



**373K**

**2010-2011**

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

**SCHOOL: K75373**  
**ADDRESS: 185 ELLERY STREET, BROOKLYN, NY 11206**  
**TELEPHONE: (718) 782-6800**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 373K      **SCHOOL NAME:** \_\_\_\_\_

**SCHOOL ADDRESS:** 185 Ellery Street, Brooklyn, NY 11206

**SCHOOL TELEPHONE:** 718-782-6800      **FAX:** 718-782-7098

**SCHOOL CONTACT PERSON:** Valerie Miller      **EMAIL ADDRESS:** Vmiller1@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Heather Lifland

**PRINCIPAL:** Valerie Miller

**UFT CHAPTER LEADER:** Pamela Jackson

**PARENTS' ASSOCIATION PRESIDENT:** Melody Foxworth

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Elijah Blount

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 75      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Ketler Louissaint

**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
Valerie Miller	*Principal or Designee	
Pamela Jackson	*UFT Chapter Chairperson or Designee	
Melody Foxworthy	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Elijah Blount	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laurie Rosenfeld	Member/ Parent	
Deborah Dover-Welch	Member/ Parent	
Malissa Blount	Member/ Parent	
Sharon Williams	Member/ Related Service	
Heather Lifland	Member/ Co- President	
Ana Medrano	Member/ paraprofessional	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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P373K is a Special Education District 75 High School which serves students identified with Learning Disabilities, Emotional Disturbance, Mild to Moderate Retardation and Autism. The mission of our school is to empower and motivate our students to realize their capabilities and potential through exposure to academics and the world of work. The school is a diverse collaborative community dedicated to achieving both standards-based and community-based instruction in the high school program and at the work sites.

The vision of 373K is to create a community of life-long learners where students, parents and staff are actively engaged in the education and transition process. P373K is a multifaceted school comprised of building-based high school students, 2 high school inclusion sites, 2 college inclusion programs, and a Career Path Program that prepares students for the world of work at various work-study sites.

All students participate in NYS Alternate Assessment with Individualized Education Plans (IEPs) based on academic, social and vocational goals. They receive a full continuum of IEP mandated services. Emphasis is placed on data-based differentiated instruction using assessment tools including Brigance, Vocational Level I, Scantron, Wilson, and Caught Reading to meet the needs of individual students. Technology is infused in all curriculum areas to support classroom instruction and to increase student learning. Student clubs, which include basketball, dance, drama, drumming, chorus, painting, chess, and cheerleading have been implemented to enhance the arts, physical education and social curricula.

The Treatment and Education of Autistic and Related Communication-handicapped Children (TEACCH) methodology of instruction is used in the classes with students with autism. Project-based thematic instruction is being implemented throughout the school year to include a Multicultural Fair, Health Fair, Career Fair, Science Fair, Poetry Slam and Human Rights Studies. Students in the junior and senior grades participate in part-time work study programs to prepare them for a seamless movement into fulltime community experiences.

The Career Path formerly known as the Transition Center provides full time community based instruction for students ages 19-21 with the goal of preparing them for supported and competitive employment upon graduation. The staff serves as job coaches, job developers, and adult service coordinators to assist in providing community linkages and partnerships with community based organizations and adult service agencies including, but not limited to, Heartshare, VESID, YAI and AHRC. A unique component of the Career Path is the Paraprofessional/ Teacher Aide Training Program which affords District 75 students the opportunity to train for careers as paraprofessionals or teachers' aides in the Department of Education.

The school has developed and implemented a school-wide behavior program to promote social/emotional competencies and work readiness for the students. Students understand and practice four major behavioral expectations, Cooperation, Accountability, Respect, and Safety (CARS). Rubrics are used to measure student progress. A “CARS” store has been created to provide reward incentives for students. Training for staff in Therapeutic Crisis Intervention (TCI) is ongoing to provide support for all students.

The school continues to build capacity through collaboration with staff, parents, students and community organizations. Through Cabinet meetings, school committees, School Leadership Team, parent meetings/ workshops, professional development, student government and affiliations with community organizations, the school continues to improve strategies to build a community of learners.

**SECTION III – Cont’d**

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

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

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

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
<b>Total</b>									
				<b>Special Education Enrollment:</b>					
(As of October 31)	2007-08	2008-09	2009-10	<b>Suspensions: (OSYD Reporting) – Total Number</b>					
				(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>								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								

DEMOGRAPHICS							
Female							

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

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

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

#### Key: AYP Status

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

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

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

#### **SECTION IV: NEEDS ASSESSMENT**

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

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

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

All students attending P373K participate in NYS Alternate Assessment, as per the Individual Educational Plans (IEP). IEP's are developed through consultation with staff, families, students, related service providers, adult service agencies and other interested parties. Students are assessed through the New York State Alternate Assessment, Brigance, informal observation, Data Inquiry Projects, teacher made checklists, planning/collaborating sessions with parents, students and agencies, Vocational Level 1, Scantron, assessment rubrics, anecdotes, Caught Reading, School Wide Information System (SWIS) data results, Functional Behavior Analysis (FBA), and Behavior Intervention Plans (BIP) to determine their individual strengths and needs. The school's IEP Progress Forms and IEP Goal Mastery Forms are being used to monitor student progress on a monthly basis.

P373K has two high school and two college inclusion programs. Students continue to access these Least Restrictive Environments which allow them to participate in general education classes with the supports of paraprofessionals and the special education teachers. Based on the program/service category on the IEP, these students will go from self-contained classroom settings to inclusive settings.

The 2009-2010 CEP goals, 2009 Quality Review Report, School Surveys, NYSESLAT for ELL and bilingual learners, NYSAA results, Inquiry Team Action Plan, Student Data Binders, IEP Progress Reports, School Wide Intervention System (SWIS), the Online Occurrence Reporting System (OORS) data, and graduation outcomes were reviewed by the Administrative Cabinet, School Leadership Team (SLT), Grade Cohorts, Inquiry Team, and the Parent Association. Upon reflection we noted the following trends and needs at P373K.

1. NYSAA for this past year showed a significant improvement in all content areas.

CHART:

<i>NYSAA<sup>h</sup> Scores</i>	<i>2008-2009</i>	<i>2009-2010</i>
<i>ELA</i>	89% level 4 7% level 3	98% level 4 2% level 2
<i>Math</i>	77% level 4 16% level 3	86% level 4 14% level 3
<i>Science</i>	95% level 4 1% level 3 4% level 2	96% level 4 1% level 3 2% level 2
<i>Social Studies</i>	86% level 4 7% level 3 7% level 1	91% level 4 7% level 3 2% level 1

Initial testing in Brigance is conducted in October with follow-up assessments in February and May. Data from students' IEP mastery forms, monthly IEP progress reports, report cards and student data binders, showed that students are consistently mastering individual IEP goals. Review of the 2009-2010 summative data from the Inquiry Team showed student improvement in the targeted areas of interview skills, reading comprehension, social skills in vocational and inclusion settings, everyday math skills and personal hygiene.

2. As evidenced by student achievement, based on data from NYSAA, Brigance Assessment, Vocational Level I Assessment, informal teacher tests and achievement of IEP goals, there is continued improvement in how teachers use data to plan for differentiated instruction for individual students. Continued collaborations and examination of data with the School Data Team ensures that teachers collect, analyze and use data to refine individual instruction. An examination of student binders shows evidence of students' progress.

3. There was a significant increase in parental participation during this school year. 39% of parents responded to the School Survey, up from 16% in the previous year. A review of staff-parent logs, sign-in sheets and in-school meetings and celebrations showed that parental involvement increased from (201) parents/ guardians in the 2008 – 2009 school year to (390) parents/ guardians in 2009 – 2010, an increase of 189 parents.

4. The P373K work-study program continues to enable students to participate in part-time and full time work training experiences in the community. In assessing the program, we have observed that there has been continued success with the 19-21 year old students who have secured competitive and supported employment over the years. A community-based component has been infused into the existing vocational curriculum to ensure that all students are fully prepared for a seamless transition into the work study programs and eventually into the world of work. Data shows that of the 72 graduates this year, 6 received competitive employment, 27 are in supported employment, 8 in vocational training and 21 in day habilitation. Ten paraprofessional trainees are awaiting processing through the DOE.

5. 2009-2010 OORS data showed that Level 4 and Level 5 incidents remained at the same level as the 2008 – 2009 school year. However, there was a significant decrease in Level 3 incidents, down from 39 to 14. A school-wide behavior program – Cooperation, Accountability, Respect, Safety (CARS) is in place. Analysis of SWIS data shows that behavioral incidents occur predominantly in the classrooms, followed by the cafeteria and hallways.

Accomplishments:

- a. Twenty one students are articulating into LRE, which is an increase of students from the last school year.
- b. There was an increase in the number of students at job sites in preparation for the world of work.
- c. There continues to be increased proficiency in teachers' ability to use assessment tools to monitor ongoing student progress including an IEP Progress Form, an IEP Goal Evaluation Form, and a mid-year Brigance.
- d. Each high school based student has a Student Data Binder containing information including IEP's, all assessments, anecdotes, outreach, and student work samples that provide multiple sources of both hard and soft data.
- e. Each Career Path student has a transition binder that contains information specific to that students' transition planning including but not limited to: Medicaid, SSI, exit summaries, IEP's, Brigance, report cards, evaluations and agency linkages.
- f. School-wide clubs continue to provide students with more opportunities for participation in extra-curricular activities, resulting in individual student growth.
- g. Community-building was enhanced through increased school-wide celebrations.
- h. The school was the recipient of an arts education grant – Technical Arts Partnership (TAP) focusing on teachers' professional development in the arts.
- i. The school was awarded a RESO A Technology grant for the 2009-2010 school year which provided new computers and Smartboards to increase the use of technology in the teaching and learning process.
- j. A bulletin board hallway has been created for the purpose of sharing school-wide information. The information includes but is not limited to: data-inquiry, school leadership minutes, demonstrating student readiness for the world of work, quality review rubric as well as the Professional Teaching Standards.
- k. The annual Walk-A-Thon inspired a daily healthy routine of walking exercises during lunchtime to increase physical fitness for students and staff.
- l. An ADL room was created for our students with autism to increase their knowledge of daily living skills.
- m. A new telephone system has been installed with enhanced features.
- n. A Phone Messenger System was installed to increase the efficiency and efficacy for parents to improve attendance, lateness, and outreach.
- o. Renovation on the school culinary arts center began this year.
- p. Inquiry Projects were expanded to include all teachers (Inclusion and Career Path).
- q. The school received a grant from the Citizens Committee for NYC to improve the school garden.
- r. The SMILE Reading Program was purchased for the freshman and sophomore grades and for targeted students with autism. Training was provided for teachers.
- s. The EDEN curriculum was purchased for use with students with autism.
- t. The school continued to utilize the Wilson Reading Program with targeted students.
- u. The school purchased the Ablenet "Equals" Math Program for the school-based community.

Some barriers include but are not limited to:

- With the absence of a Crisis Intervention Teacher, there is a need for staff to assume more responsibility and to invest more time in classroom management.
- There is a lack of sufficient time during the school year to provide professional development to have 100% of the staff trained in Therapeutic Crisis Intervention (TCI) and other behavior management techniques.
- There is a lack of in-depth training for the pedagogical staff to adequately deal with students with autism who exhibit extreme challenging behaviors.
- There is a limited choice of age-appropriate materials across all content areas for our high school-aged students.

Therefore, based on the data reviewed, we decided to focus on the following areas:

1. Data – The results of our 2008-2009 Quality Review found that the school should, “Sharpen goal setting across the school so that detailed data analysis leads to precise definition of intended outcomes with quantifiable interim monitoring at specified points to check progress toward the goal, including for all subjects”. The school will focus on honing the skills of collecting, analyzing, and using data to improve the teaching and learning process by improving pedagogical performance through the use of the Professional Teaching Standards, individual goal setting, lesson observations and professional development opportunities. Staff will continue to collaborate with the Data Team and the Inquiry Team to provide support.
2. Curriculum – Based on the NYSAA data and the Quality Review Report, the school needs to focus on delivering curricula in the core subjects including the arts which is aligned to the NYS standards and is differentiated to meet the needs of individual students based on their IEP goals. The curriculum committee will continue to design curriculum tailored to the needs of the school. The school will use budgetary funds to purchase appropriate materials.
3. Behavior – Review of SWIS and OORS data shows that the number of Level 4 and 5 incidents have remained the same as the previous school year. There is a continued need for the school to provide professional development in the use of behavioral strategies including Functional Behavioral Analysis (FBA), formulating individual behavior programs and classroom management techniques.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

---

- 1. By June, 2011, there will be an improvement in teacher use of data analysis leading to targeted and differentiated instruction as evidenced by a 5% increase in student task accuracy and independence, mastery of Brigance goals and a 5% increase in Level 4 NYSAA scores.**
- 2. By June, 2011, there will be a decrease in inappropriate student behaviors through efficiently increased use of effective strategies and school-wide behavior program, as measured by a 5% decrease in OORS reports and SWIS incidents.**
- 3. By June, 2011, there will be improvement in teacher mastery of curricula aligned to state standards evidenced by a 5% increased mastery of IEP goals and a 5% increase in NYSAA scores across all content areas.**

**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):**      **Data** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June, 2011, there will be an improvement in teacher use of data analysis leading to targeted and differentiated instruction as evidenced by a 5% increase in student task accuracy and independence, mastery of Brigrance goals and a 5% increase in Level 4 NYSAA scores.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Principal, Assistant Principals, and school-based coach will work with teachers on the goals and objectives of their individual growth plans derived from the Professional Teaching Standards from September, 2010 through June, 2011.</p> <p>Teachers will meet with Principal and Assistant Principals on a bi-monthly basis to sharpen goal setting, discuss intended outcomes, review progress, as well as work on strategies for next steps.</p> <p>Through the 2010 – 2011 school year, the Principal and Assistant Principals will review teachers’ performance through formal and informal observations to evaluate the effectiveness of organizational decisions, modify teacher improvement strategies, and structure professional collaborations.</p> <p>Bi-monthly school-wide professional development will be conducted by the Assistant Principal and the Data Specialist to develop appropriate IEP’s, NYSAA, data collection and how to use the data to drive instruction..</p> <p>The school Data Team will conduct monthly collegial reviews.</p> <p>In September 2010, teachers will collect and analyze a range of summative data on students to identify areas of need and align differentiated instruction to engage all students in meaningful work.</p> <p>Principal, Assistant Principals, Data Team, and Inquiry Team members will meet with small groups and individual teachers on a weekly basis to provide support as needed.</p> <p>Starting in September, 2010, Academic Intervention Services (AIS) will be infused into work study programs to</p>

	<p>reinforce instruction for those students who participate in community based worksites.</p> <p>The Online Brigrance Management System will be purchased and used to disaggregate data, identify trends, and monitor the effectiveness of how teachers use data.</p> <p>Principal and Assistant Principals will review lesson plans weekly to check for alignment of data to instruction.</p> <p>Staff will use multiple assessment resources throughout the school year to drive instruction. The resources will include:</p> <ul style="list-style-type: none"> <li>• Brigrance assessment</li> <li>• Vocational Level 1</li> <li>• Caught Reading</li> <li>• Scantron III</li> <li>• Wilson</li> <li>• Focused Walk-throughs</li> <li>• Teacher individual growth plans (goals and objectives)</li> <li>• Formal and informal observations</li> <li>• Student data binders</li> <li>• Teacher made tests</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• D75 coach</li> <li>• Data Inquiry Team</li> <li>• Data Specialist</li> <li>• Tax Levy Monies</li> <li>• School-based coach</li> <li>• After school workshops</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student data binders will be reviewed on a monthly basis by the Data Committee to measure a projected 1% increase by November, 2010, 2% increase by March, 2011, and a 2% increase by June, 2011, for a total of a 5% increase in student task accuracy and independence.</p> <p>Principal and Assistant Principals will review lesson plans weekly to evaluate alignment to curricula and differentiated instruction based on student assessments and data.</p> <p>By February, 2011, Principal and Assistant Principal will review formal observations conducted from September, 2010 through January, 2011 to determine improvement in planning student tasks and differentiation in instruction using data analysis.</p> <p>The Data Specialist, School based coach, and Administration will review IEP Mastery Forms and report cards quarterly to measure student mastery of IEP goals to determine percentage of progress.</p>

	<p>Administration, Data Specialist, Data Team, and Inquiry Team will use Brigance Priority Goal updates and Brigance Online Management System to monitor progress: 9/10 Initial Assessment; 11/10 for 1% increase; 3/11 for 2% increase; 6/11 for 2% increase for a total of 5% increase.</p> <p>Administration, Data Specialist, Data Team, and Inquiry Team will review NYSAA to monitor progress in students' mastery of NYS Standards and Alternate Grade Level Indicators (AGLI's) as follows: collegial review toward mastery 11/10; collegial review toward mastery 12/10, final review for submission 2/11</p> <p>NYSAA scores will be reviewed in May, 2011 to evaluate the percentage of improvement in scores.</p>
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Subject/Area (where relevant): Behavior

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June, 2011, there will be a decrease in inappropriate student behaviors through efficiently increased use of effective strategies and school-wide behavior program, as measured by a 5% decrease in OORS reports and SWIS incidents.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Beginning in September and continuing throughout the 2009-2010 school year, staff will attend District 75 TCI and Positive Behavior Intervention training. Trained staff will conduct turnkey professional development with other staff members.</p> <p>The instructional staff will continue to infuse the curriculum for the school-wide behavior program “CARS” (Cooperation, Accountability, Respect, Safety) into weekly instructional planning. CARS lessons will continue to be taught on a daily basis to reinforce behavioral expectations throughout the 2010 – 2011 school year.</p> <p>The CARS store will be expanded for students to redeem items for points to provide incentives to support the school-wide behavior program. Each class will be given the opportunity to visit the store on a monthly basis.</p> <p>Monthly assemblies will be held to support CARS expectations and to celebrate students’ achievement.</p> <p>Students will continue to participate in the Honor Society Points Program to reinforce positive behavior while targeting academic goals throughout the school year.</p> <p>Principal and Assistant Principals will meet on a monthly basis with the Safety Agents to maintain schedules of hall patrol, lunchroom supervision, and to maintain the safety of the entire school community.</p> <p>Principal, Assistant Principal and school safety agents will meet on a monthly basis with the PBIS committee to review SWIS data, FBA’s, Bus reports, and OORs data for the purpose of creating and implementing necessary intervention strategies to help guide individual student behavior.</p> <p>Meetings will be conducted with teachers, paraprofessionals, parents, related service providers, and administration to develop individual behavior intervention plans and strategies to improve student behavior on an as needed basis and plans will be reviewed on a monthly basis.</p>

	<p>Weekly grade cohort meetings with administration will be conducted to address student behaviors.</p> <p>Pupil Personnel Team meetings will be held bi-weekly to discuss behavior intervention strategies and to case conference individual students based on staff referrals.</p> <p>The PBIS Team will present the result of OORS and SWIS data at monthly staff meetings in order to inform staff of behavioral trends and to discuss strategies for improvement.</p> <p>Weekly school-wide clubs will continue to provide extra-curricula activities of choice for all students, to increase their desire to participate in school community activities and to enhance self esteem.</p> <p>Principal and Assistant Principals will conduct formal and informal observations monthly to ensure good pedagogy and best practices in behavior intervention strategies.</p> <p>Funding from teacher absence will be used to support staff who attend training sessions.</p> <p>Staff will attend District 75 trainings in FBA assessments and implementing behavior plans throughout the school year.</p> <p>District 75 PBIS coach will work with school-wide PBIS team and individual staff to evaluate and plan next steps for students with individual behavior plans.</p> <p>Staff who works directly with students with autism will attend District 75 trainings in behavioral techniques specifically designed for students with autism.</p> <p>Guidance counselors will meet with individual teachers and students to work on individual behavior plans on an as needed basis throughout the school year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy money  District trainings in TCI  Schedule cohort meetings  D75 meetings</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Designated staff will attend D75 TCI training and turnkey information to other staff members at weekly cohort meetings.</li> <li>• SWIS, OORS and Bus Reports data will be evaluated monthly and measured against the 2009 – 2010 school year equivalent dates to monitor progress toward a 5% decrease in OORS reports and SWIS incidents.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Individual student behavior plans will be reviewed by teachers on a weekly basis.</li><li>• CARS assemblies/celebrations will be scheduled 4 times yearly to motivate positive student behavior.</li><li>• The PBIS team will meet on a monthly basis to assess behavior intervention strategies and implement appropriate changes for individual students to ensure students are meeting behavior goals.</li><li>• Meetings with safety agents will be scheduled monthly to review students' behaviors and incidents, especially in the hallway and lunchrooms and to fine tune intervention support strategies.</li><li>• PD agendas and feedback forms will be reviewed to monitor staff participation and assess subsequent needs and plan next steps.</li><li>• Monthly meetings will be held with School Safety Agents to evaluate current trends.</li></ul> |
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**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June, 2011, there will be improvement in teacher mastery of curricula aligned to state standards evidenced by a 5% increased mastery of IEP goals and a 5% increase in NYSAA scores across all content areas.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In the 2010-2011 school year the staff will continue to use the following curricula: WAVE, CDOS and Syracuse Curriculum to prepare students for the world of work. The Eden Institute Curriculum Series for students with autism. Caught Reading, Wilson Reading, SMILE Reading, Reading A-Z, Scantron and balanced literacy for ELA. Rigor Curriculum for bilingual and ELL learners. HIV/AIDS Curriculum and Health Education Curriculum.</p> <p>The school will purchase “Explore Math” curriculum by Attainment and expand its use of AbleNet “Equals” math curriculum for the 2010 – 2011 school year.</p> <p>Scope and sequence aligned to the NYS Common Core Standards will be utilized throughout the school year.</p> <p>The curriculum committee will meet monthly to monitor curricula and pacing calendars tailored to meet the needs of the students and gather resources to enhance the development of age-appropriate, differentiated, project-based curricula for each cohort [6:1:1, 8:1:1, freshman/sophomore, junior, senior, high school inclusion, college inclusion and career path].</p> <p>During the 2010-2011 school year the administration in conjunction with SLT and the Curriculum Committee will research and purchase social studies and science curricula for use with students in alternate assessment.</p>

	<p>NYSAA Alternate Grade Level Indicators (AGLIS) will be aligned with curricula in all content areas for the 2010-2011 school year.</p> <p>Assistant Principals will meet with the curriculum committee and grade cohorts on a monthly basis to review and evaluate the efficacy of each curriculum.</p> <p>NYSTL monies will be used to purchase software to increase the use of technology in all content areas.</p> <p>Professional development will be conducted on the NYS Common Core Standards in November, 2010 and will continue at weekly cohort meetings throughout the school year.</p> <p>Principal and Assistant Principals will conduct formal and informal observations monthly to evaluate and monitor teacher mastery of curricula and delivery of instruction.</p> <p>Data from multiple assessments will be used to measure student progress. The assessments include the following:</p> <ul style="list-style-type: none"> <li>• Brigance – September, 2010; February, 2011; May, 2011</li> <li>• NYSAA – October, 2010 – February, 2011</li> <li>• Student Data Binders – September, 2010 – August, 2011</li> <li>• Teacher made tests – September, 2010 – August, 2011</li> </ul> <p>SMART boards will be used in the 6:1:1 classrooms to improve the delivery of instruction and enhance the curricula.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funds will be used to purchase Social Studies and Science Curricula, Attainment’s “Explore Math” and to expand the math curriculum (Equals.)</p> <p>NYSTL funds will be used to purchase software to support technology.</p> <p>Tax levy money will be used to provide training for professional development.</p> <p>Common time will be scheduled for cohorts to collaborate.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>IEP Progress Forms will be reviewed on a monthly basis to evaluate mastery of IEP goals.</p> <p>By February, 2011, Principal and Assistant Principal will review formal observations conducted from September, 2010 through January, 2011 to evaluate teacher mastery of curricula.</p> <p>Administration, Data Specialist, Data Team, and Inquiry Team will use Brigance Priority Goal updates and Brigance Online Management System to monitor progress: 9/10 Initial Assessment; 11/10 for 1% increase; 3/11 for 2% increase; 6/11 for 2% increase for a total of 5% increase.</p>

	<p>Administration, Data Specialist, Data Team, and Inquiry Team will review NYSAA to monitor progress in students' mastery of NYS Standards and Alternate Grade Level Indicators (AGLI's) as follows: collegial review toward mastery 11/10; collegial review toward mastery 12/10, final review for submission 2/11</p> <p>NYSAA scores will be reviewed in May, 2011 to evaluate the percentage of improvement in scores.</p>
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	36	36	36	36	IEP mandated only	IEP mandated only	IEP mandated only	IEP mandated only
10	36	36	36	36	IEP mandated only	IEP mandated only	IEP mandated only	IEP mandated only
11	36	36	36	36	IEP mandated only	IEP mandated only	IEP mandated only	IEP mandated only
12	60	60	60	60	IEP mandated only	IEP mandated only	IEP mandated only	IEP mandated only

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b>            Caught Reading            Wilson            Quick Reads            Scantron            Rigor</p> <p>SMILE            Reading A-Z            Eden Curriculum            Balanced Literacy</p>	<p>Small group and 1:1 instruction – 5X weekly – during the AM literacy block</p> <p>Caught Reading: A systematic, leveled program with development of phonics, language and reading skills which promotes and celebrates reading with books, newsletters, posters, etc.            Quick Reads: Small-sized fiction and non-fiction books for emergent adolescent readers            Wilson: A highly structured, scripted phonics program            Scantron: An online assessment and reading program used for students in inclusion classes for Grade level 2+ reading skills            Reading program for students without phonics skills            Curriculum designed with printable teacher materials to teach leveled reading, phonemic awareness, reading comprehension, reading fluency, alphabet, and vocabulary            A curriculum specifically designed for students with autism            Comprehensive reading program</p>
<p><b>Mathematics:</b>            Real Life Math Series            Equals            Attainment Explore Math            Eden Curriculum</p>	<p>Small group and 1:1 instruction – 4X weekly – during the math block</p> <p>Real Life Math Series: Functional, practical math skills program to enhance activities of daily living            Modified K-12 math curriculum            Math program with picture symbols            A curriculum specifically designed for students with autism</p>
<p><b>Science:</b>            HIV/ AIDS Curriculum            Health/ Sex Ed Curriculum</p> <p>Eden            Attainment Health Growth and Development</p>	<p>Small group instruction 2X weekly during the science period</p> <p>HIV/AIDS curriculum supports instruction in prevention of STD's and HIV/ AIDS            Health/ Sex Education curriculum provides lessons in promoting good health and safe sexual behaviors            A curriculum specifically designed for students with autism            Heath sex education curriculum</p>
<p><b>Social Studies:</b>            CMVI – Transition Center            Wave Curriculum            CDOS/ ADL            Syracuse Curriculum</p>	<p>Community Based Vocational Instruction (CBVI), The Career Path &amp; Travel Training Programs provide students with small group and 1:1 vocational instruction during the school day – 3 -5 X weekly            Wave Curriculum – a vocational curriculum stressing skills needed to improve vocational outcomes            Career Development and Occupational Studies curriculum and instruction in Activities of Daily Living support the life skills/ vocational program during the school day in small group and 1:1 instruction            Syracuse Curriculum – a comprehensive functional and vocational curriculum</p>

<b>At-risk Services Provided by the Guidance Counselor:</b> PBIS, Intensive Counseling/ Guidance, LSCI, TCI, BIP	Intensive counseling/ guidance, Life Space Crisis Intervention, Therapeutic Crisis Intervention, Positive Behavior Intervention Strategies are provided in 1:1 and small group instruction Behavior Intervention Plans - Individual Behavior Plans written for students based on SWIS, OORS and anecdotes.
<b>At-risk Services Provided by the School Psychologist:</b> LSCI, Intensive Counseling/ Guidance	Intensive counseling/ guidance, Life Space Crisis Intervention are provided in 1:1 and small group instruction during the school day as needed
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b> Clubs CHAMPS Health and Fitness	After school – 4X weekly, In school – 1X weekly during block  Students participate in clubs such as basketball, dance, cheerleading, cooking etc. Cooperative-Health-Active-Motivated-Positive-Students (CHAMPS) – after school program for health and fitness

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

*NCLB/SED requirement for all schools*

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

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

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

- x 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.

Part A: Language Allocation (LAP) – Attach a copy of your current school’s year (2009-2010) LAP narrative to this CEP

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**Part B: Title III: –Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1) (a)**

**Grade Level(s)** 9-12                      **Number of Students to be Served:** 18 LEP

**Number of Teachers** 2                      **Other Staff (Specify)** (2) Paraprofessionals (1) payroll secretary (1) supervisor

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

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

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

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### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

P373K has a Transitional Bilingual Education Program, comprised of 2 Spanish Bilingual classes; one (1) in the high school and the other at a community-based full-time worksite as well as an ESL program. Out of an overall school total of 344 students 18 of these are ELLS mandated for services. All students in the Spanish Transitional Bilingual Education (TBE) program receive the required units of ESL as per CR Part 154. The TBE program provides instruction for thirteen (13) students, grades 9 through 12 who are mandated for these services. Our ESL program presently serves 5 students 4 of whom are Spanish speaking and 1 French Haitian Creole. Native Language Arts (NLA) instruction is provided as per CR Part 154 for the required number of minutes (180) per week. Technology is incorporated to give students additional instructional supports. Our two (2) Bilingual Teachers and our one (1) ESL teacher are all fully certified. Our Spanish Transitional Bilingual Education class at our main-site is comprised of eight (8) Spanish bilingual students.

Our full-time community-based worksite Spanish Transitional Bilingual (TBE) class at Buena Vida Senior Center is comprised of 5 students. These students reinforce and strengthen both Native Language Arts and English Language Arts skills by interacting with and working alongside the mostly Spanish bilingual worksite personnel.

Five (5) students are provided with ESL services at our main site by our fully certified ESL teacher through a pull-out/ push-in program. Fifty-four (54) students took the spring (2009), NYSESLAT test. Of these students, three (3) scored at the Intermediate level, seven (7) at the Beginning level and forty-four (44) scored Invalid. The scores of Invalid received by these forty-four (44) students can be attributed to their severe cognitive deficits and being unable to complete all four modalities of the test.

With regard to NYSAA, of the nine (9) ELLs who were Data-folioed in the spring of 2009 NYSAA Reading, 8 scored 4s and 1 scored a 3. These scores, representative of roughly 15 percent of our school's total number of ELLs suggest that ELLs are performing as well or better than their standardized peers.

Given the success of the previous years' Title III programs, we have decided on the theme of Standards Based Content Instruction in Social Studies through Memoir Writing, and the use of Technology. This instruction will be delivered in small thematic units. As a supplemental program Title III will complement mandated services by reinforcing skills learned in the content areas, during the regular school day while receiving mandated services. A careful look at published works and pertinent publications, namely the National Writing Project (2009), shows that when one is engrossed in writing about one's experiences and own culture, there is a greater earnestness which comes out. This is true for all writers but is even truer for those who are grappling with the task of mastering a different language, in this case, English Language Learners.

The Title III program 2009-2010 will be conducted as an After-school program and will be held (2) days a week lasting for (1.5) hours each day and beginning immediately after the regularly scheduled school day. The program will serve students in grades 9 through 12 and will run for a duration of thirteen (13) weeks, twice a week for one and a half (1.5) hours per session, Tuesdays and Thursdays, from 3:00pm – 4:30 pm for a total three(3) hours/week. It will begin on Tuesday, March 9, 2010 and end on Thursday, June 17, 2010. There will be two (2) students in the 6:1:1 ratio and 16 students in the 12:1:1 ratio participating in the program. The current staffing ratio will adequately satisfy proper student-to staff ratios. Staff will gauge the efficacy of the Title III program by looking at students' subsequent performances on the Brigance Inventory Assessment and NYSAA for those students ELL who will be data-folioed.

Based on student and parent responses the program will serve approximately 18 ELLs. The program is designed to promote the continual development of academic language of ELLs. The program will be staffed one (1) fully certified ESL teacher, who will be the "lead" teacher seeing students during each session, one (1) certified Bilingual teacher, (2) paraprofessionals ( 1- Spanish-speaking ; 1- Haitian-Creole speaking) Parents have been notified of the program by the official Title III parent letter. Telephone calls were also made to their homes by staff, advising them of the program and answering their questions and concerns.

#### Parent Involvement-

Parents have been notified of the proposed Title III 2009-2010 program through the official Title III parent letter on school letterhead, which was sent out to all parents of ELLs. These letters provided parents with all the particulars of the program, advising them of the start and ending dates, days and hours of duration of the program, and were sent in a language that the parents could comprehend. These letters were followed up by telephone calls to homes as a reminder to parents. In addition, two parent orientations were held to advise parents of the program would benefit their children as well as themselves. These parent orientations were held on Wednesday, November, 4, 2009 and Thursday, November 5, 2009 respectively. At these orientation sessions, parents were invited to attend the Title III and participate alongside their children in order gain English Language proficiency. For those parents who participated in the previous years' programs alongside their young adults, information was given on how this year's program will build on those of the previous two years. Student metro-cards will be provided from non-Title III funding. However, adult metro-cards will be provided for parent participants using Title III funding.

**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.

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**The theme of this year's (2009-2010) Title III program is, Standards Based Content Instruction in Social Studies Through Memoir Writing, and the use of Technology.**

Eight (8) one (1) hour-long professional development workshops involving the 2 teachers, 2 paraprofessionals and 1 supervisor will be scheduled after school and prior to the beginning of actual classes to provide relevant Professional Development related to the theme. These workshops will be held on consecutive Tuesdays and Thursdays in January 2010, beginning on Tuesday, January, 12 and ending on Thursday, February 4. This Professional Development will involve the research and review of literature related to the theme and the implementation of the program. There will be a focus on the efficacy of memoir writing and English Language acquisition. Our school's ESL teacher will turn-key to other staff, training she received on memoir writing through a number of District-wide Professional Development trainings. There will mid-session and culminating events involving the display and celebration of the work done by all participants.

**Form TIII – A (1)(b)**

**School: 373K**                      **BEDS Code: 307500013373**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<b>\$10,175.05</b>	1 Supervisor – (2 days x 1.5 hrs daily x 13 weeks ) 39 hrs @ \$52.21 = \$2,036.19 2 Teachers- (2 days x 1.5 hrs daily x 13 weeks) 39 hrs each @ \$49.89 = <b>\$3,891.42</b> 1 Secretary – (10 weeks) 10 hrs @ \$30.74 = <b>\$307.40</b> 2 Paraprofessionals - (2 days x 1.5 hrs daily x 13 weeks) 39 hrs each @ \$28.98 = <b>\$ 2,260.44</b> <hr/> Professional Development: 1 Supervisor – 8 hrs. @ \$52.21 = \$417.68 2 Teachers – 8 hrs. @ \$49.89 = \$ 399.12 per teacher = \$ 798.24 2 Paraprofessionals -8 hrs each @ \$28.98 = \$231.84 per para = \$ 463.68
Purchased services such as curriculum and staff development contracts		
Supplies and materials	<b>\$ 3,787.70</b>	4 Dell laptops (\$859.30 each) = \$ 3,437.20 , 1 Canon digital camcorder (\$280.50), Photo/Art paper \$70
Travel	<b>\$468</b>	Parent involvement 104 Metro-cards (4 parents, 2 days weekly, 13 weeks) @ \$4.50 per Metro-card = \$468
Other	<b>\$569.24</b>	Instructional program 26 instructional sessions (2 sessions/week for 13 weeks) (\$10 for snacks each session) = \$260 Parental Involvement

		2 Events (\$154.62 food/beverages for Mid session, and Culminating session events) = \$ 309.24
<b>TOTAL</b>	<b>\$14,999.99</b>	

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**  
*Requirement under Chancellor's Regulations – for all schools*

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

**Part A: Needs Assessment Findings**

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

At the time of admission of new students, parents are interviewed and complete a comprehensive intake form. We elicit from parents, the language spoken at home. For those parents unable to visit the school, outreach is done by telephone. If this fails we rely on our two family workers to visit the home. As a final resort, we refer to the child's IEP and Home Language survey to determine the language spoken at home.

On determining the home language, plans are made accordingly for written and oral communication. At this time we serve students whose home languages are; Spanish, Haitian-Creole, Urdu and Arabic. We use DOE documents to translation in the home language. Contact is made with the Office of Translation to translate all school notices, newsletters and interview forms when staff is unable to provide this service.

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.

P373K uses official translated DOE documents when provided. We also use our alternate placements paraprofessional and other staff who are fluent in the identified language to provide oral as well as written translation to parents. Outreach is made to the DOE when providing this service becomes a hardship. These efforts are reported in the minutes of the school leadership team. At present we have eleven (11) parents whose preferred language of communication is Spanish; one (1) Haitian Creole and one (1) Urdu. With regard to the Spanish-speaking parents, we utilize our staff (teachers and multi-lingual family workers) to address any written and oral translation when the need arises. In addition, our school continues to utilize our one- year old *School Messenger calling service* which notifies parents of absences and lateness on a daily basis as well as significant events and unforeseen emergencies such as emergency school closings and the likes. At present the call are made in English and Spanish. Under consideration is a plan to utilize two alternate placement paraprofessionals;

one Urdu-speaking, the other Arabic- speaking to utilize our *school messenger service* to make calls in these respective languages. This information is continually shared with parents at School Leadership and Parent Association meetings.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. P373K's written translation services are provided by either staff members or parent volunteers. When there is no one available, our school's Parent Coordinator contacts the DOE for help with written translations. To ensure the timely provision of translated documents to parents, languages are targeted based on advanced knowledge of such a need.
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. P373K will provide oral interpretation services for parents through school staff and parent volunteers. In those instances where we do not have a staff member or parent volunteer fluent in the identified language, outreach is made to Department of Education's Office for Interpretation and Translation.
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 will be informed monthly through the school's automated *school messenger calling service*, mailings and written communication given to students. The P373K Safety Plan will be shared with the School Leadership Team and the Parent Association. P373K's Administration will work with the Parent Coordinator to ensure that each family is provided with a copy of the Parents Bill of Rights. Interpretation notice signs will be visibly posted.

**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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **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).

We have 4 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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.

P373K has not received any funding.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 373 - Brooklyn Transition Center						
<b>District:</b>	75	<b>DBN:</b>	75K373	<b>School</b>		307500013373	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			91.4	90.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		65.1	0.0	NA
Grade 8	0	0	0				
Grade 9	1	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	6	1	0		7	15	21
Grade 12	159	3	1				
Ungraded	182	335	332	<b>Recent Immigrants - Total Number:</b>			
Total	348	339	333	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	4	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	348	339	0	Principal Suspensions	4	4	6
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	2	5
Number all others	0	0	333				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	8	7	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	9	6	TBD	Number of Teachers	53	49	0
# ELLs with IEPs	41	58	TBD	Number of Administrators and Other Professionals	58	59	0
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	43	39	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
	58	48	135	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	79.2	69.4	0.0
				% more than 5 years teaching anywhere	60.4	61.2	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	90.0	0.0
American Indian or Alaska Native	0.0	0.9	0.9	% core classes taught by "highly qualified" teachers	33.3	100.0	0.0
Black or African American	65.5	64.0	62.8				
Hispanic or Latino	28.7	29.8	30.6				
Asian or Native Hawaiian/Other Pacific	1.1	1.8	1.5				
White	4.6	3.5	4.2				
<b>Male</b>	65.8	63.1	61.6				
<b>Female</b>	34.2	36.9	38.4				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>5</b>	District <b>75</b>	School Number <b>373</b>	School Name <b>P373K</b>
Principal <b>Ms. Valerie Miller</b>		Assistant Principal <b>Mr. Roger Greenidge</b>	
Coach <b>Ms. Joyce Lacera</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Ms. Amercy Shields/ESL</b>		Guidance Counselor <b>Ms. Santa Grillo/Bil. G.C.</b>	
Teacher/Subject Area <b>Mr. Joseph Aguiar/Bilingual</b>		Parent <b>Ms. Yajaira Marte</b>	
Teacher/Subject Area <b>Mr Felix Valentin/Bilingual</b>		Parent Coordinator <b>Ms. Tisha Lamb</b>	
Related Service Provider <b>Ms. Erica Adler/ Speech Tchr.</b>		Other <b>Ms. Ketley Guillaume</b>	
Network Leader <b>Mr. Ketler Louissaint</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>340</b>	Total Number of ELLs	<b>60</b>	ELLs as Share of Total Student Population (%)	<b>17.65%</b>
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## Part II: ELL Identification Process

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

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

- Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- 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].)
  - 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.
  - 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.)
  - 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.

At P373K English language Learners (ELLs) are identified by the careful examination of various student records. We begin this process by consulting our schools computerized student records data system, namely Automate the Schools (ATS). A number of reports are run. These include, but are not limited to, REXH, HISE, RLAT, RDGS and RLER. The CAP (Child Assistance Program) another electronic student record system is also consulted to help identify ELLs.

In addition the students' files are examined for the existence of specific documents such as the existence of Home Language Identification Survey (HLIS). IEPs are also checked in order to help determine the students' mandates. Student's Home Language is already determined by the time they reach our school. In those cases where students are entering the school system for the first time, our fully-certified Bilingual teacher administers the HLIS.

Each year the New York State English as a Second Language Achievement Test is administered to all ELLs. This includes not only those students mandated for Bilingual and ESL services, but also those ELLs who are x-coded i.e. no longer mandated for these services.

Parents are apprised of the fact that the programs offered at P373K are a Transitional Bilingual Education program and a Freestanding ESL program with a Push-in /Pull-out model. This is done during the initial parent orientation done at the beginning of the school year.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5
	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11

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

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

<b>Contained</b>														
<b>Push-In</b>										1	1	1	6	9
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	3	2	15	21

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

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	60
SIFE	1	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	30

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	6			3			3			12
Dual Language										0
ESL	3			4			2			9
<b>Total</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>21</b>

Number of ELLs in a TBE program who are in alternate placement: 3

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											3	2	13	18
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic													1	1
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>16</b>	<b>21</b>									

Dual Language (ELLs/EPs) K-8										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

	EL L	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs) 9-12</b>											
<b>Number of ELLs by Grade in Each Language Group</b>											
	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish											
Chinese											
Russian											
Korean											
Haitian											
French											
Other											
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish											3	7	48	58
Chinese													1	1
Russian														0
Bengali													1	1
Urdu														0
Arabic													1	1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>51</b>	<b>61</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

P373K has two self-contained Transitional Bilingual Education classes. One of these is in our main building the other is full-time at a community-based worksite. Our ESL program is comprised of (3) three different groupings based on proficiency levels and follows a Push-in /Pull-out model.

Schedules are developed in a manner that permits the (2) bilingual teachers to provide at least the minimum number of instructional units of ESL, Native Language Arts and English Language Arts (ELA) instruction as required by CR Part 154. Similarly, the schedule of the (1) one ESL teacher allows for the provision of at least the minimum number of minutes of ESL and ELA instruction as required by CR Part 154, to all students on a weekly basis. In each of our programs, explicit ESL, ELA and NLA instructional minutes delivered not only meet, but exceed the required number of minutes as per CR Part 154.

Content area instruction is provided as follows: a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: Language Experiences, the Natural Approach, Scaffolding Techniques and the use of graphic organizers. Content Area Instruction follows the NYS Content Area Standards. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction. The materials used are age and grade appropriate and are of an eclectic nature. They come from various sources including Santillana, Benchmark, Rigby ( On Our Way to English), National Geographic Theme Sets, teacher-made and differentiated materials as well as augmentative devices such as Dynavox and Big Mac.

Our instructional plan for SIFE is to first provide an orientation of the school to the students and their families. This meeting is facilitated by the Bilingual and ESL team, classroom staff and members of the LAP committee. In addition, SIFEs and Newcomers are targeted for (AIS) Academic Intervention Services.

Another component of our instructional plan for SIFEs is to draw heavily from the support provided by our (2) two Family Workers. One of these workers is fluent in English, Spanish, Haitian-Creole and French: the other is fluent in Spanish and English. Family Workers serve as a vital link between school, home and community. We know the importance of this linkage, since, more often than not lack the facility with English language and as a result are unable to access vital services.

Students receiving service (4) four to (6) years are supported through a continuance of their ESL services, as per their IEP and in accordance with their proficiency levels as indicated on the NYSESLAT. ELLs having (6) six or more years of service are integrated into one of full-time community-based worksites where they job-train alongside adults who speak both their native language and English.

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

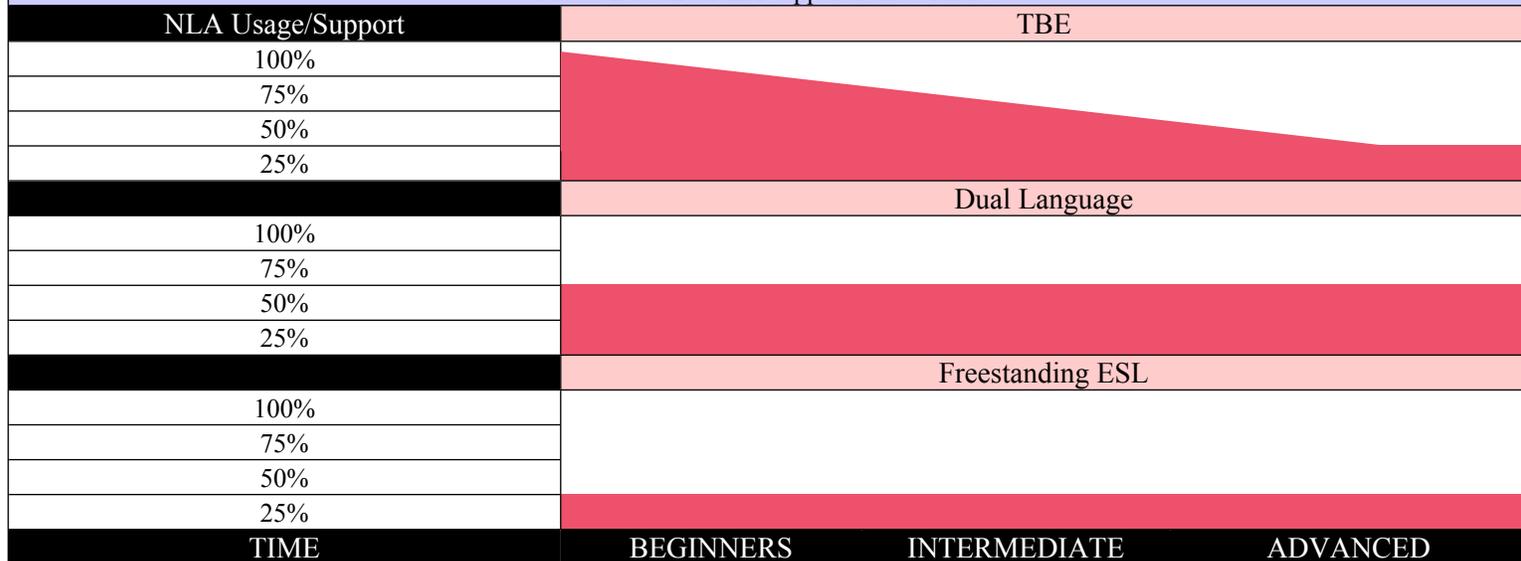
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

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

Students reaching proficiency on the NYSESLAT are given a number of options, after the Modification of their IEP. One of these options is placement in one of our monolingual classes including one of our four inclusion classes- two (2) high school inclusion and two (2) college inclusion, contingent on their ages. A second option is two (2) years of Academic Intervention Services (AIS) support, or ESL if the teacher's schedule permits. Additional options include participation in our school's Title III program, the CHAMPS after-school program and Tutoring. The aforementioned options can be accessed individually or in varying combinations in order to assist students' transition to a completely monolingual setting.

P373K is looking at eliciting greater parent participation in the 2010-2011 Title III programs as a means of increasing the number of student participants. To this end we invite parents in on an on-going basis to visit classrooms and develop a greater degree of comfort in their children's school setting. In addition, the employment of at least one bilingual staff to work in our CHAMPS after-school program is under consideration. We have no plans to discontinue any programs or services for ELLs.

ELLs receive the units of ESL instruction required by CR Part 154. 3 units for alternate assessment students at the Beginning level, 2 units for students at the Intermediate level and 1 unit for students at the advanced level. ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, the Natural Approach, graphic organizers, multisensory approaches and Scaffolding Techniques. The use of technology is incorporated to give students additional support.

Resources at P373K correspond to our ELLs of different grades and ages. Also, required services fully support these students. Newly enrolled ELLs and their families receive an orientation of the school community. Newly enrolled students are provided with tutoring and the enrollment in a club that that will help support their adjustment to their new school. Students are paired with a buddy student to help in this process. In addition, there is an initial focus on the development of initial literacy in their native language.

## C. Schools with Dual Language Programs

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

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

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

Our professional development plan for teachers of ELLs includes topics such as Language Allocation Policy, Language Acquisition, Differentiated Instruction, Teaching across the Content Area and Memoir Writing. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional Coaches. In addition, the school will ensure the attendance of bilingual, ESL and monolingual teachers and paraprofessionals at district city and state wide conferences and materials/literature fairs focusing on the education of ELLs. Our plan is to outreach to one or more BETAC centers to provide the mandated Jose P. training for monolingual pedagogues.

### 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?

There has been a significant increase in parental participation during this school year. Thirty-nine percent (39%) of parents responded to the School Survey, up from sixteen percent (16%) in the previous year. A review of staff-parent logs, sign-in sheets show that there has an increase in parental involvement for ELLs and the school as a whole.

Each year P373K sponsors a school-based Career/Transition Fair. Community Based Organizations and adult service agencies are invited in to apprise students and their families of available services. This year's is planned for early December, 2011. Care is taken to invite organizations and agencies best suited to address the needs of our ELL population. Parents attend who attend this fair avail, themselves to the range of services being offered.

In addition, parents are invited to attend and participate in our school's Title III program alongside their children. Here, they can improve their literacy and technology skills and work towards academic English language acquisition for the entire family

## 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)											3	8	28	39
Intermediate(I)												10	15	25
Advanced (A)												1	1	2
Total	0	0	0	0	0	0	0	0	0	0	3	19	44	66

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													21

	I													25
	A													2
	P													1
READING/ WRITING	B													1
	I													5
	A													2
	P													0

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	10		10	
NYSAA Mathematics	10		10	
NYSAA Social Studies	10		10	
NYSAA Science	10		10	

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								

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

Fifty-eight (58) students took the Spring (2010) NYSESLAT test. On the modalities of Listening and Speaking, twenty-two (22) students scored at the Beginning level; thirty (30) scored at the Intermediate level and six (6) at the Advanced level. On the modalities of Reading and Writing, forty-seven (47) students scored at the Beginning level and thirteen scored at the intermediate level. This pattern suggests that the modalities of Reading and Writing are most in need of attention. To this end, P373K invest in instructional planning and materials that target improvement in these modalities. At present, Inclusion teachers have been using Scantron as Periodic Assessment tool for ELLs in these programs. This helps teachers not only to identify areas of strength and areas in need of improvement but to chart overall progress as well.

For the school year (2009-2010) ten (10) ELLS were Data-folioed. In the content area of Science all ten of these students scored fours (4s). In Mathematics, seven scored fours (4s) and three scored threes (3s). In Social Studies, all ten (10) students scored (4s). These scores indicate that ELLs are doing as well or better than their non- ELL peers

### Additional Information

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

Paste additional information here

# Part VI: LAP Assurances

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

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