



BROOKLYN TRANSITION CENTER 753K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K753 BROOKLYN TRANSITION CENTER
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 753K **SCHOOL NAME:** Brooklyn Transition Center

SCHOOL ADDRESS: 510 Clermont Avenue, Brooklyn, NY 11238

SCHOOL TELEPHONE: 718-857-4646 **FAX:** 718-857-0565

SCHOOL CONTACT PERSON: Yvrose Pierre **EMAIL ADDRESS:** Ypierre4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Yvrose Pierre

PRINCIPAL: Yvrose Pierre

UFT CHAPTER LEADER: Christine Munnelly

PARENTS' ASSOCIATION PRESIDENT: A. Mingo

STUDENT REPRESENTATIVE:
(Required for high schools) Nigeria Lundy

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 755

NETWORK LEADER: Ketler Louissiant

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
Yvrose Pierre	*Principal or Designee	
Christine Munnelly	*UFT Chapter Chairperson or Designee	
A Mingo	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Pamela Holley	DC 37 Representative, if applicable	
Nigeria Lundy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marie Bernier	Member/Staff	
Lucille Ross	Member/Staff	
Jean Foy	Member/Parent	
Valerie Hardeman	Member/Parent	
Theresa Gayles	Member/	
	Member/	
	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.

The Brooklyn Transition Center (BTC) is a special education high school serving students who are classified as learning disabled, mildly mentally retarded, and emotionally disturbed. Approximately 50% of the student population participates in New York State Alternate Assessment. 19 full-time classes are housed at the main site, three full-time classes are housed at the Schermerhorn Satellite Center, seven full-time classes are housed at community worksites, and one inclusion class is housed at Clara Barton High School.

BTC's practice of analyzing data from diverse sources facilitates a multi-faceted review of each student. We have implemented the BTC Diamond Scholars at the Schermerhorn Satellite Center to meet the needs of our most academic-oriented students. BTC has individualized student programming to support their interests, improve their attendance, accelerate their credit accumulation, and foster a culture of success. Our academic calendar for standardized students is based upon four 10-week academic cycles which expedites the accumulation of credits and facilitates student focus over a shorter period of time. In an effort to maintain continuity of instruction, alternate assessment student population follows a two-semester academic calendar. We have expanded alternate assessment instruction to include our newly renovated Activities of Daily Living apartment. An emphasis on technology in every classroom has been infused into the curriculum. Every classroom is equipped with a Smartboard and every community worksite has a laptop computer.

BTC has a growing emphasis on transition services. We routinely administer Level I vocational assessments to our students and glean the data from these assessments to create new vocational programs and expand existing courses of study for career training, including home health aide, auto-shop and security guard training. We have forged new partnerships with community business and agencies to support our mission. BCAT supports our media arts department and Oxford Rehabilitation Center supports our home health aide program.

Through the efforts of the school-based collaborative inquiry team, we have become more familiar with analyzing patterns and trends as evidenced by data from Scantron, ATS, HSST, CAP, and ARIS. Detailed interpretation of the data has facilitated strategic differentiation of instruction to remediate gaps in student knowledge, purposeful programming to allow students to acquire the requisite skills for success in high school level courses, and to consistently perform as a well-developed school. To further familiarize our staff with the process of collaborative inquiry and the effective use of data, all teachers continue to participate in professional learning communities. Our pedagogical staff participates in "0" period professional development in an effort to stay abreast of new initiatives.

BTC continues to expand its after-school program to meet the vocational, recreational, and academic needs of our students. We offer a diverse menu of activities, including part-time employment in community businesses, cosmetology training in our unisex salon, trips and technology through AHRC, basketball, dance, cheerleading, weight-training, standardized test sophistication and remediation and GED preparation through the BTC Academy.

To ensure that BTC operates seamlessly and at optimum capacity, various teams meet regularly to focus on analyzing data, disseminating information, and making informed decisions that effect the overall school

community. These efforts have facilitated the movement of our students to least restrictive environments and greater individualization of our students' high school experiences.

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:	P. S. K753-School for Career Development				
District:	75	DBN #:	75K753	School BEDS Code:	307500013753

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	x 9	x 10	x 11	x 12	x 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	0	0	0						TBD
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	0	0	0					79.7	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	1	0	0				73.7	0.0	0.0
Grade 8	0	0	0						
Grade 9	157	126	112	Students in Temporary Housing: Total Number					
Grade 10	48	55	53	(As of June 30)			2007-08	2008-09	2009-10
Grade 11	11	22	7				9	6	TBD
Grade 12	8	51	5						
Ungraded	199	103	159	Recent Immigrants: Total Number					
				(As of October 31)			2007-08	2008-09	2009-10
Total	424	357	336				2	1	0
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	424	357	336						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	5	TBD
Number all others	0	0	0	Superintendent Suspensions	19	10	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	15	13	11	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	31	16	29	(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	53	51	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	48	49	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	19	19	TBD
	81	77	TBD				
				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	98.1	98.0	TBD
American Indian or Alaska Native	0.5	0.6	1.2	Percent more than two years teaching in this school	84.9	80.4	TBD
Black or African American	72.2	77.6	75.3	Percent more than five years teaching anywhere	73.6	74.5	TBD
Hispanic or Latino	25.2	20.2	20.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.3	0.3	Percent Masters Degree or higher	91.0	88.0	TBD
White	1.4	1.4	2.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	84.1	TBD
Multi-racial	0	0	0				
Male	71.7	71.7	75.3				

DEMOGRAPHICS							
Female	28.3	28.3	24.7				

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:	W
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W
<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?
-

Student performance Trends:

BTC is intent on expanding its culture of **academic success to include all of our students**. To facilitate this, we keenly review and analyze our data in order to meet accountability requirements. Additionally, analysis of data helps us to identify trends, determine patterns, differentiate instruction and most of all determine next steps. The following trends have been identified:

- Students are acquiring skills necessary for post-secondary success: 3 alternate assessment graduates secured fulltime competitive employment by Jamison Properties. This year 2 worksite students have secured part-time employment at their worksite; 7 students participate in the custodial training program at MS 57 and K 917
- Alternate assessment students continue to improve their performance on NYSAA and Scantron: 9 of 2009-2010 participants received Level 4 scores; another 9 scored Level 3.
- We are moving to LRE: 9 students were moved to inclusive setting during 2009-2010; 3 students will be moved to inclusive settings in February 2011; 4 alternate assessment students were changed to standardized assessment and are approaching the high school diploma requirements.
- BTC's reading intervention hierarchy is successful: based upon Scantron results, students have moved from Wilson to Read-180 and 10 students have moved from Read-180 to Ramp-Up to Literacy. Students have also acquired math skills and have moved from pre-algebra to integrated algebra and from integrated algebra to geometry.
- Students are passing the RCTs and Regents exams: During the 2009-2010 year, 9 students passed the science RCT, 10 students passed the Math RCT, 8 students passed the Reading RCT, and 9 students passed the Writing RCT, 1 students passed the US History Regent, 2 students passed the US History RCT, 2 student passed the Global RCT, 3 students passed integrated algebra, and 3 students passed the Earth Science Regents. More students are attending their Regents and RCTs examinations.
- Students are meeting the requirements for promotion: 19 of last year's incoming freshmen were promoted to 10th grade in June 2009; 10 more students were promoted to 10th grade at the completion of this year's first academic cycle.
- Implementation of the BTC Reading lab to support the literacy needs of our students

Greatest accomplishments:

- Improved performance on standardized exams (delineated above)
- Students are moving towards graduation requirements due to strategic intervention: 3 students earned local diplomas; we expect to award 3 local diplomas and 1 Regent Diploma during the 2009-2010 school year.

- BTC works summer youth in-house worksite and Step-Ahead summer academy
- Expansion of academic, remedial, and vocational course offerings: We have expanded our Math course offering to include geometry and have implemented a slower –paced integrated algebra sequence to support students in meeting the high school math requirement. Students are meeting the second language requirement through completion of an independent course of study We have implemented BTC Diamond Scholars and the Students Aiming for Excellence (SAVE) to support our most academically minded students and the BTC independence academy to support our alternate assessment students in acquiring daily living skills; we offer media arts, cosmetology, and graphic arts.
- Decrease in inappropriate behaviors as indicated by OORS.
- Improved parental involvement as indicated by parental attendance at Parent-Teacher Conferences and PTA meetings as the result of hiring a new parent coordinator.
- Hiring of secondary-certified teachers (highly-qualified): 3 certified math teachers, 2 certified English teachers, 1 certified Social Studies teacher, 1 certified Science teacher and a library media specialist.
- As a result of the efforts of the collaborative inquiry team, implementation of purposeful academic intervention aligned with Scantron, standardized test results, and teacher observations.
- Diversified after school programs (part-time supervised employment in the community, BTC Academy test preparation, AHRC recreation, basketball).
- A strong focus on transitional practiced; shops; and community involvement
- The re-opening of our fully operational auto shop.

Aids or Barriers:

Aids:

- Improved use of technology throughout the instructional environment as evidenced by the prevalence of Smart board technology.
- Regularly scheduled departmental meetings facilitate collegial support and foster continued alignment with curricula and pacing calendars.
- Participation in Professional Learning Communities (PTC) based upon teachers' interest.

Barriers:

- Need for a re-induction plan for students returning from incarceration, hospitalization, physical injuries, and drug abuse and an induction plan for new students enrolled mid-academic cycle.
- Coverage of staff members' long term illness and absences by substitute personnel who lack specific secondary content knowledge and/or experience with emotionally disturbed students.
- Necessity to train all staff at all levels of operations to adequately gather, analyze, and intelligently utilize data to properly drive instruction and impact student achievement.
- Necessity to create and maintain high quality partnerships and collaboration between the school, community support agencies, and vocational programs/ internships to support our under-aged/under-credited male students.
- Necessity to train teachers to utilize technological devices/resources and formal assessment tools in order to support differentiated instruction and provide access skills to a more rigorous curriculum to a larger percentage of student population
- Necessity to systematically benchmark student progress by collaboratively involving related service providers, teachers, parents and students in the objective analysis of student progress (individually and in cohort).
- Implement a greater assortment of extra-curriculum activities to promote student achievement and improve student engagement.

Needs:

- Automated CAASS system to aid in capturing students' attendance.
- Automated circulation system for the library to facilitate student use of the multimedia library.
- A certified secondary social studies teacher
- Modernization of the technology lab at the satellite

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 a 30% increase in the number of students developing appropriate transition goals as indicated by attendance at transition planning conferences as per their IEPs.

2. By June 2011, there will be a 20% increase in the course mastery of incoming 9th graders, and 30% increase in numbers of students acquiring the appropriate credits for promotion as indicated by student transcripts in HSST/STARS.

3. By June 2011, there will be 25% increase in Grade 10 student attendance as compared to that of the prior school year as indicated by ATS (RISA) data.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Transition

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 30% increase in the number of students developing appropriate transition goals as indicated by attendance at transition planning conferences as per their IEPs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By monitoring the progress of past graduates and reviewing longitudinal data, BTC will strategically develop a network to support the transitional needs of our students who participate in Standardized and Alternate Assessment to ensure their post-secondary success. We will continue to forge/maintain partnerships with community businesses, concentrating our efforts on the nearby Atlantic Terminal Mall. Selected groups of students will participate in monthly trips to our community worksites, local businesses, and job fairs. Students will participate in internships and after-school job-shadowing in alignment with their interests.</p> <p>Our efforts will target the students who are age 17 and over. However, transition services will begin upon enrollment. BTC’s newly expanded transition team will work diligently to ensure that Level I Vocational Assessments are completed for all students by December 2010 and to develop Individualized Transition Plans for all students by June 2011. BTC will partner with various organizations, including Brooklyn Bureau, AHRC, OMRDD, the Chamber of Commerce, and the District 75 Transition Office to form linkages for our students and provide them with the best possible transition services. Working papers will routinely be distributed, and all students will be encouraged to apply for Summer Youth Employment.</p> <p>BTC’s focus on providing purposeful transition services to our students will become part of the culture of the organization. Transition portfolios will be developed for all students, including those participating in our community worksites. Staff members will participate in professional development to strengthen their knowledge of transition services. Parental workshops on transition planning will be included in our PTA and parent coordinator activities. Our community worksite teachers are expected to help their students secure employment and are required to maintain detailed records of their students’ work experiences, including skills acquired and duties performed. The counseling staff is expected to</p>

	<p>advisory sessions weekly. Their related service providers will be part of the Academic Advisement team; this team will articulate and monitor students' progress monthly. Through PPT monthly meetings, teachers will discuss progress, plan differentiated instruction and address issues impacting progress. These students will take part in their academic planning while teachers will cater to their interests and styles. To further support our 9th graders, their instruction will be rigorous with a strong focus on comprehension. Extensive usage of technology will also be part of the plan. Our programming team will make every effort to ensure the adequate alignment of student and staff. Finally, differentiated programming will provide students with classes that are specialized and appropriate to their achievement. Their course work will be specialized and reflect a cohort approach. Monthly advisement meeting will take place to support, guide and encourage academic progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • To successfully meet the academic and individual needs of our population, teachers continue to improve their pedagogical skills and content area knowledge by attending in-house and outside workshops. • Best practices, regular walkthroughs, common preps, and grade conferences, allow the staff to review and revise their instructional practices, provide them with necessary insights and constructive criticism in order to build capacity and maximize student achievement. • Afterschool trips • Technology consultants • Title IIA and Title III funding provide funding for specific professional development options.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By January 2011, 20% of standardized assessment students will earn at least 4 credits. Based on credit accumulation students will be placed in their correct grade and given a program to reflect their individual needs. • By January 2011, 75% of standardized assessment students will meet with a staff member to discuss their academic progress through grade advisement sessions. The constant review of students' transcripts has enabled both teachers and students to monitor and measure progress in a short period of time and to plan strategically.

Subject/Area (where relevant): Gender-related activities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be 25% increase in Grade 10 student attendance as compared to that of the prior school year as indicated by ATS (RISA) data.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through our inquiry team findings, we have come to realize that there is a significant decrease in attendance among the standardized assessment 10th graders. As a result, BTC is working diligently to remedy the situation by taking and implementing some proactive measures. By continuously creating a diversity of programs that target both girls and boys, we project a significant increase in attendance. An interest inventory along with teachers and related service providers narratives will guide us in determining the best placement/programs for those students. The catalyst for moving our attendance will comprise of the following classes or programs:</p> <ul style="list-style-type: none"> ○ Automobile ○ Cheerleaders ○ Security guard ○ Girls' club ○ Fish tank/marine biology ○ Cosmetology ○ Home Health Aide ○ Driver's Education ○ Internship ○ Media Arts ○ Technical engineering <p>along with meaningful worksites for standardized students. Finally, through our SLT/PTA meetings, daily outreach calls, home visits and various workshops for students, we anticipate a greater increase in attendance among the standardized assessment 10th graders.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>In order to successfully meet our goals, administrators, teachers and related providers will develop a series of criteria for students' selection to the program. Parents will be informed and must give their consent by signing a permission letter. In addition, each student's personal interest inventory will be carefully taken into consideration. Money will be allocated for buying materials/ equipment indispensable to the success of the program. Students have the opportunity to learn some key concepts as well as the practical aspects through hands-on-activities and internships provided by outside agencies.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By January 2011, 5 % of students will successfully complete the security guard, Home Health Aide, and cosmetology programs and pass the necessary exams for certification purposes. By February 10% students along with their parents' consent will register for the new cycle of these classes. By June 2011, 5% will secure part-time/full time jobs as Home Health Aides, security guards or cosmetology assistants.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	85	37	15	12	varies	varies	varies	varies
10	32	16	7	3	varies	varies	varies	varies
11	18	5	3	0	varies	varies	varies	varies
12	9	3	2	2	varies	varies	varies	varies

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Wilson, READ-180, Test Sophistication, Empower 3000	<p>Small group instruction during the school day and after school: AIS services in ELA include a variety of programs, including Wilson (daily/within class/30 min), Read-180 (daily/within class/90 min), (Test Sophistication (daily/within class/30 min), Empower 3000 (twice per week/pull out/ 50 mins)</p> <p>Wilson: Wilson reading is a multi-sensory structured language acquisition program that teaches fluent decoding and encoding skills.</p> <p>Read 180 Program: Read 180 is an innovative computerized program for struggling readers. It addresses student individual needs through adaptive instructional material/ software.</p> <p>Test Sophistication: Preparation of students to take one more specific tests, by identifying ways to cope with test anxiety, by becoming familiarized with the test content, and by improving their scores. Through small group instruction, students develop the skills and abilities that are to be tested. Finally they received instruction and practice with test-taking strategies.</p> <p>Empower 3000: For fluency, comprehension, and critical thinking.</p>
Mathematics: Test Sophistication, Math Foundations Remediation	<p>Small group instruction during the school day and after school: AIS services in mathematics focus on Test Sophistication and math skills remediation</p>
Science: Test Sophistication, Laboratory Skills Remediation	<p>Small group instruction during the school day and after school: AIS services in science focus on Test Sophistication and Earth Science laboratory</p>
Social Studies: Test Sophistication	<p>Small group instruction during the school day and after school: AIS services in social studies focus on Test Sophistication and document-based questions</p>
At-risk Services Provided by the Guidance Counselor:	<p>One-to-one during the school day as needed</p>
At-risk Services Provided by the School Psychologist:	<p>One-to-one during the school day as needed</p>

At-risk Services Provided by the Social Worker:	One-to-one during the school day as needed
At-risk Health-related Services:	One-to-one during the school day as needed

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) 9-12 Number of Students to be Served: 10 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) 1 supervisor, 1 alternate placement paraprofessional, 1 secretary

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.

Overview of School Day Instructional Program

At P753K, The Brooklyn Transition Center, the total population of our school is 343, with 17 ELL students or 4.95%. P753K has a Freestanding ESL Program. We have two certified ESL teachers who service our ELL population at community worksites, as well as at the main site, the 806 satellite, and our inclusion site at Clara Barton High School. At the main site, the 806 satellite, our inclusion site at Clara Barton High School, and at our community worksite at Brooklyn Hospital, our students receive their services through a push-in program to the greatest extent possible, although occasionally in an effort to provide targeted support, pull-out instruction is implemented. We have a self-contained ESL worksite at St. Malachy's Day Care Center. Our ELL students are identified through a comprehensive review of student test histories, home language identification surveys, NYSESLAT scores, and their IEPs. Every effort has been made to reconcile ATS, CAP, and the students' IEPs. The ethnic breakdown of the student population is approximately 68% Black, 28% Hispanic, 3% Native American, 1% Asian, and 1% Caucasian.

Our ELL students are divided into the following grades: 2 students in grade 9, 5 students in grade 10, 3 students in grade 11, 7 students in grade 12. All our students are in a 12:1:1 setting, except 1 student who is 8:1:1. There are 7 entitled ELLs and 10 X-coded ELLs who are being serviced as per their IEPs. Of the identified ELL students, 2 are in Alternate Placement and 5 are ESL only as per their Individual Education Plan recommendations. 11 students participate in NYSAA and 6 students participate in standardized assessment. Students in Alternate Placement settings are taught by teachers using ESL strategies and supported by Alternate Placement paraprofessionals who speak the native languages of the students. Books in Spanish are available in the classroom libraries. The current NYSESLAT scores are as follows: for our alternate assessment students, we have 7 students who scored at the beginner level, and 1 intermediate score. All but 1 standardized student scored at the intermediate level with 1 student scoring at the beginner level. Currently there are 14 students who speak Spanish, 1 who speaks Haitian Creole, 1 who speaks Urdu, and 1 who speaks Bangladeshi.

At the main site, the 806 Satellite, and the inclusion site at Clara Barton High School, the ESL teacher will complement content area instruction by supporting standardized ELLs as they prepare for NYS Regents examinations and RCTs. This ELL teacher also provides ESL instruction to our alternate assessment population at the main site and at our community worksite at Brooklyn Hospital. Two bilingual Spanish-speaking paraprofessionals will assist by working with students as they work towards mastery of content area skills in alternate placement settings. In addition, a second ESL teacher supports our alternate assessment ELLs at a community worksite program at St. Malachy's Day Care Center/.

Overview of Title III Supplemental Instructional Program

In our supplemental Title III program, a certified ESL teacher will work with the ELLs who participate in standardized assessment and in alternate assessment to improve their English literacy skills through an extension of the use of Empower3000 and preparing these students for the spring administration of the NYSESLAT exam. A Spanish-speaking bilingual paraprofessional will also assist in facilitating proper use of the computers and software with the ELLs. The language of instruction will be English. Our after school Title III program will operate three afternoons per week on the following days: Mondays, Tuesdays, and Wednesdays from 3pm – 5pm at the main site for a period of 18 weeks. The program will begin on Monday, January 3, 2011, and continue through May 12, 2011. Mondays and Tuesdays will be dedicated to Empower 3000 and Wednesday will be dedicated to preparation for the NYSESLAT through use of Empire State NYSESLAT workbooks and audio CDs.

As the Brooklyn Transition Center, we must provide our ELL's with the skills and training needed to succeed in their post school lives. As computers have become the most efficient and popular method of communication and the Internet has become the most expedient vehicle for accessing up-to-date information about any topic, information literacy is essential for post-school success in the 21st century. The multimedia center will support our after-school ESL instruction by facilitating the use of technology: the students will use computers, writing software, and flip cameras to create digital scrapbooks of their after-school learning experiences which will be presented at the final instructional session as a culmination.. Technical support and program implementation support will be provided by the school-based literacy coach within the regular instructional day. In the supplemental Title III program, students will improve their information literacy skills, listening and reading comprehension skills, and expressive writing and reading skills while addressing New York State ESL standards 1-4, ELA standards 1-4, and the appropriate AGLI's.

10 Spanish speaking ELL High school students are expected to participate in the Supplemental Title III program this year. We used the 2010 NYSESLAT scores and an interest inventory to target these 10 students. All of the students are in a 12:1:1 student to staff ratio which will be adhered to in the supplemental

program. The students represent a cross-section of the school's student population and include students with cognitive deficiencies, emotional challenges, and learning disabilities. The decrease in the number of participants is due to the graduation of four ELLs who participated in last year's supplemental program. The ESL teacher and the bilingual Spanish-speaking paraprofessional will collaborate to instruct the students. The technology coordinator will present the technology content and the ESL teacher will reinforce the content through language and literacy activities. The focus is on improving English literacy and information technology skills. Studies have shown that among ELLs there is a strong connection between literacy in one's native language and literacy in English (Cummins, 1989). We hope to strengthen the English language literacy skills of our ELLs and as a result, expect their English literacy skills to improve as demonstrated by their performance on Scantron assessments, written performance tasks, and the 2011 NYSESLAT. The National Research Council (1998) stresses the importance of teaching ELLs to read in their first language while they are becoming comfortable with oral communication in English. The bilingual paraprofessional will support the students in their native language.

The success and impact of the supplemental program will be evaluated by an analysis of the results of the upcoming spring 2011 NYSESLAT, the Brigance inventories, Scantron assessments, classroom portfolios, and scores on the Comprehensive English Regents and Reading/Writing RCT. As mandated by the District, the Brigance inventories are administered to alternate assessment students in October and May. Improvement should be easily recognized through an analysis of the Brigance data and a structured review of student portfolios should show evidence of growth and improvement. Since it is an after-school program, we will need an administrator to supervise the supplemental program (3:30-5PM on Monday, as she already supervises other after-school programs on Tuesday and Wednesday).

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.

Our Professional Development plan includes specific training for our ESL teacher to become well-versed in implementation and utilization of Empower3000. The technology coordinator will support the Title III instructional team (the ESL teacher and bilingual paraprofessional) by turnkeying information regarding operational procedures for Empower3000 at two initial after school professional development sessions on Mondays, January 3, 2011, and January 10, 2011, after-school from 3pm-5pm. All PD sessions will be delivered and coordinated by the technology coordinator, the ESL teacher, the administrator, and the paraprofessional. Some of the topics addressed will include accessing data, assigning articles, accessing e-mails, and parental involvement. This professional development is in addition to the professional development that is provided by District 75 ELL coaches.

Parent and Community Participation

Options for special education ELLs are discussed with parents during the Educational Planning Conferences at the CSE level. Parent and community involvement is warranted to enable program success and continuity. Parents will have the opportunity to observe and learn about technology during the first week of the Title III program alongside their children. P753K's Parent Coordinator will engage parents and the community concerning the Title III program by distributing school information and/or correspondence in students' home languages. In addition Empower3000's parent letters will be sent home.

Parents will be invited to a two-hour Title III orientation on Monday, January 24, 2011 from 5pm – 7pm which will be presented by the bilingual technology coordinator, a bilingual guidance counselor, the ESL teacher, the school-based coach, and administrator, and the bilingual paraprofessional. We will plan for our ELL parents to attend the Title III parent orientation. The ESL teacher will facilitate the orientation and the bilingual paraprofessional will be available to provide translation services, as needed. Official DOE Title III letters introducing the supplemental program will be mailed to parents of ELLs in the home languages and English prior to the orientation. At the orientation, parents will also have the opportunity to learn about the full range of transition services and to create linkages with community agencies. To facilitate their involvement and follow through parents will be encouraged to participate in Empower3000 parent activities. Parents of participating ELLs will be supplied with monthly planners and document organizers to encourage their participating in ongoing parental events.

Section III. Title III Budget

School: 753K BEDS Code: 307500013753

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	S11,060.18	<p><u>Instructional After School Program</u> Professional Staff: 2-hour after-school student sessions (from 3:00 - 5:00): 1 teachers x 2 hours x 3 days x 18 weeks x \$49.89 = \$5388.12 1 administrator (Principal) x 1.5 hours (3:30-5PM) x 1 day x 18 weeks x \$52.21 = \$1409.67 1 paraprofessional x 2 hours x 3 days x 18 weeks x \$ 28.98 = \$3129.84 1 Secretary x 10 hours x \$ 30.74 = \$ 307.40 Subtotal = \$ 10,235.03</p> <p><u>Professional Development</u> 1 technology teacher x 2 hours x 2 days x \$ 49.89 = \$199.56 1 ESL teacher x2 hours x2 days x \$22.72(trainee) = \$90.88 1 Administrator (Principal) x 1.5 hours (3:30-5PM) x 2 days x \$52.21 = \$156.63 1 Paraprofessional X 2 hours x 2 days x \$28.98 = \$115.92 Subtotal = \$562.99</p> <p><u>Parental Component</u> 1 teacher x 2 hours x \$49.89 = \$99.78 1 administrator (principal) x 2 hours x \$52.21 = \$ 104.42 1 paraprofessional x 2 hours x \$28.98 = \$57.96 Subtotal = \$262.16</p>
Supplies and materials - Must be supplemental.	\$ 3389.82	1 desktop Dell computer x \$ 689.50 = \$ 689.00 1 black and white printer x \$ 524.00 = \$ 524.00

<p>- Additional curricula, instructional materials. Must be clearly listed.</p>		<p>12 flash drives x \$12.00 = \$ 144.00 2 toners X \$191.00 = \$ 382.00 4 Flip Cameras x \$237.50 = \$950.00 Software for high school writing strategies = \$449.82 ELL NYSESLAT workbooks \$251.00 Total = \$ 3389.82</p>
<p>Other- Non-contractual Services (Code 400)</p>	<p>\$550.00</p>	<p>Refreshments (54 instructional sessions and 1 parent workshop)</p>
<p>TOTAL</p>	<p>\$15,000.00</p>	

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.

Data regarding the specific home languages is provided by the pupil accounting secretary and confirmed by the IEP coordinator. Translation in Spanish and Haitian Creole is readily available. Translation in other languages is provided by the appropriate alternate placement paraprofessional. Written translation and oral interpretation needs are based upon data collected during the intake process. We look at the IEP document, student records, and the Home Language Questionnaire. In collaboration with the SLT, PTA and Parent coordinator we have established a system to support the parent's needs by providing translators and using technology to prepare memos and letters to engage parents in the affairs of the school community.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The findings indicate the need to provide all classroom teachers with the necessary information about the home language to facilitate teacher-parent communication. The parent coordinator and the IEP coordinator will help the school verify the accuracy of information disseminated to parents. Through parent conferences, PTA, parent involvement meetings, and Parent coordinator's Newsletter, valid information is distributed to the community. Part of our funding is allocated to compensate in-house staff who are proficient in Spanish and Haitian Creole for the purpose of providing translation services for our parents and guardians who have limited English proficiency. In addition, our staff members are available to provide translation services on an ongoing basis. There are several parents needing written and or oral translation.

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.

Written translation will be expanded to facilitate communication in all indicated home languages. Translation will be provided by in-house school staff such as bilingual social workers, teachers and paraprofessionals. Parents are provided with information on the Bill of Rights and responsibilities in their language and the school also provides signage in languages other than English. Administration and staff are aware of the translation services that are available through the DOE Translation Unit for Written Documents.

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

Oral translation will be provided in the same manner as written translation services are provided. Translation will be provided by in-house school staff such as bilingual social workers, teachers, paraprofessionals and DOE on-line translation services

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>.

The parent coordinator disseminates the parental notification of translation and interpretation services that are school based, through outreach efforts in print and via telephone calls. We also have signage that informs parents and guardians about the translation services that we provide in our school environment.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

NOT APPLICABLE: NON-TITLE 1 SCHOOL

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
NOT APPLICABLE TO SCHOOL

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.

School Under Registration Review (SURR)

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.

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

All SURR schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
Twelve (12) students are currently in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 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
NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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. K753 - School for Career Development						
District:	75	DBN:	75K753	School		307500013753	

DEMOGRAPHICS

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

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	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	126	112	106				
Grade 10	55	53	69				
Grade 11	22	7	7				
Grade 12	51	5	11				
Ungraded	103	159	128				
Total	357	336	321				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		79.7	72.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	73.7	0.0	NA

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	9	6	4

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	357	336	0	Principal Suspensions	1	5	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	19	10	14
Number all others	0	0	318				
<i>These students are included in the enrollment information above.</i>							

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	53	51	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	48	49	0
# receiving ESL services only	13	11	TBD	Number of Educational Paraprofessionals	19	19	0
# ELLs with IEPs	16	29	TBD				
<i>These students are included in the General and Special Education enrollment information above.</i>							

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
	81	77	170	% fully licensed & permanently assigned to this school	98.1	98.0	0.0
				% more than 2 years teaching in this school	84.9	80.4	0.0
				% more than 5 years teaching anywhere	73.6	74.5	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	88.0	0.0
American Indian or Alaska Native	0.6	1.2	0.9	% core classes taught by "highly qualified" teachers	100.0	84.1	0.0
Black or African American	77.6	75.3	80.1				
Hispanic or Latino	20.2	20.8	16.2				
Asian or Native Hawaiian/Other Pacific	0.3	0.3	0.3				
White	1.4	2.4	2.5				
Male	71.7	75.3	73.8				
Female	28.3	24.7	26.2				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 5	District 75	School Number 753	School Name BklynTransition Ctr
Principal Yvrose Pierre		Assistant Principal Valerie Wahrman	
Coach Barbara Silverman		Coach	
Teacher/Subject Area Abdolemmon Ahmed/ESL		Guidance Counselor Valentin Martinez	
Teacher/Subject Area Jacqueline Yizar/ESL		Parent	
Teacher/Subject Area Albert Justiniano		Parent Coordinator Darlene Shockness	
Related Service Provider Daniel DeStefano		Other Ruben Gomez	
Network Leader Letler Louissaint		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	343	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	4.96%
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Part II: ELL Identification Process

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

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

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

P753K has a Freestanding ESL Program. We have two certified ESL teachers who service our ELL population at a worksite as well as the main site. Our ELL students are identified through a comprehensive review of student test histories, home language identification surveys, NYSESLAT scores, and their IEPs. Every effort has been made to reconcile ATS, CAP, and the students' IEPs.

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level and upon enrollment at 753K. Upon intake our bilingual counselors explain our English as a Second Language program and how the requirements of CR-Part 154. Entitlement letters are distributed and parent surveys are administered upon enrollment. ESL instruction, if mandated, is initiated as soon as possible, usually within three days of enrollment. Consistent parental involvement and community support are necessary to assure success and continuity. P753K's Parent Coordinator engages parents and the community by distributing school information and/or correspondence in students' home languages. Additionally, training is provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, facilitate the school-home connection, and, thereby, support learning, assessments, standards, and the successful achievement of goals.

We routinely provide each newly enrolled student with an academic advisement session with a programmer, a counselor, and the parent. If necessary, a translator is present to assure parental understanding. Parents are advised that we do not offer a bilingual program and that we provide an alternate placement paraprofessional to support the ELL student throughout the instructional day. We carefully describe our freestanding ESL program and advise the parent as to whether services will be provided using a push-in, pull-out, or combination approach.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-														0

Contained														
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	17
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	7

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	1	4	6	0	6	7	1	7	17
Total	4	1	4	6	0	6	7	1	7	17

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

C. Home Language Breakdown and ELL Programs

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										0	0	0	1	1
TOTAL	0	2	5	3	7	17								

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.

We have implemented a full-day self contained ESL worksite for a group of alternate assessment students. We hope to facilitate their development of appropriate communication skills while providing vocational training. Using the “push-in” and “pull-out” models, the ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The ESL program is standards-driven: the program follows the New York State ESL and content area standards ensuring that all students meet the requirements for state and local assessment. All ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students, 3 units of ESL for beginning and 2 units of ESL for intermediate students. Students in Alternate Assessment receive 3 units of ESL, as well as an instructional program focusing on communication. P753K’s goal is to afford all students an equal opportunity to a successful education; hence the classroom instruction incorporates ESL strategies to facilitate P753K’s goals in all areas, including behavioral. Our X-coded students receive 1 unit of ESL instruction as support. English Language Arts: Literacy instruction for ELLs follows the District 75 guidelines supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. In addition, some of our ELLs participate in Wilson and Read-180. Beginning in November 2010, some of our ELLs will participate in Empower 3000.

Our ESL teachers are NYS certified in English as a Second Language. The scaffolding strategies are used to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are:

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

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

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

The ESL teacher uses the Intensive English Program by Santillana with all ELL standardized assessment students. In correlation with Scantron assessments, activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade

level content and concepts in various social settings and academic environments, such as social studies, science, and literature. Additionally, technology, multicultural activities and multisensory ESL materials are utilized throughout instruction for ELLs. To meet the needs of our diverse ELL population, ESL teachers individualize instruction by infusing Expressways, Pacemaker, and other adapted programs into content area instruction. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students.

Currently we no SIFE students. In preparation for enrollment we have planned tutoring, pairing with buddy students, aiding in the development of initial literacy in their native languages, and instruction in a nurturing environment which facilitates language production.

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

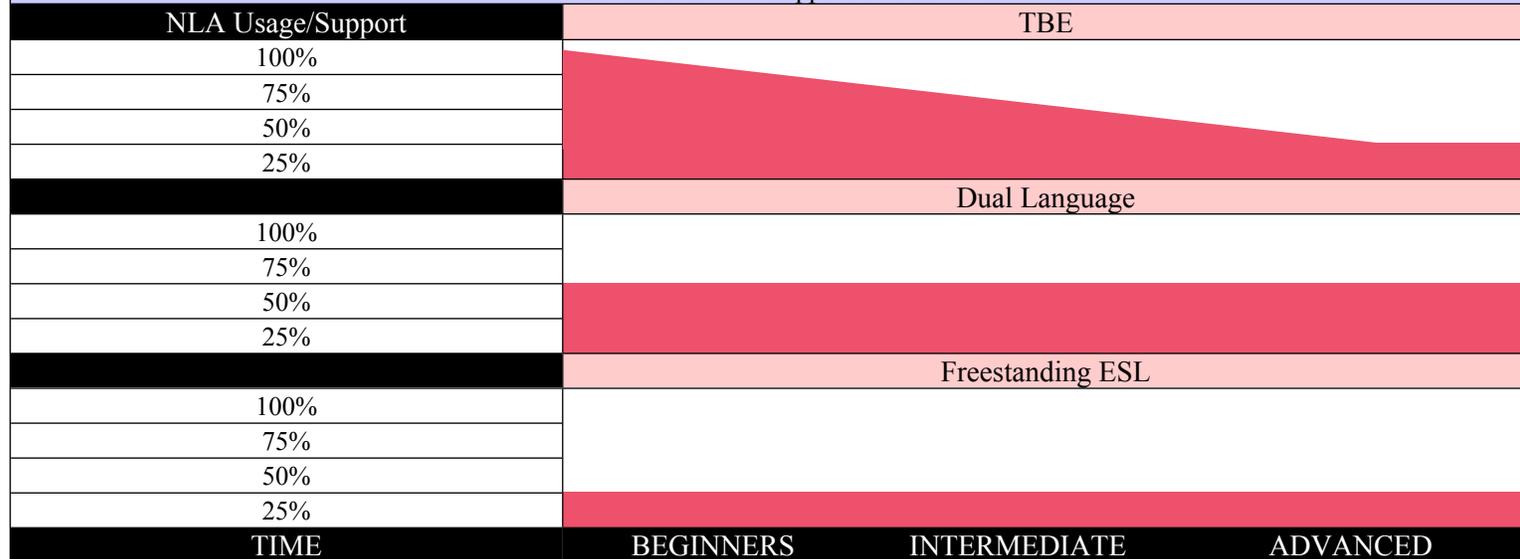
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

Collaborative Planning: ESL teachers will continue to work collaboratively with classroom teachers to reflect, and effectively plan to assist the ELL learners. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Language instruction, linked to subject area teaching/learning is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP). For ELLs in grades 9-12, content area instruction is provided using scaffolding techniques and taught through ESL methodologies. ESL strategies include: Total Physical Response (TPR), Language Experience, the Natural Approach, and the use of graphic organizers.

Standardized content area instruction follows the NYS learning standards. Alternate assessment content area instruction is aligned with the NYSAA AGLIs. All instruction is in accord with the common core standards. Students no longer requiring Bilingual or ESL services according to NYSESLAT results are supported for two years with ESL instruction through AIS services as per their Individualized Education Plans.

Long term ELL students are supported through AIS, Instructional Technology, vocational training and alternate placement educational assistants. Our ELLs who are receiving 4 to 6 years of services receive the same supports and continue to be serviced as per their IEPs and in accordance with their NYSESLAT results.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ESL teachers will continue to attend district and citywide professional development activities related to the instruction of ELLs and ELLs with disabilities. Our Professional Development plan will include specific training on instructional strategies for ELL students and related issues. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional Coaches. In addition, the school will ensure the attendance of ESL, monolingual teachers, and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. Topics for our in-house professional development include TPR Methodology, CALLA, use of graphic organizers, and Language Experience Approach.

E. Parental Involvement

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

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Consistent parental involvement and community support are necessary to assure success and continuity. P753K's Parent Coordinator will engage parents and the community by distributing school information and/or correspondence in students' home languages. Additionally, training will be provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, facilitate the school-home connection, and, thereby, support learning, assessments, standards, and the successful achievement of goals.

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	4	3	5	13
Intermediate(I)										1	1	0	2	4
Advanced (A)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	2	5	3	7	17

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

	A										1	1	0	1
	P										0	0	0	0
READING/ WRITING	B										0	4	3	6
	I										2	1	0	1
	A										0	0	0	0
	P										0	0	0	0

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

Our ELL students are divided into the following grades: 2 students in grade 9, 5 students in grade 10, 3 students in grade 11, 7 students in grade 12. All our students are in a 12:1:1 setting, except 1 student who is 8:1:1. There are 7 entitled ELLs and 10 X-coded ELLs who are being serviced as per their IEPs. Of the identified ELL students, 2 are in Alternate Placement and 5 are ESL only as per their Individual Education Plan recommendations. Students in Alternate Placement settings are taught by teachers using ESL strategies and supported by Alternate Placement paraprofessionals who speak the native languages of the students. Books in the native languages are available in the classroom libraries. The current NYSESLAT scores are as follows: for our alternate assessment students, we have 7 students who scored at the beginner level, and 1 intermediate score. All but 1 standardized student scored at the intermediate level with 1 student scoring at the beginner level. Our three ELLs who were eligible to take the NYSAA all scored at levels 3 or 4 in all content areas. Currently there are 14 students who speak Spanish, 1 Haitian Creole, 1 Urdu, and 1 Bangladeshi.

Students performed better in listening and speaking on the NYSESLAT than in reading and writing. Hence the areas of focus are reading and writing. Our NYSAA students all scored at levels 3 or 4 in all content areas. Our standardized students have difficulty with passing standardized content area high school exams, although one standardized ELL passed the RCT in Mathematics and the RCT in Science.

Additional Information

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

During the LAP process we have evaluated our program to determine strengths and weaknesses. Our main areas of concern are materials and available programs. We believe that our students will be able to reach their maximum potential if there is greater collaboration between the ESL teachers and the content area teachers; improved awareness of the secondary curriculum for our ESL teachers; push-in services; training for Alternate Placement Educational Assistants; and ESL support coupled with AIS. However, we still need to cluster the students in Alternate Placement settings by age range and disability into instructional groups in order to facilitate effective ESL services.

We have expanded our Language Allocation Policy Team to include a 2 bilingual content area teachers, a monolingual speech and language teacher, and a bilingual guidance counselor. The addition of these team members has helped us to have a more global understanding of the needs of our ELLs and their parents. In turn, we have infused these needs into our instruction and extracurricular activities.

Additional Information

Large empty rectangular area for providing additional information.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other <u>ESL Teacher</u>		
	Other		
	Other		
	Other		