



**P372K
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 75K372
ADDRESS: 512 CARROLL ST. BROOKLYN, N.Y. 11215
TELEPHONE: 718 624 5271
FAX: 718 522 1879**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P372K **SCHOOL NAME:** The Children's School

SCHOOL ADDRESS: 512 Carroll St. Brooklyn, N.Y. 11215

SCHOOL TELEPHONE: 718 624 5271 **FAX:** 718 522 1879

SCHOOL CONTACT PERSON: Arthur P. Mattia **EMAIL ADDRESS:** amattia@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ira Yankwitt

PRINCIPAL: Arthur P. Mattia

UFT CHAPTER LEADER: Herbert S. Quester

PARENTS' ASSOCIATION PRESIDENT: Allison Bowers

STUDENT REPRESENTATIVE:
(Required for high schools) DNA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 751

NETWORK LEADER: Adrienne Edelstein

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Arthur P. Mattia	*Principal or Designee	
Herbert Quester	*UFT Chapter Chairperson or Designee	
Alison Bowers	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marybeth Carroll	Member/Staff	
Gillian Williams	Member/Staff	
Sophie Goodings	Member/Staff	
Unique Rencher	Member/Staff	
Michael O’neil	Member/Staff	
Ira Yankwitt	Member/Parent (Chair)	
Felicia Eve	Member/Parent	
Jennifer Vallone	Member/Parent	
Fred Meunch	Member/Parent	

Adrienne Urbanski	Member/Parent	
Janine DiLorenzo	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.

P.S. 372 K, The Children's School, collaboration between Districts 15/75 has been in existence since 1992. The school is made up of the main site on Carroll Street where Collaborative Team Teaching (CTT) is employed. The annex site located within MS 113 serves children on the Autism Spectrum in self-contained (6:1:1) classes. The vision of our school is to provide a rich, standards based curricula that is rigorous and challenging for all of our students in a safe environment where respect is given to our diverse population of learners. Our Collaborative Team Teaching site serves students from Pre-K through grade 5. We follow the NYS Standards-Based Curriculum for all of our students in standardized instruction. Alternate Grade Level Indicators which are aligned with NYS Learning Standards are implemented for our students with severe cognitive disabilities who require NYS Alternate Assessment.

Our ASD site is a specialized setting which serves students from ages 5 – 11. We employ a curriculum with a strong emphasis on communication, social interaction skills and independence for the students at the site. In addition, when needed a functionally based curriculum is implemented.

The arts and technology are integral to our educational programming for all of our students and are integrated throughout the curriculum.

Collaborative Team Teaching (CTT) seeks to include children with a wide range of abilities in a single cohesive class with a special-needs teacher, a general education teacher, and a paraprofessional, who all work together to address all the children's needs. CTT defines our philosophy, our pedagogy, and our community. While adhering to a rigorous curriculum, CTT challenges and empowers both general education and students with special needs together. Students are supported and challenged to reach their highest potential academically, socially and emotionally. This collaboration creates a whole that is greater than the sum of its parts.

The ultimate goal of our Autism Spectrum Disorder (ASD) program is for each student to become as independent as possible; to improve each child's ability to function at home and in the community. The acquisition of the basic skills allows each child to participate in the least restrictive educational environment which affords them the opportunity to transition into our CTT Model.

Due to the strong collaboration between parents and staff, our philosophy is mirrored throughout the entire school community. Parents are an integral part in the success of our program and are actively engaged in their child's education. This strong collaboration energizes the entire school and helps contribute to the students' consistently high level of performance.

The Children's School analyzes data in an effort to maximize instruction with the classroom environment. Our data specialists have constructed a data base which creates a profile of each individual student. The database includes Standardized Assessments, DYO Assessments, Word Study, Academic Intervention services where applicable. Our school initiative is to construct a student profile which will encompass additional factors to provide us with a more comprehensive view of each individual student.

In conclusion, our Administrative Cabinet and the SLT will continue to review and assess practices and policies outlined in the CEP to determine if we are meeting our goals and objectives. This organizational practice affords us the opportunity to continuously review our goals and objectives.

P.S. 372 The Children's School Mission Statement—

- **To provide a learning environment for the Autism Spectrum Disorders program that promotes learning, social interactions, and independence with individualized goals for each student.**
- **To provide and promote an inclusive environment for general education students and students with special needs, to meet their diverse abilities and to maximize their growth and potential.**

- **To build a diverse learning community, in which all differences – based on ability, gender, race, ethnicity, socio-economic status, sexual orientation and religion are celebrated, and in which our common humanity is honored.**
- **To provide a curriculum that challenges all students to perform at their highest level of capability.**
- **To provide rigorous professional development for staff so that their knowledge and skills allow them to meet the needs of our students who have varied abilities and levels of functioning.**
- **To provide every student with a literacy-based education with an emphasis on integrating the arts and technology into the learning process across the curriculum.**
- **To support students to develop a positive self-image and well-rounded interests and abilities, to be socially and physically competent, and to embrace individuality and differences in their peers.**
- **To develop a strong partnership between home and school to ensure success for all students.**
- **To provide curriculum content for our program that emphasizes the basic skills (social, communication, and behavioral) that are important for children on the Autism Spectrum.**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The School Leadership Team and Administrative Cabinet met on a number of occasions during the spring of 2010 to brainstorm and discuss the vision and direction for the upcoming school year. As a result of those meetings and after analyzing the results of data obtained (Learning Survey, NYS Standardized and Alternate Assessment test scores, DYO periodic assessments and Inquiry Team findings), a needs assessment plan was developed for the 2010-2011 school year.

Performance Trends:

Based upon the data available from the summative assessments for grades 3 through 5, P. 372 K has made positive gains in ELA and Math for all students in standardized assessment classes. One hundred percent of the general education students met promotional criteria in NYS ELA. Ninety eight percent of the general education population met promotional criteria in NYS Math. Students in special education classes made considerable gains in both ELA and Math. Eighty Nine percent of the special education students in the current grades 3 through 5 met promotional criteria in ELA with only 4% scoring at level 1 and 24% at level 2. Eighty eight percent of the special education students in the current grades 3 through 5 met promotional criteria in math.

After close analysis of the data it is evident that students who scored at Level 1 or Level 2 will require additional support in decoding and comprehension skills. In addition it is critical to maintain this high level of performance of the majority of the students by closely analyzing ongoing formative assessments and planning for deficit areas.

All students who participated in NYSAA and for whom a Data folio was submitted received a Level 4. While growth is apparent in all of the students who participate in alternate assessment, it is critical that we continue to focus on independence of skills and an alignment to the NYS Learning Standards and the Alternate Grade Level Indicators.

Based on the data reviewed the School Leadership Team has decided to focus on the following areas:

Communication:

Improve communication between staff/staff and staff/parent and related service providers.

By June 2011, each Collaborative Team Teaching (CTT) classroom team in grades K to 5 will have met 3 times to conduct case conferences of at least 4 and up to 10 of their students with IEPs. All of the related service providers and AIS teachers of students who are the focus of the case studies will attend. Cluster teachers will attend as appropriate to the needs of the students who are the focus of the conference. Case conferences will result in an action plan specific to each student who is the focus of discussion. An action plan will be implemented by teachers and related service providers who work with the students. These plans will be shared with those students' families at the next parent/teacher conference or IEP meeting, whichever comes first.

Parent workshops will be conducted by the parent coordinator and related service providers with a continued strong focus on teamwork and communication. The purpose of these workshops will be to provide additional information and insight as to the what, how and why a provider works with child.

English Language Arts:

To identify struggling readers and implement a targeted intervention to address their area(s) of difficulty. Among the approaches, an Orton Gillingham based program will be used for decoding.

By June 2011, 10% of the students receiving targeted intervention will read at or above grade level by the end of the school year.

At the end of Kindergarten 2010 students who were unable to identify the letters of the alphabet and their sounds, as well as read level B on the Fountas and Pinnell scale will be considered at risk. These identified students will be followed during grade 1 and children who have not reached grade level norms by mid first grade will receive targeted intervention. All students who are not on grade level will receive targeted intervention. Interventions will include small group push in/pull out or 1 to 1 instruction and classroom intervention until they are successfully reading.

Interventions will be targeted to the specific weaknesses that are preventing a child from reaching their potential.

Interventions will include direct instruction throughout the grades. Children with phonologically based reading difficulties will receive a multi-sensory Orton Gillingham based reading program along with a literature program. Children without decoding difficulties but who have comprehension deficits will receive targeted guided reading instruction that will address literary elements that they do not understand. Analysis of where comprehension breaks down will prescribe the intervention.

Data Analysis:

As a result of analyzing data and identifying specific patterns and trends, staff will engage in a systematic examination of classroom practices in order to maximize student engagement. Results of the Quality Review it was determined that the school should increase the focus on using data to identify patterns and trends in the learning outcomes for different groups of students.

By Fall 2010, 100% of classroom and specialty teachers will identify a content area to incorporate different models of Collaborative Team Teaching (e.g. station teaching, parallel teaching, etc.) into identified content areas. Teachers will differentiate instruction based on student needs. Data from school-wide interim assessments will be analyzed to determine the rate of increase in student achievement and to restructure small-group instruction where necessary.

Diversity:

After reviewing the Kindergarten enrollment statistics for the 2009-2010 school year, there has been a 10.75 percent increase in the enrollment of non-white students. While the school has made gains in this area, the school does not yet reflect the demographics of the surrounding neighborhood. Ongoing efforts will continue to be implemented in order to increase enrollment which better reflects the ethnic diversity of the surrounding neighborhood and district.

Fostering Relationships:

Cultivate a strong relationship between the two sites of P372K.

After reflecting upon an informal staff survey and ongoing conversation with the ASD offsite the School Leadership Team and Administrative Cabinet has determined that there is a need to build a stronger relationship between both sites. More in-depth communication will be a focus for the 2010-2011 school year with a strong focus on inter visitations and sharing resources amongst colleagues.

Listed are some of P372K's greatest accomplishments over the past few years:

- Received a Well Developed on our Quality Review for 2006-2007 and 2007-2008 school years.
- Professional development through Teachers College Reading and Writing Project 2008-2009.
- Design Your Own assessments in ELA and Math.
- Revision of Curriculum Maps in writing for grades K-5.
- Collaboration with Math in the City.
- Departmentalized math groups in grades 4 and 5.
- School created database which reflects student progress.
- Expansion of our ASD program.
- Strong AIS reading program with 3 certified Orton Gillingham trained teachers.
- Students moving from our ASD program to our less restrictive CTT program.
- Recipients of the UFT Partnership Award for collaboration between staff and administration 2008-2009.
- Recognized by Autism Speaks for fundraising efforts.
- Professional Development in Resolving Conflicts Creatively (RCCP) for all staff.
- Smart boards installed in grades 1 through 5.
- Individual laptops for each student in grades 4 and 5.
- PTA funded Chess cycles in grades 2 and 3.
- Recipients of Reso A and Parents as Art Partners grants.
- Collaborations with several arts organizations throughout the grades. Metropolitan Opera Guild with grades Kindergarten, 1st grade and 4th grade; New Victory Theatre, all grades; Manhattan New Music project with 3rd grade; Architecture by Design grade 2; SPECTRUM

with grade 5; Brooklyn Conservatory of Music for ASD program; Principal's on Broadway grades 3,4and 5.

- General Education Counselor 3 days per week.
- Small teacher turnover.
- A successful outreach resulted in an increase in diversity in the school community.

Some barriers include but are not limited to:

- Time to provide professional development to paraprofessionals in areas such ABLLS, PECS, Running Records, and Workshop model in ELA and Math.
- Insufficient time to train staff in Common Core Standards.
- Insufficient time to train staff in the new SESIS IEP.
- Schedule professional developments that allow for better collaboration between all colleagues from our ASD and CTT sites.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: By June 2011, all Collaborative Team Teaching (CTT) classroom teams, Related Service providers, specialists, Child Study team members and Administrators will have met three times during the school year to collaboratively plan and refine individualized instruction based on student IEP goals and ongoing assessments. As a result of these team meetings, an action plan specific to each student will be developed, implemented in the classroom and shared with parents.

Goal 2: By June 2011, there will be an increase of the students in Early Childhood grades reaching higher benchmark levels in reading as measured by a 10% increase in identified students moving up at least 1-2 benchmark levels.

Goal 3: By June 2011, all staff will have shown an increase in differentiation and individualized instruction in the content areas of ELA and Math as evidenced by an increase in the use of co-teaching models (station to station teaching, parallel teaching, etc.) resulting in a 5% increase in scale scores for all level one and level two identified students based on the New York State Standardized test scores for 2010.

Goal 4: By September 2011, P372 will increase the geographic diversity of new students to better reflect all the communities of District 15 by increasing the number of students from the southwest half of District 15 attending kindergarten in our school by 10%.

Goal 5: By June 2011, as a result of data obtained through ongoing assessments (ABLLS, Word Study program), one to three students will transition from our Autism Spectrum Disorder (ASD) site to our less restrictive Collaborative Team Teaching (CTT) site for the September 2011 school year.

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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all Collaborative Team Teaching (CTT) classroom teams, Related Service providers, specialists, Child Study team members and Administrators will have met three times during the school year to collaboratively plan and refine individualized instruction based on student IEP goals and ongoing assessments. As a result of these team meetings, an action plan specific to each student will be developed, implemented in the classroom and shared with parents.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • CTT classroom teachers and related service providers in grades K through 5 will meet 3 times to conduct case conferences of at least 4 and up to 10 of their students with IEP's. • A member of the caseload team will follow up where necessary with the parent/guardian to discuss and changes that may be implemented in the classroom. • Administration will meet monthly with related service providers to assess the needs of students. • Related service coordinator will meet 4 times during the school year with related service providers to review case loads. • Workshops will be provided by Related Service providers (3-4) and Parent Coordinator (3-4) to inform parents of strategies they implement in addressing targeted skills of students. • Related Service personnel will continue to support a strong home/school collaboration by making outreach during parent/teacher conferences, IEP meetings and/or setting up additional time when necessary, to meet and discuss individual student progress.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • A designated period will be utilized 2x a month for Special ed. classroom teachers in the CTT model to review and update IEP's. • Funds will be allocated in Galaxy for per session allowing for additional meeting time between colleagues and home. • Administration will program schedules for teachers and related service providers to support this initiative.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher/Related Service provider meeting are conducted during the scheduled times • Parent meeting with an action plan takes place either at Parent/Teacher conference or IEP meeting. • Learning Survey results for 2010-2011 indicate an increase in communication between home and school. • Attendance sheets and notes will be kept as a way to monitor meetings. • As a result of the caseload studies IEP's will be monitored more efficiently. • Activity sheets show an increase in parent participation of their child's IEP process.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be an increase of the students in Early Childhood grades reaching higher benchmark levels in reading as measured by a 10% increase in identified students moving up at least 1-2 benchmark levels.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Analyze data collected and identify students in Kindergarten 2009-2010 school year who were struggling readers. • Assess the reading levels in January 2011 to identify Kindergarten students eligible to receive targeted intervention from reading specialists in Orton Gillingham, guided reading, Lexia etc. • Reading specialist will meet with classroom teachers ongoing to discuss strategies that can be implemented in the classroom and reading room. • Reading specialist meet monthly with administration and coach to review strategies incorporated and adjust goals as needed. • Reading specialist will provide professional development as needed for classroom teachers on an ongoing basis throughout the school year

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Allocate funds in galaxy to be used for targeted intervention before/after school hours. • Allocate funds in galaxy for Inquiry team work to analyze data • Allocate funds in galaxy for necessary supplies, books, hardware or software to support the program
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim assessments will be administered periodically to monitor progress towards benchmarks • By January, 2011 targeted students will show an increase of 1 reading level using the Teachers College running record assessment tool. • By June 2011, identified students will show an increase of 2 reading levels using the Teachers College running record assessment tool. • Attendance sheets/notes were generated outlining observations and next steps • Allocated funds are utilized for necessary resources

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, all staff will have shown an increase in differentiation and individualized instruction in the content areas of ELA and Math as evidenced by an increase in the use of co-teaching models (station to station teaching, parallel teaching, etc.) resulting in a 5% increase in scale scores for all level one and level two identified students based on the New York State Standardized test scores for 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • As a result of analyzing data and identifying specific patterns and trends, staff will engage in a systematic examination of classroom practices in order to maximize student engagement. • By September 2010, all staff will identify a goal related to student engagement based on the criteria outlined in the Professional Teaching Standards. • By the Fall of 2010, 100% of classroom and specialty teachers will identify a content area to incorporate different models of (CTT) Collaborative Team Teaching (e.g. station

	<p>teaching, parallel teaching, etc.) into identified content areas.</p> <ul style="list-style-type: none"> • By the Fall 2010, staff from the ASD site will identify ways to incorporate various reading skills as determined through the analysis of the ABLLS assessment tool. • Administration and coach will review and give feedback to staff through informal/formal observations and conversations 3x during the school year. • Teachers will group students based on data collected from summative and formative assessments • Administration/School Based Coach will provide ongoing professional development to staff on the Professional Teaching Standards. • School Based Coach will provide ongoing professional development to staff as needed on the different models of collaborative team teaching. • Staff will be afforded the opportunity to participate in professional development to review and discuss their Professional Teaching Standards goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Funds allocated in Galaxy to support professional development • Funds allocated in Galaxy for teams to meet for collaborative development. • Funds allocated in Galaxy to acquire additional resources. • Funds allocated in Galaxy to support teacher needs
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers Professional Teaching Standard goals were aligned with student engagement which is the overarching goal P372K will follow for the 2011-2012 school year. • By January 2011, 50% of staff will implement a different model of collaborative team teaching in their classroom as measured by formal/informal observations • By January 2011, 50% of staff implements mastered skills into their daily teaching obtained from the Assessment of Basic Language Learning Skills as measured by formal/informal observations. • By June 2011, 100% of staff implements a different model of collaborative team teaching in their classroom. • By June 2011, 100% of staff implements mastered skills into their daily teaching obtained from the Assessment of Basic Language Learning Skills as measured by formal/informal observations.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By September 2011, P372 will increase the geographic diversity of new students to better reflect all the communities of District 15 by increasing the number of students from the southwest half of District 15 attending kindergarten in our school by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To increase the applicant pool and provide opportunities for all students within the geographical district. • Ongoing visits to local day care programs within the geographical district to share information about our school. • To hold two Open House events (February and March) during the 2010-2011 school year. • Parent Coordinator/Diversity committee will make outreach to families in the Spring of 2011 of children who were accepted through the lottery process. • Literature sent to the translation unit throughout the school year to ensure outreach is made in multiple languages.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Funds allocated in Galaxy for translation of documents outlining our program. • Responsible staff members: Parent Coordinator and staff members of the SLT. Outreach will take place outside of school hours. • Funds allocated in Galaxy to support community outreach • Target population: children born in 2006 who live at addresses zoned for 15K015, 15K027, 15K172, 15K169, 15K131, 15K094, and 15K001. • Implementation deadline: February 2 2011 outreach to Sunset Park Builders (snow date February 10), February or March 2011 outreach to Red Hook PAL Miccio Center, Feb. 8 2011 and March 1 2011 evening Open Houses at school, kindergarten application deadline March 4 2011, lottery early March 2011, outreach to accepted families in March, June, and August 2011. Deadline for filling 50% of kindergarten lottery seats with students living in abovementioned attendance zones: Sept. 12, 2011. (Other 50% of seats will be filled by students living in all other District 15 attendance zones.)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Staff spoke at pre school open houses within the geographical district that were conducted in the late winter and early spring. • Parent Coordinator/Diversity committee made follow up phone call to families who expressed interest in our program. • School Leadership Team will monitor the application process. If we do not have at least 20 applications from the targeted attendance zones by Feb. 18, 2011, we will identify additional outreach venues in Sunset Park and Red Hook in order to meet or exceed our target.

	<ul style="list-style-type: none"> Automate The Schools (ATS) enrollment statistics are reflected in the Student Ethnicity Census Report (RSEC).
--	---

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, as a result of data obtained through ongoing assessments (ABLLS, Word Study program), one to three students will transition from our Autism Spectrum Disorder (ASD) site to our less restrictive Collaborative Team Teaching (CTT) site for the September 2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> IEP / Related Service coordinator will support staff at Main/ASD site. School Based Coach will support staff at Main/ASD site. School Based Coaches work with self contained classrooms to increase appropriate instructional practices which may help students approach the standards. Technology Coordinator will support staff at Main/ASD site by identifying appropriate programs that will support student academics. Cultivate the position of the Crisis Intervention Teacher/Unit Coordinator between both sites. Assistant Principals arrange for teacher inter visitations between sites to integrate curriculum. Creation of a tool box for CTT teachers for possible transition of ASD students. Ongoing Administrative/staff meetings will provide continued to support to reach this goal. Specific sections of the Assessment of Basic Language Learning Skills (ABLLS) will be completed during the months of October 2010, December 2010 and May 2011. Monthly data analysis of the specified sections of the ABLLS will be reviewed with teaching staff including paraprofessionals, autism coach, and administrators to determine next teaching steps necessary for success in the Collaborative Team Teaching classroom. Monthly data analysis of the Word Study program (Words Your Way) will be reviewed with teaching staff including paraprofessionals, autism coach, and administrators to determine next teaching steps and modifications necessary for success in the Collaborative Team Teaching classroom.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Funds allocated in Galaxy for per diem days to allow for inter visitations to take place. • Funds allocated in Galaxy for teacher meetings. • Spring 2011 bussing for students identified as possible candidates to transition from ASD to Main site in fall 2011. • Scheduled Inter visitations between both sites take place during the school years
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Successful integration of ASD students in Main site After School program as monitored by continued participation. • Conduct informal observational checklist to determine student readiness for transition from more to less restrictive environment. • Student transition from ASD to Main site. A pretrial integration meeting between staff/administration will be conducted to determine student readiness for possible transfer from more to less restrictive environment. • 5% of the student population from the ASD site is identified for a possible transition to the main site CTT program.

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	0	0	N/A	N/A	1	0	0	0
1	15	0	N/A	N/A	3	0	0	0
2	12	12	N/A	N/A	4	0	0	0
3	18	17	N/A	N/A	1	1	0	0
4	21	27	0	0	6	0	0	0
5	17	10	0	0	6	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>The principal goal of our Academic Intervention Services in the English Language Arts area is to raise achievement in reading for students who have scored below level three on the ELA exam and for students in Primary grades who perform below the standard. We are especially committed to our students developing the ability to read with good comprehension. AIS begins in the classroom with small group and individualized instruction provided by classroom teachers. Children are engaged in interactive writing, shared reading and guided reading. Classroom environments are organized for literacy learning. All classrooms are equipped with Apple laptops which have been programmed with the Lexia reading program. Smart Boards have been installed in all classrooms grades 1-5. Smart boards enhance the lessons in the Word Study program that we follow. In addition, many of our classroom teachers engage in the use of the SRA and Foundations (Wilson). Boardmaker (Mayer Johnson) symbols are used to enhance the teaching and learning in classrooms with Alternate Assessment students. In addition, Alternate Assessment students receive special attention via a Lead Special Education teacher. Academic Intervention Services outside of the classroom are provided by our Reading Specialists. Instruction by this team is provided on an individual and small group basis. These sessions are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week. Programs that are implemented throughout these sessions include Wilson/Foundations, Orton Gillingham and Guided Reading.</p>
Mathematics:	<p>At The Children’s School students receive ongoing Academic Intervention services in Mathematics in the classroom. Students who perform below the standards are engaged in one to one and small group instruction. Individual needs are addressed with the use of appropriate math materials. Classroom environments are organized for Mathematical learning in numerous ways. All classrooms are equipped with Apple laptops, which allow children access to Everyday Math games provided on-line. Smart boards are used to enhance math lessons. Outside of the classroom, a Mathematics Specialist provides Academic Intervention Services in individual and small group sessions. This specialist works hand in hand with classroom teachers to modify and adapt curriculum when necessary. Sessions with the Mathematics specialist are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week. As a school community utilizing the Everyday Mathematics Program, our specialist modifies the curriculum to reinforce skills taught in the classroom. In addition, students participating in Alternate Assessment who require a modified curriculum work with a Lead Special Education teacher who uses the Functional Academic Curriculum for Exceptional Students. These students are also given the opportunity to engage in real life situations such as spending money at local shops.</p>

<p>Science:</p>	<p>Academic Intervention services for the Science curriculum is provided to the students in the classroom. All students participate in individual and small group instruction which takes place regularly, when needed. The small groups target the specific academic needs of the students. For example, teachers use such things as guided reading, interactive writing and read alouds to provide children with necessary information to meet the Science standards. In addition, the Science classroom is equipped with desk top Apple computers, as well as laptops. Alternate Assessment students receive individualized attention via the Lead Special Education teacher. The LSET also adapts and modifies curriculum as needed along side the classroom teachers. Strategies of differentiated instruction are used in the classroom at all times with students in need of modifications and/or intervention. Also, content based books are always available at a variety of reading levels for students to access.</p>
<p>Social Studies:</p>	<p>Academic Intervention services for students in the area of Social Studies education is provided to students in the classroom. Similar to other content areas, students are instructed in individual and small groups. The specific academic needs of the students are targeted and enhanced using both desk top computers and laptops. Alternate Assessment students receive individualized attention via the Lead Special Education teacher. The LSET also adapts and modifies curriculum as needed along side the classroom teachers. Strategies of differentiated instruction are used in the classroom at all times with students in need of modifications and/or intervention. Also, content based books are always available at a variety of reading levels for students to access.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselors provide at-risk services for our students according to the specific needs of the child. Also, weekly LRE and counseling meetings provide a forum to discuss strategies that can be implemented in the classroom and not solely in isolation with the counselor. We work in collaboration with the family to ensure that we have consent and that family input is included in all conversations regarding a students needs. Counselors work in partnership with the Crisis Intervention Teacher who employs LSCI techniques and works closely with Positive Behavior Support staff. Counselors and ninety percent of the staff have received training in Resolving Conflicts Creatively Program which is practiced throughout the school community.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Our School Psychologist provides at-risk services for our students according to the student's specific needs. Also, weekly LRE and School Based Support Team meetings provide a forum to discuss strategies that can be implemented in the classroom and not solely in isolation with the Psychologist. The Psychologist works in collaboration with the family to ensure that we have consent and that family input is included in all conversations regarding a students needs. Functional Behavioral Assessments are used to gain a better understand of a child's behavior. Once completed the Behavior Intervention Plan is created and implemented within the school community to ensure the child's success.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Not Applicable</p>

At-risk Health-related Services:

In compliance with a child's IEP, Health-related Services are provided to children who require both preventative care and at risk care. Health services provided by our school nurse, builds community awareness and medical alert responsiveness to the staff, students and families, via a bi-monthly newsletter and a quarterly publication. These publications contain vital information about the health needs and special concerns regarding the students. One to one health paraprofessionals are in place to ensure that a student is able to participate within the school community without boundaries. Assistive technology such as FM units, noise control panels (which are installed in classrooms to ensure sound control and noise reduction) and voice output devices are available to students evaluated and found in need.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
--------------	--	--

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

ELL Identification

Identification of English Language Learners (ELLs) occurs at the Committee on Special Education (CSE) level through completion of the Home Language Identification Survey (HLIS), or at time of registration. We use the ATS report to ascertain this information if we do not have the original HLIS. When new students who may not have gone through CSE come to our school, we initially identify primary language spoken by each parent by administering the HLIS and interviewing them.

When possible, intake interview is conducted in home language. The school determines whether the parent(s) requires language assistance to communicate effectively with the Department by offering the option of assistance and then giving parents the opportunity to request it if they want it. The parents may request language assistance for effective communication through the Home Language Identification Survey and/or via the blue emergency cards kept on file for each student.

Additionally, a Bill of Parent Rights and Responsibilities (which includes their rights regarding translation and interpretation services) is provided. Translated versions are made available.

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.

The HLS findings reveal that Spanish, Mandarin, Cantonese and Arabic are the languages in which written translation and oral interpretations are required. The findings were reported to the school community through school newsletter and website. Fewer than 15 families were identified as needing such services.

Part B: Strategies and Activities

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

School communications are provided in English as well as home language for all critical information regarding the child's education, health, safety, and legal or disciplinary matters. A team of designated in-house staff and volunteers are available for quick turnaround and are contacted as soon as need is identified. For instance, our ESL teacher currently provides Spanish services, and Arabic is addressed by a paraprofessional. Whenever possible, written translation services will be provided by the in-house school staff and parent volunteers. However, in cases where no one is available or fluent in a requested language (for example, Cantonese), the DOE's Translation and Interpretation Unit is contacted. However, in cases where projected turnaround is delayed, parents are notified in their home language, along with the English version, of free translation or interpretation options.

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.

When requested by parent, the school provides interpretation services through available in-house school staff and volunteers. The Translation and Interpretation Unit is contacted in cases where no one is available or fluent in a requested language.

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 whose primary language is a covered language and who require language assistance services are provided with Bill of Parent Rights and Responsibilities at registration time. In addition, at registration, parents are briefed (when possible in home language) regarding language assistance services.

Translated signs, indicating the availability of interpretation services, in the covered languages are posted at school entrance and in the office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

1(one)

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 D75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on site tutoring. D75 students are eligible to attend any programs run through the STH units.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 372 -The Children's School						
District:	75	DBN:	75K372	School		307500013372	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	0	0				NR
Kindergarten	86	21	20				
Grade 1	77	26	23				
Grade 2	77	28	21				
Grade 3	78	18	27	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	70	24	14		96.2	93.2	92.6
Grade 5	68	23	21				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		32.3	0.0	NA
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	51	3
Ungraded	13	41	41				
Total	505	181	167	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	36	0	Principal Suspensions	5	1	0
# in Collaborative Team Teaching (CTT) Classes	141	145	133	Superintendent Suspensions	0	2	0
Number all others	0	0	33				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	5	9	TBD	Number of Teachers	37	43	0
# ELLs with IEPs	2	11	TBD	Number of Administrators and Other Professionals	27	29	0

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	13	13	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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	89.2	81.4	0.0
				% more than 5 years teaching anywhere	64.9	69.8	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	84.0	0.0
American Indian or Alaska Native	0.4	0.6	0.6	% core classes taught by "highly qualified" teachers	97.2	93.3	0.0
Black or African American	13.5	20.4	15.6				
Hispanic or Latino	22.6	27.1	28.7				
Asian or Native Hawaiian/Other Pacific	6.7	3.3	3.0				
White	56.6	48.6	52.1				
Male	58.2	76.2	73.7				
Female	41.8	23.8	26.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	97.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	53						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster # 1	District 75	School Number 372	School Name The Childrens School
Principal Arthur P. Mattia		Assistant Principal Rosa Amato/Cathy M.Ferra Sarno	
Coach Holly Bowers		Coach	
Teacher/Subject Area Shari Zisman/ESL		Guidance Counselor Susan Bagarozza	
Teacher/Subject Area		Parent Gina Castellano	
Teacher/Subject Area		Parent Coordinator Roxanna Plemons-Velandria	
Related Service Provider Amy Vagelatos		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	499	Total Number of ELLs	11	ELLs as Share of Total Student Population (%)	2.20%
------------------------------------	------------	----------------------	-----------	---	--------------

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.

ELL Identification

The Committee on Special Education (CSE) opens all initial referrals, stores student special education records and assigns a CSE case number for public school students. Identification of English Language Learners (ELLs) occurs at this initial stage through completion of the Home Language Identification Survey (HLIS). If this survey is not administered at CSE it will be administered to the parent of the new admit when he/she arrives at our school. Based on the interpretation of the HLIS (1 or more questions in numbers 1-4 and 2 or more questions in numbers 5-8 are responded by stating that the student speaks/understands a language other than English, even if English is one of the languages the students speaks /understands), it is determined whether the student is eligible for LAB R testing. Testing coordinator, Barbara Clark, is responsible for administering the HLIS if not done at the CSE level, and for conducting the initial oral screening with the assistance of a bilingual paraprofessional. Options for special education ELL students are discussed with parents during the Educational Planning Conference at the CSE level where student placement is determined.

ATS reports are used to identify students who are eligible for LAB-R (RLER-LAB-R) and NYSESLAT (RLER-LAT) testing. These tests are administered by our ESL teacher, Shari Zisman. For students who are currently enrolled in the NY Public School System, we review the ATS reports, which enable the school to identify students as eligible for LAB-R testing and eligible for the NYSESLAT. Students who do not pass the LAB-R are identified as ELLs eligible for services, as are longer standing students via not scoring a Proficient on the NYSESLAT. After receiving the NYSESLAT result for each student, the ESL teacher along with the data analysis team reviews the scores. Based on test scores and student progress review, the team discusses methods to move the student toward English proficiency.

When new students (general education) arrive at our school who may not have gone through CSE come to our school, we initially identify ELLs by administering the HLIS and interviewing parents along with the child. We then administer the LAB-R within the child's first 10 days of school, if so deemed by the interpretation of the HLIS. Students who are Spanish speaking and unable to pass the English version, are given the Spanish LAB. If they do not pass the LAB-R (and in some cases, the Spanish LAB), they are considered an English Language Learner.

All parents of ELL students will receive information on the State standards, assessments, school expectations and a description of bilingual and ESL programs. In addition, the guidance counselor and the ESL teacher are available to address any concerns the parents may have. PS372K will also hold parent workshops relating to standard-based instruction for ELL students and topics of interest to the parents. When necessary, a language translator will be available during these workshops.

Once a child is designated for services, parents are informed of the three program choices (TBE, Dual Language, and Freestanding ESL), which are provided by the DOE, and how placement decisions are made at CSE with full disclosure made to the parents. PS372K only offers Freestanding ESL, and parents are informed of this at the CSE and/or school level after the HLIS and LAB-R are administered. At the school level, PS372K administrative staff, some who are bilingual, provides outreach to parents of ELLs at an orientation meeting. Information, including program choices is given via a bilingual staff member when relevant and available, as well as a DOE pamphlet and video, if it is one of the many languages offered. In the case of an uncommon language, we make arrangements with the DOE's Translation and Interpretation Unit to notify the parents in a language that they understand. This information is imparted to parents immediately upon designation as an ELL requiring services. All models of instructions are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input checked="" type="checkbox"/> 10	<input type="checkbox"/>	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 11

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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.

ELL students participate with their monolingual peers in the Teachers College Workshop Model of curriculum instruction. Mainstream academics are adapted using ESL strategies. The Workshop Model and small group instructional strategies address the need for improved reading comprehension and writing applications of our ELL students.

During the 2010-2011 school year P372K will serve a total of 8 Special Education students (3 at our Collaborative Team Teaching (CTT) site with Standardized Assessment; 5 at our Autism Spectrum Disorder (ASD) site. The ELL students in Standardized Assessment at PS 372K participate in a full-time inclusion model. These classes are composed of 17 general education students and 8 special education students. All students interact the entire day with the support of a special education teacher, general education teacher, and a paraprofessional.

All ESL instruction is provided as a pull out / push in program by Shari Zisman a certified/licensed ESL teacher and is in alignment with the New York State Standards for both standardized and alternate assessment. This model implements an integrated approach to instruction based upon the interconnection among all instructional areas and support services, with shared responsibility among all professionals and paraprofessionals serving English Language Learners. Two students have been identified as requiring the services of an Alternate Placement Paraprofessional who provides native language support, translating for the student academic information given in English. These students are taught concepts and skills in each content area in conjunction with the goals and objectives set forth by the pedagogical staff. Student portfolios are viewed as a longitudinal record of performance for all students identified as ELL.

A review of the LAB-R (for kindergarteners) or the NYSESLAT scores determines the level of instruction each student receives.

6 Beginners
 2 Intermediate
 3 Advanced

With 5 of our ELLs being students with autism with limited verbal skills, it is to be expected that these students would score Beginner on the NYSESLAT. The other 6 students range from 1 Beginner, 2 Intermediates, and 3 Advanced.

With regards to ELLs' Performance on other assessments, 100% of the Alternative Assessment students that took the ELA and Math (3) NYSAA assessments scored 4s; thus, based on NYSAA data collected in each of the content areas, ELLs in Alternate Assessment scored at comparable (or better) levels to their Standardized peers. The one Alternative Assessment student who took the NYSAA Science scored a 4. ELL students in Alternate Assessment who are targeted for the Portfolio Assessment have samples of their work in Language Arts and in Content Areas included. All students have a portfolio of work that is kept showing their progress during the course of the year, as well as outstanding work that reflects growth from year to year. The Standardized Assessment student scored a 1 on ELA and a 3 on Math.

Based on performance data for ELLs in both Standardized and Alternate Assessment, the implications of our school's LAP on instructional planning can be described as follows: The ESL teacher provides direct ESL instruction either in Language Arts or the Content Areas for a minimum of 360 minutes per week for beginning/intermediate students and 180 minutes of ESL and 180 minutes ELA for advanced students, as per the NYSED CR Part 154 requirements. Currently, 6 Beginners + 2 Intermediates are to receive 360 minutes per week of ESL services. 3 Advanced students receive 180 minutes a week. AIS services (reading) are given to the student who received a 1 on the Standardized Reading Assessment. Many of our students are also engaged in Word Study on a daily basis.

All ELL students are provided the opportunity to participate in Academic Intervention Service (AIS) activities provided by the school. Students not meeting the Performance Standards in ELA and Math are included in all AIS activities provided by the school. Presently, we have one ELL student receiving Extension of Services (4-6 years) in D75, who has a one-to-one paraprofessional, and receives AIS and ESL services. There are no long-term ELLs. If we were to have such students, they would receive AIS and ESL services, as well as paraprofessional services.

We do not have a bilingual program; thus, we offer our ELLs who are literate in L1 bilingual picture dictionaries, native language reading materials, and an alternate placement paraprofessional for students whose IEP recommends bilingual instruction.

372K operates a Push-In and a Pull-Out freestanding ESL program. The Push-In model is implemented in order to support the ELL student's full time participation in Literacy, Mathematics, Science, Social Studies and Multimedia activities. A Pull-Out model is implemented in order to address the specific linguistic needs of individual students, using ESL methodologies and scaffolding strategies.

English as a Second Language All our K-5 students who are at the beginner and intermediate level will receive a minimum 360 minutes (2 units) per week of ESL instruction services in accordance with CR Part 154 mandates by a licensed/certified ESL teacher. ESL instruction will be given to students based on the levels determined by the NYSESLAT administered the previous spring or the LAB-R administered in the fall to new admits (i.e. 1 unit for Advanced or 2 units for Beginner/Intermediate level).

Content Area Instruction:

All subject areas are taught in English using ESL methodologies by the General and Special Education classroom teachers who have completed or will be offered the opportunity to complete the mandated hours of ESL training respectively. In addition, when scheduling permits, the ESL teacher will push in during subject area periods.

English Language Arts All students will receive ELA instruction during our Balanced Literacy Program, and Writers/Readers workshop provided by the classroom teachers. In addition, special emphasis will be placed on providing current ELL students and students who have recently tested out of the ESL program, with strategies that will improve their reading comprehension, writing, critical thinking and problem solving skills.

PS372K fosters students' academic language development through the use of, for example, Thematic Units in content areas, and Think-Pair-Share in order to move the students along the language continuum. The instructional strategies that are embedded into content area instruction and used to ensure that students meet the New York State grade level standards include, but are not limited to: Content Based Instruction, Language Experience, Task based learning, Graphic Organizers and Cooperative Learning. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting ELLs. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. In addition, scaffolding strategies are used to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are:

Modeling: Students are first introduced to new vocabulary. Students are then walked through an example of the task they are asked to complete.

Bridging: Students are asked to activate prior knowledge of a topic in anticipation of the new vocabulary and content information that will be used to better understand and reinforce the relevant class work.

Schema building: Previewing a text and using advance organizers with ESL adapted vocabulary help clarify reading assignments or brief oral lessons before they are taught in the main Language Arts or Content Area class.

In addition, in order for the students to meet the standards and to pass the required state and local assessments, PS372 employs a variety of Instructional Interventions for the Extension of Services such as the following ESL strategies: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Whole Language, Graphic Organizers, Cooperative Learning and the Language Experience Approach.

These are employed while engaging the students in the Workshop Model of Instruction in all subject areas. This model provides for individualization and small group work. The Teachers College Model of instruction is the Language Arts curriculum blueprint for the ESL instruction program. A mini lesson is first presented to the class and then students break into small groups to work on the assignment. This is the opportune time to work with individual students or in a group. The grouping is in a push-in setting as he/she works with his/her monolingual peers. Specific skills can be worked on in Reading and Writing during this time. Students identified as being Bilingual receive additional support by the Alternate Placement paraprofessional. This model provides for individualization and small group work.

The Comprehensive Balanced Literacy Program we employ focuses on the individual child whereby students are matched to “just right books”; they are assessed informally on a regular basis and they receive specific reading/writing skills to help them become proficient readers and writers. Throughout the day, students, including ELL learners, receive the supports of a licensed reading specialist; thus an additional intervention for the extension of services. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting all learners.

Curriculum planning and grade level meetings are conducted with the classroom teachers to address the needs in all content areas. These meetings take place in collaboration with our Literacy and Autism Coaches.

The certified ESL Teacher participates in curriculum planning and grade level meetings with the classroom and cluster teachers in order to highlight and address specific needs of ELL students. The certified ESL Teacher has been provided with the Santillana Intensive English Resource Kit. Units from this resource can be selected to reinforce the Teachers College workshop curriculum calendar through related skills practice and texts that address the students’ level of understanding and ability.

For SIFE students, should we receive any, tutoring and AIS services will be arranged immediately in order to assess initial literacy in native language and facilitate English language development. For students who have received an Extension of Services, we continue their ESL services, as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT. In addition, tutoring and AIS services are provided as deemed necessary. Currently, we do not have any long term ELLs (more than 6 years). However, we will provide services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT, as well as providing for tutoring and AIS.

During the 2010-2011 school year P372K will serve a total of 3 General Ed and 8 Special Education students (6 at our CTT site; 5 at our ASD site). The following languages have been identified from our Home Language Survey of our 11 students, 6 Spanish, 3 Cantonese, 1 Arabic and 1 Japanese. All ESL instruction is provided as a pull out / push in program by a certified/licensed ESL teacher .and is in alignment with the New York State Standards for both standardized and alternate assessment. This program implements an integrated approach to instruction based upon the interconnection among all instructional areas and support services, with shared responsibility among all professionals and paraprofessionals serving English Language Learners. Student portfolios are viewed as a longitudinal record of performance for all students identified as ELL.

English as a Second Language All students will receive a minimum of 180 - 360 minutes per week of ESL instruction by a licensed/certified ESL teacher. Additional units of ESL instruction will be given to students based on the levels determined by the NYSESLAT administered the previous Spring or the LAB-R administered in the Fall to new admits. The instructional strategies that will be used to ensure that students meet the New York State grade level standards include, but are not limited to, Cognitive Academic Language Approach, Language Experience and Whole Language. The use of technology will be incorporated to give students additional instructional support. Multi-sensory and multicultural materials will be infused throughout all aspects of instruction.

Our school offers AIS during school, after school and on Saturday test prep. All of our Standardized Assessment ELL students are eligible to receive these services. In addition, having passed the NYSESLAT, (and after their IEP has been amended to state that bilingual instruction is no longer required) students placed in a monolingual class without ESL services, will be supported for two years with AIS

support, and/or Tutoring in order to assist in their transition to a completely monolingual setting. If an ESL teacher’s schedule permits, services will continue to be provided for up to 2 years. P372K will continue to make outreach to the District and attend available professional development to make a determination if additional programs offered will better serve our current population.

Our school offers AIS during school, after school and on Saturday test prep. All of our Standardized Assessment ELL students are eligible to receive these services. P372 employs a variety of Instructional Interventions for the Extension of Services. In order for the students to meet the standards and to pass the required state and local assessments, several ESL strategies are employed such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers and Cooperative Learning. These strategies are employed while engaging the students in the Workshop Model of Instruction in all subject areas. This model provides for individualization and small group work. The Comprehensive Balanced Literacy Program we employ focuses on the individual child whereby students are matched to “just right books”; they are assessed informally on a regular basis and they receive specific reading/writing skills to help them become proficient readers and writers. Throughout the day students, including ELL learners receive the supports of a licensed reading specialist; thus an additional intervention for the extension of services. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting all learners.

Once a child is designated for services, parents are informed of the three program choices (TBE, Dual Language, and Freestanding ESL), which are provided by the DOE, and how placement decisions are made at CSE with full disclosure made to the parents. PS372K only offers Freestanding ESL, and parents are informed of this at the CSE and/or school level after the HLIS and LAB-R are administered. At the school level, PS372K administrative staff, some who are bilingual, provides outreach to parents of ELLs at an orientation meeting. Information, including program choices is given via a bilingual staff member when relevant and available, as well as a DOE pamphlet and video, if it is one of the many languages offered. In the case of an uncommon language, we make arrangements with the DOE’s Translation and Interpretation Unit to notify the parents in a language that they understand. This information is imparted to parents immediately upon designation as an ELL requiring services.

All parents of ELL students will receive information on the State standards, assessments, school expectations and a description of bilingual and ESL programs. In addition, the guidance counselor and the ESL teacher are available to address any concerns the parents may have. P372K will also hold parent workshops relating to standard-based instruction for ELL students and topics of interest to the parents. When necessary, a language translator will be available during these workshops.

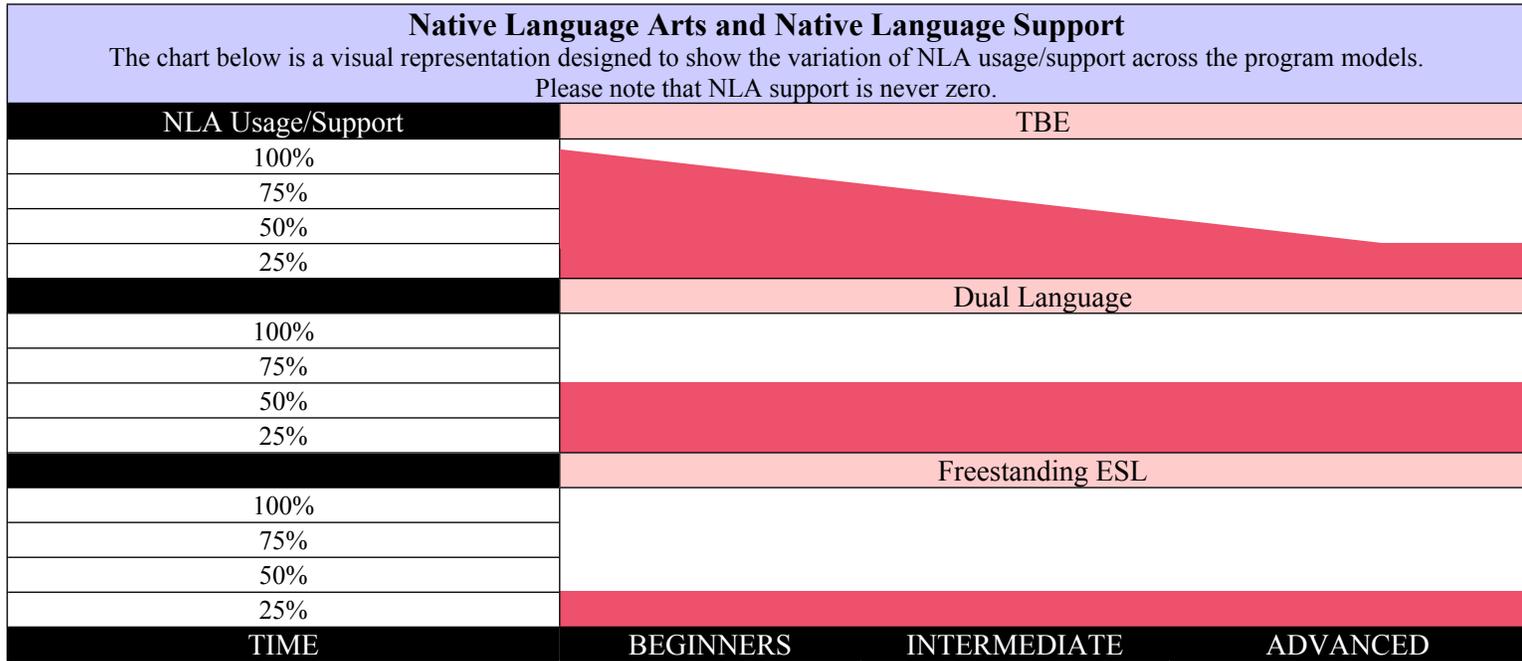
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

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

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)?

Paste response to questions 1-5 here

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 2010-2011 school year, the P372K Professional Development plans include training on ELA Standards, Science instruction, Technology, and the Arts, all with an emphasis on its application to the ELL student. All the staff will complete the mandated training on ESL methodologies.

Staff Developers from the District 75 Office of English Language Learners will visit the ESL program/teachers and provide hands on assistance and individual consultations regarding ESL methodologies and materials.

All teachers of ELLs attend district/citywide workshops and meetings. In addition to those provided by the DOE's Office of English Language Learners and the District 75 Office of English Language Learners, the ESL teacher attends sessions at BETAC and other outside organizations such as the Literacy Assistance Center and NYC Department of Youth and Community Development (DYCD). The ESL teacher is responsible for providing in-house professional development opportunities to both classroom and cluster teachers as well as administrators and staff during grade level meetings. After attending trainings and workshops the ESL teacher will turn-key the information to the staff at the school. This will occur during grade level meetings and on professional development days.

Our Alternate Placement Paraprofessionals are included in grade level meetings and consults with school representative regarding ESL issues and will continue to participate in District professional development workshops.

All Grade 5 ELL students will be afforded the opportunity to attend all Middle School Open Houses to determine the best fit for their child. Parent Coordinator and Guidance department will hold numerous parent meeting to discuss the articulation process. Role playing activities for all students will be conducted to help prepare for the Middle School interview process.

All staff will be offered the opportunity to attend professional development workshops offered through the District or UFT pertaining to completion of their 7.5 hours training. When a staff member attends a workshop or training, they will attach an agenda to an OP 201 form. The payroll secretary has a list of staff member who have completed the Jose P requirements. When the Jose P training comes available we make sure our staff is informed and those needed will attend the training.

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?

All parents of ELL students will receive information on the State standards, assessments, school expectations and a description of bilingual and ESL programs. In addition, the guidance counselor and the ESL teacher are available to address any concerns the parents may have. PS372K will also hold parent workshops relating to standard-based instruction for ELL students and topics of interest to the parents. When necessary, a language translator will be available during these workshops. The Learning Survey and Quality Review will serve as an evaluation tool to make sure P372K is servicing the needs of its community The school Administration, Parent Coordinator and PTA work together and promote variuos parent workshops to address the needs of the P372K community

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

WRITING	I			1		1								
	A			1		1								
	P													

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

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

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		1

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Brezzone, DRA-2, TCRWP). Will you include data from the assessment in your ELAS? If so, how will you use the data to inform instruction?

Part VI: LAP Assurances

- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/6/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		