



[P771K]

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

SCHOOL: (75K771)
ADDRESS: 1075 OCEANVIEW AVE
TELEPHONE: 718-891-3600
FAX: 718-769-0017

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 (SURR)...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: P771K **SCHOOL NAME:** P771K

SCHOOL ADDRESS: 1075 Oceanview Ave, Brooklyn, NY 11235

SCHOOL TELEPHONE: 718-891-3600 ext. 0 **FAX:** 718-769-0017

SCHOOL CONTACT PERSON: Denise D'Anna **EMAIL ADDRESS:** ddanna@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jessica Thompson

PRINCIPAL: Denise D'Anna

UFT CHAPTER LEADER: Jonathan Belkin

PARENTS' ASSOCIATION PRESIDENT: Jennifer Wagner

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Arthur Fusco

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Denise D'Anna	*Principal or Designee	
Jessica Thompson	*UFT Chapter Chairperson or Designee	
Jennifer Wagner	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jonathan Belkin	Member/UFT Chapter Leader	
Annette Beale	Member/Assistant Principal	
Margaret Tropeano	Member/Parent	
Selene Marchard	Member/Parent	
Brenda Brown	Member/Parent	
	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.

School Vision and Mission

The mission of our school is to provide our diverse student population with the skills to develop their maximum potential and functional levels, by acquiring social, emotional, and academic skills. Our program accomplishes these goals by creating a therapeutic and nurturing environment that is physically and emotionally receptive to the needs of our students. We use a cooperative, multi-sensory approach involving age-appropriate, individualized instruction. We believe in shared decision-making that involves harmonious, cooperative, and respectful policies integrating the families and community of our children. Through these structured activities, students will acquire the characteristics associated with good citizenship. In order to achieve our mission, we must:

- . Improve student achievement in all academic areas
- . Provide staff with appropriate and comprehensive professional development
- . Maintain an effective system of positive behavior supports
- . Engage parents as partners in the educational process
- . Monitor school climate and culture
- . Develop positive self-esteem and social growth in the entire school community.

Contextual Information about the School's Community and its Unique/Important Characteristics

P771K is located in six sites across the borough of Brooklyn and serves approximately 400 students with various disabilities. Our students exhibit severe emotional challenges, multiple handicapping conditions, mental retardation and autism spectrum disorder.

Our school employs an interdisciplinary, multicultural approach to all content areas. We provide grade level meetings and staff development on a regular basis. These meetings are a forum for teachers, administrators and supervisors to discuss alternative teaching methods in order to appeal to the various learning styles and cultures of our students.

This year, P771K has instituted many new programs in addition to programs that were successful last year. For standardized assessment students, we are using the P771K units of study and the following

programs. Wilson/Fundations is a phonological/phonemic awareness, phonics and spelling program. Foundations is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure. Achieve3000 is the first web-based, individualized learning program to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. The Renzulli Learning System is an on-line program that matches students' interests and learning styles to many different opportunities designed to provide enriched, challenging learning.

For alternate assessment students, we use the P771K units of study and have the following programs for 6:1:1 students with autism: SMILE (Structured Methods in Language Education) is a multisensory teaching strategy that develops a hierarchy of skills leading from phonology to morphology to syntax. SMILE develops and associates all the skills that must be integrated to understand and use speech and language. Eden is a comprehensive curriculum assessment, teaching protocol and programmatic planning guide for the benefit of children with Autism Spectrum Disorders. This curriculum will be specific to a child's chronological and developmental needs. Treasures is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers. Headsprout is a reading program that uses a phonetic approach to instruction. Using technology as a means of engaging a student, Headsprout cements learning experiences through enrichment activities that can be completed at school or home. Edmark is a reading program that uses a sight word approach to instruction. Students use a variety of activities that include letter and word identification, matching, comprehension and sorting activities that build upon each lesson. For the 12:1:4 population, we use the Lakeshore Program. Lakeshore uses the Student Annual Needs Determination Inventory (SANDI) to measure students' current level of performance related to functional skills and aligns them to the New York State Standards.

In an effort to develop the students' maximum potential and improve student achievement, P771K offers a variety of instructional programs and extracurricular activities.

Standardized Assessment programs include:

- P771K Units of Study
- Achieve 3000
- Renzulli Learning
- Foundations/Wilson Reading Program
- Everyday Math/Impact Math
- A+ Mobile Science Lab (Middle School)
- Debate Team- District 75
- U.n.i.T.y.V
- Emotional Literacy
- Therapeutic Crisis Intervention (TCI)
- Life Space Crisis Intervention (LSCI)
- School-Wide Information System (SWIS)
- Power of Choice-Behavior Management Program

Alternate Assessment programs include:

- P771K Units of Study
- Applied Behavior Analysis (ABA)
- Picture Exchange Communication System (PECS)
- Treatment and Education of Autistic and Related Communication- Handicapped Children (TEACCH)

K 771 D'Anna, Denise

- Structured Methods in Language Education-(SMILE) Highly structured phonetic language literacy program piloted at P329 for two 6:1:1 classes.
- EdMark
- Treasures
- Headsprout
- EDEN Curriculum
- Lakeshore
- Vizzle
- Equals Math Program

Extracurricular Activities

- Cooperative Healthy Active Motivated Positive Students (C.H.A.M.P.S)-opportunity beyond the school day for middle school students for fitness and support.
- Special Olympics
- P771K Basketball Team

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.771K				
District:	75K	DBN #:	75K771	School BEDS Code:	307500013771

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7
	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input checked="" type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		89.4	88.77	88.76 %		
Kindergarten	2	40	4						
Grade 1	14	24	2	Student Stability: % of Enrollment					
Grade 2	11	47	10	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	17	17	14			82.7	55.7%		
Grade 4	17	17	18						
Grade 5	13	16	11	Poverty Rate: % of Enrollment					
Grade 6	13	18	17	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	22	12	16		60.6	57.3	62.3%		
Grade 8	16	18	17						
Grade 9	3	7	3	Students in Temporary Housing: Total Number					
Grade 10	3	2	6	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	6	3	2		3	10	5		
Grade 12	2	6	3						
Ungraded	226	145	251	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	358	379	374		1	0	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		

DEMOGRAPHICS							
Number in Self-Contained Classes	358	379	283				
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	13	20	8
Number all others			91	Superintendent Suspensions	1	5	4
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	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	13	22	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	13	10	37	(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	75	69	81
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	55	58	40
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	141	135	148
	0	0	0				
				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	100	98.7	99%
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	77.5	85.7	89%
Black or African American	46.6	44.1	44.35	Percent more than five years teaching anywhere	58.5	62.3	78%
Hispanic or Latino	13.4	15.6	16.93				
Asian or Native Hawaiian/Other Pacific Isl.	6.4	6.1	6.18	Percent Masters Degree or higher	91	91.0	94%
White	33.5	34.3	44.32	Percent core classes taught by "highly	96.9	89.6	99%
Multi-racial							

DEMOGRAPHICS							
Male	77.1	77.0	79.03	qualified" teachers (NCLB/SED definition)			
Female	22.9	23.0	20.96				

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							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
Hispanic or Latino					
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		
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>					

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	74.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well-developed
School Environment (Comprises 15% of the Overall Score)	14	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	16.3	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	43.7	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	1.6	Quality Statement 5: Monitor and Revise	Proficient
<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?
-

Based on a comprehensive review of all summative and formative data available to the SCEP committee we have found that over the past few years, P771K has made gains in ELA for students in Standardized Instruction Classes. A review of 2010 standardized test data indicates that approximately 57% of all students scored Level 2 or better in English Language Arts. 67% of middle school students in Standardized Instruction Classes are approaching the State Standard (Level 2) in English Language Arts which is an increase of approximately 5% from the previous year.

Performance Trends for ELA

- 46% of Students in Standardized Instruction Classes in grade 3 achieved a performance level of 2 or higher on the NYS ELA exam.
- 46% of Students in Standardized Instruction Classes in grade 4 achieved a performance level of 2 or higher on the NYS ELA exam.
- 36% of Students in Standardized Instruction Classes in grade 5 achieved a performance level of 2 or higher on the NYS ELA exam.
- 67% of Students in Standardized Instruction Classes in grade 6 achieved a performance level of 2 or higher on the NYS ELA exam.
- 100% of Students in Standardized Instruction Classes in grade 7 achieved a performance level of 2 or higher on the NYS ELA exam.
- 53% of Students in Standardized Instruction Classes in grade 8 achieved a performance level of 2 or higher on the NYS ELA exam.
- 96% of students in the Alternate Assessment Classes scored a level 3 and above the ELA section of NYSAA. This is an increase of approximately 11% from the year before.

K 771 D'Anna, Denise

As a result of a comprehensive needs assessment, walkthroughs are conducted by the principal and members of the Cabinet and School Leadership Team, analysis of data by members of the Inquiry Team including the New York State Accountability Status Report (NYSTART) and data available on ARIS and ATS, and assessment of student work and portfolios, the school has identified the following priorities:

- P771K Standardized Instruction Classes are in need of strategies to improve Reading Comprehension Skills as evidenced by the Performance Series Learning Objectives. We are continuing our inquiry team focus and looking at all standardized students and assessing how we can increase their proficiency in English Language Arts.
- P771K Alternate Assessment Classes' focus is to augment our teaching strategies so that the students in our school, who do not have the ability to use speech effectively, will be able to communicate their needs and wants in society. The SMILE program, EDEN, Edmark, Headsprout, and Treasures will be implemented for select 6:1:1 classes and the Lakeshore program will be used for 12:1:4 classes.
- P771K Alternate Assessment teachers and speech therapist are focusing on Picture Exchange Communication System (PECS) this school year to augment speech and language communication skills for students.
- P771K 6:1:1 students will be assessed using the ABLLS assessment, all 8:1:1/12:1:1 MR programs will be assessed using Brigance, and 12:1:4 using the SANDI.
- P771K will expand professional development and move our staff and students forward to support these initiatives. Throughout our school day and in every subject we strive to augment differentiated instruction in our classes.
- P771K's Learning Environment Survey revealed that 49% of parents completed the Parent Survey. 96% of those parents are satisfied with the school's communication between home and school.
- As sited in the 2009-2010 Quality Review the school needs to improve the tools to organize data better so that key trends are more visible and useful in naming strategic adjustments to support student learning.

P771K's Greatest Accomplishments

- 100% of all 12th graders graduating from our school have gone onto College each year since 2002 when we obtained a High School Program.
- P771K received an A on the 2009-2010 School Progress Report. Our greatest area of strength is in School Environment.
- Recipient of grants including Reso-A Grant
- P771K's partnership with Community based organizations including The Mill Basin Lions Club, Brooklyn.
- Cooperative Healthy Active Motivated Positive Students (C.H.A.M.P.S)-opportunity beyond the school day for middle school students for fitness and support.
- Increased students performance scores from Level 1 to Level 2 in ELA and Math as evidenced by the data on the standardized NY State exams.
- As evidence of P771K's 2009-2010 Quality Review the staff engage students and their families effectively in ongoing discussions about student progress and next learning steps to support positive student achievement.

P771K's Barriers

- We are spaced challenged.
 - P225-related service providers share one small office.
 - Because of structural changes including an elevator installment at P225 some of our space is being taken away from our staff
 - I98 & P236-Our students only have access to the gym once a week.
- We are annually faced with a high teacher turn-over rate.
 - Teaching fellow requirements to teach for a minimum of 2 years.
 - Teacher relocation
 - Child Care Leave
 - Career changes
- Parent involvement continues to be an on-going dilemma.
 - Parents come from neighborhoods throughout Brooklyn which is a traveling hardship for many of them.

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.

SMART Goal #1

By June 2011, there will be an increase in student achievement in reading comprehension, (Standardized Assessment Programs in grades 3-8) as evidenced by a 5% increase in percentile scores on the Performance Series (Scantron).

SMART Goal #2

By June 2011, to increase individualized multi-sensory instruction in 6:1:1 Alternate Assessment Programs, as evidenced by a 5% increase over the baseline, in communication skills, on Assessment of Basic Language and Learning Skills Inventory (ABLIS) .

SMART Goal #3

By June 2011, student's current level of performance for an individualized skill in 12:1:4 Alternate Assessment Programs, will increase by 5% as evidenced by the Student Annual Determination Inventory (SANDI).

SMART Goal #4

By June 2011, there will be a decrease in inappropriate student behaviors through increased students' social skills, as evidenced by a 5% decrease in level 4 and 5 incidents on the Online Occurrence Reporting System (OORS).

SMART Goal #5

By June 2011, there will be a 5% increase in the number of students transitioning to less restrictive environments (including a reduction of IEP 1:1 paraprofessionals) as evidenced by changes in IEP program/supports.

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): English Language Arts- Standardized Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be an increase in student achievement in reading comprehension, (Standardized Assessment Programs in grades 3-8) as evidenced by a 5% increase in percentile scores on the Performance Series (Scantron).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Inquiry Team will target all standardized students and develop individualized reading comprehension strategies to be implemented during instruction ➤ Individualized plans will be used by all teachers in all content areas ➤ Teachers/Paraprofessionals will track student progress by using charts provided by Performance Series and develop next steps with students while conferring ➤ Teachers/Paraprofessionals will receive professional development in implementing the student objectives not met in Performance Series, Achieve 3000 and Renzulli. ➤ Professional development will be provided to assist teachers in differentiating instruction for small groups based on the students’ needs ➤ Common planning periods will be used to develop action plans and discuss strategies for students ➤ Academic Intervention Services will be provided for standardized students including Foundations/Wilson Reading Program and Achieve 3000. ➤ IEP goals will be created in SMART goal form be and implemented based on students’ needs ➤ Portfolio checklists will be used to gather students’ exemplary work and track progress ➤ Parent workshops will be provided for families to assist with reading comprehension in the home.(home-school connections) ➤ Assistant Principal will be responsible for monitoring Academic Intervention Services and collecting data ➤ Data Specialist will be responsible for the collection of data and looking for trends

	<p>across populations.</p> <ul style="list-style-type: none"> ➤ Teachers will use the Renzulli program to differentiate lessons based on student's individual learning styles. <p>Target Population:</p> <ul style="list-style-type: none"> ➤ Standardized Students in grades 3-8 <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All ➤ 	
<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"> ➤ Tax Levy instructional monies to purchase the Achieve 3000 program (\$12, 875) ➤ NYSTL monies will be used to purchase textbooks and library books (\$11,115) ➤ NYSTL monies to purchase computer software for Renzulli (\$3,759) ➤ Cost of per session rate for workshop presenters (\$41.00 X 100 hours = \$4,100) ➤ Cost of training rate after school hours (\$20.00 x 500 = \$10,000) ➤ Tax Levy instructional money to hire consultants from Renzulli and Achieve 3000. ➤ Tax Levy Children's first inquiry for per session for teachers (\$5,457) ➤ Tax Levy Children's first inquiry for per session for supervisors (\$1,055) ➤ Tax Levy Children's first inquiry for per session for principal (\$702) ➤ Tax Levy Data Specialist (\$2,518) 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Timeline:</p> <ul style="list-style-type: none"> ➤ September/October-baseline ➤ January-50% increase ➤ May-100% increase ➤ Monthly celebrations of student work and achievement will be implemented to encourage students ➤ Students will be assessed three times a school year in the Performance Series (October, January, May) 	

Subject/Area (where relevant): English Language Arts-
Alternate Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, to increase individualized multi-sensory instruction in 6:1:1 Alternate Assessment Programs, as evidenced by a 5% increase over the baseline, in communication skills, on Assessment of Basic Language and Learning Skills Inventory (ABLLS) .</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Goals and objectives as outlined ABLLS will be implemented ➤ Teachers will receive professional development on how to use data from ABLLS to effectively individualize instruction based on students’ needs ➤ Professional Development focusing on reading and the academic needs of students with autism ➤ Teachers will receive professional development in how to effectively use the SMILE program for students who do not speak, read, or write and implement the five core instructional strategies: <ul style="list-style-type: none"> • attention and imitation tasks • noun vocabulary • additional vocabulary including verbs, adjectives, and adverbs • simple sentences • short stories ➤ Inquiry Team will target all 6:1:1 students and track operant G from ABLLS over a 3 year period. ➤ Common planning periods will be used for teachers and paraprofessionals to discuss student progress and establish next steps for individual students ➤ Teachers/Paraprofessionals will continue training and visitations on the SMILE program ➤ Lesson plans will demonstrate individualized instruction based on students’ needs ➤ Assistant principal will be responsible for monitoring the SMILE program ➤ Data Specialist will be responsible for the collection of data and looking for trends across the population. <p>Target Population:</p> <ul style="list-style-type: none"> ➤ Autistic Students <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All ➤

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Tax Levy instructional monies to purchases supplies required for the ABLLS program(\$2,500) ➤ Tax Levy instructional monies to purchase additional SMILE kits (\$1,421) ➤ Tax Levy instructional monies to purchase the Headsprout program and professional development training (\$2,520) ➤ Tax Levy instructional monies to purchase the EDEN curriculum and professional development training to pilot in 2 classes (\$1,902) ➤ Tax Levy instructional monies to purchase Edmark Reading program (\$2,607) ➤ Tax Levy Children’s first inquiry for per session for teachers (\$5,457) ➤ Tax Levy Children’s first inquiry for per session for supervisors (\$1,055) ➤ Tax Levy Children’s first inquiry for per session for principal (\$702) ➤ Tax Levy Data Specialist (\$2,518)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Timeline:</p> <ul style="list-style-type: none"> ➤ September/October-baseline ➤ January- 2.5% increase in acquired skills ➤ May- 2.5% increase in acquired skills ➤ Monthly celebrations of student work and achievement will be implemented to encourage students ➤ Students will be assessed three times a school year in the ABLLS (September, January, May)

Subject/Area (where relevant): 12:1:4 ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, student’s current level of performance for an individualized skill in 12:1:4 Alternate Assessment Programs, will increase by 5% as evidenced by the Student Annual Determination Inventory (SANDI).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Administrators attend overview of (Lakeshore/S.A.N.D.I.) program offered by D75 to be used with 12:1:4 Alternate Assessment students ➤ Administrators select teacher participants for pilot program training ➤ Participating teachers and administrators attend four days of training on Lakeshore Assessment ➤ Staff will be trained in the pilot program ➤ Teachers administer S.A.N.D.I pre assessment to all 12:1:4 students at 329 ➤ Teachers use pre- assessments information/data to craft I.E.P. goals ➤ Teachers develop lessons that follow aligned curriculum (AGLI’s) to improve individualized skills <p>➤ Teachers meet to discuss/share while processing and mastering new material – during faculty conferences, learning community meetings and common planning times</p> <p>and on ARIS community</p> <ul style="list-style-type: none"> ➤ D75 Network meetings to review and analyze data in order to determine next steps ➤ Teachers work with Administrators & D. 75 coaches on site while implementing Lakeshore pilot program ➤ Teachers will use the Common Core Standards in Math to align it with the AGLIs and IEP goals. ➤ Teachers will input their data onto a network server where all providers can view and make updates <p>Target Population:</p> <ul style="list-style-type: none"> ➤ 12:1:4 students with multiple disabilities <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Tax Levy instructional monies for supplies and materials ➤ Cost of per session rate for workshop presenters (\$41.00 X 100 hours = \$4,100) ➤ Cost of training rate after school hours (\$20.00 x 500 = \$10,000) ➤ Tax Levy Children's first inquiry for per session for teachers (\$5,457) ➤ Tax Levy Children's first inquiry for per session for supervisors (\$1,055) ➤ Tax Levy Children's first inquiry for per session for principal (\$702) ➤ Tax Levy Data Specialist (\$2,518)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Timeline:</p> <ul style="list-style-type: none"> ➤ October-baseline ➤ February-2.5% increase ➤ May-2.5% increase

Subject/Area (where relevant): Behavior

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a decrease in inappropriate student behaviors through increased students’ social skills, as evidenced by a 5% decrease in level 4 and 5 incidents on the Online Occurrence Reporting System (OORS).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Activities:</p> <ul style="list-style-type: none"> ➤ Clinical support and intervention ➤ Classroom-based meetings between teachers and clinicians ➤ All staff is trained and uses “Power of Choice” model to build community in their classroom ➤ School store is set up based on the “Power of Choice” model where students are rewarded for positive behaviors ➤ All staff in ED programs will be trained in Emotional Literacy by district staff ➤ All Emotionally Disturbed students will have a behavioral intervention plan based on the results of an FBA, including a description of the problem behavior, global and specific hypotheses as to why the problem occurred and intervention strategies <ul style="list-style-type: none"> ○ Each plan will have a baseline measure of the problem behavior ○ Intervention strategies to include triggers and antecedent events ○ Schedule to measure effectiveness of the plan ➤ Monthly meeting with Assistant Principals, crisis intervention teachers and school counselors to review all SWIS/OORS data ➤ Monthly meetings by the clinical staff to address P771K’s Consolidated Plan. <p>Target Population:</p> <ul style="list-style-type: none"> ➤ Students with severe emotional disturbances <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All <p>Timeline:</p> <ul style="list-style-type: none"> ➤ September- tally of the number of incidents per student noted by SWIS and/or OORS for the 2009-2010 school year ➤ January-decrease by 2.5% the number of incidents in SWIS/OORS ➤ June-decrease by 2.5% the number of incidents in SWIS/OORS ➤ All Staff ➤ All Assistant Principals

	<p>Time Line:</p> <ul style="list-style-type: none"> ➤ 2010-2011 School Year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Tax Levy instructional monies for “Power of Choice” school store items (\$2,500) to promote positive behaviors ➤ Tax Levy instructional monies for SWIS (\$250) ➤ Positives Incentives (trips, participation in sports events) ➤ Tax Levy instructional monies for Emotional Literacy training (\$2,100)
<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"> ➤ SWIS Monthly report ➤ OORS Reports ➤ “Power of Choice” levels (1-4) ➤ Monthly review of the data will take place by the appropriate staff and reported to the principal and her administrative staff Decrease by 5% the number of Level 4 and Level 5 infractions

Subject/Area (where relevant): Related Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in the number of students transitioning to less restrictive environments (including a reduction of IEP 1:1 paraprofessionals) as evidenced by changes in IEP program/supports.</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>Activities:</p> <ul style="list-style-type: none"> ➤ Coordinate a committee at each site including teacher(s), counselors, administrator, and related service providers ➤ Form a rubric to set the perimeters and clear expectations for LRE considerations and present to students ➤ Design a student data report that clearly delineates students’ progress over a two-year span (longitudinal study) ➤ Professional development workshops on writing a quality SMART goals for students’ IEPs ➤ Provide appropriate transition support for students placed in mainstreamed and/or inclusion programs ➤ Continue to support and expand current collaboration opportunities with the general education population <p>Target Population:</p> <ul style="list-style-type: none"> ➤ All students <p>Responsible Staff:</p> <ul style="list-style-type: none"> ➤ All <p>Timeline:</p> <ul style="list-style-type: none"> ➤ September/October-baseline of current mandates from students’ IEPs ➤ January-2.5% increase in number of students transitioning to LRE and/or reduction of services. ➤ May-2.5% increase in the number of students transitioning to LRE and/or reduction of services.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ➤ Incentive awards (Tax Levy = \$750) ➤ Tax Levy instructional monies for therapists (\$2,800) ➤
<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"> ➤ ELA / Math performance levels ➤ Report Cards ➤ IEP goals ➤ Power of Choice growth chart ➤ SWIS / OORS reports ➤ Student Data Assessment Profile ➤ Performance Series results ➤ Teachers' logs and anecdotal reports <p>The above data will be reviewed in October, January and in May to assess student status for LRE</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)

K 771

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	3	3	N/A	N/A	2	0	0	0
1	8	8	N/A	N/A	4	1	0	0
2	3	3	N/A	N/A	8	0	0	0
3	11	11	N/A	N/A	21	0	0	0
4	6	3	0	0	15	0	0	0
5	10	7	2	0	14	0	0	0
6	12	13	6	7	0	0	10	0
7	11	8	3	9	0	2	10	0
8	6	6	3	9	0	11	0	0
9	4	4	4	4	0	0	0	0
10	4	4	4	4	0	1	0	0
11	6	6	6	6	0	2	0	0
12	1	1	1	1	0	1	0	0

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

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

K 771

- 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

<i>Name of Academic Intervention Services (AIS)</i>	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:	P771K students receive AIS services in ELA using the following programs: Wilson/Fundations- highly structured remedial program that teaches the structure of language to students who may require multisensory instruction, Renzulli Learning- online program that enables students to test for their individual learning style and teachers to obtain lesson plans based on individual student need, Achieve 3000-web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests-, SMiLE-multi-sensory program, and Treasures-reading and language arts program that provides explicit instruction and practice to ensure students' growth. These services are delivered in a one to one tutoring setting during the school day.
Mathematics:	P771K students receive AIS services in Math using the following programs: Everyday and Impact Math games. These services are delivered in a one to one tutoring setting during the school day.
Science:	P771K students receive AIS services in Science using ELA strategies through Science content. Games, videos, and activities are included. These services are delivered in a one to one tutoring setting during the school day.
Social Studies:	P771K students receive AIS services in Social Studies using ELA strategies through Social Studies content. Games, videos, and picture books are included. These services are delivered in a one to one tutoring setting during the school day.
At-risk Services Provided by the Guidance Counselor:	P771K students receive AIS services provided by the guidance counselor, the school psychological, and social worker during the school day. These services are delivered in a one to one setting to support students' social emotional learning.

K 771

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

Form TIII – A (1) (a)

Grade Level(s) K-5 **Number of Students to be Served:** 24 LEP: 24 Non-LEP: None

Number of Teachers 2 **Other Staff (Specify)** 6 Paraprofessionals; 1 Administrator; 1 QSAC consultant

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Title III, Part A LEP Program P771K has 6 sites located in different sections of Brooklyn. In 2010-2011 school year, the school population consisted of 367 students from culturally diverse backgrounds; approximately 44% of the students are Black; 32% are White, 17% are Hispanic and 6% are Asian/Pacific Islander. ELLs make up about 15.5% of the current student population.

During the school hours our Freestanding ESL program serves a total of 57 LEP/ELLs. This total number includes 20 students whose IEPs indicate ESL Only, 18 students in Alternate Bilingual Placement, and 19 x-coded students. Standardized Assessment ELLs consist of 4 Middle School students and the rest of ELLs are in Alternative Assessment with 33 students in Elementary grades and 5 students in Middle School grades with 16 students in 12:1:4 ratio, 8 student in 12:1:1, 8 students in

6:1:1, and 5 students in 8:1:1 ratios. English language proficiency level of 43 students is in their Beginning level, 10 students are in the Intermediate level, and 3 students in the Advanced level.

There are 2 students in kindergarten, 9 students in the first grade, 11 students in the second grade, 8 students in the third grade, 9 students in the fourth grade, 8 student in the fifth grade, 4 student in the sixth grade, 3 students in the seventh grade, and 3 students in the eighth grade. The number of students within each language group and the grade level is as follows: 16 Spanish speaking students with 1 student in kindergarten, 3 in the first grade, 5 in the second grade, 2 in the third grade, 1 in the fourth grade, 2 in the fifth grade, 1 in the sixth grade, and 1 in the seventh grade; 15 Chinese speaking ELLs with 3 students in the first grade, 3 students in the second grade, 1 student in the third grade, 2 students in the fourth grade, 4 students in the fifth grade, and 2 student in the sixth grade; 7 Russian speaking ELLs with 3 students in the third grade, 1 student in the fourth grade, and 3 students in the eighth grade; 4 Urdu speaking ELLs with 1 student in the second grade and 3 students in the fourth grade; 4 Arabic speaking ELLs with 1 student in the second grade, 1 student in the sixth grade, 1 student in the third grade, 2 Bengali speaking ELLs with 1 student in the first grade and 1 students in the second grade; 4 Haitian-Creole speaking ELLs with 1 student in kindergarten, 1 student in the fourth grade, and 2 students in the seventh grade, a as well as 1 Italian speaking second grade student, 1 Turkmen speaking first grade student, 1 Ukrainian speaking fifth grade student, and 1 Malayalam speaking fifth grade student.

P771K Saturday Symposiums funded under Title III, Part A, of NCLB will serve a total of 24 LEP/ELL students and their parents during the 2010-2011 school year. It will be implemented to support language development, high academic achievement in math, science, literacy and technology while meeting State academic achievement standards: Standard 1: Students will listen, speak, read and write in English for information and understanding; Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction. English and the student's native language will be used for instruction. Technology will be integrated into the instructional program to help LEP students attain English proficiency. We will provide Chinese, Russian, Arabic, and Spanish translators to translate workshop information to the parents. In addition, we will provide parents with letters in other languages obtained from the DOE website.

Our Saturday Symposiums will occur on Saturdays from 8:00 AM to 1:00 PM for 6 weeks throughout the 2010-2011 school year. There will be 6 tutorial sessions on January 29, February 5, February 12, March 12, March 19, and April 2 for 240 minutes each. The parents will accompany their children to the school site P329 by 9:00 AM and leave by 1:00 PM. Parents and students will be provided with Metro Cards for transportation. Parents are invited and strongly encouraged to participate in our Saturday Symposiums where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes.

24 ELL students will be participating in our Title III Saturday Academy sessions. They will be grouped according to their grade level (K-5), English proficiency, and IEP mandated service as: 12:1:1 and 12:1:4. These two ESL teachers will provide

services to two groups (K-5). English language proficiency level of 1 student participating in our Title III program is in the Advanced level, 3 students are in the Intermediate level, and the rest of ELLs are in their Beginning level. Teachers providing the services are fully certified bilingual ESL and Special Education teachers. In addition, 6 bilingual paraprofessionals will be available for direct services in students' native languages.

ESL teachers and bilingual paraprofessionals will work together to provide students with tutorial services. It will involve parents and staff working together for the good of the children creating a model environment where students achieve. All ELL students placed in this program will receive instruction through a Sheltered English approach. The differentiated instruction, adapted materials with Mayer-Johnson symbols, and use of augmentative communication devices will be aligned with students' IEP goals.

Each of the six Saturday sessions will have AWARD Reading units for ELLs based on current scientific evidence-based literacy research and best practices pertaining to the students ethnic background needs, such as cultural awareness and native language support. Through the AWARD software program our ESL teachers will integrate technology into shared learning experiences and small group and independent literacy learning tasks. We will also focus on students' families, languages spoken at home, the use of native language books with adaptations, and other native language/ bilingual materials and resources, such as Fonolibros, EDL Leveled Libraries and Pequenita Celebraciones. The use of bilingual software and multimedia equipment will enhance and support the development of their native language skills. NLA literacy activities will be extended throughout the curriculum and subject areas. There will be a QSAC consultant working with parents to assist their child with hands on activities related to their disabilities.

The instructional approaches that will be used in our Title III program are strongly supported by research. Stephen Krashen (1982) recommends that the focus of language teaching should be communication, not the rule learning, placing him in agreement with many second language acquisition and foreign language teaching experts (cf. Celce-Marcia, 1991; Oller, 1993). "An environment must be created where, first, a child feels comfortable and second, stimulates the child's learning style" (Fernandes, 1997). Based on research, our program will focus on communication creating a low-anxiety environment. There will be a need to recruit guest speakers. Individuals with disabilities who have made contributions to society and the lives of others from ethnically diverse backgrounds will be invited to be guest speakers. Children need to see that people like themselves have a future of opportunities and success.

The students' ethnic background needs will be incorporated into the curriculum and lessons during the school day on a daily basis. Topics will be aligned with the units of study for the students at P771K. Each Saturday session will be planned to supplement the themes being studied during the school day. The use of technology will be incorporated to give the students additional instructional support. Multisensory and multicultural ESL materials will be infused throughout all aspects of instruction during the school day and Saturday sessions. The classroom library will also be used to give the students a variety of

books of all levels that reflect the background, needs, and strength and languages of ELLs. The curriculum presented during the school day will be reinforced at the Title III Saturday program.

To ensure that student academic success becomes a reality we will put more emphasis on integrating technology. It will benefit teachers, students and their parents. Parents will be invited and strongly encouraged to collaborate with teachers and paraprofessionals to engage their children in computer activities such as writing narratives, conducting small-scale research projects, and publishing newsletters. When home, they will engage their children and connect their technology skills to the educational outcomes, in addition to reading books, telling stories, and taking their children to museums. During our Saturday Symposiums parents will be taught how to access valuable educational resources in 13 different languages, how to use technological tools and software, and how to meet the challenges of NYSESLAT.

Educational instruction will be planned for ELL students taking into consideration their special learning disabilities, and/or physical impairments. Technology enhancements are especially useful for this category of students. Through technology the students will be able to learn in a rich linguistic environment and find opportunities to interact with multicultural world, extend their language skills, construct meaning and learn in a variety ways when it's hands-on, challenging, multisensory, thematic and connected to students' cultures and native languages.

According to Dr. Howard Gardener, and his Multiple Intelligences research, individuals have different strengths and weaknesses. Research has proven that students benefit most when material is presented in a variety of ways. The resources of technology and new media such as: augmentative communication and recording devices, audio and visual equipment, smart boards, projection screens and computer programs used in our program will be rich enough to meet our students' individual learning styles and intelligences in a variety ways.

All the activities and skills attained during our Saturday sessions will enrich and reinforce instruction provided during the day.

The teacher will provide support and assistance to ELLs, so that they will practice their next level of language development and, thus, progress in learning and development. This approach is supported by Russian psychologist Lev Vygotsky, who introduced a useful concept of the zone of proximal development (1962). Vygotsky's ideas and the scaffolding methodologies are applied in our content area subjects as well. A thorough research-based understanding of technology integration to support and extend LEP students' learning experiences is a necessity. Over the years, research has highlighted many benefits of using instructional technology with LEP students. Competent use of computers prevents LEP learners from "academic and social marginalization" (Murray & Kouritzin, 1997, p.187). It allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or even their own identity (Hoven, 1992). To many students, technology is motivational and nonjudgmental. It gives them prompt feedback, individualizes their learning, and tailors the instructional sequence. Technology can meet specific student needs, increase their autonomy,

allow for more responsibility, promote equal opportunities in an early nonsexist environment, encourage student cooperation with peers, and encourage them to make decisions (Burgess & Trinidad, 1997). The research indicates that instruction is effective when it is hands-on, challenging, multisensory, and provides multiple, challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English. Engaged learning classrooms offer LEP students opportunities to construct meaning and learn in a variety of ways, not just from the teacher or the textbook. They have their peers to learn from and to explore educational activities together. The more opportunities they have, the richer their experience.

ELLs will be evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of students. Assessment will be sensitive to the particular needs of ELLs. Assessment will be ongoing, performance-based, and generative. It will be used to assess students' progress through all four modes of communication: speaking, listening, reading, and writing. Assessment will provide an integrated account of all that ELLs are learning, both in language and in academic content areas. Assessment techniques will include a pre and post teacher-made test adapted to the students needs. Such assessment devices used during the continuum will be the development of rubrics to assess student work. Teachers will use student work that is consistent to the Title III instructional program as an on-going assessment technique. The scores on a student's Brigance Assessment of Basic Language and Learning Skills will also be another form to determine the impact of the Title III program.

Methods of instruction to deliver lessons will include Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches will be incorporated to give students in alternate assessment programs additional support.

The academic success of LEP students is a responsibility shared by all educators, the family, and the community. Language minority students and ELLs in particular, are considerably more likely to succeed when their parents participate in their education by helping with homework, attending school events, conferring with teachers, serving as volunteers, or participating in school governance (Berm & Muez, 1996; Tse, 1996). Likewise, when communities become active participants, they assist ELLs in overcoming multiple academic challenges.

Professional Development Program P771K school's professional development program for teachers and paraprofessionals participating in Title III program will be utilized to significantly increase the ability of the staff to provide instruction targeted to the deficit skills of each ELL student using differentiated instruction. ESL teachers and paraprofessionals will be provided with six book study professional development sessions for 1 hour from 8:00 AM-9:00 AM on January 29, February 5, February 12, March 12, March 19, and April 2.

They will be using the book Scaffolding Language, Scaffolding Learning by Pauline Gibbons. The ESL teachers will each present a section of the book (4 sections). It will include topics pertaining to the Title III Saturday sessions, such as Instruction, Strategies and Materials for Teachers with Alternate Placement Students Instruction; NYS ESL Standards, Balanced Literacy in ESL classes; The Use of Technology in ESL Education; and The Adaptation of ESL Materials for the education of ELLs with severe disabilities. Literature and materials will be provided for all attendees. Multimedia presentations and interactive activities will be presented during the workshop. Target audience will be the ESL teachers and paraprofessionals of P771K.

Our PD Team including Principal, Assistant Principals and ESL/Bilingual Teachers will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in math, technology and literacy using ESL methodologies. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development activities will be used to support ELLs with English and native language development, high academic achievement in literacy, math, science and technology. It will serve to be a venue for addressing Limited English Proficient (LEP) students' needs to reach the NCLB goal of academic proficiency, specifically where many students are not proficient in the English language and need additional support to achieve at high level. Having high-quality teachers and involved parents are two key factors that will help these students achieve proficiency.

Description of Parent and Community Participation P771K school is an essential part of the community to many of the students and their families. All parent activities under Title III program will be offered through our Saturday Symposiums. To familiarize parents with the program, schedule and instructional goals, an informational letter will be sent out to each student's parent. All informational materials will be translated into community languages. A series of phone calls were established once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations; to disseminate information and obtain parent input. Title III funds will be used for translation services, materials, supplies, postage, transportation, and refreshments for the parents.

Throughout six Saturday sessions, two ESL teachers will provide 2-hour Home-School Connection Workshops for the parents from 9:00am to 11:00am. The parents will be introduced to the "Activate Early Learning" program through series of books from Rigby. During these sessions, our ESL teachers will present the books and give the parents ideas on how they could support their child's learning while doing everyday activities such as shopping and cooking. At end of each session the parents will be provided with the books and lesson plans to use at home. The lesson plans will include activities, strategies, and step-by-step instructions for the parents to help their children practice the skills at home.

From 11:00am to 1:00pm, we will be inviting guest speakers to answer parents' questions and assist them in understanding their rights and special education laws.

These workshops will build a positive relationship between parents and school. Developing partnerships will encourage families to be involved in child's education, extending the learning beyond the classroom. Children will be better prepared for learning to read when their family has drawn their attention to sounds and letters. It will encourage talking which builds oral vocabulary – another predictor of success.

Letters in the native language and phone calls will be made to each home with information regarding Title III program schedule and instructional goals. It will include ABA, TBE, Strategies and Materials for Alternate Placement Students; NYS ESL Standards; The Teaching of ESL through Content Areas; Alternate Assessment Methods for ELLs; The Use of Technology in ESL Education; and The Adaptation of ESL Materials for the education of ELLs with severe disabilities, the Annual Review and IEP process, NYSAA, NYSESLAT testing and ELA (home to school). Translation funds will be used for the purpose of transcribing written materials and providing oral translation. The Parent Coordinator will make written materials available in various languages. During these meetings parents will be able to familiarize themselves with educational technology, so that they can engage and connect their technology skills to their children's educational outcomes. Parents will be invited and strongly encouraged to participate in our Saturday Symposiums where they will have an access to the valuable educational resources in different languages, technological tools and software. There will be guest speakers at the Saturday Symposiums including a consultant from QSAC. Through our school web portal parents will have an access to the valuable resources for the parents such as, informational brochures in 13 different languages about NYSESLAT and how it measures the progress of English language learners. From this brochure, parents will also learn what they can do to help their students meet the challenges of NYSESLAT.

P771K

Form TIII – A (1) (b)

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

This entire section must be completed for each budget submitted.

SECTION XVII

BUDGET NARRATIVE

School District 75

For Title III

BEDS Code 307500013771

Program of Services	Budget Category	Budgeted Amount	Explanation of Expenditures
	<i>Professional Salaries</i>		
Instructional Program	1 Supervisor	$\$52.21 \times 30 = \$1,566.30$	1 Supervisor for 5 hours per Saturday for 6 weeks for six 4 hour Saturday Symposiums and six 1 hour professional development sessions.
	2 Teachers	$\$49.89 \times 60 = \$2,993.40$	2 Teachers for 5 hours per Saturday for 6 weeks for six 4 hour Saturday Symposiums and six 1 hour professional development sessions.
	6 Paras	$\$28.98 \times 180 = \$5,216.40$	6 Paras for 5 hours per Saturday for 6 weeks for six 4 hour Saturday Symposiums and four 1 hour professional development sessions.
	Subtotal:	\$9,776.10	

	<i>Purchased Services</i>		
Professional Development for Parents	1 Consultant	\$ 175 x 2 = \$350.00	1 Consultant for 2 Saturdays for 1, 5 hours each.
	Metro cards For Parents	\$4.50 x 144 = \$648.00	Round trip Metro cards
	Subtotal:	\$ 998.00	
	10774.10		
	<i>Supplies and Materials</i>		
	Supplies and materials	\$ 3,725.90	Award Reading Program (1)@\$2,300.00 Rigby Thematic Concept Books (16 packs)@\$34.00=\$544.00 Lexmark C534n ink black (1)@\$86.96 Lexmark C534n ink color (1)@\$111.20 Kingston Data Traveler (2)@\$113.06=226.12 2-pocket Folders (41)@\$1.25ea.=\$51.25 Composition Books (23)@\$2.89ea.=\$66.47 Binders (10)@7.88ea.=\$78.80 Easel (1)@\$78.26 Easel Pads (1)@\$57.41

			3-Hole Punch (1)@\$11.85=\$11.85 Xerox Paper (1 case)@\$30.50 Stapler (1)@\$21.54 Pencil Sharpener (1)@13.15 Glue sticks (1 pk) @ \$8.62 Dry Erase White Board (2)@\$14.92ea.= \$29.84 Dry Erasers (5)@\$1.15ea.=\$5.75 Index cards (1)@\$4.18
	<i>Purchased Services</i>		
	Refreshments	\$ 500.00	Refreshments for 6 Saturdays
	Subtotal:	\$ 4,225.90	
TOTAL		\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Each parent meets with the school staff when their child is placed in our school. An intake form is completed where the student's home language is noted. The appropriate language service for students is determined at CSEs/SBST level based on the HLIS responses and follow-up interviews with the parents in their native language. The P771K Parent Coordinator provides the parents with materials translated into their home language. During school orientation meetings, parents have an opportunity to ask questions with assistance from an oral interpreter, if necessary.

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 parent coordinator keeps a record of all students that are in need of translation and interpretation. We have about 35 parents who speak 6 different languages as Spanish, Chinese, Russian, Urdu and Arabic who need written translation and oral interpretation. Translation funds are used for the purpose of transcribing written materials and providing 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.

Our school uses the Translation and Interpretation Unit resources in translating parent notifications and providing over-the phone interpretation services to parents that speak a language other than English. The unit offers translation services in all necessary languages

other than English spoken by our parents, such as Spanish, Chinese, Russian, Urdu, and Arabic. In addition, written translations in Spanish, Russian, Chinese, Arabic, and Urdu are provided by in-house school staff. The parent coordinator forwards requests for written translation in other languages to the Office of Translation services. Outside vendors are contacted in the event that the translation request cannot be accommodated by this office.

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 translations in Spanish, Russian, Chinese, Arabic and Urdu are conducted through our staff members. The Office of Translation is called and translation is done via telephone in the event that in-house staff cannot accommodate.

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>.

Notices are posted throughout the school building that advise parents regarding their right to request translation services. Letters are backpacked with students at the beginning of school year and before Parent-Teacher Conferences, advising parents as to this right. All letters are delivered to the students and families in their home language. All translated surveys, informational documents, and notifications to parents are obtained through DOE website in all necessary languages.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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						
----------	-------	--	--	--	--	--	--

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **5**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D75 students are eligible to attend any programs run through the STH units at the ISC.**

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

This appendix will not be required for 2010-2011.

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

N/A

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. K771						
District:	75	DBN:	75K771	School		307500013771	

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7	v	11	v	
	K	v	4	v	8	v	12	v	
	1	v	5	v	9	v	Ungraded	v	
	2	v	6	v	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	40	6	3				
Grade 1	24	5	9	Student Stability - % of Enrollment:			
Grade 2	47	9	5	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	24	13	12			82.7	89.6
Grade 4	17	18	13				
Grade 5	16	13	21	Poverty Rate - % of Enrollment:			
Grade 6	18	20	22	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	12	16	17		60.6	0.0	NA
Grade 8	18	16	16				
Grade 9	7	3	4	Students in Temporary Housing - Total Number:			
Grade 10	2	7	5	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	3	1	6		3	10	7
Grade 12	6	4	1				
Ungraded	145	243	232	Recent Immigrants - Total Number:			
Total	379	374	366	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	379	374	0	Principal Suspensions	13	20	8
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	5	4
Number all others	0	0	366				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	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	80	77	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	102	104	0
# receiving ESL services only	10	34	TBD				
# ELLs with IEPs	1	52	TBD	Number of Educational Paraprofessionals	46	55	0

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	98.7	0.0
				% more than 2 years teaching in this school	77.5	85.7	0.0
				% more than 5 years teaching anywhere	58.8	62.3	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	91.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	96.9	89.6	0.0
Black or African American	44.1	44.4	46.2				
Hispanic or Latino	15.6	17.1	18.6				
Asian or Native Hawaiian/Other Pacific	6.1	6.1	6.3				
White	34.3	32.4	29.0				
Male	77.0	78.9	76.8				
Female	23.0	21.1	23.2				

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,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	74.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment: <i>(Comprises 15% of the</i>	14	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	15.3	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	43.7	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit:	1.5	Quality Statement 5: Monitor and Revise	P

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 4	District 75	School Number 771	School Name P771K
Principal Denise D'Anna		Assistant Principal Annette Beale	
Coach Jessica Thompson		Coach	
Teacher/Subject Area Gouzalia Olson/ESL		Guidance Counselor	
Teacher/Subject Area Marina Acumen/ESL		Parent Chaifoon Ng	
Teacher/Subject Area		Parent Coordinator Denise Ramos	
Related Service Provider Luisa Bykova		Other	
Network Leader Arthur Fusco		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	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	367	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	15.53%
------------------------------------	------------	----------------------	-----------	---	---------------

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.

The following procedures for the identification and placement of new ELLs are used for all new entrants at P771K: LAB-R is administered to new entrants to determine eligibility for ESL services, following the administration of the HLIS at CSE level. However, if it has not been completed at CSE, our school site coordinators Polina Telerman (ESL Certified Bilingual Russian), Maryann Knox, Margaret McCaffrey, and Ayleen Rooney administer the HLIS and an informal interview in English and the Native Language. A student is considered to have a home language other than English when one question (Part 1: Questions 1-4) indicates that the student uses a language other than English. Also, two questions (Part 1: Questions 5-8) indicate that the student uses a language other than English. LAB-R eligible students are tested by our two fully certified Bilingual Russian ESL teachers Gouzalia Olson and Marina Acumen within the first ten days of initial enrollment. Service eligibility is determined by cut scores on LAB-R. Spanish speaking students, who do not pass the LAB-R, are administered the Spanish LAB in order to determine language dominance. In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by fully certified Bilingual Russian ESL teachers Gouzalia Olson and Marina Acumen to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

100% of our school population is special education including students with emotional disturbances, autism, mental retardation, and multiple disabilities. Decisions on program choices (Transitional Bilingual Education (TBE), Dual Language, Freestanding ESL) are made during the Educational Planning Conferences at the CSE level in conjunction with the parents of ELLs. Currently, P771K school offers a Freestanding ESL program only. Twice a year (in Fall and Spring), we invite parents of our ELL students to participate in ELL parent orientation meetings administered by P771K Parent Coordinator Denise Ramos. At the end of each orientation, parents also receive materials about ELL programs in their home language, and have an opportunity ask questions about ELL services with assistance from a translator if necessary. At the Fall parent orientation meetings, parents are also informed about the Title III Saturday Symposiums that support ELL parents with on-going information in their home language and training on different aspects of their children's education, including the Annual Review and IEP process, NYSAA, and NYSESLAT testing. Parents are invited and strongly encouraged to participate in our Saturday Symposiums where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes.

The P771K Parent Coordinator Denise Ramos is available at these meetings to address concerns and offer information to parents about school activities such as the PTA membership, participation and school events. The Parent Coordinator provides written materials on bilingual, ESL programs, and Title III services, available in various languages. Translation funds are used for the purpose of transcribing written materials and providing oral interpretation.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	8	12	8	9	8	4	3	3					57
Total	2	8	12	8	9	8	4	3	3	0	0	0	0	57

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	57
SIFE	3	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
ESL	<input type="text"/> 54	<input type="text"/> 3	<input type="text"/> 54	<input type="text"/> 3	<input type="text"/> 0	<input type="text"/> 3	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 57
Total	<input type="text"/> 54	<input type="text"/> 3	<input type="text"/> 54	<input type="text"/> 3	<input type="text"/> 0	<input type="text"/> 3	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 57

Number of ELLs in a TBE program who are in alternate placement: 16

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

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
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																			

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	5	2	1	2	1	1						16
Chinese		3	3	1	2	4	2							15
Russian				3	1				3					7
Bengali		1	1											2
Urdu			1		3									4
Arabic			1	2			1							4
Haitian	1				1			2						4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2			1	2								5
TOTAL	2	9	11	8	9	8	4	3	3	0	0	0	0	57

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.

ESL classes are provided by two fully certified ESL teachers Gouzalia Olson and Marina Acumen through a combination of pull-out and push-in teaching models of instruction. ESL teachers are encouraged to conduct the push-in program model for their ELL population because of its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teachers to make their lessons more meaningful and aligned with the ESL and ELA standards. ELL students are grouped heterogeneously, according to their grade level within three consecutive grade levels, English language proficiency, as Beginning and Intermediate or Intermediate and Advanced, and IEP mandated service as: 12:1:1, 12:1:4, 8:1:1, 6:1:1. Students in Alternative Placement with the IEP recommendation for Bilingual services are supported by Alternate Placement Paraprofessionals who speak their native language and English, and at the same time the students receive ESL services from licensed ESL teachers in a pull out/push in program. Our Beginning and Intermediate level

ELLs from grades K to 8 receive 2 units of ESL instruction for 360 minutes per week, and Advanced level students receive 1 unit of instruction for 180 minutes of ESL and 180 minutes of ELA per week as required by CR Part 154. Our staff ensures that the mandated number of instructional minutes is provided according to students' proficiency levels as per school schedule.

For all ELL students content area is provided as follows: all subjects are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The instructional materials used in our classrooms are both age and grade appropriate: Benchmark content area leveled books, Rigby (On Our Way to English), National Geographic Theme Sets, teacher-made and differentiated materials, such as adapted books, graphic organizers, picture symbols, as well as augmentative devices, such as dynavox, Big Mac, and switches. Content Area Instruction follows the NYS Standards and Core Curriculum for Content Area teaching and Uniform Curriculum for Math.

To ensure that students meet the NYS standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Language Experience, Whole Language, Scaffolding Techniques, graphic organizers, and Cooperative Learning. The use of technology and augmentative communication devices are incorporated to give students additional instructional support.

All SIFE students receive a buddy student, tutoring and support in native language. Newcomers are supported through Title III Saturday tutoring, differentiated instruction, alternate placement paraprofessionals' assistance in their native language, and a nurturing environment to facilitate language production. Those students with an extension of services who have been receiving ESL services for more than three (3) years, but less than six (6) years, are supported through AIS, Buddy System, peer tutoring, CHAMPS with the continuity of ESL services as per their IEP. Students are encouraged to participate in Title III Saturday sessions and all after school programs designed to improve test prep and literacy skills. Long term ELLs are supported through AIS, Instructional Technology, peer tutoring, Title III program, visual arts enrichment. All current ELLs are in special education and receive ESL services through differentiated instruction, depending on their level of language proficiency (Beginning, Intermediate, and Advanced). Teachers use adapted materials with Mayer-Johnson symbols, augmentative communication devices that aligned with students' IEP goals, graphic organizers, and technology tools.

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

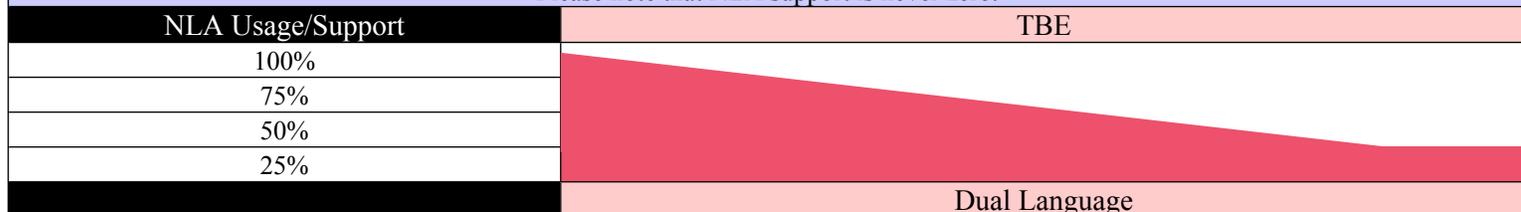
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

We use an instructional program to develop reading and writing skills through the integration of academic content based on best practices across all subject areas (Math, Science, and Social Studies) and grade levels. In ELA we use a AWARD Reading program for ELLs developed on current scientific evidence-based literacy research and best practices which meets the requirements of NCLB and ELLs for each stage of language development. The program implements English Language skills development and content area instruction through the use of ESL methodologies to ensure that ELL students meet the standards and pass the required State assessments, LAB-R, and/or NYSESLAT. Through our Leapfrog program, ELLs learn reading, math, and language arts through interactive, instructional content that is delivered on the Leap Pad and Quantum Pad personal learning tools. Through an "Everyday Math" intervention program, ELLs learn and practice essential skills in Math and apply problem-solving strategies in everyday life situations. Some of the ESL strategies to be used in our program are guided reading, shared reading, and silent reading, reading aloud; writing process, hands on projects, cooperative learning, charts, graphic organizers, visual aids and technology. The use of computers and smart board

technology will provide students with the opportunity to practice listening, writing, reading skills, and language development. The use of bilingual software and multimedia equipment will enhance and support the development of their native language skills. Native language literacy for ELLs is supported by multicultural library books, as well as books in the Spanish, Chinese, and Russian languages and the adaptation of literacy materials to meet the needs of students with severe disabilities. NLA literacy activities are extended throughout the curriculum and subject areas. All ELLs are encouraged to participate in Title III Saturday sessions and all after school programs designed to improve test prep and literacy skills.

Students scoring proficient on the NYSESLAT receive full ESL services until their IEP has been changed to indicate that the service is no longer required. They are provided with transitional support for up to two years, which includes tutoring, scaffolding, and conferencing with the student and his/her teacher to develop strategies appropriate to the needs of the student.

During the LAP process we have evaluated our program needs to ensure that staffing, materials, and program requirements meet the needs of our ELLs. No currently existing ELL programs will be discontinued this school year. All our ELLs are offered equal access to all school programs and services, including performing and visual art activities. There is an emphasis on multiculturalism in terms of the type of music, dance and theatrical performances in which students are involved. All required services support, and resources correspond to ELLs' ages and grade levels.

In order to accommodate Alternate Placement Students' IEP mandate for Bilingual services, the Alternate Placement paraprofessionals work in conjunction with the ESL teacher to provide comprehensible input for the students.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Based on our inquiry team observations and findings across all subject areas and grade levels, the team members Principal Denise D'Anna, Assistant Principal Annette Beale, and School Coach Jessica Thompson determine the deficit areas on instructional planning for the teachers of ELLs and select the appropriate topics pertaining to the professional development of all teachers of ELLs. Research indicates that professional development is the key to improve student achievement. Professional development sessions for ELL teachers are provided every two weeks during common prep hours to address the needs of our new and experienced staff in order to align practices with research based findings on language acquisition. During these professional development sessions the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes are emphasized. Teaching strategies also include activities and techniques to develop oral language and vocabulary as well as reading and writing skills. Best practices in second language instruction are modeled, analyzed and implemented in the classroom setting. Classroom inter-visitations are arranged to share ideas and strategies. Similarly, self-reflective sharing sessions for staff are included for each stage of second language acquisition development and balanced literacy, such as "Language Support for English Language Learners of Each Stage of Language Learning", "Balanced Literacy for English Language Learners" to assist ELLs as they transition from one school level to another.

In addition, the ESL teachers are enrolled in professional development for ELL teachers offered by District 75 ELL Department. The topics are percolated down to the school and teacher levels after each session: Compliance Professional Development Institute Series: (1) Compliance Binder Documents: The 2nd week of September. Appendix 2 and 3 of the SCEP: the 4th week of September. (2) How to

Complete the BESIS: the 2nd week of November. (3) Administration of the NYSESLAT 2010: The 3rd Week of April. ELL Teacher Professional Development Institute Series: (1) Storytelling as an Outgrowth of Non-Fiction Literature for ELLs with Disabilities: The 3rd week of November; (2) Historical Fiction and Social Studies for ELLs with Disabilities: The 4th week of January; (3) The Many Worlds of Literature: Nurturing the Cultures of ELLs with Disabilities: the 2nd week of April. (4) Student Recitation/Oral Presentation Project for ELLs with Disabilities: the 1st week of June. Currently, 8 content area teachers are enrolled in 10 hours of Jose P. training sessions offered by District 75 ELL Department. P771K's teachers and paraprofessionals are also supported by the district instructional coaches. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs.

E. Parental Involvement

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

P771K school is an essential part of the community to many of the students and their families. The parent coordinator at P771K Denise Ramos offers parents of all students including parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside support in their local community, and parents interest needs survey. To familiarize parents with the program, schedule and instructional goals, an informational letter is sent out to each student's parent. All informational materials are translated into community languages. A series of phone calls are established once a month to keep parents informed about monthly program goals and activities for their review, discussion and recommendations; to disseminate information and obtain parent input.

Additional parental involvement activities are provided under Title III program through our Saturday Symposiums. Parents are invited and strongly encouraged to participate in our Saturday Symposiums where they can collaborate with their children and the staff to engage in computer activities and connect their technology skills to their children's educational outcomes. Letters in the native language and phone calls are made to each home with information regarding Title III program schedule and instructional goals. It includes ABA, TBE, Strategies and Materials for Alternative Placement students; NYS ESL Standards; The Teaching of ESL through Content Areas; Alternate Assessment Methods for ELLs; The Use of Technology in ESL Education; The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities, the Annual Review and IEP Process, NYSAA, NYSESLAT Testing and ELA (home to school).

Our school partners with non-profit organizations such as, "Sinergia", "Advocates for Children of NY", "United We Stand of NY". Some of the workshops that they provide to the parents of ELLs are: "The Evaluation and Classification Process", "How Parents Can Be Advocates for Their Children", "A Guide to the Legal Rights of Immigrant Students and Parents in the New York City Public Schools", "Cultural Diversity and Its Role in Our Children's Education". A QSAC consultant is available to work with parents to assist their children with hands on activities related to autism spectrum disorders. After each session, parents fill out evaluation forms and surveys regarding their needs and concerns, which are then evaluated and considered for further improvement of our home to school cooperation and involvement.

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)	2	6	11	5	6	6	2	2	3					43
Intermediate(I)	-	1	1	2	1	3	2	-	-					10

Advanced (A)	-	-	-	-	2	-	-	1	-					3
Total	2	7	12	7	9	9	4	3	3	0	0	0	0	56

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1				1
6	1				1
7					0
8					0
NYSAA Bilingual Spe Ed		1	3	14	18

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			2						2
6	1								1
7									0
8									0
NYSAA Bilingual Spe Ed			2		2		14		18

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	1		1		2		10		14

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1								1
8									0
NYSAA Bilingual Spe Ed	2						5		7

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

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

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

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.

In the beginning of the 2010-2011 school year, four new entrants were administered LAB-R to determine eligibility for ESL services. One Kindergarten student scored above the appropriate cut scores on the LAB-R and was determined not eligible for ESL services. In the spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. This test determines the level of language proficiency (Beginning, Intermediate, Advanced, and Proficient) and whether or not the student continues to be eligible for ELL services.

After reviewing and analyzing the NYSESLAT assessment data for the 2009-2010 school year, the following patterns are found across proficiency levels. The patterns across NYSESLAT modalities – reading/writing and listening/speaking, revealed that five ELLs scored at the Proficient level, ten students at the Intermediate level, three students at the Advanced level, and the rest of ELLs are at their Beginning level. Students continue to perform better in the listening/speaking portion of the NYSESLAT than reading and writing: One student in the second grade, four students in the third grade, one student in the fifth grade, and two students in the eighth grades scored higher in listening/speaking than in reading/writing. In addition, nine ELL students scored Proficient in listening/speaking and Intermediate/Advanced in reading/writing. In the 8th grade two students scored Advanced and Proficient in listening/speaking, and Beginning in reading/writing. In grades one through eight, 10 students at the Beginning level improved their listening/speaking and reading/writing skills with higher scores comparing to the test scores in the past. Four X-coded ELLs scored Proficient and passed the NYSESLAT, the rest of ELLs also showed progress in all four modalities with significant improvement in reading skills. However, there was visible improvement in reading and minimal improvement in comprehension.

Based on NYSAA data collection in 2009-2010 in each of the content areas, our LAP team has observed that the ELL students continue succeeding in NYSAA with higher scores than in the NYSESLAT, primarily due to the fact that the NYSAA test materials are adapted according to the special needs of our students. The results of NYSESLAT (reading/writing, listening/speaking) will effect further instructional decisions.

The main assessment tools used to assess the early literacy skills of our ELLs with disabilities is The Assessment of Basic Language and Learning Skills (ABLLS) for the 6:1:1 ratio. Teachers also collect additional data in the areas of communication, social skills and behavior in order to differentiate instruction and measure student progress.

The Student Annual Needs Determination Inventory (SANDI) is used to assess 12:1:4 elementary level students in alternate assessment. Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, reports from related service providers and review of progress towards Individualized Education Plans (IEP) goals. Furthermore, all students have portfolios comprised of work samples and teacher assessments that are also reflective of progress.

Related service reports also measure growth with individual students in targeted areas. After reviewing data, following suggestions from the Quality Review and consulting with teachers, related service providers and parents, instruction was targeted towards increasing independence and students’ funds of knowledge in personal and community domains.

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.

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		