



**LILLIAN RASHKIS H.S.**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 75K371**

**ADDRESS: 355 – 37<sup>TH</sup> STREET, BROOKLYN, NY 11232**

**TELEPHONE: 718 788-7608**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 371K      **SCHOOL NAME:** Lillian Rashkis

**SCHOOL ADDRESS:** 355 – 37<sup>th</sup> Street

**SCHOOL TELEPHONE:** 718 788-7608      **FAX:** 718 832-2213

**SCHOOL CONTACT PERSON:** Joan Antonelli      **EMAIL ADDRESS:** jantone@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Carol Urich

**PRINCIPAL:** Joan Antonelli

**UFT CHAPTER LEADER:** Ebony Russell

**PARENTS' ASSOCIATION PRESIDENT:** Marie Jimenez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Brian Hoyte

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 75      **CHILDREN FIRST NETWORK (CFN):** 754

**NETWORK LEADER:** Arthur Fusco

**SUPERINTENDENT:** Gary Hecht

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joan Antonelli	*Principal or Designee	
Ebony Russell	*UFT Chapter Chairperson or Designee	
Marie Jimenez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Garcia	DC 37 Representative, if applicable	
Brian Hoyte	Student Representative	
Darkeyrah Rattley	Student Representative	
	CBO Representative, if applicable	
Yolanda Otero	Member/Paraprofessional	
Monica Pritchard	Member/Paraprofessional	
Barbara Staggers	Member/Paraprofessional	
Carol Urich	Member/Teacher	
Doris Richardson	Member/Parent	
Eddie Carmona	Member/Parent	
Saundra Moore	Member/Parent	
Edith Branch	Member/Parent	
Florine Cook	Member/Parent	
Livilis Taroc	Member/Parent	

(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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P371K, Lillian Rashkis High School, is a District 75, Grade 9 -12 school located in Sunset Park, Brooklyn. It serves approximately 368 students with disabilities including: Emotional Disturbances, Autism, Learning Disabilities and Mental Retardation. Approximately 60% are Standard Assessment (19 classes). The other 40% are alternative assessment (7 self contained classes for children with Autism, 9 self contained classes for Mental retardation/Learning Disability students and 18 part time/full time worksites). We also serve two inclusion classes of students with mixed disabilities.

During the 2009-2010 school year, we awarded 40 diplomas: 8 Regents, 10 Local and 22 IEP. 100% of the students who received an IEP Diploma partook in an interview with VESID. Eight (8) students continued on to college.

We have several instruction/enrichment programs in place this year. For standard assessment students: Keystone Literacy, Writer's Express and Performance Series (Scantron). We have contracted the AUSSIE's to work with the staff in Global studies. For our alternate assessment students, we have implemented the Eden 2 Curriculum, SMILE, Equals Math, Weekly Reader, Social Skills Training and Meville to Weville Literacy.

This year, in addition to 18 full and part time worksites, 4 of our lowest functioning classes for children with Autism, are working with the community (local pizzeria) by having jobs delivered to the classrooms.

This year we have continued with our 4 Inquiry Teams addressing the needs of students.

Our related service providers (counselors, OT, PT, and speech) work closely with students and families which enhance individual student development.

The school's mission is to create and sustain a school community which engages all of its members to reach their full potential. By stressing independence and functional skills, each student will have the opportunity to move towards a less restrictive setting, obtain a local diploma, or articulate to a vocational setting.

The school has several partnerships including: RUSH Philanthropic, Teachers and Writers collaborative, New York Cares, the Leadership program and CHAMPS. Each of the collaborations, serve as enrichment opportunities for students in the arts, sports, music and poetry. We have many dedicated parents who partake in these opportunities as well.

The administration feels strongly about creating a "family" atmosphere where the students can feel secure and cared for. There are celebrations throughout the year where food and the arts are shared among staff, students and parents. Incentives are given for Attendance, Positive Behavior and Student of the Month.

Overall, P371K strives to be an academic and nurturing environment for students with special needs.

**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>	P371K Lillian Rashkis H.S.				
<b>District:</b>	75	<b>DBN #:</b>	75K371	<b>School BEDS Code:</b>	307500013371

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 checked="" type="radio"/> 8	X 9	X 10	X 11	X 12	X Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		69.1	69.7	67.6		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0			69.8			
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		54.5	0.0			
Grade 8	0	0	0						
Grade 9	98	87	113	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	64	50	41	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	50	45	32		4	19			
Grade 12	21	52	42						
Ungraded	80	46	129	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	313	280	357		1	1	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	313	280	357						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	2	14	29
Number all others	0	0	0	Superintendent Suspensions	3	3	9
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	6	4	36	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	12	9	36	(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	50	53	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	45	41	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	19	18	
	35	32					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	98.1	
American Indian or Alaska Native	2.9	2.5	0.8	Percent more than two years teaching in this school	82.0	81.1	
Black or African American	57.8	62.1	61.6	Percent more than five years teaching anywhere	62.0	64.2	
Hispanic or Latino	28.1	25.0	23.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	0.7	2.2	Percent Masters Degree or higher	84.0	84.0	
White	9.9	9.6	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.5	93.2	
Multi-racial							
<b>Male</b>	79.6	76.1	72.8				

DEMOGRAPHICS							
Female	20.4	23.9	27.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<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>	0	0	0	0	0	0	

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

**The 2009-2010 NYS School Surveys indicated there was an overall improvement from the previous years. Specifically in 2010, Academic Expectations went up from 7.7(2009) to 7.9. Communication: from 7.3 to 7.4. Engagement: 7.3 to 7.4 and Safety: 7.5 remained at 7.5. Compared to similar schools in District 75, we scored in the top 10% in overall satisfaction.**

**This September, we have added one more Autistic class in our Annex program. We also are collaborating with Sunset Park High School; there we serve our learning disabled/mentally retarded and autistic students. Our students are participating with mainstream classes for art, music, physical education and a culinary program. All of these students are alternate assessment. Last year we opened the café, thrift shop and model office for our students. This year we have added a model apartment for students to enhance their ADL skills. These model vocation sites will serve as enrichment activities for functional math and reading. (In looking at the feedback from teachers in prioritizing their needs based on classroom assessments, we will address the area of Functional Vocabulary for our alternate Assessment students as one of our goals this year).**

**In looking at data from the NYS Regents Exam in Global Studies and the Global Studies RCT's taken in the 2009-2010 school year, our students had only a 27% passing rate for both. This subject area proved to have the lowest outcomes, while we showed an increase of student passing Reading RCT 44%, Science 35% Math 71% , Global 25% , US History 47% and Writing 35%. The outcomes of the Regents scores were also significantly better in other subject areas: Geometry 50%, Living Environment 17%, US History 73%, Chemistry 33%, Integrated Algebra 30%, Math B 100%, Trigonometry 0%, Earth Science 80%, Global 19% and ELA Regents 32%.**

**In the last two years, our greatest accomplishments have been moving 18% -20% of our students to Less Restrictive Environments, developing a Global studies test prep binder and improvement in earning Period I credits (71% in a cohort of 9<sup>th</sup> graders in 09-10). In reviewing our data for credit accumulation, we saw a low number of credits earned for the classes during the first period of the day. Two years ago we implemented incentives and AIS tutoring for all students to earn credits and get the assistance needed in passing of classes. We also implemented a lateness incentive this year. In order to earn extra points on the Power of**

**Choice Behavior program, each student earned extra points for coming on time and going to class.**

**We have had an increase of parental involvement at monthly meetings and parent satisfaction (Learning Environment Survey), an improvement in the quality of data collections and analysis for staff, parents and administration, the creation of more and varied job opportunities geared towards students interests, students taking a bigger stake in their work and grades (as seen in test scores), continued mutual support of all staff through sharing in school planning and school celebrations.**

**Attendance remained at an overall 67-71% for the year, depending on where the source of the data. Compared to similar schools our statistics were comparable to other schools with similar populations.**

**In reviewing our 2009 2010 suspension report, there was an increase in our incidents and suspensions. There were 29 Principal suspensions and 9 Superintendent suspensions. We are closely monitoring our incidents by providing classroom structure support, Behavior Management workshops and increasing our incentives and positive behavior supports to alleviate the high numbers.**

**Some of the barriers that hinder student achievement are poor staff attendance. We also have many new inexperienced teachers that require extensive professional development which pulls them from the classroom. Also, after completing the BEDS survey a few of our teachers under no child left behind came up as not highly qualified.**

## 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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**The goals for P371K for the 2010-2011 school year as chosen by the School Leadership Team and Administration are as follows:**

1. By June, 2011 there will be increase in progress towards graduation rate as evidenced by a 5% increase in timely completion of appropriate credits and the passing of Regents/RCT exams.
  
2. Our goal is to improve student behavior by using the Power of Choice Behavior Management Program. Students will advance to the next level on the POC continuum. 50% of students will achieve a level 3 or 4 on the POC rubric by June, 2011.
  
3. By June 2011 there will be an improvement in student attendance as evidenced by a 5% increase across all student populations. Progress will be measured as evidenced by weekly/monthly by ATS attendance sheets.
  
4. By June 2011, students with autism will show an increase by one grade level in functional vocabulary related to career skills and be measured quarterly by teacher data collection sheets and as evidenced by NYSAA scores of Level 3 or above.

**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):** Standard Assessment Increase in Graduation Rate

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>. By June, 2011 there will be increase in progress towards graduation rate as evidenced by a 5% increase in timely completion of appropriate credits and the passing of Regents/RCT exams.</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>	<ul style="list-style-type: none"> <li>-We will look at learning styles of students, develop groups for differentiated instruction.</li> <li>- Staff will attend professional development on how to address learning styles of students. Senior teachers will mentor 1<sup>st</sup> year teachers.</li> <li>-There will be ongoing formative assessments in all subject areas (math, ela, social studies and science)</li> <li>- Technology coach &amp; Assistant Principals will support all teachers with differentiated instruction &amp; item skill analysis</li> <li>- Develop a cohort of teacher teams for Inquiry work – focus on skills from prior test where students struggled and hone in solutions.</li> <li>- Per session money for preparing, planning and debriefing.</li> <li>-Pacing calendars will be implemented in all subjects</li> <li>-AIS tutoring in all subjects – Remedial reading interventions (Wilson Reading/Keystone Literacy)</li> <li>- IEP goals aligned with instruction to ensure goals are being met.</li> <li>-Continue to analyze data to improve instruction. Plan lessons based on data measuring outcomes (results of unit tests, predictives and regents exams).</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>	<p>Aligning people and resources –hiring AUSSIES consultant to design tasks with students, collect data, implementation of Rubrics and linking all to the Common Core Standards Resources: Classroom teachers (ELA); Literacy coach; Teacher Center Support (housed in main building); Administration. Classroom libraries and supplemental books have already been purchased. Funding Source: OTPS budget</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Weekly meetings with AP's and Inquiry committee members to review pacing calendar and curriculum.

- Monthly unit quizzes/practice exams created from data (November thru May)
- Mastery of class work for each unit of student as assessed by teachers in all subject areas
- Mastery of IEP goals
- Assessments of homework assignments

**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):**           **Increase in Levels in Power of Choice Behavior Mgmt. Program**          

<p><b>Annual Goal #2</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to improve student behavior by using the Power of Choice Behavior Management Program. Students will advance to the next level on the POC continuum. 50% of students will achieve a level 3 or 4 on the POC rubric by June, 2011.</p>
<p><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>	<ul style="list-style-type: none"> <li>-Contracts with students by AP., PBS Coach, Counselors and Parents.</li> <li>-Develop a Matrix with PBS committee and have students self monitor throughout semester.</li> <li>-Committee/Students on PBS team determine clear behavioral expectations – PBS Coach oversees student’s progress and assists teachers with classroom behavior management techniques.</li> <li>-Review minutes from PBS meetings and monitor students moving towards Level One.</li> <li>-Develop contracts for 10% of students who don’t buy into Power of Choice program.</li> <li>-Parents contacted for positive and negative progress – working closely with them to ensure positive outcomes.</li> <li>-Utilization of SWIS - analyzing times, locations, student and staff.</li> <li>- Incentives (Rewards Stores) will be given out on a weekly basis to monitor and track progress and points.</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>IEP goals (Behavior Intervention Plan) will be aligned with contract and Behavior management program.</p> <ul style="list-style-type: none"> <li>- Staff will be trained from D75 in LSCI and TCI</li> <li>- \$7000 for Incentives and good behavior trips. Monies for Parent meetings to collaborate on student progress. Progress will be monitored every week. Parent meetings as needed or formally 2’xs a year (October and April).</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>Weekly assessment for students earning Clubs (Level I and II student's) Weekly assessment of students coming to school on time and earning credits in their first period class.  Decrease in high level 3,4,5 OORS infractions &amp; also a decrease in principals and superintendents suspensions reviewed bi-monthly  Monthly assessments of students earning points and levels in our Behavior Mgmt. program.  There will be a 10% increase in students earning level 3 or 4 by June, 2011.</p>
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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Our Goal is to increase overall attendance

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be an improvement in student attendance as evidenced by a 5% increase across all student populations. Progress will be measured as evidenced by weekly/monthly by ATS attendance sheets.</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>	<ul style="list-style-type: none"> <li>-Use of incentives (Rewards Store)</li> <li>- Behavior Management Point System – earning Levels to go on Good Behavior Trips.</li> <li>- Implement more CTE classes for students to develop work skills at the school level.</li> <li>- Partner with additional worksites to give students a variety of job skills they can choose from determining the results of their Level one vocational assessment or the results of Career Scope/Zone.</li> <li>-Bimonthly meetings with Classroom staff on Attendance committee and the Attendance teacher and Family worker.</li> <li>- Parent outreach (phone calls, home visits)</li> <li>- Counselors working closely with parents if in need of assistance of getting their child in school.</li> <li>- Celebrations throughout the year – multicultural events and fairs</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>- Provide an after school tutoring program with activities for students</li> <li>- 2x's a year at Parent Teacher Conference –provide resources for parent outreach for outside counseling, drug programs or agencies.</li> <li>-OTPS budget will provide expenditures for rewards store, parent meetings, and equipment for in-house work stations, trips and mailings.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Weekly meetings with AP and Attendance Team committee to review weekly attendance. There will be a 5% increase in overall attendance by June, 2011.

**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.

**Alternate Assessment – Students  
will show an increase in Functional  
Vocabulary**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal #4</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students with autism will show an increase by one grade level in functional vocabulary related to career skills and be measured quarterly by teacher data collection sheets and as evidenced by NYSAA scores of Level 3 or above.</p>
<p><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>	<p>Use of district coaches working with staff and students</p> <ul style="list-style-type: none"> <li>-Take a baseline data and determine what levels students are at.</li> <li>-Create a list of functional vocabulary words for each environment.</li> <li>- Ongoing of measuring progress and have a portfolio to show growth.</li> <li>-Weekly meetings/common planning time with AP's to track progress.</li> <li>-Utilization of school stores, model office, model apartment and café.</li> <li>- Use of ADL rooms for purpose of cooking and selling products to staff</li> <li>-Picture symbols in all areas of school and community reflecting new vocabulary</li> <li>- Trips to worksites</li> <li>-Development of school wide literacy rubrics for vocational skill instruction and assessment.</li> <li>- ABELS Curriculum reflecting lesson plans</li> <li>- Development of a checklist/charting progress of an increase in site words</li> <li>- Continue to analyze data and adjust instruction as needed (Differentiate).</li> <li>-Integrating NYSAA Alternate Grade level standards and weekly reader.</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>OTPS Budget will provide expenditures for common planning per session, laminated signs of functional vocabulary, trips and monies for items in store, café and apartment.</p>

<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>Teachers will meet weekly with AP and Coordinator to create/choose assessments by October, 2010.  Teachers and paraprofessional will monitor individual growth of students using assessments monthly.  Teachers will increase/decrease opportunities for students depending on progress  IEP goals will be aligned with benchmarks  60% of students will show an improvement of NYSAA scores of Level 3 or above.</p>
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**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>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>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	42	40	42	42	IEP mandate only	N/A	2	6
10	0	7	4	3	IEP mandate only	N/A	1	5
11	0	5	6	5	IEP mandate only	N/A	1	5
12	6	2	2	8	IEP mandate only	N/A	1	6

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA: Test Prep, WEX, 4 Square Writing, Achieve 3000</b></p>	<p><b>WEX (Writers Express) and 4 Square are writing interventions/programs. 4 Square uses graphic organizers to develop essay writing skills (during school day, small group instruction) WEX is a journal writing program used to enhance writing stamina during school days, M-F, small group instruction. Achieve 3000 is an online newsletter program that is intended to improve comprehension skills and reading strategies. Test Prep is offered T &amp; Th, 8:00-8:50, small group instruction and during a special RCT writing course offered to students scheduled to take the Writing RCT in the upcoming state testing period, ex. Jan or June.</b></p>
<p><b>Mathematics: Test Prep, Manipulatives and Math Games, online websites (coolmath.com), software to support word problems</b></p>	<p><b>Test Prep given (during the school day and 8:00-8:50 M-Th, 3:00-4:15, T and Th, small group instruction and or 1:1 instruction. Use of math games, ex. Payday, Millionaire, Monopoly, computer based math websites during school day and after school. Use of Equals Math</b></p>
<p><b>Science: Test Prep, labs Online websites</b></p>	<p><b>Utilization of Smart boards for online websites and/or test prep 8:00-8:50 M-Th, small group instruction.</b></p>
<p><b>Social Studies: Test Prep, Graphic Organizers, DBQ practice and essay writing, SS based websites (quia.com)</b></p>	<p><b>Document Based Questions used for comprehension of information, graphic organizers used for essay writing practice, Questions of the Day Bank used for Global Test Prep, online content websites, M-Th 8:00-8:50, small group instruction and/or 1:1 instruction.</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>IEP mandates only</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>N/A</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>1:1 and small groups, M-F 8:00-8:50</b></p>
<p><b>At-risk Health-related Services:</b></p>	<p><b>Fitness Club, Art, Cooking, CHAMPS, music club, T-Shirt making (air brushing &amp; silk screening), Entrepreneurship, girls club, Friday Clubs during the day and after school T-TH 2:50-4:50</b></p>

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

*NCLB/SED requirement for all schools*

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

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

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

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

#### **Section I. Student and School Information**

**Grade Level(s)** 9-12 & Ungraded    **Number of Students to be Served:** 12 LEP \_\_\_ Non-LEP

**Number of Teachers** 1    **Other Staff (Specify)** 1 paraprofessional and 1 administrator

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

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

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s

native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Our school is a District 75 citywide special education program. We currently have 371 students on register. We have 46 ELLs which is 12.40% of our student population. All of the students are between the ages of 14-21 and are in grades 9-12 though our alternate assessment students are considered ungraded. Ten of our ELL students require alternate placement paraprofessionals. We provide paraprofessionals who speak the students' native language.

Our school's organizational model is a pull-out program. Every effort is made to service all of our ELL students according to their IEP's and as per CR Part 154 and to provide them with ESL instruction and mandated minutes according to their levels. This is very challenging as we have one ESL teacher that services several sites. All of our ELL students are presently being served. Ten students are in alternate placement. There is close collaboration with classroom teachers, our ESL teacher, and paraprofessionals in order to support our ELLs. All of our classes are self-contained Special Education classes and follow the new continuum ratio (12:1:1, 6:1:1). When pulling out students, we keep to these ratios. Our standardized assessment students are in graded classes and our alternate assessment students are in ungraded classes. The groups are pulled out both homogeneously and heterogeneously. Three groups are of all beginner level and two groups are of mixed levels.

Students in both standard and alternate assessment programs take content area classes. The standard assessment students take classes under the NYS Part 100 guidelines and are required to earn their credits to receive an academic diploma. The alternate assessment students are also taking content coursework and are required to meet their IEP goals in the content areas to receive their IEP diplomas. The ESL teacher reinforces these content areas by fostering high level thinking in content areas, teaching analysis, synthesis and evaluation of content information according to Bloom's Taxonomy.

Our Title III Program will supplement our daily instructional program and be offered 3 days a week after school hours for a 1 hour and 50 minute session. Since this is the first year our school is receiving Title III funding, we will design a program that improves language instruction through the use of technology. The students are highly motivated to use computers and technology during the school day so we have decided to incorporate the use of technology into our Title 3 program in order to motivate student participation and encourage regular attendance while still improving on the students' language instruction. The software selected is dynamic and has a high interest low reading level. It is geared for use with students who are on many different reading levels and build their phonics skills and language and vocabulary skills. It is individualized and can be differentiated for each students' individual level. The Lexia Strategies for Older Students Program assess the student and places them at a starter level and works forward from there. It tracks data and shows improvement over time. The other two programs focus on reading and critical thinking skills, one also incorporates a writing component. (See below for a detailed description of the software programs selected) "These programs provide the dual benefit of simultaneous language and technology instruction (Ganeson, Journal of Education Technology Systems, 2007)" The program will serve 12 LEP special education students and will be held on Tuesdays, Wednesdays and Thursdays from 3:00- 4:50 PM. It will be offered to ESL and BIS students. The supervisors hours will run from 3:15 - 4:50 on Tuesdays and Wednesdays and Thursdays. It will run from approximately January through May (46 sessions total). Since our ESL teacher is not available to work, we will post the position and make every effort to hire a certified ESL teacher. We will also have a paraprofessional working in the program to ensure the 12:1:1 student ratio mandates are met and a supervisor on site. The paraprofessional selected will speak the Native Language of the majority of the students involved in the program.

The software we have selected is:

Lexia Strategies for Older Students and is designed to help struggling readers. The activities provide extensive practice from basic phonological awareness to advanced word-attack strategies, as well as vocabulary development. The highlights are as follows:

- \*Lexia track performance and highlight students in need of extra support.
- \*Manage, assess and monitor students individually and also by group and class.
- \*Identify and group students for appropriate instruction and practice.
- \*Assessment is always current and immediately actionable as the data is gathered and processed in real time.

We have also selected Orchard Learning -Reading Comprehension and Critical Thinking -Each exercise guide students through the process of developing the skills they need to become better readers.

- \*Stories are approximately 750 words in length also includes 10 corresponding questions
- \*Fifty to sixty percent of comprehension questions require inference
- \*Four critical-thinking exercise accompany the stories

### **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.

During the school year, Professional Development will be incorporated in workshops that will teach ESL strategies for ELL students. This Professional Development will be offered by the ESL coach and teacher and other professionals from the district office. Teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers work collaboratively with the ESL teacher to provide the best instruction for the students. Teachers plan lessons that compliment instead of merely translate the content instruction in the other language. Some of the topics included are Why Teach Academic Language and Learning Strategies? (October), What are the 4 Stages of Second Language Acquisition and what are Appropriate Activities for Each Stage? (December), What is the Difference Between BICS and CALP? (March) and Writing Prompts in ELA and SS for ESL Students (May). Paraprofessionals are to be included in the professional development. We will make every effort to sign up teachers for the District Jose P training as it is offered.

Being that this is our first year with a Title III program, our Title III staff will form an inquiry study group, which will meet on a monthly basis to review and evaluate the success of the program and determine whether the students are meeting their goals. These tentative meeting dates: February 16, 2011, March 30, 2011, May 4, 2011 and June 15, 2011 will be at no additional cost to the Title III program. We will also have consultants from Meizner, the head representative of the software companies, which we will purchase with our Title III funds, come to meet with the staff at the start of the program to review the new software and train staff on how it is utilized with the students. The selected software will contain a data tracking piece so we can measure growth and monitor progress over time. The consultants from Meizner will come twice at the beginning of the program and work hands-on with the teachers and students involved in the program to get it up and running at no additional cost to the school. These two trainings will take place within the framework of the Title III program during the first week of the program, which we are aiming to begin on or about January 11, 2011.

### **Parent Involvement**

We will send out correspondence to the parents of the students invited to participate in the Title III program by December 14, 2010. The correspondence will be translated into the families' home language. Before the beginning of the program, we will invite parents to a Title III orientation, where we will discuss the nature of the program and the benefits it will have for their children. We will also make follow up phone calls to ensure that we encourage student participation in the program. This orientation meeting will take place the first week of January 2011. We will have interpretation services as needed for the parents attending the orientation meeting and follow up parent meetings. Our parent coordinator will also set up on-going parent meetings throughout the year where we can update parents on the progress of their students and offer parents any assistance needed. We will schedule

two additional parent meetings throughout the year, which will be facilitated by the Parent Coordinator during the school day. One will be in February (Feb 17th, 2011) and the other will be in May (May 26, 2011), they will be approximately 1 hour each. The parent coordinator will hire guest speakers to present at these meetings, one will be with a representative from Resources for Children with Special Needs and the other will be on Navigating the IEP. We will provide the parents with metrocards and refreshments.

**Section III. Title III Budget**

School: 371K BEDS Code: 75K371

<b>Allocation Amount:</b> \$15,000.00		
<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>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,538.60	<b>46 (1 hr 50 min) sessions paying 1 teacher, 1 paraprofessional, and 1 supervisor</b>  <b>1 Teacher = \$49.89/hour X 1 hr 50 min = \$91.47 per session</b> <b>\$91.47 X 46 = \$4207.62 total</b>  <b>1 Paraprofessional = \$29.98/hour x 1 hr 50 min = \$54.96 per session</b> <b>\$54.96 X 46 sessions = \$2528.16 total</b>  <b>Supervisor = \$52.21/hour x 1 hr 35 min = \$82.67 per session</b> <b>\$82.67 X 46 sessions = \$3802.82 total</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$372.78	<b>4 Boxes of paper X \$33.47 = \$133.88</b> <b>1 Toner pack T640 X \$220.18 = \$ 220.18</b> <b>13 Pencils X \$1.44 = \$18.72</b>
<b>Educational Software (Object Code 199)</b>	\$2589.50	<p><b><u>Lexia Strategies for Older Students with 3 years hosting</u></b>  <b>Item# 800068076</b>  <b>web-based</b>  <b>single license qty 2 X \$775.00 = \$1550.00</b></p> <p><b>This program is designed to help struggling readers. The activities provide extensive practice from basic phonological awareness to advanced word-attack strategies, as well as vocabulary development.</b></p> <p><b>*Lexia track performance and highlight students in need of extra support.</b>  <b>*Manage, assess and monitor students individually and also by group and class.</b>  <b>*Identify and group students for appropriate instruction and practice.</b>  <b>*Assessment is always current and immediately actionable as the date is gathered and processed in real time.</b></p> <p><b><u>Orchard Learning - Reading Comprehension &amp; Critical Thinking</u></b>  <b>Item# 783933207 mac 10.5 DVD, Gr 7-9</b>  <b>1 X \$519.75 = \$519.75</b></p> <p><b>Each exercise guide students through the process of developing the skills they need to become better readers.</b></p> <p><b>*Stories are approximately 750 words in length also includes 10 corresponding questions</b>  <b>*Fifty to sixty percent of comprehension questions require inference</b>  <b>*Four critical-thinking exercise accompany the stories</b></p>

		<p><b><u>High-interest Reading 5</u></b>  <b>Item# 783923864 mac 10.5 DVD, Gr 6-12 (Readability gr. 6)</b>  <b>1 X \$519.75 = \$519.75</b></p> <p><b>This is a low-level, high-interest reading/writing program that uses real-life situations to excite middle and high school students about reading and writing.</b></p> <p><b>*Accelerates grade-level reading progress</b>  <b>*Provides high interest, real-life stories</b>  <b>*Voice available for struggling students</b>  <b>*builds critical reading and comprehension skills</b></p>
<b>Travel</b>	\$ 250.00	<b>- 50 Metrocards for parents (50 X\$5.00) = \$250</b>
<b>Other (parent involvement)</b>	\$1249.12	<b>-Hire consultants to give workshops to parents \$850</b> <b>-Serve food/beverages (cutlery &amp; paper goods) to parents and students \$399.12</b>
<b>TOTAL</b>	\$15000.00	

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

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

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

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

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

At the beginning of every school year the Parent Coordinator (PC) sends around a form to classroom teachers, inquiring about the home and preferred language of every single student enrolled in the school. She follows up until she has the information necessary for every single student. In addition, the PC reviews the data report generated by the Home Language Identification Survey (RPOB) monthly.

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.

Based on our Home Language Report and PC contact with families this school year, the families of 28 students were identified as preferring their communication with the school in Spanish, 4 families have requested information be sent home in Haitian-Creole, 2 families have requested information in Chinese and 1 family has requested Polish. For whatever their preference or rationale is, the other families of the ELL students prefer the correspondence being sent home in English. The PC shares this information with administrators, office staff and teaching staff and provides information on how translation and interpretation services can be accessed. Being that a majority of our ELLs are Spanish speaking, all correspondence is routinely sent home in English and Spanish.

#### **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. We have used the services of the "Office of Translation and Interpretation". In addition, translations are provided by several staff members. The school has a bilingual social worker, a bilingual school aide and several bilingual paraprofessionals. They translate notices and letters on an as-needed basis. The parent handbook is provided to parents in their preferred language. We have staff on-site that can translate in the following languages: Arabic, Chinese, Haitian Creole, French, Polish, Spanish, Italian and Russian.

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. For pre-arranged meetings, such as IEP meetings, SLT meetings, Parent-Teacher conferences and the ELL parent Orientation, the bilingual staff members attend on a routine basis. When parents arrive unannounced, one of the bilingual staff members is released to provide interpretation services. We also have the language translation card posted at the main entrance at all times.
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>.

Parents and families who speak a language other than English will be notified upon admission and annually thereafter of their right to translation and interpretation services. School staff will provide translation and interpretation services when feasible. The DOE's Translation and Interpretation Unit will be used as a resource when our school is unable to meet the families' language needs. We keep language translation cards on hand at all times. In addition, the PC sends a mini language translation card home along with most correspondence.

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

*All Title I schools must complete this appendix. N/A*

**Directions:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
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**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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**

**N/A**

*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:**   N/A  

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS    This is a NON-TITLE 1 SCHOOL**

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **Currently we have 5 (five) STH.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
**N/A: School does not receive any set-aside funds**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.  
**N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receives 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. N/A*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 371 - Lillian L. Rashkis						
<b>District:</b>	75	<b>DBN:</b>	75K371	<b>School</b>		307500013371	

**DEMOGRAPHICS**

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

<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	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			69.8	73.4
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		54.5	0.0	NA
Grade 8	0	0	0				
Grade 9	87	113	109	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	50	41	42	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	45	32	37		4	19	7
Grade 12	52	42	28				
Ungraded	46	129	136	<b>Recent Immigrants - Total Number:</b>			
Total	280	357	352	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	1

<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	280	357	0	Principal Suspensions	2	14	29
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	3	9
Number all others	0	0	348				

*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	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	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	50	53	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	45	41	0
# receiving ESL services only	4	17	TBD				
# ELLs with IEPs	9	36	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	19	18	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	35	32	115	% fully licensed & permanently assigned to this school	100.0	98.1	0.0
				% more than 2 years teaching in this school	82.0	81.1	0.0
				% more than 5 years teaching anywhere	62.0	64.2	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	0.0
American Indian or Alaska Native	2.5	0.8	0.3	% core classes taught by "highly qualified" teachers	87.5	93.2	0.0
Black or African American	62.1	61.6	59.1				
Hispanic or Latino	25.0	23.8	25.0				
Asian or Native Hawaiian/Other Pacific	0.7	2.2	4.3				
White	9.6	11.5	11.4				
<b>Male</b>	76.1	72.8	75.3				
<b>Female</b>	23.9	27.2	24.7				

#### 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:

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

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific 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>	NR			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>4</b>	District <b>75</b>	School Number <b>371</b>	School Name <b>Lillian Rashkis H S</b>
Principal <b>Joan Antonelli</b>		Assistant Principal <b>Diane Zinn</b>	
Coach <b>Denise Cantoni</b>		Coach	
Teacher/Subject Area <b>Natalia Taryguina, ESL Teacher</b>		Guidance Counselor	
Teacher/Subject Area		Parent <b>Claudette Francois</b>	
Teacher/Subject Area		Parent Coordinator <b>Cindy Margul</b>	
Related Service Provider <b>Sandra Pajaro, Social Worker</b>		Other	
Network Leader <b>Arthur Fusco</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	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>371</b>	Total Number of ELLs	<b>46</b>	ELLs as Share of Total Student Population (%)	<b>12.40%</b>
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## Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here

When a child is referred to the CSE for an evaluation, the CSE is supposed to administer the HLIS and administer the LAB-R. The CSE is the first step in the identification process in determining whether a student is an ELL. Once a student is admitted to our program, we immediately check in CAP to see if they have been identified by the CSE as an ELL and are entitled to receive ESL or Bilingual services. We also identify the newcomers and check for the HLIS and administer the LAB-R in English and Spanish (if native language is Spanish and they have been unsuccessful on the LAB-R) if the CSE has not already done so. We have ten school days to complete this process. We also conduct an oral interview with the family to determine the languages used in the home. This is all facilitated by our licensed ESL teacher, Natalia Tarygiuna. Based on the leveled results of the LAB-R, our ESL teacher then makes the determination of the level of proficiency and the mandated minutes of ESL. There are three ELL programs, Transitional Bilingual, Dual Language or Freestanding ESL. These programs are explained to parents in a language that they understand. The school will provide translation services or we will take advantage of the translation services offered by the DOE. Although the DOE offers ELLs TBE, Dual Language and Freestanding ESL, the only program that our school is able to provide is Freestanding ESL. Parents in conjunction with the CSE determine the best placement for their children. We try to honor the parents' requests in conjunction with the CSE recommendations. Based on the constraints of how ELLs are referred in our district, we have not seen trends in choices of desired program models selected by parents. We evaluate our ELLs annually using the NYSESLAT. They are pulled individually and given the oral/speaking portion of the assessment and the other portions of the assessment are either conducted individually or in small groups, all done with the ESL teacher.

## 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0

<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>										0	0	0	0	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	46	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	46
SIFE	3	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	13

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	2	19	14	0	14	13	1	13	46
<b>Total</b>	<b>19</b>	<b>2</b>	<b>19</b>	<b>14</b>	<b>0</b>	<b>14</b>	<b>13</b>	<b>1</b>	<b>13</b>	<b>46</b>

Number of ELLs in a TBE program who are in alternate placement: 10

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

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

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

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL 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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	14	0	4	30
Chinese										0	1	0	0	1
Russian										1	0	0	1	2
Bengali														0
Urdu														0
Arabic										1	1	0	0	2
Haitian										1	4	0	0	5
French														0
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish										0	1	0	0	1
Albanian														0
Other										1	3	0	1	5
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>24</b>	<b>0</b>	<b>6</b>	<b>46</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.

Our school's organizational model is a pull-out program. CR Part 154 mandates for a specific number of units of support of ESL instruction based on a student's level. In High School, a Beginner receives 540 minutes per week, Intermediate receives 360 minutes per week and an Advanced level student receives 180 minutes of ESL per week and 180 minutes of ELA per week. Our ELLs receive their ELA instruction within their homeroom classrooms and not as a pull out program. Our plan is to service all of our ELL students and to provide them with ESL instruction and mandated minutes according to their levels as per CR Part 154. This is very challenging as we have one ESL teacher that services several sites. All our Entitled ELLs are presently being served. We provide BIS students with alternate placement paraprofessionals. Ten students are in alternate placement. We provide paraprofessionals who speak the students' native languages and English. There is close collaboration with classroom teachers, our ESL teacher, and paraprofessionals in order to support our ELLs. All of our classes are self-contained Special Education classes and follow the new continuum ratio (12:1:1, 6:1:1). When pulling out students, we keep to these ratios. Our standardized assessment students are in graded classes and our alternate assessment students are in ungraded classes. The groups are pulled out both homogeneously and heterogeneously. Three groups are of all beginner level and two groups are of mixed ESL proficiency levels according to NYSESLAT scores.

Students in both standard and alternate assessment programs take content area classes. The standard assessment students take classes under the NYS Part 100 guidelines and are required to earn their credits to receive an academic diploma. The alternate assessment students are also taking content coursework and are required to meet their iep goals in the content areas to receive their iep diplomas. The ESL teacher reinforces these content areas by fostering high level thinking in content areas, teaching analysis, synthesis and evaluation of content information according to Bloom's Taxonomy.

Presently we have three SIFE students. The SIFE students will be provided with the following: supportive environment created by bilingual staff from the students' home countries (Alternate Placement Paras), SIFE students and parents will be provided with access to support services (in the families' native language) provided by counselors, tutors, mentors and parent coordinator. A buddy system will be put in place. Newcomer centers/programs will be implemented to ease transitions for newly immigrated students with interrupted formal

education. Administrators, counselors and classroom teachers will work together to ensure that the students and their families have the necessary information needed to provide school supplies, documentation for meal programs and other requisites for assimilation.

Newcomers, students with less than three years of ESL services, will be provided with increased sheltered strategies (use of visuals, collaborative learning activities and demonstrations). Language would be simplified and additional contextual support would be provided to help students understand the content presented. High interest, low level books would be utilized. Explicit instruction of the five components of reading in an age appropriate manner would be used (phonemic awareness, phonics, fluency, vocabulary, comprehension).

Student with 4 to 6 years of services would be taught strategies that they can use in the future such as, using dictionaries, taking notes, highlighting and using graphic organizers. Their prior knowledge would be activated through questioning techniques and encouraging students to make text-to-text, text-to-world and text-to-self connections. This will enable the students to relate what they had previously learned in their countries to what they are currently being taught. These students would be taught more metacognitive strategies and skills that teach independence.

We have eight long term ELL students at this time. We offer long term ELLs extra services such as AIS, peer tutoring and after school programs, field trips, summer school and counseling. The students receive extensive support to ensure that strategies practiced in the ESL classroom transfer to the grade level content classroom. The type of instruction (language sensitive instruction) has been utilized where content teacher is sensitive to both the language needs of the student and the language demands of the content subject. An example would be connected grammar mini lessons to the text that the students are reading as well as the writing assignments responding to the text. Additionally, the double ESL block with differentiated instruction provides extra support for long term ELL's. It is important to choose high priority content studied in depth and relate it to student's prior knowledge.

Our school is a D75 Citywide Special Education program. All of our students have special needs. Our more severely disabled students are provided with, AAC devices, Boardmaker symbols, PECS, communication boards, computerized interactive devices, picture cards, sign language, gestures and other non- verbal means of communication which is used as a bridge to spoken language.

**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

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

	<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

**Native Language Arts and Native Language Support**

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





participating in a district sponsored Project Based Learning program during the 2010-2011 school year. We will once again have Achieve 3000, an online newsletter program designed to boost comprehension strategies and improve students' reading levels. Our ELL's are offered equal access to every program we have in our school, whether they be during the school day, after school or on weekends. We make parents aware of the programs available to the students through phone calls and mailings home. Once again, this is done in a language that is accessible to the families. We use a variety of technology with our ELL population. This includes, laptops, AAC devices, and a variety of software. In addition, To ensure that students meet the standards and pass required state and local assessments, ESL instruction follows the New York State English as a Second Language (ESL) Standards, and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following materials: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. Content area textbooks are also used when working with standardized assessment students following the NYS Part 100 regulations.

Our school only offers a freestanding ESL program. Native language support is delivered through the support of our Alternate Placement Paras and our libraries that have a variety of books in native languages. Required services correspond to the students' grade levels if they are in graded classes. Many of our students are ungraded. They are considered Alternate Assessment according to New York State. Although we still utilize the Common Core Standards when planning, we differentiate and modify the instruction in order to reach them at their individualized levels. Newly enrolled ELL's are provided with a nurturing environment and may be set up with a buddy upon enrolling in the school. Our parent coordinator reaches out to the family to offer any support and assistance that may be needed. Our school currently offers an Italian course to the standardized assessment students.

This year is our first year with a Title III program. It will focus on improving language skills through the use of technology. It will be offered afterschool three days a week.

### 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)?

Our school does not provide a Dual Language Program.

### 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.

During the school year, Professional Development will be incorporated in workshops that will teach ESL strategies to the classroom teachers, school counselors, related service providers (OT, PT) and Assistant Principals for ELL students. This Professional Development will be offered by the ESL teacher. Classroom teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Classroom and cluster teachers work collaboratively with the ESL teacher to provide the best instruction for the students. Teachers plan lessons that compliment instead of merely translate the content instruction in the other language. Staff are supported in providing transition services to ELLs and their families for post secondary school options in collaboration with our school's Job Developer and Parent Coordinator. Some of the topics included are Why Teach Academic Language and Learning Strategies? (October), What are the 4 Stages of Second Language Acquisition and what are Appropriate Activities for Each Stage? (December), What is the Difference Between BICS and CALP? (March) and Writing Prompts in ELA and SS for ESL Students (May). Paraprofessionals are to be included in the professional development. We will make every effort to sign up teachers for the District Jose P training as it is offered.

### 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?

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P371K, Cindy Margul, will offer parents of ELLs on-going information in their home languages (SP, CH, HC, etc) and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. The survey includes questions related to parents' needs and availability, in addition to questions about their child's education. Our goal is to increase parent outreach and participation by offering parents training through District 75 Parent Conferences. This year our parents will be able to participate in Print Making workshops with a resident artist from Center for Family Life. We will also offer activities for parents/caregivers throughout the year incorporating Lions Club opportunities. Our school will periodically describe the program to ELL parents by parent orientation meetings or letters sent home. Parents will be made aware of special programs through mailings and letters sent home with their children. They are also informed of school events and happening through our monthly parent newsletter.

## 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)										12	18	1	4	35
Intermediate(I)										2	4		2	8
Advanced (A)										1		0		1
Total	0	0	0	0	0	0	0	0	0	15	22	1	6	44

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	7	1	1
	I										1	4	0	2
	A										2	0	1	3
	P										0	0	0	0
READING/ WRITING	B										3	9	1	6
	I										2	3	0	1
	A										1	0	0	0
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	1		2				9		12

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed	2		1		3		6		12

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	1		0	
Math				
Biology				
Chemistry				
Earth Science	1		0	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?

assessment students use the Brigance and the Eden which measure functional skills. In reviewing NYSESLAT, we have 35 students at the Beginning level, 8 at the Intermediate level and 1 at the Advanced level. The other 2 students are newcomers and haven't participated in NYSESLAT yet. They will participate in Spring 2011. When reviewing the patterns in students' scores (standard and alternate) by modality across proficiency levels we see that speaking is the strongest. The standardized students have slightly higher scores in the speaking modality than the alternate assessment students. Reading and writing are the lowest scoring modalities; writing is slightly lower than reading. The scores are the same amongst the standard and alternate. The listening modality has moderate results but the standard assessment students scored slightly higher than the alternate. When looking at pattern across grade levels, the 9th, 10th and 12th graders scored at the the Intermediate level. Only one student scored at the Advanced level and he was a 9th grader. The largest number of ELLs in our school scored at the Beginner level and a high number of these were due to Invalid scores. Twelve students received invalid scores because they were unable to attend to any task. Of the two newcomers that sat for the LAB-R, both received Beginning level and they qualify for ESL services under CR-Part 154. They will receive 540 minutes of ESL instruction. They are Alternate Assessment students. In looking at NYSAA, of the 12 students that participated, (7) students scored at level 4 in math, (2) scored a level 3, (2) scored a level 2 and (1) student scored a level 1 in math. In ELA/Reading, (8) students scored at Level 4 and (1) student scored at level 3, (3) students scored a level 2 and (0) scored a level 1. The only students that have shown any levels of proficiency on the state assessments are (2) of our alternate assessment students. This was on the NYSAA datafolio. As all of our students are special education and instruction is highly individualized and differentiated, this hold true for our ELL students as well. Instruction is delivered and individualized for each students' individual needs based on their language proficiency level and iep goals. Additionally, to enhance reading and writing skills, the ESL teacher is using the preparation book for NYSESLAT, paying much more attention to the reading and writing sections. To date, one student has participated in NYS Regents exams, she has not successfully passed but will retake the exams this January. We have not administered any state exams in the students' native languages. When evaluating the success of our program for our ELL's we look at growth over time on the NYSESLAT, the teacher made tests and overall student performance in their class work and on their report cards. We also collect work for student portfolios and keep data collection sheets. We also observe to see that our ELL students are assimilating into the school culture socially appropriately.

### **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.

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		