation Strategies taught by the science teachers throughout the year to all grade 4 students.</i></p>
<p><b>Social Studies:</b></p>	<p><i>Social Studies: Test Preparation including practice of Document Based Enquiry, Nonfiction Comprehension Reading Strategies and Determining Importance (from the Comprehension Toolkit, Harvey &amp; Goudvis) taught during the S.S. class and Literacy Block.</i></p> <p><i>Small groups are pulled out during the S.S. teacher's prep periods for S.S. intervention instruction.</i></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p><b>LSCI (Life Space Crisis Intervention)</b></p> <p><b>TCI (Therapeutic Crisis Intervention)</b></p>	<p>Intensive Counseling/Guidance</p> <p><i>Life Space Crisis Intervention: A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.</i></p> <p><i>Therapeutic Crisis Intervention: An abbreviated version of LSCI used in the classroom by classroom staff.</i></p>

<b>At-risk Services Provided by the School Psychologist:</b>	Intensive Counseling/Guidance
<b>LSCI (Life Space Crisis Intervention)</b>	<i>Life Space Crisis Intervention: A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.</i>
<b>TCI (Therapeutic Crisis Intervention)</b>	<i>Therapeutic Crisis Intervention: An abbreviated version of LSCI used in the classroom by classroom staff.</i>
<b>At-risk Services Provided by the Social Worker:</b>	Intensive Counseling/Guidance
<b>LSCI (Life Space Crisis Intervention)</b>	<i>Life Space Crisis Intervention: A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.</i>
<b>TCI (Therapeutic Crisis Intervention)</b>	<i>Therapeutic Crisis Intervention: An abbreviated version of LSCI used in the classroom by classroom staff.</i>
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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

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

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

- X 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 Levels 6-8 \_\_\_\_\_ Number of Students to be Served: 6 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) Assistant Principal, 2 Para Professional \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

Grade Levels 6-8 \_\_\_\_\_ Number of Students to be Served: 6 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) 1 Assistant Principal, 2 Para Professional 1 Secretary \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

P.S. 231K follows the English Language Arts standard and the NYS ESL standards. The Balanced Literacy program with an emphasis on the development of phonemic awareness and comprehension skills supports the development of English literacy. A multi-sensory approach, along with technology, infusion of the arts, and augmentative communication is used to support and enhance the Native Language Arts and English Language Arts curriculum. PS 231K has 42 LEP/ELL students, 6 in standardized assessment and 36 in alternate assessment. Out of these 42 LEP/ELL

students 21 have been X-coded and are serviced as per their IEPs. The other 21 LEP/ELL students are serviced according to their IEPs. 12 students are mandated for ESL only. 9 students are in alternate placement and have an alternate placement paraprofessional that speaks the home language of the child. The languages represented are Spanish, Cantonese, Haitian, Russian, Urdu, Arabic and Serbian Croatian. The six students participating in the after-school program are autistic (alternate assessment) and were unable to complete all components of the NYSESLAT. Therefore, it was determined that they are all beginning level. The school's language instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques and graphic organizers. The development of phonemic awareness and comprehension skills through literature-based and standards-based materials is also incorporated into PS 231's language instruction. The use of technology, Smart Boards, classroom computers, adapted switches, and augmentative communication devices such as Super Talker 8 paired with Mayer Johnson symbols are incorporated to give students in alternative assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused into all aspects of instruction. The schedule of the day, for both the elementary and middle school students, is organized for the ESL teacher and classroom teachers to meet during common prep periods. These prep periods are used to discuss ESL students' needs, design lesson plans that promote language development, and further develop ESL techniques. The ESL teacher has a NYC English as a Second Language license and a NYS Certification in English to Speakers of Other Languages.

PS 231K has a register of 275 students for the 2010- 2011 school year. The ethnic breakdown is as follows: African-American -- 50%, Hispanic -- 25%, White -- 22%, Asian -- 2.5%, Native American -- less than 1%. PS 231K's ESL program at 4 of our sites, P180, P238, P215 and P54, serves a population that includes 15.27 % ELL students. We have a total of 42 LEP/ ELL students. Out of these 42 LEP/ELL students 21 have been X-coded and are serviced as per their IEPs. The ELL demographics for PS 231K are: 6 students in standardized assessment and 36 students in alternate assessment. The languages represented are: 21-- Spanish, 10 -- Cantonese, 3 -- Haitian, 3 -- Russian, 2 -- Urdu, 2 -- Arabic and 1 -- Serbian Croatian. The breakdowns of ELL's by grades are: K-5 students, grade1 -- 3 students, grade 2 -- 3 students, grade 3 -- 10 students, grade 4 -- 5 students, grade 5 -- 5 students, grade6 -- 3 students, grade7 -- 5 students, and grade 8 -- 3 students. Most of our ELL students participate in alternate assessments and were unable to complete all components of the NYSESLAT.

#### Assessment for 2009-2010 School Year:

The following are the results of our students that participated in NYSELAT standardized assessments: beginning level -- 39 students, intermediate level -- 4 students, advanced level -- 5 students, proficiency level --1 student. Out of the 39 beginning level students 14 scored invalid or had no score. Most of our students are emergent readers. Their areas of strength are listening and speaking. Comprehension and writing are the areas in which many of the students are having the most difficulty. Nine ELL students scored a Level 1 on the NYS ELA, and 1 student scored a Level 2. The remaining students were in grades K-2 and so were exempt by their IEPs. On the NYS Math assessment, 6 scored at Level 1, and 3 scored at Level 3. Our ELL students' performance on the NYSSA was comparable to our non-ELL students. The NYSAA ELA results are: 1 student scored Level 1, 3 students scored Level 2, 11 students scored Level 3, and 8 students scored Level 4. The NYSAA Math results are: 1 student scored Level 1, 7 students scored Level 2, 11 students scored Level 3, and 6 students scored Level 4. The NYSAA results for science are: 2 students scored Level 4. The NYSAA Social Studies results are: 1 student scored Level 1, 4 students scored Level 3, and 6 students scored Level 4. More of our students are achieving success in the speaking and listening portions of the NYSESLAT. This data shows that ELLs have made the most gains in these areas. In the reading and writing sections of standard and alternate assessment ELLs, the data shows that these modalities need more support to help our ELLs develop the necessary skills for greater growth.

A 2 hour (3:00-5:00) after-school program for twice weekly on Tuesdays and Thursdays for 30 sessions (starting January 24, 2011) will provide ESL students with supplemental instruction in ELA. The program will consist of 6 students in a 6:1:1 ratio in grades 6-8, with one certified ESL teacher and two paraprofessionals assisting with the Title III program. All 6 students are ESL only. Languages of participating students are Chinese, Spanish, Arabic, and Urdu. All instruction will be provided in English by a certified ESL teacher. Students will improve their English language skills by creating and publishing their own social stories along with reading and responding to computer programs designed for ESL students. Differentiated instruction will be provided by creating groups of students based on their ability to communicate, write, and utilize equipment/supplies. Activities that involve writing, communication, using technology, and daily living skills (socialization) that are a part of the after-school program reinforce and enrich the mandated instruction the students receive during the school day. The students selected demonstrate a variety of writing, communication, and socialization skills. Skills range from non-verbal and emergent writing to limited verbal and writing skills. The program will provide the students with additional opportunities to communicate by increasing their language/vocabulary skills and by using augmentative communication along with newly purchased computer programs. The ESL teacher will create rubrics to assess the students' ability to communicate, write, socialize, and use equipment/supplies. The rubrics will be completed for each student at the beginning of the program and again at the completion of the program to assess student progress. Data sheets will be created and used to track student progress. Other indicators of progress will be the ABLLS. The social stories and related activities support the AGLIs and ESL and ELA standards.

Social stories are stories that focus on specific social skills. They are used to teach social skills and increase language/communication. The student with the assistance of a teacher creates a social story using pictures and text. The theme of the social story is developed according to the needs of the individual student. This motivates the students to communicate through speech, picture symbols, writing, Smart Boards or the use of a communication device, subsequently increasing English language skills. The process of creating the social story requires students to communicate and, thereby, increases their verbal and written vocabulary.

On March 2 and March 23, the certified ESL teacher, the assistant principal and two paraprofessionals will take the six students out into the community to practice the skills learned. By going out into the community, the students can practice the social, language, and communication skills that they learned throughout the program.

When looking into programs for our ESL students, Ms. Bank, the assistant principal, located research articles indicating appropriate computer-based programs that were designed for ELL students. Ms. Bank found programs developed in accordance with NCLB guidelines created by Lexia Learning Systems, Inc. The Lexia program was modified in the 1990s for use with the ELL population. Using this software, we can help our students improve phonemic awareness, vocabulary and comprehension. The software now comprises a comprehensive reading system, as defined by Dr. Reid Lyon of NICHD. The reasons for its effectiveness and supporting research are presented below:

a) English Language Learners: ELL students have been shown in research to need more development of English Phonemic awareness and sound-symbol correspondence than native speakers. Lexia software offers extensive assessments and skill development activities in both areas to support ELL students. Lexia provides four key benefits: 1) it engages the kids, 2) it helps the teacher manage and monitor the teaching process, 3) it provides a structured curriculum that is dependable, and 4) it helps kids to shift to effective word attack strategies early. Lexia is a comprehensive reading program.

Article: Lexia Learning Systems, Inc. Products in the Context of NCLB. By: Jonathan A. Bower.

**Parent Involvement:**

Parent orientation for the Title III program took place during parent teacher conferences on November 9, 2010. Parents received the official Title III letter in language that they understood detailing the proposed Title III program. Prior to the workshops planned for the parents, the Parent Coordinator distributed a needs survey to find out what the parents were interested in learning to better assist them with their children at home. Once the team assessed the information that was received parent workshops were developed based on the results of the survey. These workshops will be presented monthly by the parent coordinator, assistant principal and the certified ESL teacher. Notification of the dates of the Title III program parent workshops were sent home in the parents’ native language (Cantonese, Spanish, Arabic or Urdu). The team will also provide parents with workshops that show them how to use picture symbols and the social stories to enhance language and communication at home. Parents will also receive a book titled Letters to Parents ESL by Diane Pinkley. This book stresses the importance of parent involvement and has hands-on activities that the ELL parents can work on at home with their children. These activities are designed to reinforce work done in the ESL classroom and address a wide variety of skills: listening, speaking, reading, writing, vocabulary, grammar and social/cultural development. The paraprofessionals will provide the needed interpretation for the parents at these workshops. The parent workshops are scheduled for January 26, February 16, and March 16, 2011 from 3 pm – 5 pm.

**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.

The assistant principal, one teacher and two paraprofessionals, will participate in a “book study” every week for six weeks after school from 3:00 to 4:00 pm, commencing on January 24, 2011. The books that we will read as a group are Bridging Discourses in the ESL Classroom: Students, Teachers, and Researchers by Pauline Gibbons (2006) and The New Social Story Book Illustrated Edition by Carol Gray. This professional development will provide staff an opportunity to enhance and enrich their knowledge of ESL techniques and effectiveness in increasing the students’ academic, behavioral, and social skills. Each week, the teacher, paras or AP will present the salient points of a chapter from the book to the other members of the group and will create discussion questions based on the book and how the chapter’s contents may be utilized during the Title III program in assisting students in the creation of their social stories. The dates of the book study are as follows: January 24, February 7, 14 and March 2, 16, and 23, 2011.

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**Section III. Title III Budget**

School: 231K BEDS Code: 307500013231

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>

<p><b>Professional salaries (schools must account for fringe benefits)</b></p> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<p>11,401.66</p>	<p><b>Per session rate: 1 Assistant Principal, 1 ESL Teacher, 2 Para Professionals, 1 Secretary Professional Staff</b></p> <p><b>Instruction :</b></p> <p><b>1ESL Teacher X 15 weeks X 2.00 hours per day X 2 days per week X 49.89 per hour@60 hours= 2,993.40</b></p> <p><b>1 Assistant Principal X 15 weeks X 1.5 hours per day X 2 days per week X 52.21 per hour @45 hours= 2,349.45</b></p> <p><b>2 Paraprofessionals X15 weeks X 2.00 hours per day X 2 days per week X 28.98 per hour@120 hours= 1,738.80 X 2 = 3,477.60</b></p> <p><b>1 Secretary X 10 hours @30.74 = 307.40</b></p> <p><b>Total=9,127.85</b></p> <p><b>Educational/ Community Trips:</b></p> <p><b>1 ESL Teacher X 2 weeks(1 trip per week) X 2.00 hours per day X 49.89 per hour @ 4 hours= 199.56</b></p> <p><b>1 Assistant Principal X 2 weeks(1 trip per week) X 1.5 hours per day X 52.21 per hour @ 3 hours = 156.63</b></p> <p><b>2 Paraprofessionals X 2 weeks (1 trip per week) X 2.00 hours per day X 28.98 per hour @ 8 hours =115.92 X 2= 231.84</b></p> <p><b>Total= 588.03</b></p> <p><b>Professional Development:</b></p> <p><b>1 ESL Teacher X 6 days X 1 hour per day x 49.89 per hour@6 hours = 299.34</b></p> <p><b>1 Assistant Principal X 3 days X 1 hour per day X 52.21 per hour @ 3 hours = 156.63</b></p>
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<p><b>Purchased services</b> - High quality staff and curriculum</p>		
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development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	2,632.21	<b>Printer Paper- 3 boxes @ 36.81=110.43</b>  <b>Printer Ink: Lexmark # 26- 15 @ 21.75 = 326.25</b> Lexmark #29- 15@13.19= 197.85 Lexmark #28 15@ 12.59= 188.85 Lexmark #16 14 @ 21.41= 299.74 <b>Total =1,123.12</b>  <b>Velcro: 100packs @ 3.81= 381.00</b>  <b>Markers Dry Erase-</b> <b>10 packs @ 3.04=30.40</b>  <b>Laminating materials: 20 packs @ 15.31= 306.20</b>  <b>Loose Leaf Binder for stories: 18 binders @ 2.58=46.44</b>  <b>Crayons-20 boxes @ 1.12=22.40</b>  <b>Markers -10 packs thin: @2.57=25.70</b>  <b>Marker- 10 packs fat: @2.37=23.70</b>  <b>Construction Paper 15 packs: @ 1.55=23.25</b>  <b>Books: 10 books for professional reading group: @40.00 = 400.00</b> <b>5 books for parents@20=100.00</b>  <b>Trips: money for trips to practice our social skills out in the community = 2 trips X 75.00 per trip = 150.00</b>

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### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

The school collects data using the Home Language Survey, interviews with parents of new students, and outreach to parents by Parent Coordinator and counselors. The findings of data collection informs the school of the translation needs of the parents when sending home letters/flyers and providing interpreters at meetings.

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.

Findings indicate that the school's translation needs are mostly for Spanish and Cantonese speaking parents. The findings were reported to staff during staff meetings and to parents during PTA and SLT meetings.

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

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

PS 231K utilizes the service of the DOE's Translation and Interpretation Department. Request must be submitted at least 24 hours prior to the date of dissemination.

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

Oral interpretation will be provided by paraprofessionals and/or teachers during parent-teacher conferences, Parent Coordinator meetings, student disciplinary meetings, and PTA meetings.

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>.

PS231K will follow the Chancellor's Regulations in sending letters, notices, information home in a timely fashion and providing translation interpretation services through the use of on –staff translators and the Translation and Interpretation Unit.



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

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

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

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

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

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

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

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

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

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

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (R)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (R) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	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						
Tax Levy	Local						

**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.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Directions:**

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

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

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

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**This is a NON-TITLE 1 school.**

**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
There are 3 students in temporary housing currently attending PS 231K.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
  - o N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the

shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. K231						
<b>District:</b>	75	<b>DBN:</b>	75K231	<b>School</b>		307500013231	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	1	0				NR
Kindergarten	14	4	12				
Grade 1	25	9	7	<b>Student Stability - % of Enrollment:</b>			
Grade 2	29	12	11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	38	28	19			81.6	86.9
Grade 4	60	41	32	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	51	55	43	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	1	2	2		52.9	0.0	NA
Grade 7	3	0	2	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	2	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		5	19	13
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	1	0
Ungraded	67	119	148				
Total	290	271	276				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	290	271	0	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9	1	4
Number all others	0	0	275				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	67	65	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	60	63	0
# receiving ESL services only	13	24	TBD				
# ELLs with IEPs	6	39	TBD	Number of Educational Paraprofessionals	33	27	0

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	80.6	81.5	0.0
				% more than 5 years teaching anywhere	65.7	63.1	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	97.0	0.0
American Indian or Alaska Native	1.7	0.7	0.7	% core classes taught by "highly qualified" teachers	100.0	100.0	0.0
Black or African American	44.1	45.0	50.4				
Hispanic or Latino	27.6	29.2	25.0				
Asian or Native Hawaiian/Other Pacific	5.9	3.7	2.9				
White	20.7	21.4	21.0				
<b>Male</b>	85.5	83.4	81.9				
<b>Female</b>	14.5	16.6	18.1				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	NR				
<b>Overall Score:</b>	48.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment: <i>(Comprises 15% of the</i>	11.3	Quality Statement 2: Plan and Set Goals					
School Performance: <i>(Comprises 25% of the</i>	4	Quality Statement 3: Align Instructional Strategy to Goals					
Student Progress: <i>(Comprises 60% of the</i>	28.3	Quality Statement 4: Align Capacity Building to Goals					
Additional Credit:	4.5	Quality Statement 5: Monitor and Revise					

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>75</b>	School Number <b>231</b>	School Name
Principal <b>Christina Foti</b>	Assistant Principal <b>Mindy Bank</b>		
Coach	Coach		
Teacher/Subject Area	Guidance Counselor		
Teacher/Subject Area <b>Emma Fidilio ESL</b>	Parent <b>Joseph Williams</b>		
Teacher/Subject Area <b>Grace Shock Special Ed.</b>	Parent Coordinator <b>James Lola</b>		
Related Service Provider <b>Steve Santorello Speech</b>	Other		
Network Leader <b>Adrienne Edelstein</b>	Other		

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>275</b>	Total Number of ELLs	<b>42</b>	ELLs as Share of Total Student Population (%)	<b>15.27%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.

#### School Demographics

PS 231K has a register of 275 students. The ethnic breakdown is as follows: African-American 50%, Hispanic- 25%, White-22%, Asian-2.5%, Native American- less than 1%. PS 231K's ESL program is at 4 of our sites, P180, P238, P215 and P54. The program serves a population that includes 15.27 % ELL students. We have a total of 42 LEP/ ELL students. Out of these 42 LEP/ELL students 21 have been X-coded and are serviced as per their IEP's. The ELL demographics for PS 231K are: 6 students in standardized assessment and 36 students in alternate assessment. The languages represented are: 21- Spanish, 10 -Cantonese, 3- Haitian, 3- Russian, 2 Urdu, 2- Arabic and 1-Serbian Croation. The breakdowns of ELL's by grades are: K- 5 students, grade1-3 students, grade2- 3 students, grade3- 10 students, grade4- 5 students, grade5- 5 students, grade6- 3 students, grade7- 5 students, and grade8, 3- students.

#### ELLs' Identification Process:

All parents or guardians of newly enrolled students in the NYCDOE are required to complete a Home Language Identification Survey (HLIS). If the survey is not administered at this time at the CSE it is administered at the school within ten days of admission to New York City public school system. Our certified ESL teacher, Emma Fidilio, will administer the HLIS as well as the LAB -R. An oral interview also takes place at this time. This survey informs the school as to what language the child speaks in their home. On the HLIS if in questions 1-4 the response indicates that the child speaks or understands in one or more questions in a language other than English and in questions 5-8 if response indicates that the child speaks or understands two or more questions in a language other than English the child is eligible to take the LAB-R. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery Revised (LAB-R). Spanish speaking students who do not test out on the LAB-R are then administered the Spanish LAB by a Spanish speaking pedagogue. This test could also be administered by the CSE. Performance on this test determines the child's entitlement to English language development support services. To annually evaluate ELLs' in our school, all ESL, Bilingual, and X- coded students are administered the New York State English as a Second Language Achievement Test ( NYSESLAT). Mrs. Fidilio ensures that every ELL student is assessed annually by the NYSESLAT.

Presently we have a Free Standing ESL Program. Children are assigned to our school by District 75 Placement Office. Parents visit the school, see what programs are in place for their child and either accept or reject the placement. Bilingual students may receive the support of a native speaking classroom paraprofessional that helps the child transition between their home language and English.

Entitlement letters are sent by the CSE.

#### Trends in Parent Choice:

Options for Special Education ELL's are discussed with parents during the Educational Planning Conference at the CSE level. A native speaking interpreter is available at the parent's request.

The Parent Coordinator will offer parents of ELL's, on- going information in their home languages. During parent orientation, PTA meetings, and Parent Teacher Conferences Conferences, parents will be updated on the programs their ELL students receive. On-site interpreters are available for Spanish, Chinese, Arabic and Creole speaking parents.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	42
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 31	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/> 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42
<b>Total</b>	<input type="checkbox"/> 31	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	42

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

**C. Home Language Breakdown and ELL Programs**

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

**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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>SC</u>														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	6	4	2	2		1					21
Chinese		1		1		3	1	3	1					10
Russian	2			1										3
Bengali														0
Urdu		1						1						2
Arabic								1	1					2
Haitian	1			2										3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>

## 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.

**Delivery of Instruction:**

The ESL teacher provides ESL instruction by using the push- in and pull- out model. Our classrooms are Homogenous and differentiated instruction is the model. Instruction is differentiated by students' cognitive level as well as their language proficiency levels. ELL students will receive the mandated units of ESL: Beginners and Intermediate Level students receive 2 instructional units of ESL (360 minutes), Advanced level students- 1 instructional unit of ESL (180 minutes) and 1 instructional unit of ELA (180 minutes), as per CR Part 154 mandates. The ESL teacher provides students with content area instruction using ESL methodologies and strategies. To ensure that students meet the standards and pass the required state and city assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques, and the use of graphic organizers. Technology and augmentative communication devices will be incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials will be infused throughout all aspects of instruction. Teacher- made materials address the students' individual needs. Lessons and materials are crafted to be both age and grade appropriate as well as functional. Literacy programs, Smiles and Wilson are used to enhance students' individual needs in reading and writing. Classroom libraries include a variety of leveled books that reflect the background, needs and strengths of ELL students.

**Native Language Arts:**

We do not have a bilingual program. Students who are mandated for bilingual education may have a classroom paraprofessional who is fluent in their native language and are serviced by the ESL teacher. All Classroom, Cluster teachers, and paraprofessionals support the students through the use of ESL techniques. Classrooms contain books in students' native language which are used by alternate placement paraprofessionals who speak these languages.

English Language Arts-The advanced student receives 1 unit of ELA and 1 unit of ESL. ELA instruction for ELL students follows New York City's uniform Core Curriculum and the Balanced Literacy program. The use of technology, software, and multimedia devices enhances and supports the development of English literacy. Activities are extended throughout the curriculum by combining the interdisciplinary/ thematic approach with Language Experience. Multi-sensory approaches, the infusion of the arts, use of technology, including Smart Boards and augmentative communication enhance the learning process.

The classroom library contains books in English, including those adapted by teachers to the needs of students with severe disabilities. For all students, content area instruction 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 teacher and classroom teachers collaborate on a regular basis in planning for students who receive ESL services. ESL methodologies used include: TPR, Language Experience, Natural Approach, and the multi-sensory approach used in conjunction with augmentative communication devices, Mayer Johnson symbols, and scaffolding techniques. Content area instruction follows Core Curriculum for Content Area Instruction and Everyday Math curriculum for math.

Early assessment tools for ELLs in the standard assessment program include Fountas and Pinnell, Edperformance, and Acuity assessments. For our alternate assessment ELLs we use the Brigance and ABLLS to assess their early literacy skills. Our students levels of proficiency in the communication areas and their academic performance has shown gains in their ability to synthesis English. 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.

We have 1 Sife student at this time. All SIFE students are supported by using AAC, scaffolding techniques, Academic Intervention Services (AIS), tutoring, and Positive Behavior Intervention Supports (PBIS).

We have 31 newcomers to our school. We support them by providing an instructional climate that is nurturing and conducive to learning and facilitates English language production. These students receive instruction in Foundations, Smiles, and/ or the Wilson Reading Program. Some ELLs participate in the Title III after school program.

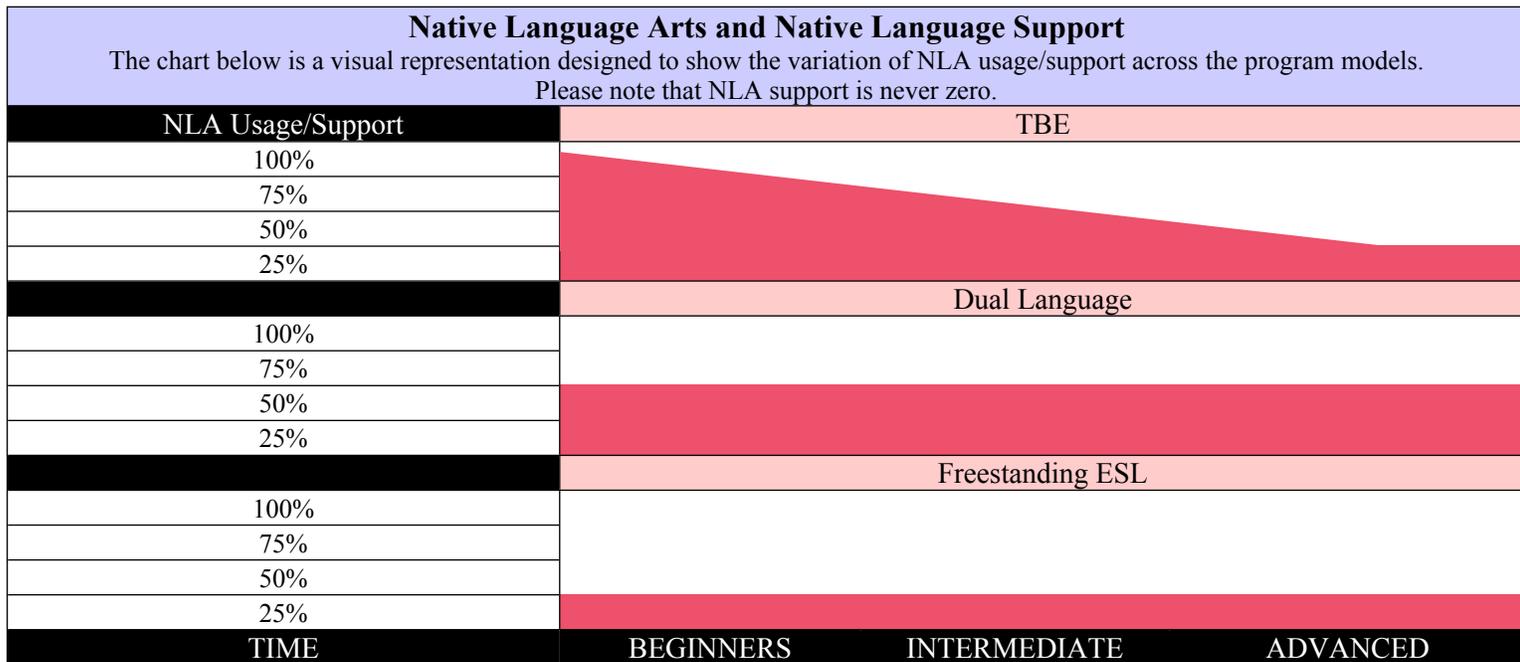
Our ELLs receiving ESL services between the fourth and sixth year of instruction participate in Project Arts, AIS, tutoring, and Positive Behavior Intervention Supports (PBIS). Our Long Term ELLs who have completed six years of service, continue to receive ESL along all services that are available to all ELLs. Our ELLs are all classified as students with special needs and receive all IEP mandated support services. We have no programs for ELLs which will be discontinued for the 2010-2011 school year.

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

Students in our ESL program have demonstrated a need to develop their communication and writing skills. Teachers will continue to concentrate on the writing process and the integration of technology to support the process. The teachers also follow the shared writing, creative writing, and independent writing as delineated in the Workshop Model for Balanced Literacy and the District 75 Units of Study. Scaffolding techniques are utilized to provide supports. Students who are severely disabled or have communication needs are supported through augmentative and alternative communication system (AAC) and strategies. Paraprofessionals fluent in the students' native language support the student by translating information and directions given by teacher. Teachers work with paraprofessional in the use of ESL techniques.

We have one proficient student at this time. Our instructional plan includes the ESL teacher working with the classroom to support and enhance the use of ESL strategies by using AAC, scaffolding techniques, Academic Intervention Services (AIS), tutoring, and Positive Behavior Intervention Supports (PBIS). New programs for this school year are Everyday Mathematics, Touch Teach, and the Core Standards. For all students, content area instruction 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 teacher and classroom teachers and cluster teachers will collaborate on a regular basis in planning for students who receive ESL services. There are also formal Professional Learning Community team meetings that include staff and administrators.

All ELLs are afforded equal access to all school programs including assembly programs, field day, an Emotional Literacy carnival, and District 75 Language Arts Fair. There are also on going community trips to the library, a senior citizen center, and the Mayor's Special Community event

Our Title III after school program offers ELLs the opportunity to increase their Social Skills and English Language Skills. The social stories and related activities support the AGLI's, and ESL and ELA standards. .

### C. Schools with Dual Language Programs

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

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

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

The ESL teacher participates in district sponsored ELL professional development. A district- based bilingual coach assigned part time to P231K supports the ESL teacher throughout the school year. All school personnel to include: assistant principal, special ed. teachers, paraprofessionals, psychologist, occupational/ physical therapists, parent coordinator, guidance counselors, subject area teachers, and secretaries that work with ELLs are part of on-going professional development to ensure that best practices are used in our school organization. Tentative PD dates that take place at the school are: October- Review ESL/ELA Standards, November-Strategies in Content Areas: Social Studies, December ESL/ELA Test Taking Strategies, and January- Strategies in Content Areas: Mathematics. In addition workshops on Teacher's College Reader's and Writer's Workshop, Everyday Math, and Elements of Balanced Literacy will be presented at the school level during DOE designated Professional Development days. Parents with their children have the opportunity to visit the designated middle school. Guidance Counselors, the ESL teacher, and classroom teachers prepare transitioning students through role play and social stories. Jose P. training (10hrs.) for special education teachers is provided by the District 75 office.

### E. Parental Involvement

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

The Parent Coordinator will offer parents of ELL's on- going information in their home languages. The Parent Coordinator remains in constant contact with ELL parents in order to determine their needs and how to address them. During parent orientation, PTA meetings, and Parent Teacher Conferences, parents will be updated on the programs their ELL students receive. On-site interpreters are available for Spanish, Chinese, Arabic and Creole speaking parents. Our school's PTA through the use of a phone tree reminds parents to attend meetings. Guest speakers share information that is specific for ELLs and all special need students that attend our school. Translators are available .

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	4	2	6	4	4	2	3					32
Intermediate(I)	1		2	1		1								5
Advanced (A)		1			1	3								5
Total	5	4	6	3	7	8	4	2	3	0	0	0	0	42

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

	<b>I</b>	1		1	1		2			1				
	<b>A</b>						1							
	<b>P</b>				1									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	0	0	2
4	0	0	0	0	0
5	8	0	0	0	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	1	3	11	8	23

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		0		1		0		2
4	0		0		0		0		0
5	5		0		2		0		7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	1		7		11		6		25

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	1				4		6		11

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

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

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

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

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

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

Early assessment tools for ELLs in the standard assessment program include Fountas and Pinnell, Edperformance, Acuity, Everyday Math unit test, and teacher made materials help to diagnosis our students' academic strengths and weaknesses. Teachers use data found in Aris and NY start to aid in differentiated instruction.

For our alternate assessment ELLs we use Brigance and ABLLS to assess their early literacy skills.

Most of our ELL students participate in alternate assessments and many were unable to complete all components of the NYSESLAT. The following are the results of our students that participated in NYSESLAT standardized assessments: beginning level -39 students, intermediate level - 4 students, advanced level- 5 students, proficiency level-1 students. Out of the 39 beginning level 14 students scored invalid or had no score. Most of our students are emergent readers. Their areas of strength are listening and speaking. Comprehension and writing are the areas in which many of the students are having the most difficulty. Nine ELL students scored a Level 1 on the NYS ELA and 1 student scored a Level 2. The remaining students were exempt due to being in grades K-2 or exempt by their IEPs. On the NYS Math assessment, 6 scored at Level 1, and 3 scored at Level 3. Our ELL students' performance on the NYSSA was comparable to our non- ELL students. The NYSAA ELA results are: 1 student scored Level 1, 3 students scored Level 2, 11 students scored Level 3, and 8 students scored Level 4. The NYSAA Math results are: 1 student scored Level-1, 7 students scored Level -2, 11 students scored Level -3, and 6 students scored a Level 4. The NYSAA results for science are: 1 student scored Level 1, 4 students scored Level 3, and 6 students scored Level 4. The NYSAA Social Studies results are: 2 students scored Level 4.

More of our students are achieving success in the speaking and listening portions of the NYSESLAT. This data shows that ELLs have made the most gains in these areas. In the reading and writing sections for standard and alternate assessment ELLs the data shows that these modalities need more analysis to help our ELLs develop the necessary skills for greater growth.

Implications for Lap:

The LAP process suggests that our on going and continued development in all areas of the curriculum is helping our students obtain better skills and greater English proficiency.

### 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		