



P.S. 035

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 035
ADDRESS: 317 WEST 52ND STREET
TELEPHONE: 212-247-4307
FAX: 212-315-2814

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 307500011035 **SCHOOL NAME:** P.S. 035

SCHOOL ADDRESS: 317 WEST 52ND STREET, MANHATTAN, NY, 10019

SCHOOL TELEPHONE: 212-247-4307 **FAX:** 212-315-2814

SCHOOL CONTACT PERSON: MARTA ROJO **EMAIL ADDRESS:** MRojo@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: MARTA ROJO

UFT CHAPTER LEADER: Francis Grant

PARENTS' ASSOCIATION PRESIDENT: Rhonda Sally

STUDENT REPRESENTATIVE:
(Required for high schools) Zhanea Pitt

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** D-75 Schools

NETWORK LEADER: ARTHUR FUSCO/Larisa Kabbaj

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
Marta Rojo	Principal	
Gavriel Berkovits	Admin/CSA	
Jona Bacal	Admin/CSA	
Francis Grant	UFT Chapter Leader	
Margarita Roulhac	DC 37 Representative	
James Brockett	DC 37 Representative	
Michele Mitchell	UFT Member	
Roberto Cancel	UFT Member	
Jean Darbouze	UFT Member	
Patrick Glynn	UFT Member	

* 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.

academic settings of 8 or 12 students to best support their academic and behavioral needs. These students are provided with related services such as counseling, social work and appropriate services. The second site is a day treatment center in a hospital setting and serves students from kindergarten through grade 12, which comprises 20% of student classes. Students at the hospital site receive intensive psychiatric interventions from therapists as well as medical supervision from medical doctors. The school has a third site at Facing History High School in the Park West Campus, which comprises 3% of student classes. The program at Facing History functions as an inclusion program for student from Manhattan High School. These students are able to take rigorous academic classes with general education students, while also provide extra academic support. Virtually all students at all three locations have severe emotional and behavioral needs.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 035								
District:		2	DBN #:		75M035	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			TBD	TBD	TBD	
Kindergarten		3	2	0						
Grade 1		1	1	3	Student Stability - % of Enrollment:					
Grade 2		2	2	6	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		3	1	4			TBD	60.61	TBD	
Grade 4		2	4	2						
Grade 5		5	2	5	Poverty Rate - % of Enrollment:					
Grade 6		5	6	2	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		4	3	5			62.4	0	0	
Grade 8		8	4	6						
Grade 9		195	124	106	Students in Temporary Housing - Total Number:					
Grade 10		39	77	71	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		23	21	35			12	36	TBD	
Grade 12		28	19	17						
Ungraded		14	6	14	Recent Immigrants - Total Number:					
Total		332	272	276	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							4	1	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		332	272	275	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		0	3	TBD	
Number all others		0	0	0						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	12	9	12	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	23	16	34	Number of Teachers	56	55	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	34	37	TBD
				Number of Educational Paraprofessionals	25	20	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	27	21	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	51.8	72.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	54.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	82	TBD
American Indian or Alaska Native	0.9	1.1	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.2	86.7	TBD
Black or African American	48.5	52.6	50				
Hispanic or Latino	45.5	39.7	47.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.2	0.4				
White	2.7	4	2.2				
Multi-racial							
Male	78	70.2	73.6				
Female	22	29.8	26.4				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target	
	ELA	Math	Science	ELA	Math				
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 AYP in each subject									
CHILDREN FIRST ACCOUNTABILITY SUMMARY									
Progress Report Results - 2008-09				Quality Review Results - 2008-09					
Overall Letter Grade				Overall Evaluation:				W	
Overall Score				Quality Statement Scores:					
Category Scores:				Quality Statement 1: Gather Data				W	
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals				W	
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals				W	
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals				W	
Additional Credit				Quality Statement 5: Monitor and Revise				W	
Key: AYP Status				Key: Quality Review Score					
√ = Made AYP				Δ = Underdeveloped					
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features					
X = Did Not Make AYP				√ = Proficient					
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed					
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding					
* = 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									

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

The School Leadership Team, the Administrative Cabinet and members of the UFT at P35M reviewed the SCEP goals and action plans set forth for the 2009-2010 school year. The educators at P35M also reviewed the areas of the school that need to be developed more fully. The members of the CEP team also reviewed the 2009-2010 Quality Review, all Learning Surveys, Scantron Assessments, State Assessments, and reviewed grants received. In addition, the team analyzed the results of the inquiry team and relevant teacher made assessments.

Performance Trends

starting reading level of 5.3 during the 2009-2010 school year. At the end of the school year, the average school-wide reading level had increased to 6.0 as assessed on Scantron. Data taken from NY Start relating to the 2009-2010 school year indicates that the percentage of students achieving level 3 or 4 on the 3rd -8th grade standardized test in English decreased from the previous year. This change may be caused by the small sample (22) set for both years. By reviewing HSST, NY Start, and ARIS clear gains and deficiencies in mathematics can be established. As of July, 2010 the number of students passing the Regents or Regents Competency Test in math increased by 12% from 2007-2008, though there was a small decrease during the last school year. Data taken from NY Start relating to the 2009-2010 school year indicates that the percentage of students achieving level 3 or 4 on the 3rd -8th grade standardized test in mathematics decreased from the previous year. As with ELA, this change may be caused by the small sample set for both years(21).

The school received a Well Developed for its Quality Review during the 2008-2009 school year. As evidenced by the Quality Review the school must continue to strengthen teachers' responses to student work to include guiding comments and clear level of performance.

Therefore, based on the data reviewed, P35M decided to focus on the following areas:

- ELA. Scantron indicates that the average student makes significantly gains in reading level during the school but because of their original low functioning level is still below grade level.
- Teacher Response: The 2008-2009 Quality Review indicates that the school must continue to strengthen teachers' responses to student work to include guiding comments and clear level of performance.

Listed are some of P35M's greatest accomplishments over the past years:

- Receiving the rating of Well Developed during the 2006-2007, 2007-2008, and 2008-2009 Quality Review.
- Some barriers include but are not limited to:
- An open register, which creates an influx of students throughout the school year.

- The influx of students requires the constant readjustment of classes.
- Lack of records and accurate data for students arriving from programs outside the New York City school system.

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.

Annual Goal	Short Description
By June 2011, the number of students receiving a high school diploma will increase by 5% compared to the previous year, as reflected in HSST, ARIS, and ATS.	By June 2011, the number of students receiving a high school diploma will increase by 5% compared to the previous year, as reflected in HSST, ARIS, and ATS.
Student attendance will increase by 3% by June 2011 as reflected in ATS.	Student attendance will increase by 3% by June 2011 as reflected in ATS.
By June 2011, standardized assessment students grades 10 and 11 will increase their scaled score reading level by 80 points as assessed by Scantron.	By June 2011, standardized assessment students grades 10 and 11 will increase their scaled score reading level by 80 points as assessed by Scantron.
By June 2011, the number of 9th – 12th grade students transitioning to a less restrictive environment will increase by 5% as compared to the 2009 -2010 school year, as reflected in ATS and CAP.	By June 2011, the number of 9th – 12th grade students transitioning to a less restrictive environment will increase by 5% as compared to the 2009 -2010 school year, as reflected in ATS and CAP.

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

Credit Accumulation

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of students receiving a high school diploma will increase by 5% compared to the previous year, as reflected in HSST, ARIS, and ATS.</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><input type="checkbox"/> § Monthly meeting with School Leadership to develop and implement action plan. § Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline for each marking period. § Weekly meeting with Inquiry Team and other subject area teachers to review data. § Monthly senior meeting to engage students in their learning. § Monthly utilization of parent coordinator to increase guardian involvement in graduation process. § Counselors will work with students to set personal academic goals on a weekly basis. § Monthly monitor of student performance through Data Analysis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Funded by Tax Levy Money</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> § 12th grade students will show improvement in the area of credit accumulation by displaying a gain of 5% in the number of students passing all their classes on each interim report card, compared to the previous school year. § Monthly Departmental review of student progress. § Interim report cards will be monitored for appropriate academic progress.</p>

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**Subject Area
(where relevant) :**

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Student attendance will increase by 3% by June 2011 as reflected in ATS.</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><input type="checkbox"/> § Monthly meeting with School Leadership to develop and implement action plan. § Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. § Weekly meeting with Attendance Staff to review student attendance and biographical information § Bi-monthly periodic assessment through CASS System, HSST and ATS. § Provide needed professional development to further instruction. § Daily monitor of student attendance through CASS System, HSST and ATS. § Monthly attendance reports to parents. § Daily absent and late call through Auto Dialer. § Guidance Counselors daily monitor and intercede with problematic attendance. § Daily CASS Monitoring Attendance System</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funded by Tax Levy Money</p>

	<p>classroom libraries, including leveling of the books to promote Independent Reading and support effective implementation of the P35M Units of Study § Monthly professional development for School Instructional Teams, including administrators, school based coaches, lead teachers on the District 75 Literacy Initiatives, P35M Units of Study, Reading and Writing Workshop and protocols for conducting walkthroughs. Daily ongoing assessment of students, inclusive of Regents, RCTs, Running Records, ARIS and Scantron Reports to inform instruction and observations and protocols for examining student work based upon the Performance Standards and the Principles of Learning. Collaborating and showcasing student work at the District 75 Literacy Fair and Poetry Slam, Arts Festival, and displays of exemplary writing projects as demonstrations of increased performance in ELA. § To support teachers in collaborating and showcasing student work as demonstrations of increased performance in ELA.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Funded by Tax Levy Money</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>§ Student in grades 10 and 11 will increase their reading level by 16 scaled points during each of the five Scantron assessments.</p> <p>§ Student progress will be assessed during bi-weekly departmental meetings and what do expect as a measure of improvement</p> <p>§ School Inquiry Team will use data to understand each students next learning steps to improve each student's learning this is an action</p>

**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, the number of 9th – 12th grade students transitioning to a less restrictive environment will increase by 5% as compared to the 2009 -2010 school year, as reflected in ATS and CAP.</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><input type="checkbox"/> §§ Monthly meeting with School Leadership to develop and implement action plan. § Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. § Weekly meeting with Inquiry Team and other subject area teachers to review data. § Monthly review of existing IEPs and identification of students that may be ready for a less restrictive environment. § Monthly coordination of related service providers and help them review their caseload. § Weekly utilization of parent coordinator to increase guardian involvement in IEP meetings. § Counselors will work with students to set personal related service goals on a weekly basis. § Monthly monitor of student performance through Data Analysis.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Funded by Tax Levy Money</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Administrator will review each enrolled student's IEP during the Annual Review process. § Principal will review related service reports from CAP and ATS on a monthly basis. The principal will compare monthly progress against the baseline data generated at the beginning of the school year. § Student progress will be assessed during bi-weekly departmental meetings. Students will make appropriate gains to meet their individual goals.</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	1	1	N/A	N/A				
2	8	3	N/A	N/A		2		
3	5	3	N/A	N/A		2		
4	7	1	4	4		2		
5	5	1	5	5		2		
6	3	1	3	3		2		
7	1	4	4			3		
8	3	1	2	2		4		
9	30	30	30	30	10	12		
10	18	12	7	15	4	11		
11	11	8	6	5	3	9		
12	3	3	3	2	2	2		

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Skills Addressed:</p> <p>§ Wilson Reading Program teaches students fluent decoding and encoding skills to the level of mastery. It also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</p> <p>§ Read 180 teaches sight word fluency, oral expressive language development, comprehension, print knowledge, spelling, handwriting, vocabulary development, critical thinking, listening skill, strategies for decoding multi-syllabic vocabulary words, fluency, content-area reading and writing, multi-sensory strategies for narrative, persuasive and expository writing.</p> <p>§ Achieve 3000 web-based, differentiated reading and writing instruction program that enables to reach every special needs student at his or her individual Lexile level and monitors performance and growth over time. Achieve 3000 program propels student literacy achievement by: 1) Setting a schema. Students start reading and writing in an informal environment that encourages them to make text-to-self connections; 2) Reading for information. Students read appropriately leveled nonfiction article at the Achieve3000 website that engages and involves students via real-world topics; 3) Demonstrating mastery. After reading the article, students answer questions that monitor comprehension, vocabulary mastery and higher-order thinking skills; 4) Constructing meaning. Students build critical cognitive skills by writing responses to open-ended questions; 5) Forming an opinion. Students also participate in a poll about the article so they can demonstrate opinions – the real manifestation of reading comprehension.</p> <p>§ Strategic Reading (SR) is for students that face serious problems with student attendance, discipline, achievement scores, and dropout rates. Strategic Reading (SR), aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. By using a balanced-literacy approach, SR teachers help students to build skills and strategies that they may have missed. Additionally, students have opportunities to relate prior knowledge and experience to texts so they are better able to understand how reading applies to their own lives and future learning.</p> <p>§ Students with social and academic concerns are recommended for before and after school</p>

	<p>for additional tutoring in ELA, especially their weak areas.</p> <p>§ During this school year 33% percent of the junior class was enrolled in a college class and on pace to receive a college credit. In addition the school has partnered with College Now to create a Think College Now program which endeavors to start underclassman on the road to college. To further encourage our students to enroll in college, P35M administers the PSAT and SAT.</p> <p>§ Available for students who wish to prepare for the General Education Development (GED) exam, NY State ELA Regents, RCT Reading and Writing, PSAT and SAT.</p> <p>§ Assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences</p> <p>§ Offers academic support, career and education exploration, work preparation, skills development, and internships.</p> <p>§ In-depth job readiness and career exploration opportunities designed to enhance the academic components</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p> <p style="text-align: center;">Extended day school, and Literacy Lab</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Skills Addressed:</p> <p>§ Format enables struggling students to master skills: includes test prep, problem solving, understanding key math concepts, geometry and pre-algebra/algebra, math reasoning and higher order thinking,</p> <p>§ percents</p> <p>§ Short format practice of math terms and concepts to help build mathematics literacy</p> <p>§ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain algebraic concepts</p> <p>§ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain geometric concepts</p> <p>§ Students with social and academic concerns are recommended for before and after school</p>

	<p>for additional tutoring in Math especially their weak areas.</p> <p>§ § § Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p> <p>Extended day school, and Literacy Lab</p>
Science:	<p><input type="checkbox"/></p> <p>In the process, students learn: eful conventions for thinking about communicating chemical concepts. quire vocabulary associated with scientific concepts eful scientific thinking to plan and conduct investigations, process data, and build scientific explanations: observing, communicating, comparing, organizing, relating, and inferring. ercise language, social studies, and mathematics in the context of science.</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Science, especially their weak areas.</p> <p>§ § § Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p> <p>Extended day school, and Literacy Lab</p>
Social Studies:	<p><input type="checkbox"/></p> <p>§ The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school.</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Social Studies, especially their weak areas.</p> <p>§ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State’s Social Studies academic content standards</p> <p>§ Internet and cable tv channels, with shows on historical events and persons—often with observations and explanations by noted historians well as reenactments and interviews with witnesses.</p> <p>§ Strategies for organization, building independence and ways to scaffold and support students will be shared. A step by step guide for successful project ideas and implementation will be completed by students.</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p>

	Extended day school, and Literacy Lab
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> § Student-Athletes must pass 3 out of 4 academic subjects to participate in any PSAL sport. Student- Athletes that are failing must attend the Sports and Arts program to address their weak subject areas. Incentives to play PSAL sports usually make the students strive to do well academically and socially. § This program fully funded from the schools budget provided an opportunity for students that were over age and under credited to attend the program and regain academic solvency. § § The Educational Training Institute provides vocational training to special education high school students in the fields of pharmacy technician, hotel operations and customer service and job readiness. The creative and flexible teaching methods of ETI's instructors assist students in achieving success and reaching their goals by meeting students' individual learning needs. Extended day school, and Literacy Lab
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> § Help students improve literacy skills. This is done one-to-one or in small groups during the school day. § Consultation with school administrators concerning appropriate learning objectives for students Planning developmental and remedial programs for and the development of educational experimentation and evaluation. § Conference with parents to assist in understanding the learning and adjustment processes of children. § Meeting with community agencies, such as probation departments, mental health clinics, and welfare departments, concerning pupils who are being served by such community agencies. § Consultation and supervision of pupil personnel services workers. § Psycho educational assessment and diagnosis of specific learning and behavioral disabilities, including, but not limited to, case study evaluation, recommendations for remediation or placement, and behavioral challenges occur, which can lead the problem solving process. § § Support the staff by developing a progress monitoring process for the student's behavioral support plan. § Periodic review of the student's transcripts/ report card with the student to ensure that remediate actions, in terms of referrals and tutoring are taken in a timely fashion.

	<p>§ tying it to classroom performance</p> <p>§ Use of assessment data to improve student learning.</p> <p>§ performance and interventions, and how to interpret and communicate findings regarding data.</p> <p>§ Help support students and families who require services beyond a school's capabilities by interfacing with community agencies and maintaining a resource list of appropriate services.</p> <p>§ agencies.</p> <p>§ Facilitate communication, if student is represented by multiple agencies, between the agencies so that the team works together in order to provide the most comprehensive and supportive services.</p> <p>§</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p> <p>Skills Addressed:</p> <ol style="list-style-type: none"> 1. During school- Speak to students regarding number of credits they have and what is needed to graduate. Go over RCT and Regents tests which they have passed and what is needed to graduate. Devise strategies for passing classes and tests. Deal with falling and fear of test taking, promote self esteem and quell anxieties. Focus students on career goals and how to meet them. 2. During school moderate group sessions where students express academic and emotional issues presenting them from succeeding in school and plan strategies for succeeding. Discuss goals after high school including vocation and higher levels of education. 3. Refer students to CIDNY and VESID for vocational training, support and job placement. <p>Modalities: Individual and group sessions. Placement and training in vocational programs and then employment and support even into adulthood if client has disability classification. MHF- Referrals are made for outpatient psychotherapy in the neighborhood of students, based also on their insurance coverage. All services provided in school during schools hours.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p> <p>§ School staff provides condoms and appropriate literature to students that are sexually active.</p> <p>§ The school nurse regularly meets with students to discuss AIDS awareness.</p>

§ Classroom teachers teach a class centered on wellness for students both emotionally and physically.

§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.

Extended day school, and Literacy Lab

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

9-11

Number of Students to be Served:

LEP 8

Non-LEP N/A

Number of Teachers 1

Other Staff (Specify) 1 Supervisor, 1 Paraprofessional, and 1 Secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

There are currently 274 students enrolled in P035M. Of those 25 students (9.12%) are ELLs, of whom 12 are entitled and 13 are x-coded. All of the entitled ELL students are mandated for Monolingual instruction with ESL. We do not currently have enough students of the same home language to form bilingual classes, and our students are receiving ESL services. The X-coded students are serviced as per their IEP: they are administered the NYSESLAT in the spring. The home languages represented among our total ELL population are as follows: 23 ELLs speak Spanish, and 2 Haitian-Creole.

The school has one off-site at Bellevue Hospital, but currently we do not have ELL students there; all ELL students are high school students in grades (9-12) with 8:1:1 student-to-staff ratio and at the main cite. They receive the mandated units of service as per CR Part 154: ELLs at the Beginning level of language proficiency receive 540 minutes per week; ELLs at the Intermediate level of language proficiency receive 360 minutes per week; ELLs at the Advanced level of language proficiency receive 180 of ESL and 180 minutes of ELA per week.

Students who are invited to Title III program scored at a "Beginners" level when they took the NYSESLAT test and will continue to take the test until they pass it. They will benefit from Title III program as it will help with their language acquisition in and outside the work place.

We have one ESL teacher who is fully certified. She collaborates with classroom teachers and cluster teachers, as well as all service providers to enrich language development and make content comprehensible. She also has common preparation periods with these professionals to have planning time together and be able to coordinate their instruction (plan lessons, create materials, plan assessments, evaluate lessons,) to foster language acquisition. She communicates with all other teachers and related service providers at regularly scheduled team meetings and through e-mails to ensure collaboration and implementing effective ELL-appropriate teaching strategies, materials and curriculum among the entire school team. Our 8:1:1 teachers integrate ESL strategies and techniques into content areas. They also use scaffolding techniques such as: modeling, multi-sensory and graphic organizers such as: semantic web and KWL charts, as well as various appropriate technology to foster and aid language development. Our ESL program utilizes materials developed by edhelper.com, BrainPop, and other online resources geared for ELLs.

All ELLs, including students who receive ESL services and those who are x-coded, are invited to participate in the Title III program. In order to determine which students will participate, letters will be sent to parents in English and in the native languages and phone calls will be made to survey interest. The ESL teacher with the help of 1 Bilingual (Spanish speaking) paraprofessional will run a twice a week 2 hour after school program from 3 p.m. until 5 p.m. for 8 high school ELLs, including entitled and X-coded students who are performing below grade level in all content areas. The program will run on Tuesdays and Thursdays every week starting February 1st until April 27th for a total of 22 sessions. In addition to the above mentioned staff, an administrator is needed and will be present to ensure that all compliance and instructional

requirements are met. While the administrator's regular school day hours are 8:00am to 4:00 pm, an additional 1 hour (from 4:00 p.m. until 5:00 p.m.) twice a week will be covered by Title III funding.

The program will focus on the usage of technology in the classroom to write resumes, cover letters, and job interview process. The usage of iPads will be very useful because they are efficient for research purposes, they are easy to carry, store and very compact as well as very easy to use. Students are quick to learn technology as it is a big part of their life and they are surrounded by it everywhere on a daily basis. Also, according to the Miami Herald posted on March 29th, 2010 written by Steve Giegerich, "teens find it tougher than ever to find work and it is imperative that society trains them to enter the work place at an early age in the hope to be ready when there is a real work position available to them."

Our program will run for 22 sessions and will be divided as follow:

- Sessions 1 through 7 will focus on Resume writing. Students will learn how to use the computer and computer software to write a resume. They will learn how to keep it short, only one page long until they are finished school and have had enough work experience. They will also learn the importance of including relevant information such as information about themselves that shows why they are a good fit for the job. They will learn to be creative and learn about their strengths such as their aptitudes, interests, actual abilities and preferences. They will also learn through the usage of sample templates how to format their own resume and how to proof-read it. To do so, they will browse through <http://www.cv-services.org>
- Sessions 8 through 14 will focus on Cover letter writing. Students will learn the importance of a good cover letter and how it can actually enhance the chances of being called for a job interview. They will also learn that a cover letter is a personal statement which can leave a positive impression on the potential employer.
- Sessions 15 through 22 will focus on Distributing Resumes, Interview and Post-Interview. Before distributing their resumes, students will learn how to properly dress to look good which will allow them to be more confident and might secure an interview. They will learn that they cannot wear jeans, chains, or baggy or tattered clothes. They will learn to be professional knowing that many employers will not even bother looking at their resume if they go in chewing gum or wearing headphones. They will learn the importance of a "Good first impression" such as when entering an office, ask to speak to the manager, shake their hand, and introduce yourself. This will certainly impress the manager. Before the Interview, students will again learn to dress well knowing that everyday casual closings is not acceptable interview attire. They will learn to be professional, again, no gum chewing, no friends sitting outside waiting for you, it could be too disruptive. Being courteous will also be a key element during the interview. Arriving on time at least ten minutes early and be sure not to be late at all because the employer will not appreciate you wasting their time. Students will learn that when the interview is over, they will remember to shake the interviewer's hand and thank them for their time. During "Post-Interview", students will learn to show appreciations by calling the employers and thank them again for their time. Students will be assessed at the end of each session simply by using "Role modeling" techniques. In the classroom they will play different roles such as the employer, employee, secretary, and all other person involved in the job hiring process, even the office secretary of a "potential" work place will be represented and role played by students. The help of the teacher will be greatly used during the assessment process in order to help students visualize what they will experience during the real interview.

ESL Standard I and II will be addressed because students will be listening, speaking, reading and writing in English for information and understanding by researching the internet using iPads to learn how to write resumes as well as researching job sites. ESL Standard IV will also be addressed because students will listen, speak, read and write in English for classroom and social interaction using performance indicator 9 which is the appropriate usage of vocabulary, expressions, language, routines and interaction styles....in different ways through

language in various contexts. ESL Standards V will also be addressed as students will demonstrate cross-cultural knowledge and understanding. They will develop and use culturally appropriate behavior and a knowledge of local and US cultures and practices in their interactions with others in their new cultural environment, for example they will demonstrate proper ethical behavior “pre”, “during”, and “post” interview process as well as searching for a job. Performance indicators 1 through 6 will be used during the entire 22 sessions. Technology Standard V is addressed throughout the program as students use iPads to research, view and finalize the written part of their projects.

Parental Involvement

The certified ESL teacher will conduct 2 one-hour workshops from 5 p.m. until 6 p.m. (on Mondays: January 10th and 24th, 2011; after PD sessions) with the parents of 8 ELLs focusing on practical strategies parents can use at home to help their children with resume/cover letter writing, proper etiquette, and other interview techniques. Workshops will address best practices in ESL and various language building techniques targeting this population, made accessible for parents through a demonstration of concrete language-focused activities which can be done at home. Parents who need language assistance will be provided printed materials in the native language and one Bilingual paraprofessional will be present to assist with interpretation.

An administrator will be present to support the presentation, address any parents’ administrative questions and concerns, and ensure that all compliance requirements are met. The administrator’s regular school hours on these days are 8 a.m. until 4 p.m. and are thus accounted for in the Title III budget.

Using the DOE Title III letter, information will be sent home via regular mail. The letter will be translated in Spanish for Spanish speaking parents. Also, parents will be notified via phone either in English and/or Spanish depending on the language spoken at home. During the workshops, a bilingual staff member will provide oral translation in Spanish during workshops.

Professional Development Program

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

Three 2-hour training PD sessions will be provided after school from 3 p.m. until 5 p.m. on Mondays January 10th, 24th, and 31th, 2011 by the ESL teacher to help our Bilingual paraprofessional and Administrator who will be running the Title III program integrate into the Title III program curriculum. This knowledge will then be turn keyed by the ESL teacher to other teachers of ELLs during regular curriculum planning sessions and staff development days. Teachers will be working collaboratively with the ESL teacher in order to make sure the students receive the best instruction possible. Also, during the three sessions the following topics will be addressed.

- The Impact of technology in the classroom
- The four Stages of Second Language Acquisition
- The importance of preparing students for the work place.

Section III. Title III Budget

—

School: P.35M
 BEDS Code: 307500011035

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,437.21	<input type="checkbox"/> Instruction: 1 ESL teacher x 2 days per week x 2 hours per day x 22 sessions x \$49.89= \$ 4,390.32 1 paraprofessional x 2 days per week x 2 hours per day x 22 sessions x \$28.98= \$ 2,550.24 1 Administrator x 2 days per week x 1 hour per day x 22 sessions x \$52.21= \$ 2,297.24 1 Secretary x 10 hours x \$30.74= \$307.40 Professional development: 1 ESL teacher x 2 hours x 3 sessions x \$49.89= \$299.34 1 paraprofessional x 2 hours x 3 sessions x \$28.98= \$ 173.88 1 Administrator x 1 hour x 3 sessions x \$52.21= \$ 156.63 Parental Involvement: 1 ESL teacher x 1 hour x 2 sessions x \$49.89= \$ 99.78 1 paraprofessional x 1 hour x 2 sessions x \$28.98= \$ 57.96 1 Administrator x 1 hour x 2 sessions x \$52.21= \$ 104.42
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 3,990.79	<input type="checkbox"/> 6 iPads x \$ 580.00 Copy paper for Resumes and Cover letters 3 boxes x \$33.47= 100.41 1 Toner pack of 2 for printer x \$220.18 2 Packs of 10 binders x \$4.40= \$ 8.80 2 Packs of 10 folders x \$ 4.50= \$ 9.00

		10 USB Flash Drive x \$ 17.24 = \$ 172.40
Educational Software (Object Code 199)	40.00	<input type="checkbox"/> Resume Maker Professional Ultimate V4= \$ 40
Travel	72.00	<input type="checkbox"/> 8 parents x \$4.50 (round trip) x 2 sessions= \$72.00
Other	460.00	<input type="checkbox"/> Refreshments for participants
TOTAL	572	

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.

Upon intake/admission of student written translation and oral interpretation are assessed.

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.

Currently our school has need for Spanish written translation and oral interpretation needs. The findings are coded by the pupil personnel Secretary in ATS and on the student emergency card.

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.

Currently the DOE documents are available in both English and Spanish. When possible, documents are available in both languages. If necessary, translation is done in-house by school staff.

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.

SINCE SPANISH IS THE ONLY LANGUAGE NEEDED FOR OUR PARENTS, WE PROVIDE ORAL INTERPRETATION SERVICES IN-HOUSE BY SCHOOL STAFF.

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>.

NOTIFICATION REQUIREMENTS FROM SECTION VII OF CHANCELLOR'S REGULATIONS A-663 ARE AVAILABLE THROUGH THE PARENT COORDINATOR AND OFFICE STAFF.

The only covered language in our school is Spanish. .

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

Part B:

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).
9
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A: school does not receive any set-aside funds

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
- N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with t

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_75M035_110110-145450.doc

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 035	School Name Manhattan HS
Principal Ms. Marta Barnett		Assistant Principal Dr. Vincent J. Maligno	
Coach Mr. Patrick Glynn		Coach	
Teacher/Subject Area		Guidance Counselor Ms. Adelsia Vasquez	
Teacher/Subject Area Mr. Cesar Ottey/ELA		Parent Ronda Sally	
Teacher/Subject Area		Parent Coordinator Mr. James Brockett	
Related Service Provider Mr. Ronald Glass/Hearing		Other	
Network Leader Mr. 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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	295	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	7.46%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In District 75, identification of ELL students begins at the CSE level. The Home Language Identification Survey is administered by them. The CSE IEP is recorded for language status (MONOLINGUAL WITH ESL, BILINGUAL, or MONOLINGUAL WITHOUT ESL). At the school level, CAP recommendation is checked against IEP by the IEP team. If they differ, ATS reports such as RLER for LAB-R and NYSESAT, which identify LAB-R & LAT testing, are utilized and an IEP conference is scheduled in order to have the two match. If a SIFE student enters our school, we would have the parent fill out a HLIS if one has never been filled out previously. If in Numbers 1-4, the survey indicates a language other than English, in one (1) or more response(s), [even if English is one of the languages used], and in Numbers 5-8, if the survey indicates a language other than English in two (2) or more responses, [even if English is one of the languages used] then the student is eligible for LAB-R testing. If so determined, we then administer the LAB-R to him/her. The test result determines whether BIS or Monolingual with ESL services recommendation is written in the student's IEP.---

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level (Transitional Bilingual Education, Dual Language, or Freestanding ESL); at 35M, we provide Freestanding ESL only. The Parent Coordinator at P035M will offer parents of ELLs on-going information in their home language(s) and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with a translator. Our school will periodically describe the program to ELL parents through parent orientation meetings or letters sent home.

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →)														0

75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	22
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	5	0	5	11	0	11	6	0	6		22
Total	5	0	5	11	0	11	6	0	6		22

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				2						8	6	1	4	21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other												1		1
TOTAL	0	0	0	2	0	0	0	0	0	8	6	2	4	22

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.

Currently, we do not have an ESL teacher, and the students are not being served; as per CR Part 154 mandates. If we had a qualified teacher, the students would participate in an ESL push-in/pull-out program, consisting of seven students in standardized assessment: one is in ninth grade, three are in tenth grade, one is in eleventh grade, and two are in twelfth grade. Students whose IEP mandate is Bilingual, would have an alternate placement paraprofessional with them during all classes, but currently, we do not have students who are mandated for Bilingual services. All are mandated for ESL services. Each student would be approached with materials respective of their proficiency level in a multi-curricula format. Periodically, content-area teachers and the ESL teacher would collaborate during their common-prep period in order to better execute classroom instruction.

Due to the small number of students who speak the same language other than English, there are no bilingual classes in our school. All our ESL students would receive the minimum units of instruction mandated under C.R. Part 154: 540 minutes per week for Beginners, 360 for Intermediate, and 180 for Advanced.

All this instruction would be in collaboration with content area teachers. This instructional program would be explicitly aligned with mandated ESL and ELA the New York State learning standards and the content-based learning standards.

Presently we have no SIFE students. At such time that we do we will provide the following: ESL instruction that follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience Approach, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher would use the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. The teacher also would use technology to give students additional instructional support. Multi-sensory and multicultural ESL materials would be infused throughout all aspects of instruction. To comply with the New York City literacy requirements, each classroom library contains books in the native languages, including those adapted by teachers to meet the needs of students with severe disabilities. Newcomers would be supported through afterschool program (PM School @35M), differentiated instruction, 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 years but less than six years, would be supported through AIS and peer tutoring. Long term ELLs would be supported through AIS, Instructional Technology, peer tutoring, and visual arts enrichment. All current ELLs are in Special Education and would receive ESL services through differentiated instruction.

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

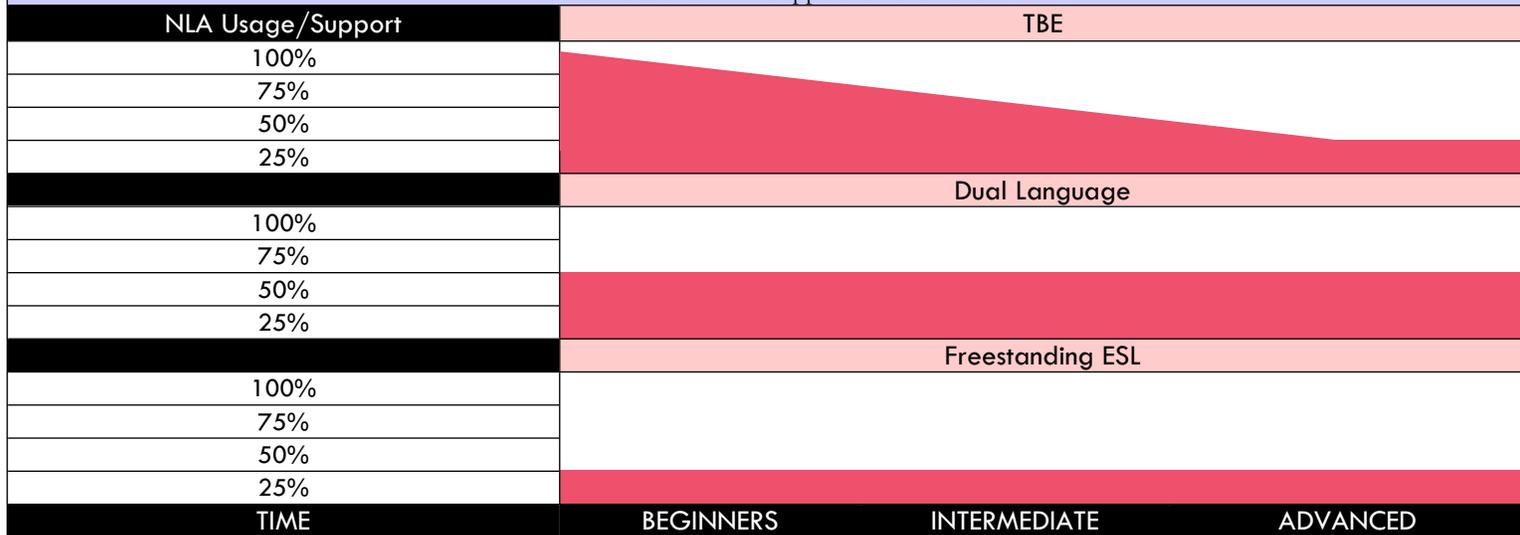
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

ELA instruction for ELLs would follow the uniform curriculum and the Balanced Literacy Program. The use of software and multimedia would enhance and support the development of English literacy. Activities would be extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi-sensory approaches, Cooperative Learning, the infusion of the arts and the use of technology.

In content areas all the students need extra academic help and would require additional assistance in the form of tutoring and after-school programs (PM School@35M). Academic language would be developed through content area instruction in ESL. Students are transitioned out of the program if they show proficiency on the previous spring's NYSESLAT exam. Once transitioned, they will be provided with two years of ESL continued support until their IEPs have been changed to indicate that the service is no longer required. They would be provided with tutoring, scaffolding, and conferencing with the students and their teachers to develop strategies appropriate to the needs of those students. Currently we do not have students who scored Proficient in 2010 NYSESLAT.

Native Language literacy for ELLs is supported by multicultural library books in the students' native languages. NLA literacy activities are extended throughout the curriculum and subject areas. All the materials for ELLs are age and grade levels appropriate.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

During the 2010-2011 school year, Professional Development will be incorporated in workshops, given on or around the fifteenth of the month, which will assist content areas teachers with ESL strategies for ELL students (Strategies and Materials for NLA and ELA Instruction, the NYS ESL Standards, Balanced Literacy in ESL classes, the Teaching of ESL through Content Areas). This Professional Development will be offered by the Assistant Principal and ESL teacher when we have one with additional help from the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Content area teachers would work collaboratively with an ESL

teacher. Teachers would plan their lessons that compliment instead of merely translate the content instruction in the other language. Paraprofessionals are to be included in the Professional Development. P35M receives ongoing support from the District 75 Office of English Language Learners on ELL Programs. Content area teachers will also be enrolled in two (five hours each) Jose P. PD sessions offered by District 75 ELL Department.

E. Parental Involvement

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

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P035M will offer parents of ELLs on-going information in their home language and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. A series of phone calls is established daily to keep parents informed about their children academic goals and activities for their review, discussions and recommendations to disseminate information and obtain parent input. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with a translator. Our school will periodically describe the program to ELL parents through parent orientation meetings or letters sent home.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				1						3	2		2	8
Intermediate(I)				1						1	4	1	1	8
Advanced (A)										2	1	1	2	6
Total	0	0	0	2	0	0	0	0	0	6	7	2	5	22

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

NYS ELA

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

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

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

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

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
English	Native Language	English	Native Language	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		1	
Math <u>Algebra</u>	4		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	2		1	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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:

As the charts above demonstrate, there have been improvements across all four modalities, with students even scoring "Advanced" and "Proficient" in subtests. If ELLs tested out NYSESLAT with level "P" (proficient); these students have now to be served as they had been before their testing out, until the IEP and CAP documents indicate an "N." As per CR Part 154 mandates, a LEP student, who has tested out NYSESLAT, must receive a minimum of two (2) years of supplemental services. This means that an ESL teacher may continue to work with the student (if his/her caseload permits and all of entitled ELLs are being serviced as per CR Part 154 mandates, OR, the student may receive Academic Intervention Services, or whatever supplemental program school may provide in order to foster higher levels of learning in the target language. Currently, 35M does not have Proficient ELLs.

The Scantron Periodic Assessment would be administered five times a year to determine ESL students' reading and comprehension levels. Other assessment modalities include teacher-made tools such as rubrics, student performance through their different outputs. Standard assessment test scores such as the New York State Regents and RCTs would be taken three times a year. The Wilson Reading program would be used for ELLs with lower functioning levels.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 035						
District:	75	DBN:	75M035	School		307500011035	

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7	v	11	v	
	K		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	2	0	0				
Grade 1	1	3	1	Student Stability - % of Enrollment:			
Grade 2	2	6	5	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	1	4	4			60.6	53.8
Grade 4	4	2	7				
Grade 5	2	5	5	Poverty Rate - % of Enrollment:			
Grade 6	6	2	3	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	3	5	6		62.4	0.0	NA
Grade 8	4	6	2				
Grade 9	124	106	112	Students in Temporary Housing - Total Number:			
Grade 10	77	71	65	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	21	35	36		12	36	23
Grade 12	19	17	38				
Ungraded	6	14	10	Recent Immigrants - Total Number:			
Total	272	276	294	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	272	275	1	Principal Suspensions	0	0	11
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	1
Number all others	0	0	276				

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	56	55	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	34	37	0
# receiving ESL services only	9	12	TBD				
# ELLs with IEPs	16	34	TBD	Number of Educational Paraprofessionals	25	20	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
	27	21	93	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	51.8	72.7	0.0
				% more than 5 years teaching anywhere	50.0	54.5	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	82.0	0.0
American Indian or Alaska Native	1.1	0.0	0.0	% core classes taught by "highly qualified" teachers	88.2	86.7	0.0
Black or African American	52.6	50.0	50.0				
Hispanic or Latino	39.7	47.5	44.6				
Asian or Native Hawaiian/Other Pacific	2.2	0.4	0.3				
White	4.0	2.2	5.1				
Male	70.2	73.6	68.0				
Female	29.8	26.4	32.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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



P.S. 035

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 035
ADDRESS: 317 WEST 52ND STREET
TELEPHONE: 212-247-4307
FAX: 212-315-2814

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 307500011035 **SCHOOL NAME:** P.S. 035

SCHOOL ADDRESS: 317 WEST 52ND STREET, MANHATTAN, NY, 10019

SCHOOL TELEPHONE: 212-247-4307 **FAX:** 212-315-2814

SCHOOL CONTACT PERSON: MARTA ROJO **EMAIL ADDRESS** MRojo@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: MARTA ROJO

UFT CHAPTER LEADER: _____

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE: _____

(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK**
(CFN): D-75 Schools

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/ronlyres/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
Marta Rojo	Principal	
Gavriel Berkovits	Admin/CSA	
Jona Bacal	Admin/CSA	
Francis Grant	*UFT Chapter Chairperson or Designee	
Rhonda Sally	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Margarita Roulhac	DC 37 Representative, if applicable	
Zhanea Pitt	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kevin Reyes		
	Member / Parent	

James Brockett	Member/ Parent Coordinator	
Michele Mitchell	Member/ HSST Chairperson	
Roberto Cancel	Member/ Social Worker	
Jean Darbouze	Member/ Counselor	
Patrick Glynn	Member/ Job Transition	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.35M: Manhattan High School is an elementary-high school with 287 students from Kindergarten through grade 12. The school operates over multiple sites in Manhattan. The main site serves students from grade 9 through grade 12, which comprises 77% of the student classes. Students at the main site are in academic settings of 8 or 12 students to best support their academic and behavioral needs. These students are provided with related services such as counseling, social work and appropriate services. The second site is a day treatment center in a hospital setting and serves students from kindergarten through grade 12, which comprises 20% of

student classes. Students at the hospital site receive intensive psychiatric interventions from therapists as well as medical supervision from medical doctors. The school has a third site at Facing History High School in the Park West Campus, which comprises 3% of student classes. The program at Facing History functions as an inclusion program for student from Manhattan High School. These students are able to take rigorous academic classes with general education students, while also provide extra academic support. Virtually all students at all three locations have severe emotional and behavioral needs.

The school offers a diverse education to students with special needs. Standardized assessment students receive differentiated instruction to teach them curriculum aligned to the NYS standards. High School students in need of credit accumulation are able to participate in the schools extended day program. These students take credit bearing classes after normal school hours in an effort to graduate in a timely manner. In addition students are also exposed to a wide variety of art and vocational opportunities. P.35M offers vocational classes in Theater, Music, Visual Art, Culinary Arts, Cosmetology, and Auto Mechanics.

The relationship between the school and Facing History extends beyond inclusion programs. General education students at Facing History also have the opportunity take classes at Manhattan High School. Currently over one hundred Facing History students are participating in the Manhattan High School physical education program.

Through a grant from Start on Success Project: National Organization on Disability the school has been able to create a work sites at NYU Hospital, The South Street Seaport, The Red Cross, and The Jewish Home of New York. The program allowed students to receive academic instruction as well as well as experience in the work force.

Teachers at P.35M are provided opportunities to improve their instructional practice. Teachers participate in content area and grade level meetings within the school. At these meetings the teachers review best practices and ways to drive successful instruction. The staff also regularly attends professional development given by school staff and throughout the city. Currently numerous teachers in the building are mentored by school and district based staff.

P.35M endeavors to provide the best possible education for standardized assessment students with special needs. A committed teaching staff endeavors to reach each students individualized educational needs. Strong teaching and an engaging curriculum make P.35M a positive place for students to learn and grow.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 035								
District:	2	DBN #:	75M035	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		TBD	TBD	TBD		
Kindergarten	3	2	0						
Grade 1	1	1	3	Student Stability - % of Enrollment:					
Grade 2	2	2	6	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	3	1	4		TBD	60.61	TBD		
Grade 4	2	4	2						
Grade 5	5	2	5	Poverty Rate - % of Enrollment:					
Grade 6	5	6	2	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	4	3	5		62.4	0	0		
Grade 8	8	4	6						
Grade 9	195	124	106	Students in Temporary Housing - Total Number:					
Grade 10	39	77	71	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	23	21	35		12	36	TBD		
Grade 12	28	19	17						
Ungraded	14	6	14	Recent Immigrants - Total Number:					
Total	332	272	276	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					4	1	0		

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	332	272	275	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	TBD
Number all others	0	0	0				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
English Language Learners (ELL) Enrollment: (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	N/A	0	0
# in Transitional Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	12	9	12	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	23	16	34	Number of Teachers	56	55	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	34	37	TBD
				Number of Educational Paraprofessionals	25	20	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	27	21	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	51.8	72.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	54.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	82	TBD
American Indian or Alaska Native	0.9	1.1	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.2	86.7	TBD
Black or African American	48.5	52.6	50				
Hispanic or Latino	45.5	39.7	47.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.2	0.4				
White	2.7	4	2.2				

Multi-racial			
Male	78	70.2	73.6
Female	22	29.8	26.4

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
--	--

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

In Good Standing (IGS)	<input type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

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

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

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

Ethnicity	Elementary/Middle Level	Secondary Level	Grad. Rate	Progress Target
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 AYP in each subject						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade		Overall Evaluation:	W
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

The School Leadership Team, the Administrative Cabinet and members of the UFT at P35M reviewed the SCEP goals and action plans set forth for the 2009-2010 school year. The educators at P35M also reviewed the areas of the school that need to be developed more fully. The members of the CEP team also reviewed the 2009-2010 Quality Review, all Learning Surveys, Scantron Assessments, State Assessments, and reviewed grants received. In addition, the team analyzed the results of the inquiry team and relevant teacher made assessments.

Performance Trends

Based on reviewed data the SCEP committee at P35M found that the school continues to make positive gains in both Math and ELA for students in Standardized Assessments classes. Child Assistance Program and Scantron were utilized to generate a baseline reading level for all students continuously enrolled at Manhattan High School for the 2009-2010 school year. Students in grades 9-12 had an average starting reading level of 5.3 during the 2009-2010 school year. At the end of the school year, the average school-wide reading level had increased to 6.0 as assessed on Scantron. Data taken from NY Start relating to the 2009-2010 school year indicates that the percentage of students achieving level 3 or 4 on the 3rd -8th grade standardized test in English decreased from the previous year. This change may be caused by the small sample (22) set for both years. By reviewing HSST, NY

Start, and ARIS clear gains and deficiencies in mathematics can be established. As of July, 2010 the number of students passing the Regents or Regents Competency Test in math increased by 12% from 2007-2008, though there was a small decrease during the last school year. Data taken from NY Start relating to the 2009-2010 school year indicates that the percentage of students achieving level 3 or 4 on the 3rd -8th grade standardized test in mathematics decreased from the previous year. As with ELA, this change may be caused by the small sample set for both years(21).

The school continues to target students enrolled in the 9th grade for the first time through the Talent High School Developmental Model. The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. By looking at the data, the school established a baseline average reading level for student entering the 9th grade as 4.5. After reviewing the final reading levels of students that tested during both semesters the average reading level for students in the Talent Developmental model grew to 5.5

P. 35M works aggressively to improve student attendance. The school regularly reviews attendance data, calls absent students, makes home visits and offers incentives to bring students into the school building. Attendance for the 2009-2010 school year has increased by 2.42% from 2008-2009. Even with targeted attendance programs the schools attendance is still below the city's mandated 90%. The school must continue to improve the school wide attendance percentage.

The school received a Well Developed for its Quality Review during the 2008-2009 school year. As evidenced by the Quality Review the school must continue to strengthen teachers' responses to student work to include guiding comments and clear level of performance.

Therefore, based on the data reviewed, P35M decided to focus on the following areas:

- Math: P35M has significantly increased the number of students passing standardized tests in math. The school needs to continue focusing on standardized test in math to ensure that the gains continue.
- ELA. Scantron indicates that the average student makes significant gains in reading level during the school but because of their original low functioning level is still below grade level.
- Credit Accumulation: As seen through HSST, significant gains were made in credit accumulation for students that were enrolled in grades 9th – 12th during the 2009-2010 school year. P35M believes special focus needs to be placed on students that are over age and under credited.
- Attendance: ATS indicates that student attendance improved during the 2009-2010 school year. P35M endeavors to continue to improve the school wide attendance percentage.

- Teacher Response: The 2008-2009 Quality Review indicates that the school must continue to strengthen teachers' responses to student work to include guiding comments and clear level of performance.

Listed are some of P35M's greatest accomplishments over the past years:

- Receiving the rating of Well Developed during the 2006-2007, 2007-2008, and 2008-2009 Quality Review.
 - A continued high level of highly qualified teachers.
 - Creating high academic expectations in students that have struggled academically on previous settings.
 - An increase in the number of students progressing to the 12th grade.
 - The creation of a vocational training program in conjunction with NYC and S.O.S.
 - Creation of an inclusion program at Facing History High School .
-
- Some barriers include but are not limited to:
 - An open register, which creates an influx of students throughout the school year.
 - The influx of students requires the constant readjustment of classes.
 - A student population with diverse learning needs.
 - Lack of records and accurate data for students arriving from programs outside the New York City school system.

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.*

Annual Goals
1. By June 2011, the number of students receiving a high school diploma will increase by 5% compared to the previous year, as reflected in HSST, ARIS, and ATS.
2. Student attendance will increase by 3% by June 2011 as reflected in ATS.
3. By June 2011, standardized assessment students grades 10 and 11 will increase their scaled score reading level by 80 points as assessed by Scantron.
4. By June 2011, the number of 9th – 12th grade students transitioning to a less restrictive environment will increase by 5% as compared to the 2009 -2010 school year, as reflected in ATS and CAP.

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

Credit Accumulation

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the number of students receiving a high school diploma will increase by 5% compared to the previous year, as reflected in HSST, ARIS, and ATS.</p>
<p>Action Plan</p> <p><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>§ Monthly meeting with School Leadership to develop and implement action plan. § Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline for each marking period. § Weekly meeting with Inquiry Team and other subject area teachers to review data. § Monthly senior meeting to engage students in their learning. § Monthly utilization of parent coordinator to increase guardian involvement in graduation process. § Counselors will work with students to set personal academic goals on a weekly basis. § Monthly monitor of student performance through Data Analysis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funded by Tax Levy Money</p>

Indicators of Interim Progress and/or Accomplishment

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



- § 12th grade students will show improvement in the area of credit accumulation by displaying a gain of 5% in the number of students passing all their classes on each interim report card, compared to the previous school year.
- § Monthly Departmental review of student progress.
- § Interim report cards will be monitored for appropriate academic progress.

Subject Area**Attendance**

(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Student attendance will increase by 3% by June 2011 as reflected in ATS.
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>	<input type="checkbox"/> § Monthly meeting with School Leadership to develop and implement action plan. § Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. § Weekly meeting with Attendance Staff to review student attendance and biographical information § Bi-monthly periodic assessment through CASS System, HSST and ATS. § Provide needed professional development to further instruction. § Daily monitor of student attendance through CASS System, HSST and ATS. § Monthly attendance reports to parents. § Daily absent and late call through Auto Dialer. § Guidance Counselors daily monitor and intercede with problematic attendance. § Daily CASS Monitoring Attendance System
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> Funded by Tax Levy Money
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> § There will be a 3% increase in student attendance for each month as compared to the same month in the prior school year as assessed by ATS. § The CASS System will provide interim reports to monitor parental contact.

Subject Area

ELA

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, standardized assessment students grades 10 and 11 will increase their scaled score reading level by 80 points as assessed by Scantron.</p>
<p>Action Plan</p> <p><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>§ Monthly meeting with School Leadership to develop and implement action plan. § Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. § Weekly meeting with Inquiry Team and other subject area teachers to review data § Monthly monitoring of student performance through Data Analysis. § Bi-monthly periodic assessment through Scantron and ARIS. § Provide needed professional development to further instruction. § Strengthen teacher’s analysis of data and students work monthly to identify students most “at risk” for the provision of intensive academic interventions to include the school wide administration of the Scantron and teacher informal assessment to identify students for participation in the Wilson Reading/Language Program, Read 180, Achieve 300, and Teen Biz for students in Grades 10 and 11 in Standardized Assessment programs identified for AIS to help meet specific promotion requirements. § Daily support and strengthen the implementation of the Wilson Reading/Language Program, Read 180, Achieve 300, and Teen Biz for students in Standardized Assessment programs who are identified for AIS. § Monthly professional development for School Instructional Teams, including administrators, school based coaches, lead teachers on the P35M Units of Study, Reading and Writing Workshop and protocols for conducting walkthroughs and observations and protocols for examining student work based upon the Performance Standards and the Principles of Learning § Daily support of students in developing skills needed to become confident efficient test-takers, inclusive of study skills § Monthly professional development and technical support on the use of the classroom libraries, including leveling of the books to promote Independent Reading and support effective implementation of the P35M Units of Study § Monthly professional development for School Instructional Teams, including administrators, school based coaches, lead teachers on the District 75 Literacy Initiatives, P35M Units of Study, Reading and Writing Workshop and protocols for conducting walkthroughs. Daily ongoing assessment of students, inclusive of Regents, RCTs, Running Records, ARIS and Scantron Reports to inform instruction and observations and protocols for examining student work based upon the Performance Standards and the Principles of Learning. Collaborating and showcasing student work at the District 75 Literacy Fair and</p>

	<p>Poetry Slam, Arts Festival, and displays of exemplary writing projects as demonstrations of increased performance in ELA.</p> <p>§ To support teachers in collaborating and showcasing student work as demonstrations of increased performance in ELA</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funded by Tax Levy Money</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>§ Student in grades 10 and 11 will increase their reading level by 16 scaled points during each of the five Scantron assessments.</p> <p>§ Student progress will be assessed during bi-weekly departmental meetings and what do expect as a measure of improvement</p> <p>§ School Inquiry Team will use data to understand each student's next learning steps to improve each student's learning this is an action</p>

Subject Area**Related Services**

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the number of 9th – 12th grade students transitioning to a less restrictive environment will increase by 5% as compared to the 2009 -2010 school year, as reflected in ATS and CAP.</p>
<p>Action Plan</p> <p><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>§ Monthly meeting with School Leadership to develop and implement action plan. § Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. § Weekly meeting with Inquiry Team and other subject area teachers to review data. § Monthly review of existing IEPs and identification of students that may be ready for a less restrictive environment. § Monthly coordination of related service providers and help them review their caseload. § Weekly utilization of parent coordinator to increase guardian involvement in IEP meetings. § Counselors will work with students to set personal related service goals on a weekly basis. § Monthly monitor of student performance through Data Analysis.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Funded by Tax Levy Money</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>§ Administrator will review each enrolled student's IEP during the Annual Review process. § Principal will review related service reports from CAP and ATS on a monthly basis. The principal will compare monthly progress against the baseline data generated at the beginning of the school year. § Student progress will be assessed during bi-weekly departmental meetings. Students will</p>

make appropriate gains to meet their individual goals.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	1	1	N/A	N/A				
2	8	3	N/A	N/A		2		
3	5	3	N/A	N/A		2		
4	7	1	4	4		2		
5	5	1	5	5		2		
6	3	1	3	3		2		
7	1	4	4			3		
8	3	1	2	2		4		
9	30	30	30	30	10	12		
10	18	12	7	15	4	11		
11	11	8	6	5	3	9		
12	3	3	3	2	2	2		

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Skills Addressed:</p> <p>§ Wilson Reading Program teaches students fluent decoding and encoding skills to the level of mastery. It also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</p> <p>§ Read 180 teaches sight word fluency, oral expressive language development, comprehension, print knowledge, spelling, handwriting, vocabulary development, critical thinking, listening skill, strategies for decoding multi-syllabic vocabulary words, fluency, content-area reading and writing, multi-sensory strategies for narrative, persuasive and expository writing.</p> <p>§ Achieve 3000 web-based, differentiated reading and writing instruction program that enables to reach every special needs student at his or her individual Lexile level and monitors performance and growth over time. Achieve 3000 program propels student literacy achievement by: 1) Setting a schema. Students start reading and writing in an informal environment that encourages them to make text-to-self connections; 2) Reading for information. Students read appropriately leveled nonfiction article at the Achieve3000 website that engages and involves students via real-world topics; 3) Demonstrating mastery. After reading the article, students answer questions that monitor comprehension, vocabulary mastery and higher-order thinking skills; 4) Constructing meaning. Students build critical cognitive skills by writing responses to open-ended questions; 5) Forming an opinion. Students also participate in a poll about the article so they can demonstrate opinions – the real manifestation of reading comprehension.</p> <p>§ Strategic Reading (SR) is for students that face serious problems with student attendance, discipline, achievement scores, and dropout rates. Strategic Reading (SR), aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. By using a balanced-literacy approach, SR teachers help students to build skills and strategies that they may have missed. Additionally, students have opportunities to relate prior knowledge and experience to texts so they are better able to understand how reading applies to their own lives and future learning.</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in ELA, especially their weak areas.</p>

	<p>§ During this school year 33% percent of the junior class was enrolled in a college class and on pace to receive a college credit. In addition the school has partnered with College Now to create a Think College Now program which endeavors to start underclassman on the road to college. To further encourage our students to enroll in college, P35M administers the PSAT and SAT.</p> <p>§ Available for students who wish to prepare for the General Education Development (GED) exam, NY State ELA Regents, RCT Reading and Writing, PSAT and SAT.</p> <p>§ Assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences</p> <p>§ Offers academic support, career and education exploration, work preparation, skills development, and internships.</p> <p>§ In-depth job readiness and career exploration opportunities designed to enhance the academic components</p> <p>§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p> <p style="text-align: center;">Extended day school, and Literacy Lab</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Skills Addressed:</p> <p>§ Format enables struggling students to master skills: includes test prep, problem solving, understanding key math concepts, geometry and pre-algebra/algebra, math reasoning and higher order thinking,</p> <p>§ percents</p> <p>§ Short format practice of math terms and concepts to help build mathematics literacy</p> <p>§ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain algebraic concepts</p> <p>§ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain geometric concepts</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Math especially their weak areas.</p>

	<p>§ § § Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p> <p>Extended day school, and Literacy Lab</p>
Science:	<p><input type="checkbox"/></p> <p>In the process, students learn: Useful conventions for thinking about communicating chemical concepts. Acquire vocabulary associated with scientific concepts Useful scientific thinking to plan and conduct investigations, process data, and build scientific explanations: observing, communicating, comparing, organizing, relating, and inferring. Exercise language, social studies, and mathematics in the context of science.</p> <p>§ Students with social and academic concerns are recommended for before and after school for additional tutoring in Science, especially their weak areas. § § § Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.</p> <p>Extended day school, and Literacy Lab</p>
Social Studies:	<p><input type="checkbox"/></p> <p>§ The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. § Students with social and academic concerns are recommended for before and after school for additional tutoring in Social Studies, especially their weak areas. § The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State’s Social Studies academic content standards § Internet and cable tv channels, with shows on historical events and persons—often with observations and explanations by noted historians well as reenactments and interviews with witnesses. § Strategies for organization, building independence and ways to scaffold and support students will be shared. A step by step guide for successful project ideas and implementation will be completed by students. § Computer technology is implemented in the classroom to accommodate differentiated instruction</p>

	<p>and various learning styles of students.</p> <p>Extended day school, and Literacy Lab</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>§ Student-Athletes must pass 3 out of 4 academic subjects to participate in any PSAL sport. Student- Athletes that are failing must attend the Sports and Arts program to address their weak subject areas. Incentives to play PSAL sports usually make the students strive to do well academically and socially.</p> <p>§ This program fully funded from the schools budget provided an opportunity for students that were over age and under credited to attend the program and regain academic solvency.</p> <p>§ § The Educational Training Institute provides vocational training to special education high school students in the fields of pharmacy technician, hotel operations and customer service and job readiness. The creative and flexible teaching methods of ETI's instructors assist students in achieving success and reaching their goals by meeting students' individual learning needs.</p> <p>Extended day school, and Literacy Lab</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p> <p>§ Help students improve literacy skills. This is done one-to-one or in small groups during the school day.</p> <p>§ Consultation with school administrators concerning appropriate learning objectives for students Planning developmental and remedial programs for and the development of educational experimentation and evaluation.</p> <p>§ Conference with parents to assist in understanding the learning and adjustment processes of children.</p> <p>§ Meeting with community agencies, such as probation departments, mental health clinics, and welfare departments, concerning pupils who are being served by such community agencies.</p> <p>§ Consultation and supervision of pupil personnel services workers.</p> <p>§ Psycho educational assessment and diagnosis of specific learning and behavioral disabilities, including, but not limited to, case study evaluation, recommendations for remediation or placement, and behavioral challenges occur, which can lead the problem solving process.</p> <p>§ § Support the staff by developing a progress monitoring process for the student's behavioral support plan.</p> <p>§ Periodic review of the student's transcripts/ report card with the student to ensure that remediate actions, in terms of referrals and tutoring are taken in a timely fashion.</p>

	<p>§ tying it to classroom performance</p> <p>§ Use of assessment data to improve student learning.</p> <p>§ performance and interventions, and how to interpret and communicate findings regarding data.</p> <p>§ Help support students and families who require services beyond a school's capabilities by interfacing with community agencies and maintaining a resource list of appropriate services.</p> <p>§ Facilitate communication, if student is represented by multiple agencies, between the agencies so that the team works together in order to provide the most comprehensive and supportive services.</p> <p>§</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p> <p>Skills Addressed:</p> <ol style="list-style-type: none"> 1. During school- Speak to students regarding number of credits they have and what is needed to graduate. Go over RCT and Regents tests which they have passed and what is needed to graduate. Devise strategies for passing classes and tests. Deal with falling and fear of test taking, promote self esteem and quell anxieties. Focus students on career goals and how to meet them. 2. During school moderate group sessions where students express academic and emotional issues presenting them from succeeding in school and plan strategies for succeeding. Discuss goals after high school including vocation and higher levels of education. 3. Refer students to CIDNY and VESID for vocational training, support and job placement. <p>Modalities:</p> <ul style="list-style-type: none"> ▪ Individual and group sessions. ▪ Placement and training in vocational programs and then employment and support even into adulthood if client has disability classification. ▪ MHF- Referrals are made for outpatient psychotherapy in the neighborhood of students, based also on their insurance coverage. <p>All services provided in school during schools hours.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p> <p>§ School staff provides condoms and appropriate literature to students that are sexually active.</p> <p>§ The school nurse regularly meets with students to discuss AIDS awareness.</p> <p>§ Classroom teachers teach a class centered on wellness for students both emotionally and physically.</p>

§ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students.

Extended day school, and Literacy Lab

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

9-11

Number of Students to be Served:

LEP 8

Non-LEP N/A

Number of Teachers 1

Other Staff (Specify) 1 Supervisor, 1 Paraprofessional, and 1 Secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

There are currently 274 students enrolled in P035M. Of those 25 students (9.12%) are ELLs, of whom 12 are entitled and 13 are x-coded. All of the entitled ELL students are mandated for Monolingual instruction with ESL. We do not currently have enough students of the same home language to form bilingual classes, and our students are recieveing ESL services.The X-coded students are serviced as per their IEP: they are administered the NYSESLAT in the spring. The home languages represented among our total ELL population are as follows: 23 ELLs speak Spanish, and 2 Haitian-Creole.

The school has one off-site at Bellevue Hospital, but currently we do not have ELL students there; all ELL students are high school students in grades (9-12) with 8:1:1 student-to-staff ratio and at the main cite. They receive the mandated units of service as per CR Part 154: ELLs at the Beginning level of language proficiency receive 540 minutes per week; ELLs at the Intermediate level of language proficiency receive 360 minutes per week; ELLs at the Advanced level of language proficiency receive 180 of ESL and 180 minutes of ELA per week.

Students who are invited to Title III program scored at a "Beginners" level when they took the NYSESLAT test and will continue to take the test until they pass it. They will benefit from Title III program as it will help with their language acquisition in and outside the work place.

We have one ESL teacher who is fully certified. She collaborates with classroom teachers and cluster teachers, as well as all service providers to enrich language development and make content comprehensible. She also has common preparation periods with these professionals to have planning time together and be able to coordinate their instruction (plan lessons, create materials, plan assessments, evaluate lessons,) to foster language acquisition. She communicates with all other teachers and related service providers at regularly scheduled team meetings and through e-mails to ensure collaboration and implementing effective ELL-appropriate teaching strategies, materials and curriculum among the entire school team. Our 8:1:1 teachers integrate ESL strategies and techniques into content areas. They also use scaffolding techniques such as: modeling, multi-sensory and graphic organizers such as: semantic web and KWL charts, as well as various appropriate technology to foster and aid language development. Our ESL program utilizes materials developed by edhelper.com, BrainPop, and other online resources geared for ELLs.

All ELLs, including students who receive ESL services and those who are x-coded, are invited to participate in the Title III program. In order to determine which students will participate, letters will be sent to parents in English and in the native languages and phone calls will be made to

survey interest. The ESL teacher with the help of 1 Bilingual (Spanish speaking) paraprofessional will run a twice a week 2 hour after school program from 3 p.m. until 5 p.m. for 8 high school ELLs, including entitled and X-coded students who are performing below grade level in all content areas. The program will run on Tuesdays and Thursdays every week starting February 1st until April 27th for a total of 22 sessions. In addition to the above mentioned staff, an administrator is needed and will be present to ensure that all compliance and instructional requirements are met. While the administrator's regular school day hours are 8:00am to 4:00 pm, an additional 1 hour (from 4:00 p.m. until 5:00 p.m.) twice a week will be covered by Title III funding.

The program will focus on the usage of technology in the classroom to write resumes, cover letters, and job interview process. The usage of iPads will be very useful because they are efficient for research purposes, they are easy to carry, store and very compact as well as very easy to use. Students are quick to learn technology as it is a big part of their life and they are surrounded by it everywhere on a daily basis. Also, according to the Miami Herald posted on March 29th, 2010 written by Steve Giegerich, "teens find it tougher than ever to find work and it is imperative that society trains them to enter the work place at an early age in the hope to be ready when there is a real work position available to them."

Our program will run for 22 sessions and will be divided as follow:

- Sessions 1 through 7 will focus on Resume writing. Students will learn how to use the computer and computer software to write a resume. They will learn how to keep it short, only one page long until they are finished school and have had enough work experience. They will also learn the importance of including relevant information such as information about themselves that shows why they are a good fit for the job. They will learn to be creative and learn about their strengths such as their aptitudes, interests, actual abilities and preferences. They will also learn through the usage of sample templates how to format their own resume and how to proof-read it. To do so, they will browse through <http://www.cv-services.org>
- Sessions 8 through 14 will focus on Cover letter writing. Students will learn the importance of a good cover letter and how it can actually enhance the chances of being called for a job interview. They will also learn that a cover letter is a personal statement which can leave a positive impression on the potential employer.
- Sessions 15 through 22 will focus on Distributing Resumes, Interview and Post-Interview. Before distributing their resumes, students will learn how to properly dress to look good which will allow them to be more confident and might secure an interview. They will learn that they cannot wear jeans, chains, or baggy or tattered clothes. They will learn to be professional knowing that many employers will not even bother looking at their resume if they go in chewing gum or wearing headphones. They will learn the importance of a "Good first impression" such as when entering an office, ask to speak to the manager, shake their hand, and introduce yourself. This will certainly impress the manager. Before the Interview, students will again learn to dress well knowing that everyday casual closings is not acceptable interview attire. They will learn to be professional, again, no gum chewing, no friends sitting outside waiting for you, it could be too disruptive. Being courteous will also be a key element during the interview. Arriving on time at least ten minutes early and be sure not to be late at all because the employer will not appreciate you wasting their time. Students will learn that when the interview is over, they will remember to shake the interviewer's hand and thank them for their time. During "Post-Interview", students will learn to show appreciations by calling the employers and thank them again for their time. Students will be assessed at the end of each session simply by using "Role modeling" techniques. In the classroom they will play different roles such as the employer, employee, secretary, and all other person involved in the job hiring process, even the office secretary of a "potential" work place will be represented and role played by students. The help of the teacher will be greatly used during the assessment process in order to help students visualize what they will experience during the real interview.

ESL Standard I and II will be addressed because students will be listening, speaking, reading and writing in English for information and understanding by researching the internet using iPads to learn how to write resumes as well as researching job sites. ESL Standard IV will also be addressed because students will listen, speak, read and write in English for classroom and social interaction using performance indicator 9 which is the appropriate usage of vocabulary, expressions, language, routines and interaction styles....in different ways through language in various contexts. ESL Standards V will also be addressed as students will demonstrate cross-cultural knowledge and understanding. They will develop and use culturally appropriate behavior and a knowledge of local and US cultures and practices in their interactions with others in their new cultural environment, for example they will demonstrate proper ethical behavior “pre”, “during”, and “post” interview process as well as searching for a job. Performance indicators 1 through 6 will be used during the entire 22 sessions. Technology Standard V is addressed throughout the program as students use iPads to research, view and finalize the written part of their projects.

Parental Involvement

The certified ESL teacher will conduct 2 one-hour workshops from 5 p.m. until 6 p.m. (on Mondays: January 10th and 24th, 2011; after PD sessions) with the parents of 8 ELLs focusing on practical strategies parents can use at home to help their children with resume/cover letter writing, proper etiquette, and other interview techniques. Workshops will address best practices in ESL and various language building techniques targeting this population, made accessible for parents through a demonstration of concrete language-focused activities which can be done at home. Parents who need language assistance will be provided printed materials in the native language and one Bilingual paraprofessional will be present to assist with interpretation.

An administrator will be present to support the presentation, address any parents’ administrative questions and concerns, and ensure that all compliance requirements are met. The administrator’s regular school hours on these days are 8 a.m. until 4 p.m. and are thus accounted for in the Title III budget.

Using the DOE Title III letter, information will be sent home via regular mail. The letter will be translated in Spanish for Spanish speaking parents. Also, parents will be notified via phone either in English and/or Spanish depending on the language spoken at home. During the workshops, a bilingual staff member will provide oral translation in Spanish during workshops.

Professional Development Program

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

□

Three 2-hour training PD sessions will be provided after school from 3 p.m. until 5 p.m. on Mondays January 10th, 24th, and 31th, 2011 by the ESL teacher to help our Bilingual paraprofessional and Administrator who will be running the Title III program integrate into the Title III program curriculum. This knowledge will then be turn keyed by the ESL teacher to other teachers of ELLs during regular curriculum planning sessions and staff development days. Teachers will be working collaboratively with the ESL teacher in order to make sure the students receive the best instruction possible. Also, during the three sessions the following topics will be addressed.

- The Impact of technology in the classroom
- The four Stages of Second Language Acquisition
- The importance of preparing students for the work place.

Section III. Title III Budget

School: **P.35M**
 BEDS Code: **307500011035**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,437.21	<input type="checkbox"/> Instruction: 1 ESL teacher x 2 days per week x 2 hours per day x 22 sessions x \$49.89= \$ 4,390.32 1 paraprofessional x 2 days per week x 2 hours per day x 22 sessions x \$28.98= \$ 2,550.24 1 Administrator x 2 days per week x 1 hour per day x 22 sessions x \$52.21= \$ 2,297.24 1 Secretary x 10 hours x \$30.74= \$307.40 Professional development: 1 ESL teacher x 2 hours x 3 sessions x \$49.89= \$299.34 1 paraprofessional x 2 hours x 3 sessions x \$28.98= \$ 173.88 1 Administrator x 1 hour x 3 sessions x \$52.21= \$ 156.63 Parental Involvement: 1 ESL teacher x 1 hour x 2 sessions x \$49.89= \$ 99.78 1 paraprofessional x 1 hour x 2 sessions x \$28.98= \$ 57.96 1 Administrator x 1 hour x 2 sessions x \$52.21= \$ 104.42
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional	\$ 3,990.79	<input type="checkbox"/> 6 iPads x \$ 580.00 Copy paper for Resumes and Cover letters 3 boxes x \$33.47=

materials. - Must be clearly listed.		100.41 1 Toner pack of 2 for printer x \$220.18 2 Packs of 10 binders x \$4.40= \$ 8.80 2 Packs of 10 folders x \$ 4.50= \$ 9.00 10 USB Flash Drive x \$ 17.24 = \$ 172.40
Educational Software (Object Code 199)	40.00	<input type="checkbox"/> Resume Maker Professional Ultimate V4= \$ 40
Travel	72.00	<input type="checkbox"/> 8 parents x \$4.50 (round trip) x 2 sessions= \$72.00
Other	460.00	<input type="checkbox"/> Refreshments for participants
TOTAL	572	

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.

Upon intake/admission of student written translation and oral interpretation are assessed.

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.

Currently our school has need for Spanish written translation and oral interpretation needs. The findings are coded by the pupil personnel Secretary in ATS and on the student emergency card.

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.

Currently the DOE documents are available in both English and Spanish. When possible, documents are available in both languages. If necessary, translation is done in-house by school staff.

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.

SINCE SPANISH IS THE ONLY LANGUAGE NEEDED FOR OUR PARENTS, WE PROVIDE ORAL INTERPRETATION SERVICES IN-HOUSE BY SCHOOL STAFF.

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>.

NOTIFICATION REQUIREMENTS FROM SECTION VII OF CHANCELLOR'S REGULATIONS A-663 ARE AVAILABLE THROUGH THE PARENT COORDINATOR AND OFFICE STAFF.

The only covered language in our school is Spanish. .

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:			0
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 AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 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.

- o 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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.	
		Yes	No	N/A		Check(x)	Page#(s)

1Reminder: 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.

2Note: 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.

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.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

Part B:

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).
9
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A: school does not receive any set-aside funds

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with t

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 035						
District:	75	DBN:	75M035	School		307500011035	

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7	v	11	v	
	K		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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	2	0	0				
Grade 1	1	3	1	Student Stability - % of Enrollment:			
Grade 2	2	6	5	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	1	4	4			60.6	53.8
Grade 4	4	2	7				
Grade 5	2	5	5	Poverty Rate - % of Enrollment:			
Grade 6	6	2	3	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	3	5	6		62.4	0.0	NA
Grade 8	4	6	2				
Grade 9	124	106	112	Students in Temporary Housing - Total Number:			
Grade 10	77	71	65	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	21	35	36		12	36	23
Grade 12	19	17	38				
Ungraded	6	14	10	Recent Immigrants - Total Number:			
Total	272	276	294	(As of October 31)	2007-08	2008-09	2009-10
					4	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	272	275	1	Principal Suspensions	0	0	11
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	3	1
Number all others	0	0	276				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	56	55	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	34	37	0
# receiving ESL services only	9	12	TBD				
# ELLs with IEPs	16	34	TBD				

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

(As of October 31)	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	25	20	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	27	21	93	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	51.8	72.7	0.0
				% more than 5 years teaching anywhere	50.0	54.5	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	82.0	0.0
American Indian or Alaska Native	1.1	0.0	0.0	% core classes taught by "highly qualified" teachers	88.2	86.7	0.0
Black or African American	52.6	50.0	50.0				
Hispanic or Latino	39.7	47.5	44.6				
Asian or Native Hawaiian/Other Pacific	2.2	0.4	0.3				
White	4.0	2.2	5.1				
Male	70.2	73.6	68.0				
Female	29.8	26.4	32.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 4	District 75	School Number 035	School Name Manhattan HS
Principal Ms. Marta Barnett		Assistant Principal Dr. Vincent J. Maligno	
Coach Mr. Patrick Glynn		Coach	
Teacher/Subject Area Corrine Iaquina /ESL Teacher		Guidance Counselor Ms. Adelsia Vasquez	
Teacher/Subject Area		Parent Ronda Sally	
Teacher/Subject Area		Parent Coordinator Mr. James Brockett	
Related Service Provider Corrine Iaquina		Other	
Network Leader Mr. 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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	295	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	7.46%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In District 75, identification of ELL students begins at the CSE level. The Home Language Identification Survey is administered by them. The CSE IEP is recorded for language status (MONO, BIS, or ESL). At the school level, CAP recommendation is checked against IEP by the IEP team. If they differ, ATS reports such as HISE and RHSP, which identify LAB-R & LAT testing, are utilized and an IEP conference is scheduled in order to have the two match. If a SIFE student enters our school, we would have the parent fill out a HLIS if one has never been filled out previously. If in Numbers 1-4, the survey indicates a language other than English, in one (1) or more response(s), [even if English is one of the languages used], and in Numbers 5-8, if the survey indicates a language other than English in two (2) or more responses, [even if English is one of the languages used] then the student is eligible for LAB-R testing. If so determined, we then administer the LAB-R to him/her. The test result determines whether BIS or Monolingual with ESL services recommendation is written in the student's IEP.- LAB-R test is administered- 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 a fully certified ESL teacher Ms. Iaquinta to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. 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, 35M school offers a Freestanding ESL program only. Once a year (in Fall), we invite parents of our ELL students to participate in ELL parent orientation meeting administered by 35M Parent Coordinator Mr. Brockett. 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 meeting, parents are also informed about the Title III after school program that supports 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, and NYSESLAT testing. The 35M Parent Coordinator Mr. Brockett is available at these meetings to address concerns and offer information to parents about school activities such as the PTA membership, participation in 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.- -

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level (Transitional Bilingual Education, Dual Language, or Freestanding ESL); at 35M, we provide Freestanding ESL only. The Parent Coordinator at P035M will offer parents of ELLs on-going information in their home language(s) and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with a translator. Our school will periodically describe the program to ELL parents through parent orientation meetings or letters sent home.-

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	22
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL			5			11			6		0
Total	0	0	5	0	0	11	0	0	6		0

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				2						8	6	1	4	21
Chinese														0
Russian														0
Bengali														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	0	0	2	0	0	0	0	0	8	6	2	4	22

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.

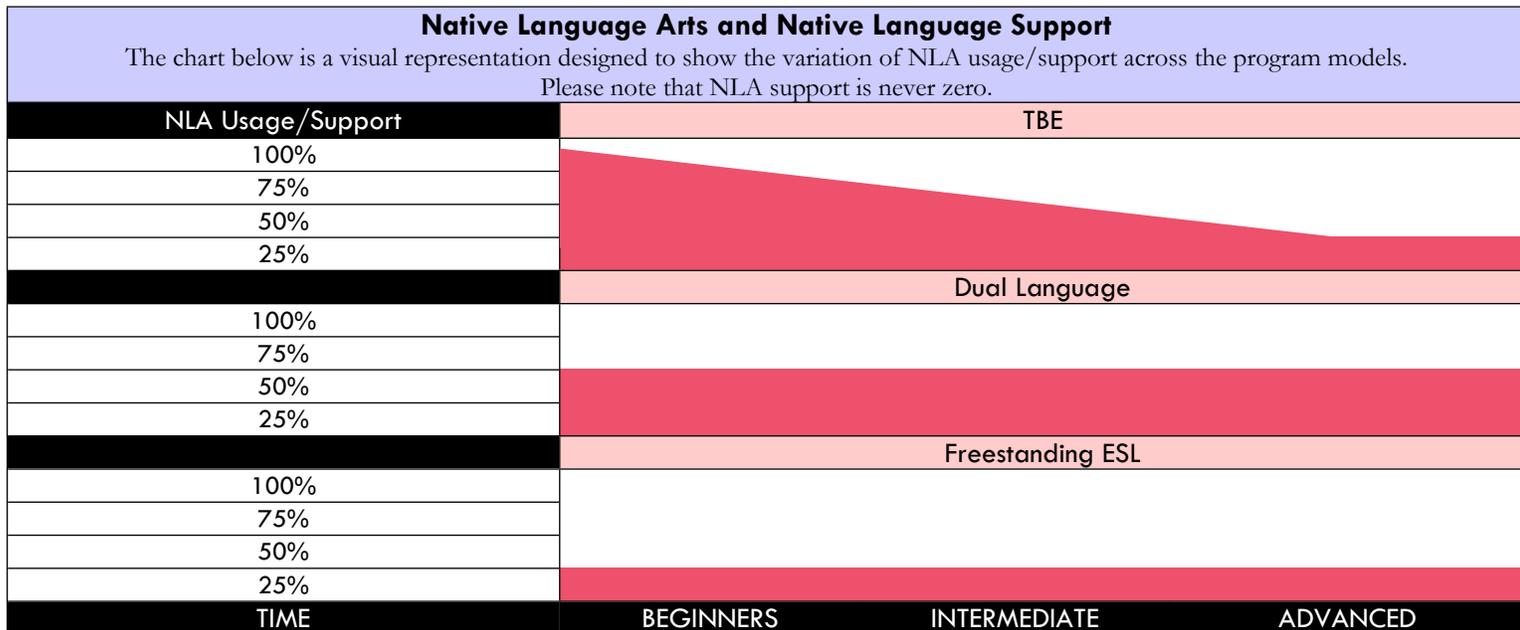
ESL classes are provided by a fully certified ESL teacher, Ms. laquinta, through a combination of pull-out and push-in teaching models of instruction. ESL teacher is encouraged to conduct the push-in program model for the ELL population because of its effectiveness. As a result of implementing this model, ESL teacher continues 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 and 8:1:1. We do not have students in Alternative Placement with the IEP recommendation for Bilingual services. Should we have any, they will be supported by Alternate Placement Paraprofessionals who speak their native language and English. 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. All our high school (Grades 9-12) ESL students receive the minimum units of instruction mandated under C.R. Part 154: 540 minutes of ESL service per week for Beginners, 360 minutes of ESL service per week for Intermediate, and 180 minutes of ESL and 180 minutes of ELA per week for Advanced. 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 subject/Special Education teachers most of whom have completed the mandated 10 hours of Jose P. ESL training. The instructional materials used in our classrooms are both age and grade appropriate: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. The teacher also uses technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City literacy

requirements, each classroom library contains books in the native languages, including those adapted by teachers to meet the needs of all students. Newcomers (0-3 years of service) would be supported through afterschool program (PM School @35M), differentiated instruction, 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 years but less than six years, are supported through AIS and peer tutoring. Long term ELLs are supported through AIS, Instructional Technology, peer tutoring, and visual arts enrichment. All current ELLs are in Special Education and receive ESL services through differentiated instruction. Presently we have no SIFE students. At such time that we do, we will provide the following: ESL instruction that follows the NYS ESL standards and incorporates ESL strategies: peer tutoring and support in native language.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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 Global Studies) and grade levels. In ELA we use the Balanced Literacy 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 and/or NYSESLAT. For Math, our teachers use a variety of different instructional materials (e.g., Getting Ready for Math A) in consultation with the District 75 Math Coach. For Global Studies, our school is currently using "Journey Across Time". Some of the strategies to be used in our content area programs are reading and writing workshops, 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 and French languages and the adaptation of literacy materials to meet the needs of students with emotional disabilities. NLA literacy activities are extended throughout the curriculum and subject areas. All ELLs are encouraged to participate in Title III after school 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 or initiated this school year. All our ELLs are offered equal access to all school programs and services. All required services support and resources correspond to ELLs' ages and grade levels.

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.

During the 2010-2011 school year, Professional Development@35M will be incorporated in workshops, given once a month, which will assist content areas teachers with ESL strategies for ELL students (Strategies and Materials for NLA and ELA Instruction, the NYS ESL Standards, Balanced Literacy in ESL classes, the Teaching of ESL through Content Areas). This Professional Development will be offered by the Assistant Principal, Ms. Bacal, and ESL teacher, Ms. Iaquina, with additional help from the District Office. Content area teachers would work collaboratively with an ESL teacher. Teachers would plan their lessons that compliment instead of merely translate the content instruction in the other language. Paraprofessionals, Guidance Counselors, psychologists, secretaries, and parent coordinator are to be included in the Professional Development. P35M receives ongoing support from the District 75 Office of English Language Learners on ELL Programs. Content area teachers will also be enrolled in two (five hours each) Jose P. PD sessions offered by District 75 ELL Department. 35M' 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?

The parent coordinator at 35M, Mr. Brockett, 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 family 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 after school sessions .Parents are invited to participate in after school programs 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 phne calls are made to each home with information regarding Title III program schedule and instructional goals. It includes NYS ESL Standards; The Teaching of ESL through Content Areas; The Use of Technology in ESL Education; The Adaptation of ESL Materials for the Education of ELLs with Emotional Disabilities, the Annual Review and IEP Process, NYSESLAT Testing and ELA (home to school). Our school currently does not partner with other agencies or community based organizations.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Advanced (A)											2	1	1	2	6
Total	0	0	0	2	0	0	0	0	0	0	6	7	2	5	22

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		1	
Math <u>Algebra</u>	4		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	2		1	
US History and Government	1		1	
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.

Our goal is to ensure that all ELL students meet the standards and pass required state and local assessments. In the spring of 2010, each ELL was administered the NYSESLAT to determine English proficiency. This test determines 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 were found across proficiency level. Students continue to perform better in the Listening/Speaking subtests than Reading/Writing. As the charts above demonstrate, there have been improvements across all four modalities, with students even scoring "Advanced" and "Proficient" in subtests. If ELLs tested out NYSESLAT with level "P" (proficient); these students have now to be served as they had been before their testing out, until the IEP and CAP documents indicate an "N." As per CR Part 154 mandates, a LEP student, who has tested out via NYSESLAT, must receive a minimum of two (2) years of supplemental services. This means that an ESL teacher may continue to work with the student (if his/her caseload permits and all of entitled ELLs are being serviced as per CR Part 154 mandates, OR, the student may receive Academic Intervention Services, or whatever supplemental program school may provide in order to foster higher levels of learning in the target language. Currently, 35M does not have Proficient ELLs.

The Scantron Periodic Assessment would be administered five times a year to determine ESL students' reading and comprehension levels. Other assessment modalities include teacher-made tools such as rubrics, student performance through their different outputs. Standard assessment test scores such as the New York State Regents and RCTs would be taken three times a year. The Wilson Reading program would be used for ELLs with lower functioning levels.

The results of NYSESLAT (reading/writing, listening/speaking) will affect further instructional decisions. Teachers also collect additional data in the areas of communication, social skills and behavior in order to differentiate instruction and measure student progress.

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		