



P226 M

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75M226
ADDRESS: 345 E. 15TH STREET
TELEPHONE: 212-477-5017
FAX: 212-477-5164

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P226M **SCHOOL NAME:** _____

SCHOOL ADDRESS: 345 E. 15th Street , New York, N.Y. 10003

SCHOOL TELEPHONE: 212-477-5017 **FAX:** 212-477-5164

SCHOOL CONTACT PERSON: Dania Cheddie **EMAIL ADDRESS:** 75m226@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Simram Goomer</u>
PRINCIPAL:	<u>Dania Cheddie</u>
UFT CHAPTER LEADER:	<u>Adriana Garcia</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Anna Blanchette</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Corey Johnson</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** CFN752

SSO NETWORK LEADER: Stephanie McCaskill

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
Dania Cheddie	*Principal or Designee	
Adriana Garcia	*UFT Chapter Chairperson or Designee	
Anna Blanchette	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Corey Johnson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gaku Takanashi	Member/Parent	
Angela Donadelle	Member/Parent	
Morahina Rodriguez	Member/Parent	
Nora Cohen	Member/Parent	
Jazmin Alvarado	Member/Parent	
Ying Li	Member/Parent	
Simran Goomer	Member/Staff	
Ana Rand	Member/Staff	
Rita Bremner	Member/Staff	

Crystal Adderly	Member/Staff	
Rachelle Klainberg	Member/Fiscal Liason/A.P.	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

"At P226M, our mission is to enable every student to achieve his or her potential through high expectations, rigorous, deliberate instruction, social-emotional and physical development, in order to become a life-long contributing member of society." Accordingly, we believe that every child in our program deserves the best possible education keeping long term outcomes at the core of our instructional decision-making throughout each student's educational experience. Thus, we have dedicated ourselves to pioneering new concepts and developing unique strategies that deliver services to students with special needs and their parents/guardians. Assessment and research designs are developed to measure the effectiveness of diverse projects. High expectations and individually tailored instruction facilitate achievement and independence for each child.

We believe that each staff member can continue to develop professional skills through training. P226M is committed to providing and facilitating staff participation in a variety of professional growth opportunities.

We also believe that the educational process is always evolving. In this spirit, P226M is at the forefront of reevaluating present practices and developing new strategies and programs to help students achieve highly ambitious goals. Administrators and instructional staff participate in new training initiatives to remain current and refine pedagogical skills. In accordance with our mission statement, the P226M organization is dedicated to providing students with every advantage to achieve their potential.

P226M is a cluster school comprised of seven sites serving Pre-Kindergarten students in 8:1:2 classes, students with Autism in 6:1:1 and 8:1:1 classes, students with Mental Retardation and Emotional Challenges in 12:1:1 classes, and elementary through college-aged students in inclusive settings throughout the borough of Manhattan. Students and staff are culturally diverse, representing a multi-ethnic sampling of communities within New York City. We provide a balance of standards-based academic instruction and practical applications across the curriculum. Concurrently, effective communication is infused into all subject areas. As students mature, they increase time in the community, acquiring skills needed to transition into the work world.

Adapted materials and strategies address the discrete learning needs of our populations. We encourage diverse teaching styles through strategies including Verbal Behavior (VB), the Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH), and Michelle Dunn's *Social Skills in Our Schools* curriculum, within a framework of well-planned lessons and positive behavior management.

Our entry level site serving students from Pre-K to Kindergarten, on 12th Street in Greenwich Village, offers numerous possibilities for community exploration. Here, students experience a structured approach to learning. Teachers create visually supportive environments to reinforce concepts, vocabulary and skills. Speech therapists work closely with classroom teachers using PECS and JARS to develop academic and communication skills. Strategies include social stories and modeling of appropriate social behaviors.

Our two Harlem-based elementary sites (P76 and P208) participate in educational and recreational opportunities found in Central Park, the 5th Avenue museums, The Studio Museum of Harlem, Arts Horizons, the State Office Building and the Schaumburg Center. Full time inclusion opportunities begin at the P76 site.

Our site at JREC serves middle school students and high school inclusion students. Located on East 67th Street, this site provides a library, gymnasium, culinary arts room, and inclusive programming with the Urban Academy high school. Many shops and civic facilities (libraries, colleges, senior centers, etc.) provide opportunities for work study and community experiences. The JREC Complex has become a nationally recognized model for educational design.

With two other schools, our high school program shares space in Old Stuyvesant H.S. on East 15th St. Emphasis on academic skills continues in school, the community, and at work sites, preparing students for transition into the adult service world.

Our second high school inclusion program is located at Millennium H.S. near Wall St. Students participate in the rigorous general education curriculum alongside their general education peers, with Special Education Teacher Support Service provisions.

The Pace University Inclusion Program was developed to provide “next steps” for our students aging out of inclusive high school settings. The first of its kind in Manhattan, Pace combines job training, socialization, and academics at the University’s downtown campus. Based on interests and skills, students work on campus and audit university courses each semester.

Across all sites, students are educated in a variety of natural, functional, and multi-sensory settings both in the school and in the community. The curriculum is reality-oriented, emphasizing assessment and data based academic instruction, communication, socialization and life skill development.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

A review of our PPR, the 2009-2010 Comprehensive Educational Plan, three School Quality Reviews, State Quality Assurance Review, and Quality Review Self-Assessment document demonstrate that we have successfully met our goals. We attribute this to several factors: 1. We have a clearly defined philosophy. 2. The administrators frequently monitor the teaching and learning process in order to ensure that school goals are being met. 3. The utilization of data, our school wide focus, provides a concrete, measurable means of goal attainment. 4. Ongoing parental involvement provides essential support within our school sites.

After reviewing the data collected from city, state and teacher-made assessments, walkthroughs, classroom observations, student portfolios, teacher surveys, the School Inquiry Team (SIT), the Quality Review, the Learning Survey, and after consulting with the staff, School Leadership Team (SLT) members and administrators, we recognize, as life long learners, five areas that we plan to target during the 2010-2011 school year. These five areas are English Language Arts, social skills, student self-reflection, parental engagement, and mathematics. We chose social skills because many of our students continue to grow in this area, and with the implementation of the Social Skills in Our Schools curriculum we have seen significant student gains. We plan to further develop out students' social skill competencies through pairing behavior intervention planning with positive social strategies and the reinforcement of replacement behaviors. We strive to support student independence through the building of self-reflection skills, but recognize that this remains an area in need of support. While we have done well on State assessments in English Language Arts and Mathematics, the School Leadership Team and the P226M community feel that these instructional areas are continuously evolving. Finally, results of the Learning Environment Survey indicate that parents continue to feel strongly about strengthening involvement in their children's school. We have seen success this year in increased participation at hands-on parent workshops and school-wide events, and plan to further increase options available to parents in the upcoming year to encourage their active involvement.

PERFORMANCE TRENDS

Based on a comprehensive review of data available to the SCEP committee, we have seen continued growth in English Language Arts (ELA), Math, Science and Social Studies for our students in alternate assessment classes as measured on the New York State Alternate Assessment (NYSAA.) We plan to continue successful strategies to maintain high assessment scores and best practices in instruction across all subject areas.

Based on a comprehensive review of data available to the SCEP committee, we have seen continued growth in English Language Arts (ELA), Math, Science and Social Studies for our students in alternate assessment classes as measured on the New York State Alternate Assessment (NYSAA). We plan to continue successful strategies to maintain high assessment scores and best practices in instruction across all subject areas.

P226M students from grade 3-4 that currently participated in standardized assessments had various levels on the ELA and Math test performance. Students that scored in ELA Level 1 were below the performance standard that reflects a lack of grade level skill. The current strategies that will be provided are Academic Intervention Services to address comprehension

skills, as well as a rigorous reading and writing curriculum. Students that scored in Math Level 1 were also below the performance standards. These students will also be included in Academic Intervention Services which will provide practicing strategies in computation, geometry, measurement, and algebra strands to increase students understanding of a variety of math skills.

Students that met the basic standard ELA Level 2 will also receive Academic Intervention Services. These students will work on comprehension strategies during AIS as well as a rigorous reading and writing curriculum. Students that scored in Math Level 2 in their performance level will receive Academic Intervention Services which will provide practicing strategies in computation, geometry, measurement, and algebra strands to increase students understanding of a variety of math skills.

As all grade 3-8 students currently participating in standardized assessments scored at Level 3 on the 2009--10 ELA exam; they will continue to practice vocabulary-building, comprehension, and research skills through the use of authentic text. As Math scores of current standardized assessment students were also at Level 3, current strategies in the practice of computation, geometry, measurement, and algebra strands will continue, as well.

Students who received Level 2 scores on standardized Science and Social Studies assessments reflect a lack of grade level skill acquisition in these subject areas. In order to improve their skill levels in these areas, they will be participating in inclusive settings to more fully address grade level curriculum and move trends in Science and Social Studies towards Level 3.

GREATEST ACHIEVEMENTS OVER THE LAST TWO YEARS:

- Awarded a \$315000.00 RESO-A grant to equip classrooms with Smart Boards and other technology
- Opening of a transition oriented site with a direct feed into an adult service support agency
- First Alternate Assessment school selected to participate in Emotional Literacy program
- P226M student art work selected for the VSA Calendar
- P226M student came in second in the District's Spelling Bee Contest
- Partnership with Arts Horizon for the school's Art Show
- Partnership with the American Museum of Natural History for the school's Science Fair

SIGNIFICAN AIDS AND BARRIERS

BARRIERS

- Scheduling professional development in a multi-sited school
- Not enough allocation resources to effectively cover all needs
- Some resistance to changing curricula practices to optimize student potential and outcomes

AIDS

- Curriculum support provided through District based coaches
- Related services are being provided in all areas at all sites through DOE, agency, and RSA providers.
- Weekly cabinet meetings.
- School-based mentoring
- Curriculum cohort groups
- Class team meetings
- Expertise of administrative staff
- Increased use of the internet to communicate among the 8 sites.

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.

ELA

By June 2011, students in alternate assessment classes (grades Pre-K – 12) will demonstrate a 5% increase in (engagement, comprehension and/or fluency) as measured in pretest, benchmark and post test data.

Math

By June 2011, students in alternate assessment classes (grades Pre-K – 12) will demonstrate a 5 % increase in mastery of mathematics skills (numeration, computation, measurement, geometry, statistics, and/or algebra) as measured in pretest, benchmark and post test data.

SOCIAL SKILLS BEHAVIOR

By June 2011, students will demonstrate a 10% decrease in high frequency maladaptive behaviors and/or an increase in frequency of replacement behaviors as evidenced by pretest, benchmark and summative data collected on FBA/BIP.

STUDENT SELF ASSESSMENT

By June 2011, there will be a 10% increase in the frequency of students' written self assessment skills as evidenced by students' summative comments about an instructional lesson and measured through monthly classroom walkthroughs and classroom observation reports.

PARENT ENGAGEMENT

By June 2011, there will be a 10% increase in parent outreach as evidenced by participation through parent attendance at parent workshops, parent/child workshops, on such topics as increasing communication, improving behaviors, utilizing OT and PT strategies to use at home, in response to a needs survey given to parents. .

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, students in alternate assessment classes (grades Pre-K – 12) will demonstrate a 5% increase in (engagement, comprehension and/or fluency) as measured in pretest, benchmark and post test data.			
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>	Strategies	Target Population	Staff Members	Implementation Timeline
	After participation in trainings on administering DRA, Words Their Way, Brigance Inventory, E-CLAS, and/or ABLLS-R, teachers will assess all students in their classes to establish baseline data.	Teachers Paraprofessionals	Teachers Assistant Principals Principal	September - October 2010
	Reading proficiency and instructional needs will be identified and charted according to assessment outcomes	Teachers Paraprofessionals Students	Teachers Assistant Principal	September - October 2010
	Teachers will develop reading goals and group students for instruction based on the assessment data	Teachers Paraprofessionals	Teachers Assistant Principal Principal	September - October 2010
	School staff will	Teachers	Teachers	October 2010 – June

	participate in NYS ELA Standards based training on reading strategies including read alouds, independent, guided and shared reading	Paraprofessionals Related Service Providers School Based Coach	Principal Assistant Principal	2011
	Beginning in October 2010, at least 30 % of teachers will attend ELA professional development trainings offered by District 75.	Teachers	Teachers Assistant Principal	October 2010 -June 2011
	Beginning in September 2010, 100% of classroom teachers will participate in ongoing school based professional development in NYS Standards based reading strategies including decoding, comprehension and fluency.	Teachers	Teachers Assistant Principal	September 2010 - June 2011
	Beginning in October 2010, all students will participate daily in read alouds, independent, guided and shared reading aligned to the NYS ELA Standards	Teachers Paraprofessionals Students	Teachers Assistant Principal	October 2010 – June 2011
	Using the Fall assessment protocol, benchmark data will be collected for all students to record and monitor student progress.	Teachers Paraprofessionals Students	Teachers Assistant Principal	February 2011
	All staff will listen to students as they read aloud and/or work with students as they identify	Teachers Paraprofessionals Students	Teachers Assistant Principal	September 2010 – June 2011

	words/pictures read aloud to them, then record data, evaluate progress and adjust instruction.			
	Summative data will be collected on all students to evaluate results	Teachers Paraprofessionals Students	Teachers Assistant Principal	June 2011
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> -Tax levy General Supplies and State Standards allocations for curricular resources -NYSTL technology software funding -NYSTL textbook and library funding -Core Curriculum textbook and curricular resource allocations -NYSSL Software -Per diem substitute teacher allocations for professional development coverage Common preps will be scheduled to maximize learning communities meetings. 			
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> Daily homework DRA Running Record Data Form to Drive Instruction Ongoing review of Teacher Rubrics and Student Rubrics Student Cumulative Guide to show progress over time Benchmark and summative scores on DRA, Words Their Way, ABLLS, Brigance and/or E-CLAS. Student Daily Class Work in Reading/ Writing as evidence in the Classroom Bulletin Board evidence of ongoing Reading and Writing Class work Word Their Way- Word Study Minutes from cohort meetings Classroom based assessments IEP Data Collection Forms IEP updates – four times a year Literacy School Inquiry Team data 			

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in alternate assessment classes (grades Pre-K – 12) will demonstrate a 5 % increase in mastery of mathematics skills (numeration, computation, measurement, geometry, statistics, and/or algebra) as measured in pretest, benchmark and post test data.</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>Strategies</p>	<p>Target Population</p>	<p>Staff Members</p>	<p>Implementation Timeline</p>
<p>Staff will participate in professional development on administering the Brigance Inventory, ABLLS-R, Everyday Math, and/or E-Cam assessments.</p>		<p>Teachers Paraprofessionals</p>	<p>Teachers Paraprofessionals Principals School Coach</p>	<p>September - October 2010</p>
<p>Staff will complete gathering baseline data utilizing at least one of the assessments above.</p>		<p>Teachers Paraprofessionals</p>	<p>Teachers Assistant Principals</p>	<p>October 2010</p>
<p>School staff will participate in NYS Math based training on math strategies utilizing Everyday Math and/or Saxon curricula and implement them in</p>		<p>Teachers Paraprofessionals</p>	<p>Teachers Assistant Principals</p>	<p>October 2010 – June 2011</p>

	their classrooms			
	Analysis of baseline math data will be completed to group students according to skill levels.	Teachers Paraprofessionals	Teachers Assistant Principals	November 2010
	Staff will participate in professional development on task analysis, the development of assessment based SMART goals, and the use of P226M IEP Data Collection Sheets	Teachers Paraprofessionals	Teachers Assistant Principals	November 2010
	Teachers will attend Professional Development workshops in Mathematics offered by District 75.	Teachers Assistant Principals	Teachers Assistant Principals Principal	October 2010 - December 2011
	Assessment data, including data collection sheets, will be reviewed by the administrators, school coach, and teachers during professional learning community meetings	Teachers Assistant Principals	Teachers Assistant Principals	September 2010 - June 2011
	Ongoing IEP data collection will be reviewed and analyzed to drive adjustments to instruction and provide staff development to teachers in need of improvement.	Teachers Assistant Principals Principal	Teachers Assistant Principals Principal	December 2010 - June 2011

	Interim and benchmark data collection and analysis will be completed to determine acquisition of math skills, progress towards completion of IEP goals, and necessary staff development to support teachers in need of improvement.	Teachers Paraprofessionals Students	Teachers Assistant Principals Principal	November 2010 -June 2011
	Summative data analysis will indicate that at least 80% of students participating in non standardized assessments have acquired new skills in numeration, computation, measurement, geometry, statistics, and/or algebra as measured from pretest to benchmark and post test data from Everyday Math, E-Cam, ABLLS-R and/or Brigance Inventory assessments.	Teachers Paraprofessionals Students	Teachers Assistant Principals Principal	June 2011
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> -Tax levy General Supplies and State Standards allocations -NYSTL textbook funding -NYSSL -Core Curriculum textbook/resource material allocations -Per diem substitute teacher allocations for professional development coverage <p>Common preps will be scheduled to maximize learning community meetings.</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>Daily homework Teacher Rubrics – reviewed during team meetings Student Rubrics – reviewed monthly Student scores on Everyday Math, E-Cam, ABLLS-R and/or Brigance Inventory Student daily class work Minutes from Cohort meetings Classroom based assessments IEP data collection forms IEP updates – four times per academic year</p>
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	Family workshops in using social and sensory strategies to teach replacement behaviors will be conducted at each site	Families Students	Teachers Related Service Providers Assistant Principals Parent Coordinator Family Worker	October- November 2010
	Replacement behaviors utilizing social and/or sensory strategies will be identified to complete Behavior Plans (BIPs) or Functional Behavior Assessments (FBAs)	Teachers Paraprofessionals Students Related Service Providers Families	Teachers Paraprofessionals Related Service Providers	November 2010
	Behavior Plans will be distributed to stakeholders and enforced by all members of each student's instructional team	Teachers Paraprofessionals Students Related Service Providers Families	Teachers Paraprofessionals Related Service Providers	November 2010
	Benchmark frequency data will be collected and analyzed to determine efficacy of plan, necessity of revisions, and necessary professional development for staff in need of improvement.	Teachers Paraprofessionals Students Related Service Providers Families	Teachers Paraprofessionals Related Service Providers Principal Assistant Principals	December 2010 – June 2011
	Summative collection will indicate that 60% of students with high frequency maladaptive behaviors have demonstrated a	Students	Teachers Paraprofessionals Related Service Providers Principal Assistant Principals	June 2011

	decrease in frequency of maladaptive behaviors and/or an increase in frequency of replacement behaviors			
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> -Common planning time for Behavior Plan meetings, learning communities, and professional development workshops -Per diem substitute teacher/paraprofessional allocations for professional development coverage -Tax Levy General Supplies funding for purchasing of curricular resources -Tax Levy General Equipment funding for needed sensory materials -Code 689 Professional Service funding for professional presentations/trainings 			
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> Frequency data FBAs BIPs ABC data Meeting/Workshop agendas and sign in sheets Family communication and phone logs 			

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Student Self Assessment

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, there will be a 10% increase in the frequency of students’ written self assessment skills as evidenced by students’ summative comments about an instructional lesson and measured through monthly classroom walkthroughs and classroom observation reports.			
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>	Strategies	Target Population	Staff Members	Implementation Timeline
	Staff will participate in staff development in teaching reflective thinking/self assessment skills and related task analysis	Teachers Paraprofessionals Related Service Providers	Principal Assistant Principals Teachers	September 2010
	Monthly learning communities will plan and collaborate by sharing instructional strategies for students of various ages and abilities	Principal Assistant Principals Teachers Students	Principal Assistant Principals Teachers	October 2010 – June 2011
	Monthly learning communities will identify best practices, share successful outcomes, and (remove also) strategize	Principal Assistant Principals Teachers Students	Principal Assistant Principals Teachers	October 2010 – June 2011

	interventions for students struggling to acquire skills.			
	Monthly learning communities will create student self reflection rubrics, share lesson plans, and document various forms of students' reflective responses to create a catalogue of successful instructional strategies and outcomes	Principal Assistant Principals Teachers Students	Principal Assistant Principals Teachers	October 2010 – June 2011
	Documentation of student self assessments will be included in P226M student portfolios	Principal Assistant Principals Teachers Students	Principal Assistant Principals Teachers	November 2010 – June 2011
	Classroom walk-throughs will demonstrate evidence of student self assessment through classroom instruction, student work samples, and bulletin board displays	Principal Assistant Principals Teachers Students	Principal Assistant Principals Teachers	November 2010 – June 2011
	Student work samples and portfolios will be reviewed to measure progress utilizing baseline, benchmark and summative reviews.	Principal Assistant Principals Teachers Students Families	Principal Assistant Principals Teachers	November 2010 February 2011 June 2011

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Common time for Behavior Plan meetings, learning communities, and workshops -Per diem substitute teacher/paraprofessional allocations for professional development coverage -Tax Levy General Supplies funding for purchasing of curricular resources</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>Classroom Walk-Throughs Bulletin Board Displays Self Reflection Rubrics Student and Teacher Checklists Student Work Samples Anecdotal Reports P226M Portfolios Formal and Informal Observations Lesson Plans</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Parent Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 10% increase in parent outreach as evidenced by phone logs, flyers, parent newsletters, resulting in increased parent participation including attendance at parent teacher meetings, parent workshops, and parent/child workshops, on such topics as increasing communication, improving behaviors, utilizing OT and PT strategies to use at home, in response to a needs survey given to parents.</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>	Strategies	Target Population	Staff Members	Implementation Timeline
	Gather input from parents through parent surveys articulating areas of personal interest	All P226M families	Parent Coordinator Family Worker All pedagogical staff	October – November 2010
	Collaborate with SLT members to develop new ways to involve parents in their children’s education	All P226M families	Parent Coordinator Family Worker All pedagogical staff	October 2010 – June 2011
	Catalogue quantity and types of parent workshops offered in 2009 -10 and plan in order to increase both the number and variety of workshops offered.	Parents	School Leadership Team Administrators Parent Coordinator Family Worker	October – November 2010

	Provide relevant parent-education workshops on topics such as OT, PT, Positive Behavioral Strategies, Communication systems and other ways to support students' academic achievement.	All P226M families	Parent Coordinator Family Worker All pedagogical staff	October 2010 – June 2011
	Provide parent/child workshops where parents can practice interactive skills to transfer into the home with instructional staff present	All P226M families	Parent Coordinator Family Worker All pedagogical staff	October 2010 – June 2011
	Provide translation services for parent events as needed, to facilitate the participation of non-English speaking parents	All P226M families	Parent Coordinator Family Worker All pedagogical staff	October 2010 – June 2011
	Provide childcare for parent events	All P226M families	Parent Coordinator Family Worker All pedagogical staff	October 2010 – June 2011
	Compare fall 2010 attendance rosters and phone logs to fall 2011 rosters/logs to measure progress and monitor strategies	Parents	School Leadership Team Administrators Parent Coordinator Family Worker	February 2011
	Compare 2009-10 school year attendance rosters with 2010-11 rosters/logs to assess outcomes.	Parents	School Leadership Team Administrators Parent Coordinator Family Worker	June 2011

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Tax Levy allocations to fund translation services -Title III funds to support provisions for parent workshops -SLT remuneration funds to support active parent involvement within the P226M community
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> -Increase of parent attendance at school events by 10% - data collected every two months -Increased satisfaction on school parent survey and the Learning Environment Survey – data collected annually

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	5	N/A	N/A	4			
1	13	13	N/A	N/A	3			
2	5	5	N/A	N/A	4			
3	19	19	N/A	N/A	3			
4	22	22	22	22	8			
5	11	11	11	11	1			
6	9	9	9	9	5			
7	7	7	7	7	7			
8	6	6	6	6	3			
9	11	11	11	11	6			
10	8	8	8	8	17			
11	8	8	8	8	9			
12	15	15	15	15	13			

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing literacy-based remediation and test-taking skills. Scantron Acuity- a technology reading and math assessment ; Units of Study in Reading and Writing provides teachers with teaching points to incorporate the ELA curriculum in the classroom; Diagnostic Reading Assessment- a formative assessment which is ongoing and curriculum based, and it also provides a graphic representation of a students’ oral reading skills; S.M.I.L.E.-Structured Methods in Language Education, Regents Prep Materials, Words Their Way- a spelling program that incorporates a shared reading component, and a word study that supports students at different levels of spelling development; Practice Tests for standardized students for the ELA and Math tests.</p> <p>Alternate Assessment: Skill-streamed instruction to address academic skills alongside peers with similar needs through the use of the Alternate Grade Level Indicators (AGLI), (Scantron Acuity- a technology reading and math assessment; Units of Study in Reading and Writing- provides teachers with teaching points to incorporate in the ELA curriculum; Diagnostic Reading Assessment (DRA)- a formative assessment which is ongoing and curriculum based; it provides a graphic representation of a students oral reading ; S.M.I.L.E.-a structured method in language education ; Words Their Way- a spelling program that incorporates a shared reading component and a word study component that support students at different levels of spelling development.</p>
Mathematics:	<p>Standardized Assessment: Classroom-based small group and one-to-one tutorials addressing math-based remediation and test-taking skills (Acuity item bank, Regents prep materials, practice tests, Everyday Math; Saxon Math- a supplemental math curriculum; differentiated instruction, problem solving, real world applications and meaningful hands on activities; teacher-created materials)</p> <p>Alternate Assessment: Skill-streamed instruction to address academic skills alongside peers with similar needs through the use of the Alternate Grade Level Indicators, Acuity item bank, and teacher-created materials</p>
Science:	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing Science grade level Core Curriculum skills and test-taking strategies (Core Curriculum Kits, Regents Prep Materials, Practice tests, Teacher-Created Materials)</p> <p>Alternate Assessment: Departmentalized instruction to address grade-level science topics through the use of the Alternate Grade Level Indicators, Core Curriculum Kits and teacher-created materials</p>
Social Studies:	<p>Standardized Assessment: Classroom-based weekly small group and one-to-one tutorials addressing Social Studies grade level Core Curriculum skills and test-taking strategies (Core Curriculum Kits, American and Global History Regents prep materials, practice tests, teacher-created materials)</p> <p>Alternate Assessment: Classroom-based group instruction to address grade-level social studies topics through the use of the Alternate Grade Level Indicators, Core Curriculum Kits, and teacher-created materials</p>
At-risk Services Provided by the Guidance Counselor:	General counseling on strategies for school success (social skills, study habits, time management)
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) All Number of Students to be Served: 25 LEP 27 Non-LEP

Number of Teachers 3 Other Staff (Specify) Administrator, Speech Therapist and Arts Horizon contracted artist

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.

P226M has a student population of 275 students. Of these, 11 % or 25 are English Language Learners who are served in the P226M ESL ONLY program. This number includes seven students whose IEPs indicate ESL only, and eighteen students in Alternate Placement. ELLs receive the number of units of ESL required under CR Part 154, by ESL teachers and classroom teachers. Classroom instruction is provided in English, and bilingual students are placed in these classrooms with alternate placement paraprofessionals. The paraprofessionals in alternate placement speak English and the native the language of the student according to IEP regulations. There are 11 students in grades K-8, of which four have been receiving ELL services for three years or less; they all are at the beginning English Proficiency level and receive 360 minutes of ESL services according to the CR Part 154. There are 14 students in grades 9-12 and they receive 540 minutes of ESL services according to the CR Part 154. ESL is provided by three certified teachers through a push in model of instruction. Most of the students are classified as having autism and they are placed in a student-to-staff ratio of 6:1:1. 11 students are classified as Mentally Retarded and Emotionally Disturbed and are in a student-to-staff ratio of a 12:1:1. We have 3 students in first grade, 1 in second grade, 1 in third grade, 1 in fourth grade, 5 in sixth grade, 3 in seventh grade, 2 in eleventh grade, and 9 in twelfth grade. At the elementary level, most of our students are Spanish speaking. At the high school level all of our students are Spanish speaking except two who speak Chinese. The languages of the alternate placement paraprofessionals who serve the ELLs who have alternate placement paraprofessionals are Spanish and Chinese. All programs are aligned with the parents' requests and the students' IEPs. P226M ELLs participated in the NYSAA and the NYSESLAT. During school year 20010-11, we will not have bilingual classes.

None of the ELLs at P226M are eligible to take standardized assessments with the exception of NYSESLAT. Instead, they participate in the NYS Alternate Assessment. During the 2009-2010 school year, 15 of the 25 ELLs students participated in the NYSAA. All of them scored at Level 4 in Math, Science, Social Studies and Reading. We plan to continue to build on the success we experienced this year, by maintaining the same academic focus. Teachers will participate in cohort meetings to discuss curriculum, share experiences, and learn new strategies to enhance their reading instructions. We will also expand classroom libraries and utilize technology in all subject areas.

Students in alternate assessment do not take standardized tests due to the severity of their language and/or cognitive impairments. These students, however, are required to take the NYSESLAT, as mentioned above, including X coded students. Consequently, the results of NYSESLAT do not reflect the true abilities or progress of our students. 54 students took the NYSESLAT in 2009, 51 students, including 25 X coded scored at the beginning level in all modalities (speaking, listening, reading and writing) due to language and processing deficits related to their autism or mental retardation diagnosis.

The P226M Title III Plan for English Language Learners (ELL) is a comprehensive plan that adheres to the NYCDOE guidelines for Title III. The majority of the students receiving ELL services at P226M are students with severe disabilities who require specific strategies and individualization techniques to address their specific needs, including the use of a communication systems and direct social skill instruction, while building their levels of independence. In order to reach many of our students, we utilize a number of creative approaches in embedding ESL strategies in music, the arts, culinary arts, dance/movement, and technology, in order to extend the ELL students' literacy skills. This multi-faceted approach will be the basis of the P226M Title III Plan.

The supplemental instructional services provided through Title III will serve students who receive ESL services and who are X coded. Their age levels range age from 5 to 21, and their grades range from K to 12th. We will divide them in groups depending on their ages. The proposed after-school program will run for two hours once a week.

The first hour will be provided with services by an artist from Arts Horizon, in collaboration with an ESL teacher. The goal of the Title III program will be to improve language development in English and Fine Arts. They will create a different piece of abstract art each session and discover the various styles of contemporary art. Students will create sculptures, paintings, installations, costumes and poetry. Students' work will be displayed in the school, creating their very own Abstract Art Museum. ESL strategies will be utilized throughout the lessons. Many of our students are non-verbal or have severe language delays, and require specialized systems to support their communication. LEP/ELL students succeed when instruction is focused on communication (Krashen. 2006). The representative from Arts Horizon will use language-based instruction to develop students' vocabulary and expressive language skills as the art project is planned and executed. Arts Horizons states that *“The arts are important in themselves and they help students learn other subjects. An important series of research papers has recently been commissioned by the Arts Education Partnership and the President’s Committee on the Arts and Humanities. Champions of Change: The Impact of the Arts on Learning provides compelling evidence that students can attain higher levels of achievement through their engagement with the arts. The studies, which may be found at the Kennedy Center’s Arts Edge, point out that the arts reach students who are not being reached, nurture “the development of cognitive, social and personal competencies,” challenge successful students, and “level the playing field for youngsters from disadvantaged circumstances.” The leading educational researchers discovered that “the arts provided a reason, and sometimes the only reason, for being engaged with school” and give examples of classroom failures who “became the high-achievers in arts learning settings.”*

In the second hour of the after school, a licensed ESL/APE teacher will work to build students' language skills through a variety of weekly movement activities. Music will be included in the lessons. Materials from Words Their Way, Santillana Editorial and Ablenet will be used as a resource to support instruction. We will run the 2-hour after-school classes on Wednesdays over the course of 17 weeks, at one of our elementary sites. The sessions will run from 3:00PM to 5:00PM dates to be determined.

All of the instructional activities will complement ESL services required under CR Part 154.

P226M will use a number of assessment tools in order to determine the success/impact of the support provided as a result of the Title III program. The Brigance Inventory, NYSAA, pre-post tests, rubrics, and teacher-created tests will be used. Bulletin boards will display the art projects the students completed during this after school program.

Description of Parent and Community Involvement – Describe how Title III related information is distributed to parents of ELLs or when necessary in the language they understand. Describe orientation session provided to parents about Title III supplemental program.

Title III related information distributed to parents of ELLs is translated by bilingual staff members. Once translated, information is both mailed and back packed. In addition our parent coordinator makes follow up phone calls to all parents whose children are eligible for these services.

Workshop sessions are provided to parents during the afterschool program by our bilingual speech/ language therapist and ESL teachers who will also provide direct training to parents in the classroom to help them create a consistent approach by using similar communication techniques at home and school. In this way, parents can practice with their children in English and their native language. This training is particularly important for our parents since so many students rely on alternative communication systems to make their needs understood. This will create greater consistency by promoting acquisition of communication in both languages. A better bond between the school and ELL students and families is thus achievable.

Workshop sessions will be run during the 2-hour after-school classes on Wednesdays over the course of three weeks, at one of our elementary sites. Dates to be determined

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.

We plan to provide high quality professional development on ways to enhance literacy skills for ELL students. Teachers, paraprofessionals, and administrators will participate in three sessions, two hours each of professional development activities facilitated by Arts Horizon. These sessions will occur after school hours. Staff will also be provided with current articles ranging in topics from autism to best practices for teaching ELL with special needs. The sessions, two hours each and after school, dates to be determined

This professional development series is directed for ESL teachers, paraprofessionals, administrator and speech teacher who will take part on the Title III program. The series is developed in conjunction with the NYC Blueprint for Teaching and Learning in the Arts and will expose participants to philosophy, concepts, and methods of integrating the arts into the curriculum (ranging from visual arts: drawing, painting, sculpture, collage, mixed media, to theater, dance and music. Heavy emphasis is directed on strategies to differentiate instruction in, and through the arts and draw connections to arts learning activities within academic learning subjects. Discussion will also include strategies for lesson plans, classroom management, and benefit driven/goal oriented programs for students. It is a further intention to motivate new learning and ideas for staff/administrators working with special education students.

Section III. Title III Budget

School: P226M BEDS Code: 307500011226

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	(Professional Salaries (instructional/sect.))	2 Teachers x 17 sessions x 2 hours per session x 49.89 = \$3,392.52
		1 Administrator x 17 sessions x 2 hours per session x 52.21 = \$1,775.14
		2 paras x 17 sessions x 2 hours per session x \$28.98 = \$1,970.64
		1 secretary x 4 hours x 30.74 per hour = \$122.96
	Total =\$7,261.26	
	Professional Development	2 teachers x 3 sessions x 2 hours x \$49.89 = \$598.68
		1 Speech Teacher x 3 sessions x 2 hours x \$49.89 = \$299.34
		1 Administrator x 3 sessions x 2 hours x \$52.21 = \$313.26
		2 paraprofessionals x 3 sessions x 2 hours x \$28.98 = \$347.76
Total =1,559.04		
	Parent workshop	1 speech teacher x 3 sessions x 2 hours per session x 49.89 = \$299.34
	Total Professional Salaries:	

	\$9,119.64	
Purchased services - High quality staff and curriculum development contracts.	\$3,350 \$1,650	Art Horizon-contracted services for student instruction Professional Development for Title III staff
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$380.36	Supplies and equipment for instruction (Words Their Way and Santillana materials) Art materials, Computer ink for communication symbols
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	\$200	Metro-cards
Other	\$300	Refreshment for parent workshops, snacks for students
TOTAL	\$15,000	

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.

In order to assess our school's written translation and oral interpretation needs we will:

- a. Survey all parents regarding language needs
- b. Document the different languages spoken by parents

Have the Parent Coordinator to continue making outreach.

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

The summary findings of our school's written translation and oral interpretation showed that most of our parents speak Spanish. We also have a small number of parents who speak Chinese. The findings were reported to the school community through the School Leadership Team Meetings, parent handbook and parent newsletters. Additionally, the Parent Coordinator organized events for parents where information about the school and other related issues were relayed. We plan to include such information on the P226M web site.

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.

P226M will continue using the translation services and materials provided by the Department of Education. Parents will be provided with information regarding due process rights, school events, and school and DOE policies in their native language. Where possible, school staff will provide translation services. We also plan to continue using the DOE translations services.

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

Oral translation services for parents who attend parent-teacher conferences and parent meetings will continue to be provided in-house by the Parent Coordinator, Assistant Principal and other staff. When required, contracted services will be secured.

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>.

In accordance with Section VII of Chancellor's Regulations A-663, the school will provide all written DOE materials, including parent resources, letters from the Chancellor and superintendent in the native languages. We will utilize the Translation Interpretation Unit services as well as our in-house bilingual staff. The school will use the Parent Handbook, newsletter and website to inform parents of their rights regarding translation and interpretation services in appropriate covered languages, and instructions on how to obtain them.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. M226						
District:	75	DBN:	75M226	School		307500011226	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11	v	
	K	v	4	v	8	v	12	v	
	1	v	5	v	9		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	22	23	21				NR
Kindergarten	22	0	9				
Grade 1	13	6	3	Student Stability - % of Enrollment:			
Grade 2	17	0	4	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	9	3	3			94.1	94.3
Grade 4	2	1	1	Poverty Rate - % of Enrollment:			
Grade 5	2	1	1	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	2		68.5	0.0	NA
Grade 7	0	0	1	Students in Temporary Housing - Total Number:			
Grade 8	3	1	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	4	2	0		2	8	10
Grade 10	1	3	1	Recent Immigrants - Total Number:			
Grade 11	3	1	4	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	37	3	5		0	1	0
Ungraded	142	228	232				
Total	277	272	289				

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	255	249	0	Principal Suspensions	0	6	11
# in Collaborative Team Teaching (CTT) Classes	22	23	20	Superintendent Suspensions	0	0	2
Number all others	0	0	267				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	11	28	TBD
# ELLs with IEPs	12	48	TBD
Number of Teachers	67	66	0
Number of Administrators and Other Professionals	57	57	0
Number of Educational Paraprofessionals	36	29	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
	13	9	31	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	68.7	63.6	0.0
				% more than 5 years teaching anywhere	52.2	53.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	80.0	0.0
American Indian or Alaska Native	1.4	1.8	1.4	% core classes taught by "highly qualified" teachers	97.4	100.0	0.0
Black or African American	37.5	34.9	33.2				
Hispanic or Latino	41.2	41.9	46.7				
Asian or Native Hawaiian/Other Pacific	7.2	8.5	7.3				
White	12.6	12.5	11.1				
Male	82.3	82.4	85.8				
Female	17.7	17.6	14.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Network 2	District 75	School Number 226	School Name P226M
Principal Dania Cheddie		Assistant Principal Inmaculada Jardi	
Coach Paula Beldengreen		Coach	
Teacher/Subject Area		Guidance Counselor Adriana Garcia	
Teacher/Subject Area Joan Craffey/ ESL		Parent Anna Blanchette	
Teacher/Subject Area Eduardo Tario/ESL		Parent Coordinator Dahyana Francis	
Related Service Provider		Other	
Network Leader Stephanie Mckaskill		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		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	292	Total Number of ELLs	62	ELLs as Share of Total Student Population (%)	21.23%
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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.

P226M is a special education school for students with autism and other developmental disabilities. Consequently, all students are admitted to P226M after being evaluated, referred and placed by the Committee of Special Education (CSE). Prior to being admitted to P226M, all parents and guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered at the Committee of Education (CSE). If in numbers 1-4 of the HLIS, the parents responds to one or more questions stating that the child speaks or understands a language other than English, and in numbers 5 -8, if the parents state in 2 or more questions that the child speaks or understands a language other than English even if English is one of the languages the child speaks or understands, the child is eligible to take the LAB-R. We utilize the ATS report-RLER-LAB-R, to identify students eligible for LAB-R testing, and the ATS report- RLER-LAT, to identify students eligible for the NYSESLAT. Newly admitted students to the NYC Public School System are tested within 10 days of entry, if it is determined that they are eligible for the LAB-R then the LAB-R is administered by licensed pedagogues, Imma Jardi, Aracelis Pimentel, Joan Craffey, Camilla Swift, and Eduardo Tario. For students whose native language is Spanish and who did not test out o the LAB-R, the Spanish LAB-R is administered by bilingual teachers, Aracelis Pimentel.

ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) annually by licensed bilingual teachers, Eduardo Tario and Aracelis Pimentel, and a licensed ESL teachers, Joan Craffey, to determine their level of English language proficiency. Students who have been X-coded, and therefore are served as per their IEPs, are also administered the NYSESLAT annually.

Options for special education English Language Learners are discussed with parents during the Educational Planning Conference at the CSE level and at triennial conferences with the SBST. At P226M, parents again receive this information from the teachers and other staff during the annual IEP meetings, from the school's parent coordinator, school leadership team meetings, semi-annual site parent meetings, school newsletters and at the semi-annual parent-teacher conferences. In addition, this information is available in the P226M Parent Handbook. Our school also offers parents on-going information in their home language, and trainings on different aspects of their children's education such as effective parent participation in school activities, home activities to support learning, assessments, standards and achievement of goals. We also encourage parents of ELLs to attend conferences sponsored by agencies such as YAI and AMAC.

Since placement decisions are made at the CSE in conjunction with parents, parent surveys and program selection forms as such are not utilized. Parents are informed of their students entitlement at CSE. Therefore entiltement letters are not issued by our school.

As mentioned, since all of our students are special needs students with autism or other developmental disabilities, they must be evaluated by psychologists and therapists. Once the assessments are completed, and the students' disabilites have been determined, and conferences have been held with parents, the best program placement and program model for the students is then decided in consultation with parents in their native language.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	5	3	1	2	5	7	4	4	6	0	4	2	19	62
Total	5	3	1	2	5	7	4	4	6	0	4	2	19	62

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	62
SIFE	6	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	15

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 32	<input type="checkbox"/> 1	<input type="checkbox"/> 32	<input type="checkbox"/> 15	<input type="checkbox"/> 1	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 4	<input type="checkbox"/> 15	<input type="checkbox"/>	<input type="checkbox"/> 62
Total	<input type="checkbox"/> 32	<input type="checkbox"/> 1	<input type="checkbox"/> 32	<input type="checkbox"/> 15	<input type="checkbox"/> 1	<input type="checkbox"/> 15	<input type="checkbox"/> 15	<input type="checkbox"/> 4	<input type="checkbox"/> 15	<input type="checkbox"/>	<input type="checkbox"/> 62

Number of ELLs in a TBE program who are in alternate placement: 23

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

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	3	1	2	5	7	3	4	6	0	4	1	15	56
Chinese												1	2	3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
TOTAL	5	3	1	2	5	7	4	4	6	0	4	2	19	62

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.

The organizational model that is primarily used in P226M is the push-in model. Using the push-in model, the ESL teacher and the classroom teacher collaborate on adaptations for the students during whole class instruction. In this model, the ESL teacher spends blocks of time in the classroom with their students and classmates. As the classroom teacher is instructing the full class, the ESL teacher is specifically targeting the goals of the ESL students. There are some occasions when depending on student needs, students may be pulled out for ESL instruction. The work done during these sessions, usually target the specific needs of the students in a certain subject area. It is always connected to the work they are doing in their classrooms, at it is used as a time of intensive practice or skill development. This

pull-out model is mostly used with students who are able to generalize and apply the information. Ungraded classes, where the students are either heterogeneously or homogeneously grouped for instruction, depending upon students' functional levels, within a 3-year age range, are the program model that is primarily used at P226M.

P226M only has ESL Only programs. All students receive the mandated number of units of support as required by NYS CR Part 154. Our ESL providers utilize numerous recognized ESL approaches such as, the TPR, Natural Approach and the use of technology. In addition, we use graphic organizers and multi-sensory approaches in conjunction with augmentative communication devices, PECS and Mayer Johnson symbols. We utilize a variety of curriculums to address the different needs of our students, including ABLLS-R, Saxon Math and Everyday Math. We use Words Their Way and Diagnostic Reading Assessment (DRA) for ELA. We also use the Unique Learning System Curriculum and Equals Math for Middle and High School students. The content area instruction in Science and Social Studies is made comprehensible to our students through the use of ESL methodologies such as TPR, PCXT RE- Presentation, modeling, bridging, and the Learning Experience Approach. We address the social skills of the students by implementing the Social Skills In Our Schools Curriculum by Dr. Michelle Dunn. Teacher dialogues with parents and guardians include a discussion of students' language literacy levels. This information strongly influences English Language Arts curriculum design and individualized language-development strategies. All staff has participated in the mandated 10 hours of Jose P. ESL staff development.

There are three ESL teachers who provide the required ESL instructional minutes as per CR Part-154 requirements. All of our students who receive ESL services have scored in the Beginning level in the NYSESSESLAT. The ELL students in grades K- 8 receive 360 minutes of ESL instruction. The ELL students in grades 9-12, receive 540 minutes of ESL instruction. All content area instruction is provided in English, with native language support. Scaffolding strategies, such as modeling, bridging and schema building, TEACCH, and verbal behavior are some of the instructional approaches used to make content comprehensible to enrich language development.

All of our ELL students have been identified as having special needs. Therefore, instruction is differentiated, and provided as per the IEPs and the proficiency levels of the students. Presently, we have 6 SIFE students. They receive instruction in all content and non-content areas in English through the use of ESL methodologies provided by ESL teachers and other teachers who have received 10 hours of Jose P training.

We have 5 ELLs with less than three years in US schools. The school plan for ELL newcomers includes providing a nurturing environment to facilitate language production by providing an experienced special education teachers and alternate placement paraprofessional that are familiar with bilingual and ESL techniques. When feasible, we also group students that share the same native language. This facilitates communication among students and facilitates adaptation to the school system.

There are 6 students receiving extension of services. These are students who have been receiving services for more than three years, but less than 6 years. We continue providing the ESL services as per their IEP and in accordance with their proficiency levels indicated on the NYSESSESLAT.

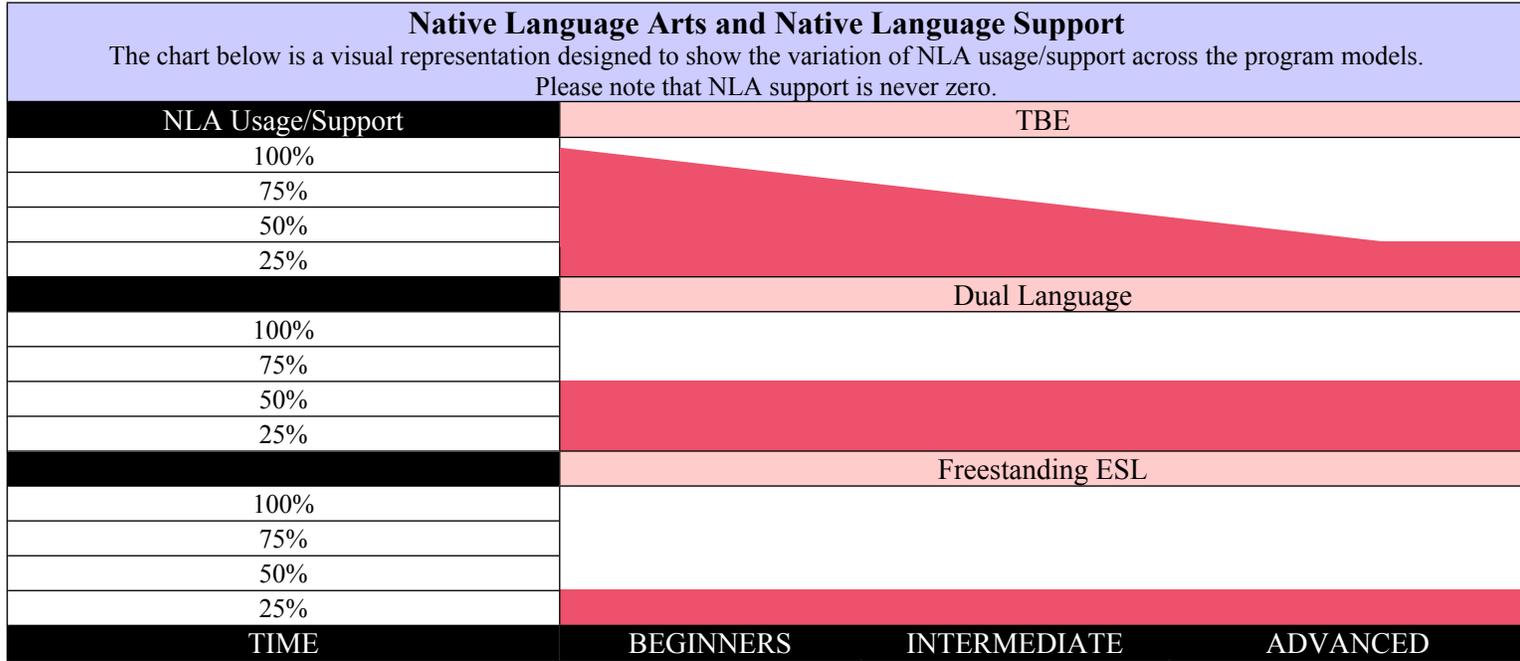
In addition to meeting all CR Part 154 requirements, students who have received ESL instruction for 6 years or more, receive additional ESL support in various areas including social skills training, job sites, ADL and community based instruction.

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



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?

ELL students participate in ELA skill-streaming instruction, and utilize the Alternate Grade Level Indicators, a Balanced Literacy approach, authentic texts, Writing Without Tears, Meville to Weville, Acuity item bank, graphic organizers, social stories, PECs, teacher-created materials, DRA's to guide instruction, Words Their Way, Lexia, SMILE, and the Unique Learning System.

Intervention programs for ELL students in math include skill streaming instruction using the Math Alternate Grade Level Indicators, Everyday Math, Scantron Acuity, ECAM, Saxon Math, Math Equals, grade level predictors, and teacher-created materials.

The following instructional materials are used to provide science instruction, FOSS Science Curriculum and adapted teacher-made materials. For Social Studies, we use the NYC Social Studies Core Curriculum materials, along with teacher adapted materials.

Departmentalized instruction is provided to ELL students to address grade-level science topics through the use of the Alternate Grade Level Indicators, Core Curriculum Kits and teacher-created materials.

Classroom-based group instruction is used to address grade-level social studies topics for ELLs through the use of the Alternate Grade Level Indicators, Core Curriculum Kits, and teacher-created materials. All subject areas, materials and instruction are made age and grade appropriate via teacher adaptation.

Technology, such as Boardmaker and digital cameras, is integrated into ESL and the content areas. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. The classroom libraries include a variety of books at all levels, reflecting the backgrounds, needs and strengths of ELLs. Additional ESL support is provided in areas including job sites, ADL and community-based instruction. Community based experiences, field trips and Adaptive Physical Education complete out program for our ELL students.

Common planning times are scheduled to optimize instruction in order to foster language acquisition. During the instruction of ELA, the collaboration between the special education teacher and the ESL provider is very important. They work as a team and they provide the appropriate instruction for the ESL students. During team meetings, the teacher, paraprofessionals, related services and ESL teacher discuss strategies to optimize instruction for the ELL student; they develop cross-curricular IEP goals. For the high school students, transition is a primary focus. The team collaborates in the selection of the ESL techniques that will be incorporated during instructional periods to maximize English language acquisition for ELLs.

We will continue to provide students who have reached proficiency on the NYSESLAT with transitional support by providing instruction by special education teachers using ESL methodologies, AIS and inviting these students to our Title III Program. For the upcoming school year, we will utilize the Unique Learning System program for our middle and high school students, which offer functional experiences. At this time, we don't anticipate discontinuing the programs we currently have in place. All ELLs in P226M receive the same equal access to all school programs, including after school programs, as their non-ELL peers, and as per their IEPs. Parents receive notices in their native languages describing school programs, both curricula and extra-curricula. The students are invited to the Title III after school programs, which this year will concentrate learning through the arts. This program addresses the specific needs of ELL students by using communication systems and direct social skill instruction, while building the students' levels of independence. In order to reach many of the students, we utilize a number of creative approaches by embedding ESL strategies in music, the arts, dance/movement, and technology, to extend the ELL students' literacy skills. Another program offered to ELLs and non-ELLs alike is CHAMPS, which is a PBIS program that helps students learn to self monitor their behaviors, and adhere to agreed upon conducts of behavior. At the end of the week, students participate in a school club of their choice.

Native language support is delivered through the support of alternate placement paraprofessionals. Required services support, and resources are age appropriate and correspond to the functioning levels of the students.

Newly enrolled students are provided with various activities and offered information to assist them as they transition to the NYCDOE, by the CSEs.

The ELL students participate in alternate assessments, and do not participate in language electives.

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.

P. 226M provides a variety of opportunities for teachers, paraprofessionals, and related service providers to master the teaching strategies, curriculum practices and behavioral approaches which address the particular needs of our ELL students. P226M provides ongoing professional development to all staff including Assistant Principals, Parent Coordinator, Family Worker, school secretaries, and the school aides. Due to the needs of our students with autism, English Language Acquisition methodologies are used throughout the curriculum. Professional Development is provided to staff in differentiated instruction and goal setting to promote student learning according to students needs including ELLs. In addition, all of our students receive Speech and Language therapy. The therapists work closely with and train pedagogical staff to ensure transfer and generalization of skills and concepts. The primary purpose of the speech professional development sessions is to promote English language communication skills for all students including those who are ELL.

The school also provides professional development addressing the needs and topics of ELL students. For example, professional development on Methodologies for Language Acquisition and Language Instruction, Standards Based Instruction and Assessment, Emergent Literacy, Reading Readiness and Writing Procedures, and IEP Writing Techniques. In addition, ESL staff provides specific training to classroom teachers about pertinent topics, strategies, and materials for ESL instruction. They also provide support to paraprofessionals on ESL techniques through their classroom "push in" model.

Collaboration between the school and the district based support coach has been established. Teachers and paraprofessionals serving ELLs are supported through the coaching services provided by the District's instructional coach. The coach visits the school and trains staff on ESL techniques and compliance matters.

The Language Allocation Policy (LAP) is collaboratively developed with the administration and ESL staff. It is then explained and distributed to teachers who have ELL students in their classrooms.

Portfolios completed by classroom teachers, Speech and Language providers, and ESL teachers demonstrate English Language acquisition and development of communication skills. Each portfolio compiled by ESL teachers is organized to specifically address the needs of ELLs.

In addition, we provide staff support by encouraging attendance at district, city and state wide seminars focusing on the education of ELLs with severe disabilities.

Staff at the different levels participate in cohorts that focus on the specific needs of transitioning students. At these cohorts, they plan inter-level visits to familiarize staff with the curriculum and the physical environment of the new school. They also share assessments, portfolios,

information about the students, and discuss next steps for instruction. The Parent Coordinator is also used as a resource for the staff.

Most staff has participated in the mandated 10 hours of Jose P. ESL staff development, which is given in two - 5 hour segments, each of which provides a certificate of attendance to participants.

The PD Calendar for the 2010-2011 for our school is:

October- Assessing Methodologies

November- Goal Setting

December - Evaluating ELLs Written Work

January- Using ESL Methodologies to Teach Science

February- Using ESL Methodologies to Teach Math

March- Using ESL Methodologies to Teach English Language Arts

April- Using ESL Methodologies to Teach Social Studies

May-Collaborative Team Teaching

June-Looking at Student Work

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?

Parental involvement is a key component of our school, including parents of ELLs. A variety of events are held throughout the school year to promote parental involvement. We hold parent-teacher conferences twice a year. During this time the parents have the opportunity to visit their child's classroom and meet with the teachers, including the ESL teacher. In addition, we hold parent meetings twice a year, in the spring and fall, at each site, and hold Parent Association meetings several times throughout the year. These meetings are geared towards the specific issues and needs of the parents, including the needs of our ELLs parents. Aside from these individual meetings, there are many other opportunities for parental involvement such as Parent Association events, School Leadership Team, Art Shows and the Spring Fling.

The school has developed partnerships with the following Community Based Organizations and agencies, such as YAI, JobPath, VESID, Esperanza, Goodwill, QUSAC, and AMAC that provide workshops and services to ELL parents.

The needs of the parents of our ELL students are evaluated through surveys, parent-to-school staff interaction via the telephone, communication notebooks, and/or inperson contact. The Level I Vocational Assessment provides additional information.

P226M makes a strong effort to stay in close contact with all ELL parents. We inform parents of their child's eligibility for ELL services. We provide them with school notices and informational materials translated in their native language. Our Parent Coordinator works closely with the ELL supervisor, principal, staff, and families to provide additional support and information.

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The school has developed partnerships with the following Community Based Organizations and agencies, such as YAI, JobPath, VESID, Esperanza, Goodwill, QUSAC, and AMAC that provide workshops and services to ELL parents.

The needs of the parents of our ELL students are evaluated through surveys, parent-to-school staff interaction via the telephone, communication notebooks, and/or inperson contact. The Level I Vocational Assessment provides additional information.

P226M makes a strong effort to stay in close contact with all ELL parents. We inform parents of their child’s eligibility for ELL services. We provide them with school notices and informational materials translated in their native language. Our Parent Coordinator works closely with the ELL supervisor, principal, staff, and families to provide additional support and information.

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)	0	1	1	1	4	5	2	4	3	0	3	3	13	40
Intermediate(I)						1							1	2
Advanced (A)														0
Total	0	1	1	1	4	6	2	4	3	0	3	3	14	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	1	1	1	1	3	2	2	1		2	2	13
	I					2	1		2			1	1	1
	A					1	2			2				
	P													
READING/ WRITING	B		1	1	1	4	5	2	4	3		3	3	14
	I						1							
	A													
	P													

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

The early literacy skills of our students are assessed with the ECLAS-2, ABBLIS-R, Brigance and the DRA. In addition, most of our ELLs also take the New York State Alternate Assessment (NYSAA) and participate in ongoing P226M portfolio assessments. As a result, new assessment-based tasks are always being developed. The tasks are designed collaboratively by the special education teachers, related service providers, and the ESL teachers.

of Reading and Writing all students scored at the Beginning level except for one who scored at the Intermediate level. The pattern that emerged based on the data, indicates that our students do better in the modality of Speaking and Listening, still, the scores in both modalities are low due to language and processing deficits related to their autism and/or mental retardation diagnosis. The results from interim assessments help the teachers determine the skill areas that need further instruction. To demonstrate student growth, our data is based on student work, rubrics, Brigance Inventory, ABBL-S-R, other assessments, and updates of student goals on the IEP. The Native Language is used by the Alternate Placement paraprofessional for clarification during instruction.

While we will continue to work in all areas, the results of the NYSESLAT suggest that we continue with the same academic focus. Teachers will participate in cohort meetings to discuss curriculum, share experiences, and learn new strategies to enhance their reading instructions. We will also expand classroom libraries and utilize technology in all subject areas.

The success of our ELL programs is evaluated by the level of student growth, as measured on various assessments.

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		