



P396K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K396

ADDRESS: 110 CHESTER STREET, BROOKLYN, NY 11212

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P396K **SCHOOL NAME:** Ramon E. Betances School

SCHOOL ADDRESS: 110 Chester Street, Brooklyn, NY 11212

SCHOOL TELEPHONE: 718-385-6200 **FAX:** 718-345-3021

SCHOOL CONTACT PERSON: Nira Schwartz-Nyitray **EMAIL ADDRESS:** nnyitra@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda McKenna

PRINCIPAL: Nira Schwartz-Nyitray

UFT CHAPTER LEADER: William Gliem

PARENTS' ASSOCIATION PRESIDENT: Shurla Armstrong

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** CFN 753

NETWORK LEADER: Barbara Joseph

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
Nira Schwartz-Nyitray	*Principal or Designee	
William Gliem	*UFT Chapter Chairperson or Designee	
Shurla Armstrong	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jeffrey Bush	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Raylene Charles	Member/Parent	
Lois McEwan	Member/Teacher	
Sati McLoughlin	Member/Parent	
Katherine Nimmons	Member/Parent	
Sam Reid	Member/ Teacher	
Robert Williams	Member/Teacher	
	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.

P396K, the Ramon E. Betances School, is part of District 75 and provides special education services to a multicultural, multi-ethnic school community. We are committed to inspiring, guiding, and supporting our students and their parents and families, through standards-based instructional programs, supported by a full array of related and support services. All staff members work collaboratively in a respectful and nurturing environment to ensure that our students make the most growth possible throughout the twelve-month school year.

Students learning needs are documented on our alternate assessment tools, ABLLS and Brigance. The staff incorporates a full range of strategies, techniques and specialized programs such as TEACCH, PECS, and PBIS; classroom technology and augmentative communication devices; and specialized curricular programs (Weekly Reader and EQUALS from AbleNet) designed and adapted to support the unique learning needs of our students. We facilitate staff participation in on-going professional development to ensure that current best practices are being implemented.

Programmatically, we stress an integrated instructional/therapeutic model, which allows therapists, teachers and paraprofessionals to work collaboratively with students in the classroom and other instructional settings. This allows for frequent instruction in the environments where skills are utilized, with all staff aware of student learning goals and strategies that support instruction. Our students are thus afforded many more opportunities to learn than if they received isolated therapy in specialized therapy rooms.

The school is housed in two locations; one in District 23 and the other in District 17. Both sites are within easy reach of some of Brooklyn's finest cultural, historic and recreational sites such as Brooklyn Children's Museum, Brooklyn Botanical Gardens, Prospect Park Zoo, and Grand Army Plaza Library. Brookdale Medical Center is nearby, as are many of the special service agencies which support our students and their families. Having ready access to these facilities enhances the instructional program and the learning opportunities for our students, as well as providing essential support to students and their families. Additionally, we have collaborations with the PENCIL Project, which sponsors an in-school parent counseling/support program; and UCP and Evelyn Douglin agencies which conduct extended day programs for our students. We work with Penny Harvest, Baby Face and the Good Dog Foundation to extend the students' learning opportunities further into the community. We work with Brooklyn Conservatory of Music to bring music therapy into classes.

The main site is located in the Brownsville section of Brooklyn. Students at this site range in age between 4.9 years and 13.9 years. We have 15 classes for students in a 12:1:4 ratio program, typically for students with multiple disabilities. Three of those classes are Bilingual – Spanish. Additionally, we have 10 classes for students in the 6:1:1 ratio, typically for students with autism. Lastly we have 2 classes in the 8:1 ratio, for students with IEPs who are supported and included in general education classes at our co-located school, PS327K.

The site located in Crown Heights at 900 St. Marks Avenue, is within PS 289K. This site houses 4 classes for students in the 6:1:1 ratio; and 2 classes in the 8:1 ratio. Students at this site range in age from 4.9 to 10.9 years. All students at both sites are transported door to door by yellow school buses.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

We use multiple self evaluation methods including, but not limited to, parent/staff interviews, consultation with the Superintendent, Network Leader and Supervisors of Related Services, feedback from D75 coaches, walk-through results, observation reports, data reviews (i.e. attendance, student data sheets, Academic Intervention Service data, Inquiry Team Data, mealtime data, Online Occurrence Reporting System incident data, Learning Environment Survey results) and assessment results. This self evaluation takes place several times during the year i.e. release of assessment results, review of compliance issues, and preparation of the School Self Evaluation Form for the Quality Review.

A review of the **2009-2010 Learning Environment Survey** indicated an increased percentage of parents and teachers responded to the survey this year. Also for the first time, students responded to the survey.

- During the '09-'10 school year 26% of parents, 52% of teachers and 30% of students responded. The '08-'09 school year reflects only 14% of parents and 10% of teachers responded.
- Parents rated the school very positively in the areas of academic expectations, engagement and communication between the school and home, resulting in overall scores of 90%, 92% and 91% respectively. These scores reflect increases in all three areas including a 7% increase from 83% satisfaction in academic expectations to 90%, a 4% increase in engagement from 88% to 92%, and a 2 percent increase in communication between the school and home from 89% to 91%.
- Staff members indicated an additional 5% increase over last year in the area of communication with a score of 89%, and a 4% decrease in safety resulting in 96% satisfaction. There was a 45% increase in engagement resulting in a score of 79%.
- Students responded to the survey for the first time and their results reflect a 97% satisfaction rate in the area of academic expectations, 100% satisfaction rate in the area of communicating about the school's goals and providing appropriate feedback on learning outcomes and 88% satisfaction rate in the area of safety and respect.

After reviewing the Learning Environment Survey results, we identified the following areas to improve:

- Develop additional strategies to ensure consistent communication between school and home
- Expand upon our range of engaging opportunities in which guardians can be involved
- Increase communication options with staff

- Establish procedures and strategies to make our students feel safer in the school environment

The **2009-2010 Quality Review** rated P396K proficient for the 2009-2010 school year. The reviewer identified in the exit report the following highlights and needs.

What the school does well:

- The school’s highly collaborative and inclusive environment enables staff to provide suitable supports to meet the needs of their fragile students.
- A structured, leveled curriculum, aligned to State and performance standards, and a wide range of supplemental materials and instructional programs enable staff to address the diverse learning needs of students.
- Administrators and staff collect and analyze a host of data from summative, formative and classroom assessments, which they use to identify and address the academic and social needs of individual students.
- The principal’s review of data is used effectively to develop SMART goals around improving the school environment and the instructional programs to raise student achievement.
- The active participation of family members in school activities enables family members to have a keen understanding of their child’s needs and learning expectations.
- Ongoing inquiry work and staff cohort meetings are supportive of professional conversations around students’ needs and the sharing of best practices.

What the school needs to improve:

- Create systems that allow for the aggregation of student data to identify trends and compare performance between groups of students.
- Develop systems to support a comprehensive review of all student data to enable monitoring of trends at the school level.
- Enhance the data collection systems so that staff can readily and easily measure progress of groups of students’ towards interim and long-term goals for improving targeted social behaviors and academic progress.
- Improve the alignment of the curriculum to include all key standards and additional differentiated tasks to engage and address the learning styles of all students.

The **results of the 2009-2010 NYSAA** indicate increases in all content areas over the 2008-2009 school year. All four content areas also reflect increases overall in the level three and four results. It is our ultimate goal to have 100% of students achieve at Level 4.

	<u>ELA</u>			<u>SCIENCE</u>	
	'08-'09	'09-'10		'08-'09	'09-'10
• Level 1	18%	12%	• Level 1	0%	0%
• Level 2	21%	21%	• Level 2	7%	5%
• Level 3	26%	13%	• Level 3	18%	32%
• Level 4	35%	54%	• Level 4	75%	63%

	<u>MATH</u>			<u>SOCIAL STUDIES</u>	
	'08-'09	'09-'10		'08-'09	'09-'10
• Level 1	7%	8%	• Level 1	18%	24%
• Level 2	28%	21%	• Level 2	34%	14%
• Level 3	29%	21%	• Level 3	18%	14%
• Level 4	36%	50%	• Level 4	30%	48%

What we need to improve:

- Continue to develop student’s communication and literacy skills through transdisciplinary practices and emphasize balanced literacy practices in our teaching methodologies.
- Continue to develop student’s math skills and review the results of the pilot classes utilizing the EQUALS Curriculum for math instruction.

- Utilize the CCSS standards to enhance the reading and writing skills needed to boost the Social Studies scores.
- Improve teachers' differentiated instruction skills while decreasing the levels of student prompt dependence.

Expanding our use of more standardized curricula is an area of continued exploration. The single, school wide curriculum utilized during the '09-'10 school year, **Weekly Reader**, was chosen because it incorporates concepts of math, science and social studies while emphasizing a literacy approach to content area instruction. While the curriculum focused the overall daily instructional content, it pinpointed the need to identify curricula that more specifically targets discreet content areas. Therefore, during the 2010-2011 school year, we are piloting the Ablenet **EQUALS** Mathematics Curriculum in 5 classrooms in our two sites. The curriculum is standards based and utilizes research based methodologies for students with mild, moderate and severe disabilities.

Teachers of 6:1:1 classes have methodologies and structures to follow such as **TEACCH** and ABA, but each teacher in 12:1:4 classes must rely on his/her own initiative to design a program. We identified the need for a guiding programmatic concept which is consistent in process and progression across all classes and supports the delivery of individualized instruction based upon IEPs.

- During the '09-'10 school year we sent 3 teachers to P. 138M to observe their TEACCH classes and replicate the program at P. 396K.
- TEACCH will be piloted in those 3 classes this year.
- The **Day in the Life of a 12:1:4 student** structure was piloted during the 2009-2010 school year in four 12:1:4 classes.
- Teacher observations reflected those four classes displayed a consistent content, structure, and routine throughout the day.
- The Day in the Life structure will be expanded to 8 classes during the 2010-2011 school year.

An area in which the school has had high success is our **Positive Behavior Intervention and Supports** program at our offsite, PS289K. Our P289K site staff has been instrumental in establishing a PBIS program for the entire PS289K school community, in which our students are full participants.

What the school needs to improve:

- Utilize what we have learned at P289K regarding behavior management, to develop programs at our main site.
- Train staff to effectively implement classroom management rubrics, determine when individual students need additional support, conduct functional behavior assessments for those students, and develop behavior intervention plans within the context of a school wide behavior management program. This is an area in which student behavioral data can be used more effectively.

The **Inquiry Team** for 2007 – 2008 studied communication skills of choice making during meals with PECS. The pilot focused on students in 6:1:1 classes and was expanded to include 12:1:4 classes. The outcome of the Team's work was positive growth in each area for the participating students.

The 2008 – 2009 Inquiry Team expanded to two groups. The initial group continued the focus on communication through the use of PECS, demonstrating a increase among 90% of participating students. The new group looked at monitoring students' communication in three areas: requests, responses, and greetings. Students who use verbal language, augmentative communication devices, and Mayer-Johnson symbols were included in the sample. 90% of students in this group showed an increase in their 3 targeted communication skills of 5%.

An additional study was implemented which targeted students' reading comprehension skills. This study enabled staff to more precisely identify students reading comprehension component skill

deficits. The next phase of this study will be to provide remediation in those skills. These studies will be refined and continued for the 2010 – 2011 school year.

During the 2009-2010 school year, the **Inquiry Team** Program expanded to over 90% of all teachers participating in a group inquiry project. Group 1 (6:1:1 classes) continues to work on collecting data of students' choice making during mealtimes using PECS or picture symbols. Group 2 (6:1:1 classes) continues to work on collecting data on students ability to "greet," "respond," or "request" using various modes of communication. Group 3 (P. 289 site) is an Action Research Project focusing on comprehension skills i.e. answering "wh" questions about details in a story, text, etc. Group 4 (Bilingual classes) is a new inquiry group focusing on identifying characters in a story, paragraph... Group 5 (12:1:4 elementary classes) & Group 6 (middle school 12:1:4) are focusing on increasing teacher differentiation of tasks to decrease student dependence on prompts.

Evidence gathered by school leadership during walkthroughs, from lesson observations, from feedback provided by supervisors of related services, network leader, parent conferences, and cooperating agency staff highlight a few other areas that need to be addressed. These are:

- Greater integration of related services and collaborative teaming, facilitating a multidisciplinary approach to teaching and learning which is being addressed by the implementation of the "Day in the Life of a 12:1:4 Student" structure, which emphasizes a collaborative model for the provision of related services currently in 8 classes. TEACCH is also focusing on collaboration with related service providers to increase student independence and communication.
- Elaboration of the use of the Professional Teaching Standards as the benchmark for staff improvement which has been implemented in 100% of all teacher observations, and is utilized during morning cohort meetings to monitor and support on-going teacher growth. The PTS, especially support staff who are struggling to align their practices with current standards and expectations.
- Programs which address students' needs in areas of self regulation such as feeding, toileting, motor and behavior control, and communication. The feeding program which was piloted during the 2009-2010 school year will be continued and expanded upon during the 2010-2011 school year.
- Technology upgrades funded through Reso A, increased bandwidth and wireless access along with the purchase of 17 interactive white boards and approximately 2 dozen new computers has been extremely delayed. The bandwidth and wireless access was only finalized during August 2010. The hardware has not yet been received.

It has been observed and noted that as we implement new programs and experience successes with them, we see new areas to address as well as ways to refine, expand and elaborate work already implemented.

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 increase of 5% in ELA skills as measured by Brigance for students in "Day in the Life..." classes.

2. By June 2011, students in 3 6:1:1 classes implementing enhanced TEACCH programming will have increased their communication/literacy skills by an average of 10%, as measured on ABLLS.

3. By June 2011, students will increase their math content area skills by 5% as evidenced by pre and post test data collected using Ablenet EQUALS Math Program in 2 12:1:4 classes and 3 6:1:1 classes.

4. By June 2011, students participating in the Get Ready to Learn program will increase their social/behavioral skills as evidenced by increases of at least 1 unit in the areas of attention and transition, as measured by GRTL data tool.

Indicators of Interim Progress and/or Accomplishment

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

- Teachers are identified by 9/7.
- Brigance is administered by October 15
- Cohorts/teams membership is established by September 17
- Meeting calendar is distributed by September 17
- Data collected for each specific cohort monthly.
- PD conducted for paraprofessionals Election Day.
- Monthly data collection will demonstrate students in “Day in the Life...” classes have at least 2% increase in communication skills by January 28.
- Brigance post test in June indicates 5% growth in ELA skills for all students in DIL classes.

Indicators of Interim Progress and/or Accomplishment

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

- Midyear data reviews will show students have at least 5% increases in literacy skills on ABLLS.
- Staff will have enrolled and participated in workshops.
- Ongoing cohort meetings will take place biweekly.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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.
- Students in Grades 2 – 8 who are performing at Level 1 or 2 on ELA – Alternate Assessment.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>General Information</p>	<p>The Weekly Reader is an interdisciplinary curriculum that focuses on Science, Social Studies, English Language Arts, and Mathematics. Differentiated instruction is provided through three levels of instruction e.g. Levels 1, 2, and 3. The skills developed through use of the Weekly Reader are: 1) reading (read aloud, shared reading); 2) identification of vocabulary words; 3) matching words to picture symbols; 4) letter writing using picture symbols; 7) tracing letters and/or words; 8) multi-sensory experiences such as following a sequence of steps in a recipe; and 10) identification of numbers, sequence and ordering of numbers. AIS services are provided during the school day, through one to one instruction.</p>
<p>ELA:</p>	<p>AIS is delivered during the school day through one to one instruction. Activities from the Weekly Reader are used in accordance with the functioning level of the students, e.g. a student at Level 1 works on developmental skills or pre-emerging academic skills. Students at Level 2 work on emerging to beginning academic skills (readiness skills, beginning academic skills K – Grade 1 level). Students at Level 3 work on academic grade level content materials written with low vocabulary demands (text readability from 1.5 – 2.9 grade levels). Strategies for developing functional skills are KWL, questioning and sequencing. Generally, skills that students are working on are: pre-writing; writing; comprehension (“wh” questions, identification of picture/word fill-ins); letter recognition (upper and lower case); letter sound/symbol identification; sequencing; matching pictures to words.</p>
<p>Mathematics:</p>	<p>AIS is delivered during the school day through one to one instruction. Activities from the Weekly Reader are used such as the identification of numbers, the sequence and order of numbers, comparison of sets, e.g. equal to, more than, and comparison of size, e.g. bigger, smaller. Strategies used for developing functional skills are KWL, questioning, use of concrete materials. The EQUALS program is used for math readiness skills instruction. Generally, the skills students are working on include: number recognition; simple addition and subtraction; one to one correspondence; numbering object sets; counting (by ones); measurement with standard and non-standard units (i.e. ruler, hand span); identification and use of concepts equal, greater, lesser.</p>
<p>Science:</p>	<p>None</p>

Social Studies:

None

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K- 8 Number of Students to be Served: 58 LEP _____ Non-LEP _____

Number of Teachers 1 ESL, 3 Bilingual Classroom Administrator Other Staff (Specify) 5 Education Assistants – Native Language Speaking & 1

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

During the 2010-2011 school year, P396K will serve a total of 66 ELLs which is 25.38% of the total population of 260 students, at the main site and P289. The remaining cultural breakdown is as follows: 61.9 % of the students are African American, 24.1 % Hispanic / Latino, 4.8 % Asian or Native Hawaiian / Pacific Islands, 8.5 % Caucasians and .7 % American Indian. Fifty-one of the 66 ELLs are in classes with 12:1:4 ratio and fifteen students are in classes with 6:1:1 ratio. There are zero students in Standardized assessment; all 66 ELLs are mandated for Alternate Assessment. Forty -eight students are in Elementary grades and 18 students are in Middle grades. The languages spoken by the 66 ELLs are as follows: 44 students speak Spanish, 5 students speak Chinese, 2 students speak Haitian Creole, 2 students speak French, 6 students speak Bengali, 1 student speaks Urdu, 2 students speak Arabic, 1 student speaks Twi, 1 student speaks Punjabi, and 2 students speak Cantonese. The grade levels for the 66 ELLs are as follows: 4 students are in Kindergarten, 4 students are in Grade 2, 7 students are in Grade 3, 4 students are in Grade 4, 7 students are in Grade 5, 13 students are in Grade 6, 6 students are in Grade 7, and 10 students is in Grade 8. In addition there are 11 students who are "X" coded.

Parent Community Involvement: Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P396K offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. At the school level we have weekly parent meetings with specific topics and guest speakers and parents are provided with a translator (if necessary). Our goal is to increase parent outreach and participation by offering parents continued training throughout the school year.

Patterns in proficiency: In reviewing the 2010 NYSESLAT we found that the students' strengths are listening and speaking. Fifty eight ELLs took the NYSESLAT assessment in 2010. Students in K-8 have low reading and writing skills with higher listening and speaking skills. The seven ELLs that scored on the 2010 NYSESLAT scored the following in listening and speaking: one Kindergarten student received a beginner score (B); seven 2nd grade students received a (B) a (B); ten 3rd graders received a (B), four 4th graders received (B), one 4th grade student received an intermediate score (I), eleven 5th grade students received (B), nine 6th grade students received (B), four 7th grade students received (B), one 7th grade student received (I), ten 8th grade students received (B), one 8th grade student received (I). In Reading and Writing, three Kindergarten student scored at the beginning level; one 2nd grade student scored at the beginning level; one Grade 2 student scored at the intermediate level; two 5th grade students scored at the beginner level. Fifty- two students received invalid scores because they could not complete all portions of the exam.

There were 26 ELL students who participated in English Language Arts and Mathematics in the 2009-2010 NYSAA (Alternate Assessment). Results of the 2009-2010 NYSAA showed the following for Language Arts: 43.3% of the students scored at Level 4; 6.7% of the students scored at Level 3; 30% of the students scored at Level 2, and 20% of the students scored at Level 1. Results of the 2009-2010 NYSAA showed the following for Mathematics: 43.3% of the students scored Level 4; 10% of the students scored Level 3; 40% of the students scored Level 2, and 6.7% of the students scored Level 1. There were 4 students who participated in Science for the 2009-2010 NYSAA. Results showed the following for Science: 75% of the students scored Level 4, and 25% of the students scored Level 3. There were 13 students who participated in Social Studies in the 2009-2010 NYSAA. Results showed the following for Social Studies: 46.2% of the students scored Level 4; 7.7% of the students scored Level 3; 7.7% of the students scored Level 2, and 38.4% of the students scored Level 1. There are 42 ELL students who will take NYSAA in 2009-2010 in the following grades and subjects: 19 students in Grade 3 will take English Language Arts (ELA) and

Mathematics, 5 students in Grade 4 will take ELA, Mathematics and Science, 3 students in Grade 5 will take ELA, Mathematics and Social Studies, 7 students in Grade 6 will take ELA and Math, 7 students in Grade 7 will take ELA and Math, and 1 student in Grade 8 will take ELA, Math, Science and Social Studies.

Implications for LAP: During the LAP process we have evaluated our program needs. Staffing, materials, and programs are meeting the needs of our ELLs. We have begun to create an ESL schedule to cluster the students with Alternate Placement paraprofessionals by age range and disability in order to facilitate ESL services. Currently we are locating a larger instructional area for our ESL teacher, Ms. King.

Implications for Instruction: The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs. Results of the Spring 2010 NYSESLAT and 2009-2010 NYSAA results for ELLs indicate a need for more activities in Reading, Writing, English Language Arts, Mathematics, Science and Social Studies. The introduction of the Weekly Reader curriculum (for all students this school year) which is standards-based, with a major focus on Science, Social Studies, ELA and Mathematics, with Levels 1, 11 and 111 activities to meet the specific functioning levels of the 12:1:4 and 6:1:1 students, is expected to meet the above needs of the ELLs. The National Standards of the Weekly Reader are aligned with the Alternate Grade Level Indicators (AGLIs) of NYSAA, so that the AGLIs are taught as part of the daily instruction for all students, including the ELLs.

Transitional Bilingual Program: The school day is made up of eight periods that are 45 minutes each which totals 360 minutes. Our TBE is composed of three bilingual classes totaling 26 students: 3 bilingual/Spanish classes (early childhood, elementary and junior high) for ELLs in Alternate Assessment. Based on the student's proficiency in both language and academics which places them as beginners, their ratio for instruction is 60:40. The bilingual teachers assigned to these classes are NYS certified/ NYC licensed, and provide instruction in all subject areas. In the Alternate Assessment program teachers adapt the instruction to the students' individual needs. The components of the Bilingual Programs are:

English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big MAC's paired with Meyer Johnson symbols, computer programs, adapted switches and AbleNet Weekly Reader curriculum are incorporated to give students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

Native Language Arts: All students in bilingual classes receive 360 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as De Canciones a Cuentos, Elefonetica, and Pan y Canela. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities.

English Language Arts: Students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout

the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. For K-8 students at the beginning and intermediate levels of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching. The use of technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction

Freestanding ESL Program: Our ESL program is composed of 30 ELLs, including 13 students whose IEPs indicate ESL only and 12 students in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push-in and pull-out models of instruction.

ESL Instruction: As stated above, ELLs receive the 2 units of ESL required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. Intervention strategies that will be used with ESL students are: The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, recording device etc... will be incorporated to give the student additional instructional support. Multi-sensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. When the ESL teacher does push-in instruction into the classroom she often will collaborate with the classroom teacher in advance of the lesson during common prep periods. During pull-out instruction sessions the ESL teacher will once again collaborate with the teacher on specific area of instruction and work on specific curriculum activity with the student(s). Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts: Students at the advanced level will receive 1 unit of ELA. Literacy instruction for ELLs follows the NYC’s Balanced Literacy Program which is supported by multicultural library books, monthly literacy shows, hands-on technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have three **Newcomers** one **SIFE**. These students receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their native language, and a nurturing environment to facilitate language production. **Transition Plan**: students who no longer require Bilingual or ESL services because they have tested at the proficient level of the NYSESLAT will be supported for up to two years with ESL and AIS services once placed in a monolingual class. **Long term ELL students/Extension of Services students**: are supported through using AIS, Instructional Technology, small group instruction and Project Arts enrichment.

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

Professional development topics for teachers of ELLs include: Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy for ELLs, the teaching of ESL through Content Areas: Math, Science, Social Studies and Literacy. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternate Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. The ESL teacher conduct push in instruction for part of the day and collaborates with the classroom teacher when conducting instructional lessons. P396K’s 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 focusing on the education of ELLs.

Section III. Title III Budget

School: P396K BEDS Code: 307500013396

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 12,470.16	3 teachers x 1 day per week x 4 hours per day 6 paras x 1 day per week x 4 hours per day x 6 weeks x \$ 28.98 per hour = \$ 4,173.12 1 administrator x 1 day per week x 4 hours per day x 6 weeks x \$52.21 = \$ 1, 253.04
Purchased services - High quality staff and curriculum		Professional Development 3 teachers x 1 hour per day x 6 Saturdays x \$ 49.89 = \$ 898.02

development contracts.		1 administrator x 1 hour per day x 6 Saturdays \$ 52.21 per hour = \$ 313.26 6 paras x 1 hour per day x 6 Saturdays x \$ 28.98 = \$ 1043.28 Parental Component: 1 teacher x 1 day x 4 hours x 6 weeks x \$ 49.89 an hour = \$ 1197.36
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 1,127.64	Materials for use in home will be purchased and/ or made: 3 Bookworm x \$ 189.00 each = \$ 567.00 10 Leap Pads x \$ 24.99 each = \$ 249.90 10 Packs- Construction Paper x \$ 1.87 = \$ 18.70 5 Boxes printing paper x \$ 25.00/ box = \$ 125.00 24 Number Puzzles x \$ 1.74 = \$ 41.76 24 Challenge Puzzles x \$ 1.74 = \$ 41.76 24 Alphabet Puzzles x \$ 1.74 = \$ 41.76
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	\$ 540.00	Metro- Cards for 24 parents x \$ 4.50 x 5 weeks = \$ 540.00
Other	\$ 862.20	Breakfast and lunch will be served at each session to students and their families \$ 143.70 per Saturday session.
TOTAL	\$ 15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey (HLIS) is completed by our parents at the school level only if it was not completed during the initial intake process at the Committee on Special Education (CSE). We will continue to replicate this ELL identification process for students who arrive throughout the school year. The school reviews the IEP's of incoming students' for an indication of the preferred parent language and also sends home an informal parent survey at the start of the school year that tabulates the parents' preferred language for receiving written communication. Both of these documents are carefully reviewed and data is taken for future reference regarding written and oral communication to students' homes. All future communication is done in native language by either letter form or verbally through the phone by way of alternate placement paraprofessional in native language as per the HLIS.

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.

All parents receive information on upcoming events and ongoing student needs in their home language. Parent's are always informed in a timely manner and are aware of all events that are taking place at the school. The Parent Coordinator and Family worker keep staff and parents informed of issues/concerns resulting from communication by way of school to parents and vice versa. Translation services are provided by staff members e.g., bilingual teachers and paraprofessionals, Pupil Accounting Secretary, and Alternate Placement paraprofessionals daily and at weekly parent meetings. During the 2010-2011 school year, P396K will serve a total of 66 ELLs which is 25.38% of the total population of 260 students, at the main site and P289. The languages spoken by the 66 ELLs are as follows: 44 students speak Spanish, 5 students speak Chinese, 2 student speaks Haitian Creole, 2 students speak French, 6 students speak Bengali, 1 student speak Urdu 2 students speak Arabic, 1 student speaks Twi, 1 student speaks Punjabi, and 2 students speak Cantonese. The grade levels for the 66 ELLs are as follows: 4 students are in Kindergarten, 4 students are in Grade 2, 7 students are in Grade 3, 4 students are in Grade 4, 7 students are in Grade 5, 13 students are in Grade 6, 6 students are in Grade 7, and 10 students is in Grade 8. In addition there are 11 students who are "X" coded.

Part B: Strategies and Activities

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

Parents that require language assistance services of daily communication will receive translation from in-house native language teachers, or school staff who can either write or speak the parent's native language via letter or phone. Translations for school wide documents are done by Translation and Interpretation Services via e-mail or letter for translation.

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.

Parents that require language assistance services will receive translation from in-house native language teachers or school staff who will communicate by phone. If a parent speaks a language that is not shared by a staff member a translation will be done through the service of a translation service (e.g., Bagelfish.com.)

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>.

P396K will post at the main door by the security desk a sign in each of the eight covered languages where the main office is and how to obtain notification of their rights regarding translation and interpretation. All documents can be found in the Parent room on the first floor to which all parents have access. The safety plan will state that all parents should have access to information in their native language and be able to reach the principal.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

N/A

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix. N/A

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
6
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. K396						
District:	75	DBN:	75K396	School		307500013396	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	19	0	1				
Grade 1	31	2	0	Student Stability - % of Enrollment:			
Grade 2	37	0	1	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	15	3	0			87.2	87.5
Grade 4	5	2	2	Poverty Rate - % of Enrollment:			
Grade 5	2	2	2	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	1	0	0		53.0	0.0	NA
Grade 7	2	0	1	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		10	14	17
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	0	0
Ungraded	174	261	254				
Total	286	270	261				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	286	270	0	Principal Suspensions	0	1	2
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	0	0	261				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	3	44	TBD	Number of Teachers	61	59	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	69	64	0
# receiving ESL services only	5	0	TBD				
# ELLs with IEPs	3	61	TBD	Number of Educational Paraprofessionals	62	59	0

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	82.0	81.4	0.0
				% more than 5 years teaching anywhere	77.0	81.4	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	83.0	0.0
American Indian or Alaska Native	1.4	0.7	0.8	% core classes taught by "highly qualified" teachers	90.3	93.6	0.0
Black or African American	59.4	61.9	57.1				
Hispanic or Latino	25.9	24.1	27.2				
Asian or Native Hawaiian/Other Pacific	5.6	4.8	4.6				
White	7.7	8.5	10.3				
Male	59.8	60.7	61.3				
Female	40.2	39.3	38.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 75	School Number 396	School Name Ramone E Betances
Principal Nira Schwartz-Nyitray		Assistant Principal Ms. Keisha McCoy	
Coach Hope Ffrench		Coach	
Teacher/Subject Area Graciella Boyce - Bilingual		Guidance Counselor Amsel Powell	
Teacher/Subject Area Adelaide Renteria - Bilingual		Parent type here	
Teacher/Subject Area Lisbeth Dixon - Bilingual		Parent Coordinator Linda McKenna	
Related Service Provider Anna Caba - Speech		Other Dr. Cynthia Clarke - A. P.	
Network Leader Barbara Joseph		Other Esther King - ESL	

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

C. School Demographics

Total Number of Students in School	260	Total Number of ELLs	66	ELLs as Share of Total Student Population (%)	25.38%
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Part II: ELL Identification Process

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

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

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

LAP Committee:

Nira Schwartz-Nyitray – Principal, Keisha McCoy – A.P., Hope Ffrench – Coach, Graciella Boyce – Bilingual, Amsel Powell – Guidance Counselor, Adelaide Renteria – Bilingual, Lisbeth Dixon – Bilingual, Linda McKenna – Parent Coordinator, Anna Caba – Speech, Cynthia Clarke – A.P., Barbara Joseph – Network Leader, and Esther King – ESL

ELL Identification Process

Initial screening of ELLs is done at the CSE level, they administer (1) the Home Language Identification Survey (HLIS) and (2) LAB-R if an ELL is identified. When the student is admitted to P396K there is collaboration between the CSE at P396K and the intake team which is comprised of the parent, the Parent Coordinator (Ms. McKenna), Family Worker (Ms. Middleton), translator (if necessary), the Intake Coordinator (Ms. Horwitz) and the school nurse. If the HLIS and the LAB-R were not administered by the CSE both are administered at P396K by the ESL teacher, Ms. King within the mandated ten days. Our Parent Coordinator, Ms. McKenna, also supports our ELLs by administering and organizing the HLIS. In addition, the ESL teacher conducts informal oral interviews when necessary. If a translator is required one is provided. The HLIS is also reviewed by the Assistant Principal, Ms. McCoy and once approved the LAB-R is administered and sent to the testing depot. Once the students' IEP is received, the IEP coordinator, Ms. Rutledge, reviews the student's mandates inclusive of ESL and Bilingual mandates. The student is then placed in a Bilingual class or a Freestanding ESL program. Annual assessment for the student includes (1) NYSESLAT, which is administered in the spring of each school year, and (2) NYSAA (Alternate Assessment) which is administered from October through mid-February of each school year. Our above mentioned ESL and Bilingual teachers work in conjunction with our A.P., Ms. McCoy to coordinate, evaluate, and execute the NYSESLAT process each year.

Parent Community Involvement:

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. As indicated above, if the HLIS is not completed at the CSE level the Parent Coordinator or the ESL teacher at P396K administers the survey. Ms. McKenna, the Parent Coordinator, offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. The Parent Coordinator host weekly training sessions which consist of the following: Best Practices, after school programs, Saturday Bilingual program, SSI, etc. The Parent Coordinator is responsible for providing the coordination of translation services for bilingual parents.

The Intake Coordinator, Ms. Horwitz, schedules individual appointments for parents to tour P396K. The coordinator, explains the various bilingual programs to the parents (translation is available), allowing parents to visit various classrooms and view the programs. The intake coordinator reviews the students' IEP with the school principal and they select the best setting for the students. Currently we have three (12:1:4) Spanish Bilingual classes and 1 ESL teacher who works in a Freestanding ESL program (push-in/pullout).

At the school level we have weekly parent meetings with specific topics and guest speakers to address the needs of both ELLs and their parents on an ongoing basis. Parents are provided with a translator (if necessary). The P396K school family also host monthly literacy shows; the ESL and Bilingual teachers are expected to contact parents and invite them to literacy shows. In addition, students, staff and parents collaboratively prepare monthly hands-on activities which are presented to the school community. Our P396K goal is to continue to increase parent outreach and participation by offering parents continued training throughout the school term.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	66
SIFE	2	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	18

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	10	2	10	8		8	10		10	28
Dual Language										0
ESL	18		18	12		12	8		8	38
Total	28	2	28	20	0	20	18	0	18	66

Number of ELLs in a TBE program who are in alternate placement: 15

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	1		4	5	1	5	5	2	5					28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	1	0	4	5	1	5	5	2	5	0	0	0	0	28

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
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2	1		2	2	1	3					11
Chinese			1		2		1	1						5
Russian														0
Bengali				1	1		2	1						5
Urdu						1								1
Arabic									1					1
Haitian								1						1
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													2
TOTAL	2	0	3	2	3	3	6	4	5	0	0	0	0	28

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.

During the 2010-2011 school year, P396K will serve a total of 66 ELLs which is 25.38% of the total population of 260 students, at the main site and the offsite, P289. The three 12:1:4 Spanish Bilingual classes are self-contained and the ESL services are all Pull-Out. The heterogeneous Bilingual classes travel as one whole group throughout the day. The uncertified ESL teacher provides her services in a separate location within a classroom (pullout) or provides (push-in) services in classrooms that have the highest number of ELLs. The ESL teacher is continuing to work on obtaining New York State certification. The ESL teacher works collaboratively with each teacher in the building to create students SMART IEP goals.

The cultural breakdown is as follows: 61.9 % of the students are African American, 24.1 % Hispanic / Latino, 4.8 % Asian or Native Hawaiian / Pacific Islands, 8.5 % Caucasians and .7 % American Indian. Fifty-one of the 66 ELLs are in classes with 12:1:4 ratio and fifteen students are in classes with 6:1:1 ratio. There are zero students in Standardized assessment; all 66 ELLs are mandated for Alternate Assessment. Forty-eight students are in Elementary grades and 18 students are in Middle grades. The languages spoken by the 66 ELLs are the following: 44 students speak Spanish, 5 students speak Chinese, 2 student speaks Haitian Creole, 2 students speak French, 6 students speak Bengali, 1 student speak Urdu 2 students speak Arabic, 1 student speaks Twi, 1 student speaks Punjabi, and 2 students speak Cantonese. The grade levels for the 66 ELLs are as follows: 2 students are in Kindergarten, 4 students are in Grade 1, 10 students are in Grade 2, 18 students are in Grade 3, 1 student is in grade 4, 9 students are in Grade 5, 7 students are in grade 6, 7 students are in Grade 7, and 8 student is in Grade 8.

Implications for Instruction:

The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs. Results of the Spring 2010 NYSESLAT and 2009-2010 NYSAA results for ELLs indicate a need for more activities in Reading, Writing, English Language Arts, Mathematics, Science and Social Studies. The introduction of the Weekly Reader curriculum (for all students this school year) which is standards-based, with a major focus on Science, Social Studies, ELA and Mathematics, with Levels I, II and III activities to meet the specific functioning levels of the 12:1:4 and 6:1:1 students, is expected to meet the above needs of the ELLs. The National standards of the Weekly Reader are aligned with the Alternate Grade Level Indicators (AGLIs) of NYSAA, so that the AGLIs are taught as part of the daily instruction for all students, including the ELLs. In addition, age and grade level materials are incorporated into all aspects of our Alternate Assessment classrooms.

Transitional Bilingual Program:

The school day is made up of eight periods that are 50 minutes each which totals 400 minutes. Our TBE program is composed of three Spanish Bilingual classes totaling 28 students: 3 bilingual/Spanish classes (early childhood, elementary and junior high) for ELLs in Alternate Assessment. Based on the student's proficiency in both language and academics which places them as beginners their ratio for instruction is 60:40, students receive instruction in all subject areas, including a minimum of four discrete periods of NLA. All TBE students receive the mandated number of minutes as per C.R. Part 154, which is 360 minutes of ESL, for students at the beginning ESL level. Of the three bilingual teachers assigned to these classes, all are NYS certified/ NYC licensed, with the exception of one teacher who is also working toward obtaining certification. In the Alternative Assessment program teachers adapt the instruction to the students' individual needs. The three Bilingual teachers schedule consist of the following: Breakfast, Sensory Block, ESL, Lunch, Math (Native Language), Life Skills, Science (Native Language), Social Studies (Native Language), Computer, Library. The Bilingual teachers attend ELL's Cohort meeting with the district coach and the Assistant Principal. In the Cohort meetings we have discussed Differentiated Instruction, Lesson Plans, Intervention Programs and the new ELL program; Imagine Learning and Voyager. The new Imagine Learning program is an intervention program for the following content areas: ELA, Math, Sequencing, Matching, Reading Comprehension and Phonic Awareness, it is being piloted in our bilingual classes this year.

English as a Second Language: All students in bilingual classes receive 360 minutes of mandated ESL instruction as required by CR Part 154 for ESL students at the beginning and intermediate proficiency level. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols, computer programs, adapted switches and AbleNet Weekly Reader curriculum are incorporated to give students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The students who have obtained proficiency on the NYSESLAT will be provided with AIS (Math & ELA) instructional support for up to two years.

Native Language Arts: All students in bilingual classes receive 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as De Canciones a Cuentos, Elefonetica, and Pan y Canela. The use of bilingual software and multimedia enhances and supports the

development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities.

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

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. For K-8 students at the beginning and intermediate levels of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching. The use of technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Newcomers, SIFE, Transition Plan, Long Term ELL and Extension of Services: Currently we have twenty-eight Newcomers of which, two students are SIFE. These students receive support from a paraprofessional, tutoring, a buddy student, development of initial literacy in their native language, and a nurturing environment to facilitate language production. Transition Plan: students who no longer require Bilingual or ESL services because they have tested at the proficient level of the NYSESLAT, will be supported for up to two years with ESL (if scheduling permits) and AIS services (ELA and math support) once placed in a monolingual class. Long term ELL students/Extension of Services students: are supported through using AIS, Instructional Technology, small group instruction and project arts enrichment.

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

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

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

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

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.

NLA Usage/Support

TBE



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?

Freestanding ESL Program:

Our ESL program is composed of 28 ELLs, including 13 students whose IEPs indicate ESL only and 15 students in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. ESL is provided by our ESL teacher through a combination of push-in and pullout models of instruction.

ESL Instruction:

ELLs at the beginning level of ESL are required to receive 2 units of ESL (360 minutes) as per CR Part 154. All of our ELL are beginners. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the various languages, backgrounds, needs and strengths of our ELLs. Intervention strategies that will be used with ESL students are: The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, TPR as well as utilizing graphic organizers. The use of technology i.e. a computer, digital camera, recording devise etc. will be incorporated to give the student additional instructional support. Multi- sensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs, strengths and Languages of ELLs. When the ESL teacher does push-in instruction into the classroom she often will collaborate with the classroom teacher in advance of the lesson during common prep periods. During pullout instruction sessions, the ESL teacher will once again collaborate with the teacher on specific areas of instruction, and work on specific curriculum activity that is aligned to what the students are working on in the classroom. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction:

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In addition, our licensed ESL teacher uses the push-in model in part of her program to further support the implementations of using ESL to teach through the content areas. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts:

Students at the advanced level will receive 1 unit of ELA and 1 unit of ESL. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, monthly literacy shows, hands-on technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

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)?

N/A

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.

Professional Development:

Professional development topics for teachers of ELLs include: Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy for ELLs, the teaching of ESL through Content Areas: Math, Science, Social Studies and Literacy. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternate Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. The ELLs will be receiving a new ESL program, Imagine Learning. This program will provide differentiated instruction, student data, systemic instruction, feedback, family involvement and numerous professional development opportunities. The professional development will be held for teachers, paraprofessional and parents. They will each receive a schedule to attend the professional development workshops.

The ESL teacher participates and facilitates some professional development for our ELLs staff. She facilitates how her push in and pull out instruction occurs throughout the course of the day. In addition, she collaborates with classroom teachers during IEP conferences. P396K's teachers and paraprofessionals serving ELLs are also 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 focusing on the education of ELLs.

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?

Parent Community Involvement:

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator (Ms. McKenna) at P396K offers parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. At the school level we have weekly parent meetings with specific topics and guest speakers and parents are provided with a translator (if necessary). Our goal is to increase parent outreach and participation by offering parents continued training throughout the school term.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1		7	10	4	11	9	4	10					56
Intermediate(I)					1			1	1					3

Advanced (A)														0
Total	1	0	7	10	5	11	9	5	11	0	0	0	0	59

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	3	5	5	25	38

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			5		7		17		29

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed			1		2		4		7

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	1				1		6		8

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

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

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

Part VI: LAP Assurances

- 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?

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		