



**P256Q**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75Q256**  
**ADDRESS: 525 CONVENT ROAD**  
**SYOSSET, NY 11791**

**TELEPHONE: (516) 921-0450**  
**FAX: (516) 921-4045**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: P256Q SCHOOL NAME: P256Q

SCHOOL ADDRESS: 525 Convent Road, Syosset, NY 11791

SCHOOL TELEPHONE: 516-921-0450 FAX: 516-921-4045

SCHOOL CONTACT PERSON: Oswaldo Roman EMAIL ADDRESS: ORoman@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lottrell Granger

PRINCIPAL: Oswaldo Roman

UFT CHAPTER LEADER: Hans Marryshow

PARENTS' ASSOCIATION PRESIDENT: Mary Jane Joy

STUDENT REPRESENTATIVE:  
(Required for high schools) Christopher Bonilla

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**SSO/CHILDREN FIRST NETWORK**

DISTRICT: 75 NAME: Network 4/ CFN 754

NETWORK LEADER: Arthur Fusco

SUPERINTENDENT: Gary Hecht

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members 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/Administration/ChancellorsRegulations/default.htm>). *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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	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.

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P256Q is a multi-sited, complex organization within District 75 comprised of eight cluster sites. P256Q serves a diverse population of special education as well as general education students across a widespread geographic area. Seven sites are located in Rockaway, Queens (PS 256 at PS/MS 43, PS 831, PS 848, PS 253, PS 114, Gateway Academy and St. John's Home for Boys) and one in Long Island (PS256Q at Mercy First). The school provides instruction to students in residential facilities, self-contained special education school buildings, self contained classes in community schools as well as general education inclusion classes in community schools. St. John's and Mercy first are residential placements for special education and general education students. Peninsula Hospital is a day treatment program. Students range in age from 3 through 21 years of age. They are designated as requiring intensive management and therapeutic services with differentiated instruction. Students are assigned to standardized or alternate assessment, multi-grade classes of 6-1`21 students along with 1-4 staff to support the classroom teacher.

Our school vision continues to be "Kids First, High Expectation, No Excuses." The mission of P256Q is to provide our diverse student population with a meaningful educational experience in a clean, safe and challenging environment. It is our goal to move students along a path that will help them to realize their educational and social potential, while providing opportunities that are structured for successful experiences. Through a varied curriculum of structured activities students will acquire the characteristics associated with good citizenship to grow into socially responsible adults. We strive to provide our community of varied learners with full access to being part of a global community through the use of differentiated learning approaches and 21<sup>st</sup> century technology. Our aim includes encouraging students to self assess their skills, their growth in and contribution to their learning community. We have developed collaborations and partnerships in a number of different forums in order to ultimately benefit the development of our students. These include but are not limited to:

- Agency program affiliations for our day treatment and residential programs (Peninsula, Mercy First, and St. John's) help train and support staff in the academic and social needs of our students – i.e. gang awareness training, sensitivity training. Also, these agencies provide students with opportunities to engage in work study programs in the community, preparing them for the future.
- Residencies through project arts programming (i.e. Early Stages, American Place Theatre) help to provide structured and varied programs that reinforce targeted academic and social skills through the use of motivating and appealing activities.
- Parent resource agencies (i.e. New York Families for Autistic Children, QSAC, and Adabbo) can serve as a bridge between the school and home and also help to provide parents with support in addressing the needs of their children.
- Community organization outreach (i.e. NY Cares, Rockaway Alliance, nursing home visitations, etc.) gives our students' opportunities to participate in activities that promote the qualities of good citizenship, ultimately allowing them to experience how his/her behavior can positively affect those in the community.

**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				
<b>School Name:</b> _____				
<b>District:</b> _____	<b>DBN #:</b> _____	<b>School BEDS Code:</b> _____		

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

DEMOGRAPHICS								
Contained Classes								
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>								
<b>English Language Learners (ELL) Enrollment:</b>					<b>Special High School Programs: Total Number</b>			
(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					<b>Number of Staff: Includes all full-time staff</b>			
# 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			
<b>Overage Students: # entering students overage for grade</b>					Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
					<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>					(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				
Multi-racial								

DEMOGRAPHICS							
Male				(NCLB/SED definition)			
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)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>				
	ELA:		ELA:				
	Math:		Math:				
	Science:		Grad. Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](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	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		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 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 the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

### ACCOMPLISHMENTS

- Our 11 year longitudinal study allows us to use data effectively to understand both student and school performance. The school uses this data to gauge the effectiveness of our programs and to suitably modify practices and plans accordingly.
- Our instructional program is cohesive in that our teachers remain with us over time, meaning **we do not have a high turnover rate (less than 5%)**. Also, our BEDS survey indicated that over **90% of our teachers are classified as 'highly qualified.'**
- P256Q's commitment to new innovative programs that promote project-based instruction requires that staff development be a key component. These programs include: *UniTyV*, *Writer's Express (WEX)* 'Represent' *Foster Care Magazine*, *Acts of Kindness (NYSAA – visiting nursing homes)*, *Reading Buddies (NYSAA)*, *SMILE literacy program (NYSAA)*, *Get Ready to Learn – movement program (NYSAA)*, *Equals math program (NYSAA)*, *Icomic technology*, *theatrical performances/dance team (Little Mermaid)*. As such, we have done extensive training of staff to insure proper implementation of piloted programs, such as webinars (Ablenet and Headsprout) and Achieve 3000 in-service workshops.
- Our middle school program at P43 developed a 'Girls Group' to provide the sub-group of females with socialization and fundraising opportunities, as well as a sense of camaraderie.
- Our school technology coach developed and implemented a 'Mouse Squad' for our elementary, middle and high school students. Technology skills include trouble shooting, software installation, hard drive repair, etc.
- Each year, our NYSAA middle school students participate in an over night camping trip at Floyd Bennett Field. They engage in various activities, including nature walks and various science lessons.
- Budget: Each year, the budget is utilized to support instruction across all sites. Monies are modified accordingly to account for necessary programs, materials, software and PBIS initiatives. For example, we allocate monies to perform collegial review on the NYSAA data folio process, allowing teachers to provide quality feedback to each other. Also, we continue to initiate school uniforms by providing a uniform to each incoming high school student in our new P256Q@Gateway Academy program. We received a RESO-A grant of \$50,000 for technology.

- We are working with Out 2 Play (nonprofit organization) to design, create and develop a new playground at P256Q@831 with a \$35,000 grant that we received from Queens Borough President.
- We are offering bullying and sensitivity awareness (Power of One, Cops and Teens, Making Schools Safer for our LGBTQ Youth) for the students and staff.
- Implementation of the ‘Responsive Classroom’ for team building and cooperation between students and staff in order to support our PBIS initiative in our middle and high school classrooms.
- At P253, we have developed a feeding program for students in our 12:1:4 population, working with families to provide appropriate nutrition to our students. The program won a certificate of excellence award for Better Speech and Hearing Month (UFT sponsored event) in June 2009.
- Our school technology coach developed and implemented a ‘reading buddy’ program at our middle school. One 8:1:1 standardized class of students with emotional disabilities created and presented adapted stories to the students with autism (6:1:1 NYSAA students). The program was presented at the National Closing the Gap Conference in spring 2009

## **QUALITY REVIEW**

Our Quality Review process provided recommendations for improvement in our data collection process, as well as in the development of individual professional development plans. We are continuing to provide further training on collecting and utilizing various types of data to drive instruction. Also, last year we developed an individual growth plan process utilizing the Professional Teaching Standards with classroom teachers and will continue to do so this school year.

## **BARRIERS**

Having two residential programs creates a transient population with students arriving and departing throughout the school year, with little notice. This impacts our program in that each student requires different courses for graduation credits. Therefore, adjustments to the schedule as well as course offerings are ongoing.

The general education program at P114Q is overcrowded so they are unable to accommodate our students. Consequently, each year our inclusion program at P256Q@831/114 (Temple Beth El) dwindles in size due to our inability to place additional students in the program as our older students graduate.

P256Q@ACE academy (middle school program) has limited access to technology due to the existing wiring of the trailer facilities. As a result, the students are not able to access our computer based programs (i.e. Achieve 3000) consistently, making obtaining the learning objectives of the programs difficult.

Lastly, we have opened a new high school program in September 2010 – Gateway Academy at Beach Channel High School. In building a new high school program, attendance is at the core. Therefore, we are aiming at obtaining an attendance rate of 3% above the average for high school programs.

## 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 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 presumably be aligned to the school's annual goals described in this section.

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Goal 1:

- To improve 9<sup>th</sup> and 10<sup>th</sup> grade student attendance in our new P256Q@Gateway Academy high school program (at BCHS) by 3% above the district average as evidenced by the RISA report in ATS and attendance records by June 2011.

Goal 2:

- To utilize Positive Behavior Intervention Supports (PBIS) systems to decrease inappropriate student behaviors by 5% in grades 3-8 as evidenced by a decrease in the number of occurrences, suspensions and/or the frequency of referrals to the Crisis Intervention Teams (CIT) by June 2011.

Goal 3:

- To increase 4-6<sup>th</sup> and incoming 9<sup>th</sup> grade standardized students' Grade Level Equivalent (GLE) scores as evidenced by an improvement of .6 GLE in Reading using the Edperformance (Scantron) assessment by June 2011.

Goal 4:

- To demonstrate value added by an increase in scale score on New York State standardized test results for grades 3-8 as evidence by an increase in each content area – ELA, Math and Science by 3% by June 2011.

Goal 5:

- To increase communication skills of NYSAA students by 20% as evidenced by low-inference data by June 2011.

**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 2009-10 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 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1:</b> To improve 9<sup>th</sup> and 10<sup>th</sup> grade student attendance in our new P256Q@Gateway Academy high school program (at BCHS) by 3% above the district average as evidenced by the RISA report in ATS and attendance records by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Action Plan:</u> -Develop and implement a student contract for attendance (September) -Morning meetings for collection of attendance, homeroom (daily) -Phone calls to log reasons for student absences (daily) -Meetings between administration and attendance teacher to review LTA (weekly) -Home visits by attendance teacher, as needed -Recognition awards for student attendance, individual/class (monthly) -Progress calls to parents to review student progress in behavior and attendance (monthly) -Review of 407 reports for long term absences (2x monthly) -PPT meetings (2x per month) to address attendance issues -Develop and implement behavior system that incorporates and reflects participation in attendance and the uniform policy (August 2010)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Responsible Staff</u> Administration Attendance Teacher School Aide Pupil Personnel Secretary Parents/Students Parent Coordinator</p>

	<p>Counselors Teachers</p> <p><u>Funding</u> General supplies – 100 money</p> <p><u>Schedule</u> -Homeroom assignments by group -Traveling between periods by student group assignments (to decrease 'cutting') -Special schedule for recognition awards, as needed</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review attendance reports:</p> <ul style="list-style-type: none"> <li>• Interval of Periodic Review: bi-monthly</li> <li>• Instrument of measure: attendance reports - RISA, LTA, 407, ASA</li> <li>• Projected Gains: 1% improvement every 2 months</li> </ul> <p>-Progress Calls to parents to review student progress in behavior and attendance</p> <ul style="list-style-type: none"> <li>• Interval of Periodic Review: monthly</li> <li>• Instrument of measure: attendance reports, behavior point sheets</li> <li>• Projected gains: 1% improvement every 2 months</li> </ul> <p>-Recognition awards for student attendance, individual/class</p> <ul style="list-style-type: none"> <li>• Interval of Periodic Review: monthly</li> <li>• Instrument of measure: attendance reports</li> <li>• Projected gains: 60% of the students will be acknowledged, in total</li> </ul>

**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 2009-10 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 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2:</b> To utilize Positive Behavior Intervention Supports (PBIS) systems to decrease inappropriate student behaviors by 5% in grades 3-8 as evidenced by a decrease in the number of occurrences, suspensions and/or the frequency of referrals to the Crisis Intervention Teams (CIT) by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b></p> <ul style="list-style-type: none"> <li>-Distribution and implementation of PBIS manual handbook (fall)</li> <li>-Utilization of the SWIS program (middle and high school) for reports/data collection (daily) (print and distribute for review during common planning, monthly)</li> <li>-Behavior Point Sheets (daily)</li> <li>-Behavior Matrix (daily)</li> <li>-Implementation of hierarchy of levels earned (initial set-up – fall)</li> <li>-Ability to earn ‘Clubs’/special activities (theatre trips, cooking programs, science club, etc.)/school store (weekly)</li> <li>-Monthly Assemblies related to Behavioral Matrix (Middle School and High Schools)</li> <li>-Student of the month ceremony (monthly) (P253)</li> <li>-Development of a Positive Acknowledgement System (P848)</li> <li>-Implementation of SAFE room (daily)</li> <li>-Occurrence Reports (as appropriate)</li> <li>-Therapeutic Crisis Intervention (TCI) training for teachers and paraprofessionals (4 day course as scheduled on DO website)</li> <li>-On site trainings and PBIS meetings (bi-monthly)</li> <li>-Pupil Personnel Team Meetings (weekly)</li> <li>-Completion of Functional Behavior Assessments for students with 1:1 crisis management paraprofessional (annual) with a minimum of 2 weeks of data on a targeted problem behavior.</li> </ul>

	<ul style="list-style-type: none"> <li>-Gang Awareness Training (Election Day)</li> <li>-Sensitivity training in agency programs by health facilitators (professional development days)</li> <li>-consult with district personnel, as needed</li> <li>-Interest inventories of students for creation of clubs (P831) (1x a year)</li> <li>-Weekly Behavior Newsletter (Middle School)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Responsible Staff members:</u>  Administrators  Teachers  Students  Crisis Intervention Team  Paraprofessionals  Counseling  Agency Support</p> <p><u>Funding</u> for special activities/incentives and instructional materials is from the following sources:  OTPS –  -Instructional monies (general – supplies, object code 0100)  -Fundraising</p> <p><u>Schedule</u>  -PPT meeting (2x a month)  -Special schedules for monthly assembly programs  -Common planning (weekly)  PBIS meeting (2x a month)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Data review <ul style="list-style-type: none"> <li>• Interval of Periodic Review: bi-monthly</li> <li>• Instrument of measure: SWIS data and occurrences/suspensions</li> <li>• Projected Gains: decrease of 1% every 2 months from September through June 2011 as seen in number of occurrences, suspensions and referrals to CIT as compared to last year's monthly data sheets</li> </ul> </li> </ul>

**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 2009-10 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 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3:</b> To increase 4-6<sup>th</sup> and incoming 9<sup>th</sup> grade standardized students’ Grade Level Equivalent (GLE) scores as evidenced by an improvement of .6 GLE in Reading using the Edperformance (Scantron) assessment by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Action Plan:</u>  <ul style="list-style-type: none"> <li>-Compile and review subgroup data for 3-5 and 8th grade from testing in 09-10 (September/October)</li> <li>-Ongoing utilization of and training on ARIS, Scantron, Acuity, NYStart, etc.</li> <li>-Develop AIS plans for identified students in both ELA and Math (initially in fall, monthly) – measures include AIS calendar, student work, student portfolio, informal assessment.</li> <li>-Scheduling of a math cluster to target identified group (1-2 times per week) – middle school</li> <li>-Utilize academic programs specific to AIS plan – i.e. Wilson, Great Leaps, Achieve 3000, Read 180, etc. (ongoing)</li> <li>-Individual student binders with evidence of progress and mastery of goals (review 1 per teacher, per month)</li> <li>-Weekly common planning (topics include: summative and formative data, etc.)</li> <li>-Informal/formal walkthrough and observations (ongoing)</li> <li>-Development of ARIS AIS Community Group (development in fall, ongoing use of) with review of teacher use (log on) by staff members on ARIS and communities, Scantron, Achieve 3000, etc. (i.e. how are my teachers using assessments? In Achieve, etc.)</li> <li>-AIS letters to inform parents of plan (fall)</li> <li>-Share student goals and data with parents during Open School, parent/teacher conferences, annual reviews, etc. (2 times a year, minimum)</li> <li>-Review of lesson plans (daily daily/ongoing) with targeted learning objectives related to IEP and grade level content</li> </ul> </p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Responsible Staff:</u>          -Administration          -Teachers and Paras          -Data specialist          -School based coach (Lori. M)          -Parent Coordinator</p> <p><u>Funding:</u>          OTPS –          -100 money (general supplies, instructional supplies)          -300 money (technology, teacher laptops)          -TL Children First funds (inquiry team monies)</p> <p><u>Scheduling</u>          -Common planning          -Prep periods and PDA assignments          -Individual teacher meeting, i.e. PTS growth plan conversations          -Special schedules for assessment completion (Scantron, Acuity, etc.)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>-Data Collection (informal and formal)</p> <ul style="list-style-type: none"> <li>• Interval of Periodic Review: February 2011 and June 2011</li> <li>• Instrument of measure: informal assessment, Scantron, Acuity, Achieve 3000 Level Sets, etc.</li> <li>• Projected Gains: evidence of .3 GLE increase at each review (Feb and June), specific to individual students</li> </ul>

**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 2009-10 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 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: To demonstrate value added by an increase in scale score on New York State standardized test results for grades 3-8 as evidence by an increase in each content area – ELA, Math and Science by 3% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Overall:</b> Scantron (3x a year – October, February, May) Acuity online (1x a year) Completion of test analysis (spring 2010) with distribution to teachers (fall 2011)</p> <p><b>Elementary Schools:</b> Math:</p> <ul style="list-style-type: none"> <li>• Math Steps</li> <li>• Everyday Math</li> <li>• STAMS</li> </ul> <p>ELA:</p> <ul style="list-style-type: none"> <li>• Units of Study and Skills of the Week (ongoing)</li> <li>• Triumph Reading Program (K)</li> <li>• Wilson, Wilson Foundations</li> <li>• Great Leaps</li> <li>• STARS</li> <li>• Achieve 3000</li> <li>• Headsprout Early Reading and Reading Comprehension programs</li> <li>• BrainPOP</li> <li>• AIS Reading and Writing (ongoing)</li> </ul>

	<ul style="list-style-type: none"> <li>• Implementation of Inquiry Team with data analysis (ongoing)</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>• Social Studies Binder with monthly units (ongoing)</li> <li>• NYS Coach books</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• FOSS kits</li> <li>• Utilization of FOSS kits with trainings</li> </ul> <p>-ECLAS2 (2-3x times per year, depending on grade level – September, January, March)  -Pacing Calendars (Math and ELA) (ongoing)  -Weekly common planning (standardized and NYSAA) for discussion of strategies, programs and best practices  -Utilization of laptop cart for lesson implementation twice per week per class  -Teacher Resource Binder – ‘Everything You Need to Know’ (fall)  -Creation of Student Portfolios demonstrating student progress through assessment and student work samples (ongoing)</p> <p><b>Middle Schools:</b></p> <p>Math Programs</p> <ul style="list-style-type: none"> <li>• Impact Math (3<sup>rd</sup> Edition) and Prentice Hall with training</li> <li>• Utilization K-tea (fall)</li> <li>• 1 day a week of Math AIS teacher (ongoing)</li> <li>• Participation in the Math Institute at City College of New York</li> <li>• Mathematical Life – software for math in the real world</li> </ul> <p>ELA:</p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Read 180</li> <li>• Units of Study and Skills of the Week (ongoing)</li> <li>• Wilson</li> <li>• BrainPOP</li> <li>• Extra period of AIS each day for Reading and Writing for ‘at risk’ students (ongoing)</li> <li>• Implementation of Inquiry Team with data analysis (ongoing)</li> </ul> <p>Social Studies Binder with monthly units (ongoing)</p> <ul style="list-style-type: none"> <li>• Utilization of Social Studies Core Library and Primary Source Supplements</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Utilization of FOSS kits with trainings</li> <li>• SEPUP – hands on science activities with teacher resources</li> </ul>
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- Art through Science
- Utilization of Mobile Science Lab with training

-Development of Pacing Calendars (ELA, Math) (ongoing)  
 -Web based programs for enhancement of skills/supplement instruction (i.e. BrainPOP, Math aquarium, etc.)  
 -Weekly common planning (standardized and NYSAA) for discussion of strategies, programs and best practices  
 -Utilization of laptop cart for lesson implementation twice per week per class  
 -Instructional Binders – ‘Everything You Need to Know; (fall)  
 -Creation of Student Portfolios demonstrating student progress through assessment and student work samples (ongoing)

**High Schools:**

Math:

- Utilization of K-tea (fall)
- Implementing AIS (ongoing) through creative scheduling and clustering
- Integrated Algebra
- Continuation of Geometry through Prentice Hall
- Participation in the Math Institute at City College of New York

Social Studies:

- Utilization of Social Studies Core Library and Primary Source Supplements
- Scholastic Upfront
- Elective development focusing on future options (i.e. career, daily living skills, decision making, etc.)
- Initiation of US History Course resulting in Regents/RCT
- Career Zone for job planning and development

ELA:

- 4 levels of literacy specialists (Wilson Adult, Read 180 Upgrade, PSAT and SAT tutoring, GED prep options, Vocational Skill Development)
- Development and offering of literacy based electives (Literacy through Film, Literacy through Comics, Tall Tales, Film Making, etc.)
- BrainPOP
- AIS program using Read 180
- Scholastic Choices, Action and Upfront

Science:

- Mobile Science Labs – receive ongoing training

	<ul style="list-style-type: none"> <li>• FOSS kits</li> <li>• Offering of 3 HS credit bearing sciences (Earth Science, Living Environment, General Science)</li> <li>• Tutoring program (AIS), Chemistry, Physics, Calculus</li> </ul> <p>-Analysis of past exams and designing curriculum for intense instruction (ongoing)  -District and city wide professional development workshops related to content areas (ongoing)  -Subject specific common planning (monthly)  -Collaboration between teachers of different disciplines for immersion in content area  -Content Areas support from district coaches  -Workshops from Donna Davis, Glenco Division of Prentice Hall, (common planning and/or professional development days)  -Outside consultation for training (Impact Math)</p> <p><b><u>Inclusion</u></b>  -Participation in the general education curriculum with paraprofessional support, daily  -Direct and/or indirect instruction from SETTS providers (1 period per day) in all identified academic areas  -Middle and high school SETTS providers attend monthly general education curriculum meetings</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Responsible staff members:</u>  Administration  Teachers  Paraprofessionals  Students  Related Service Providers</p> <p><u>Funding</u> for instructional programs and materials (i.e. Achieve 300, Read 180, Headsprout, textbooks, etc.) is from the following sources:  OTPS –  -NYSTL textbook (object code 0337)  -NYSTL software ( Object code 0199)  -NYSTL library (Object code 0338)  -Instructional Monies (General Supplies: Object code 0100)</p> <p><u>Scheduling</u></p>

	<p>Teacher schedules will need to address periods of common planning/special trainings for appropriate staff members. Creative Scheduling allows for greater homogeneous grouping.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Review of Student Portfolios (1 per month, per teacher) demonstrating student progress as seen in informal assessment results, mastery of goals in student work samples, conferencing notes demonstrated targeted skills, etc. <ul style="list-style-type: none"> <li>• Student conferencing – students will be actively involved in the process of student binder creation (accountable talk) as evidenced through conference logs.</li> <li>• Review informal data (Scantron, 1:1) after assessment periods, during walkthroughs and for formal observation</li> </ul> </li> <li>-Determine ‘value added’ in each content area – Math, ELA, Science and Social Studies by 5% by review of data (as scored are reported)</li> <li>-Collegial Review with feedback for NYSAA data folios to ensure NYSAA data folios will be score-able as well as quality tasks that are aligned to the AGLIs (3 times – November, December and January). <ul style="list-style-type: none"> <li>• Review of returned data folios to assess mastery of our goal (95% score-able)</li> </ul> </li> <li>-Common planning meeting discussions (weekly) – identify areas of need and support implementation of best practices and effective strategies/methodologies.</li> <li>-Periodic Walkthroughs (ongoing) focused on Professional Teaching Standards</li> <li>-Formal and informal observations (ongoing) to observe evidence of best practices and components of Professional Teaching Standards</li> <li>-Inquiry team meetings (1x per month) and review of progress (ongoing) following the developed action plan – collection of data quarterly.</li> <li>-Review IEP goals and objectives for mastery (minimum of 3x on report cards, 1x for annual review)</li> <li>-Annual review process</li> <li>-Team meetings, as needed</li> <li>-PPT meetings, weekly</li> <li>-6:1:1 Core Elements/12:1:4 best practices during walkthroughs, observations and common planning meetings to observe evidence of best practices and components of Professional Teaching Standards (evidence gathered as per teacher growth plan , 3-4 times a year)</li> </ul>

**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 2009-10 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 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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 5:</b> To increase communication skills of NYSAA students by 20% as evidenced by low-inference data by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies</b></p> <ul style="list-style-type: none"> <li>-Train on use of AAC during common planning and push in sessions with speech teachers (beginning in October, monthly)</li> <li>-Content area lesson development utilizing Weekly Reader, JARS, PECS, etc. (daily)</li> <li>-Incorporation of assistive technology in JAR routine and other structured daily routines</li> <li>-Support paraprofessional through demonstration, hands on activities and corresponding workshops (Common planning, Election Day/Brooklyn-Queens Day)</li> <li>-Utilize <a href="http://www.district75pd.org">www.district75pd.org</a> for district trainings, as scheduled</li> <li>-Support provided by Site Technology Coordinator, Mary Bozzone, (weekly)</li> <li>-Support from district (as needed/scheduled)</li> <li>-Communication profiles of targeted students (completed in the fall, kept in student binders)</li> <li>-Implement corresponding data collection that demonstrate growth in student communication (ongoing)</li> <li>-Periodic review of data by administration (3 times a year – fall, winter, spring)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Funding:</b> OTPS - -100 money (general and instructional monies)</p> <p><b>Responsible Staff members:</b></p> <ul style="list-style-type: none"> <li>-Classroom team members (speech teachers, classroom teachers, paras and other related service providers, tech coach)</li> <li>-Administration</li> </ul> <p><b>Scheduling:</b></p>

	<ul style="list-style-type: none"> <li>-Common planning – weekly</li> <li>-Speech sessions – push in model (as per mandates)</li> <li>-Scheduled meal time and JAR routines</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Data collection sheets: <ul style="list-style-type: none"> <li>• Interval of Periodic Review: Fall, Winter, Spring</li> <li>• Instrument of measure: individual and/or group data sheets targeting communication opportunities</li> <li>• Projected Gains: demonstration progress/mastery (7% gain at each review)</li> </ul> </li> <li>-Demonstration of IEP goal and objective mastery of communication goals <ul style="list-style-type: none"> <li>• Interval of Periodic Review: 3 times a year, plus annual review</li> <li>• Instrument of measure: report card and page 6 updates</li> <li>• Projected Gains: demonstration progress/mastery (improvement in 'Report of Progress' )</li> </ul> </li> <li>-Informal walk-throughs (ongoing)</li> <li>-Formal observations (1x a year)</li> <li>-Professional discussion/feedback at common planning (weekly)</li> <li>-Parent surveys/needs assessment/parent trainings (carry over to home) (2-3x – fall/spring)</li> </ul>

## **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	3	3	N/A	N/A				
1	4	4	N/A	N/A				
2	5	5	N/A	N/A				
3	3	3	N/A	N/A				
4	7	9	6	8				
5	10	8	5	4				
6	17	16	10	10				
7	20	17	12	7				
8	35	37	3	5				
9	38	43	10	12				
10	20	23	3	2				
11	10	6	7	8				
12	2	2	5	3				

**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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Title I Learning Center</b>  <b>Wilson Foundations</b>  <b>Wilson Reading Program</b>  <b>Strategies To Achieve Reading Success</b>  <b>Great Leaps</b>  <b>Headsprout (Early Reading program and Reading Comprehension)</b>  <b>New York Coach ELA Test Prep</b>  <b>READ 180</b>  <b>Achieve 3000</b>  <b>Steck Vauhgn Power Up!</b>  <b>Step Up To Writing</b>  <b>Ladders To Success Test Prep</b>  <b>BrainPOP</b>  <b>W-EX (Writer’s Express)</b>  <b>SMILE</b>  <b>Weekly Reader</b></p>	<p><b>Description:</b></p> <p>Overall, the method of delivery is small group instruction; one-to-one tutoring conducted during the school day. The length of these sessions varies from 20 minutes to a full period (45 minutes) and occurs three to five times a week/per student. The instruction is provided by classroom teachers, classroom paraprofessionals and the Academic Intervention Teacher.</p> <p><b>Title I- Learning Center:</b> Learning centers providing individualized and small group instruction focused on remediation and test preparation. Pre and post assessment monitors progress.</p> <p><b>Wilson Foundations:</b> Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling.</p> <p><b>Wilson Reading Program:</b> The basic purpose of the Wilson Reading Program is to teach students fluent decoding and encoding skills to the level of mastery. The program includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</p> <p><b>Strategies To Achieve Reading Success (STARS):</b> Strategies to Achieve Reading Success (STARS™ Series) is the instructional portion of a reading program that spans from diagnosis to assessment. The objectives of the STARS™ Series are to provide targeted instruction and practice to students learning key reading strategies (Main Idea &amp; Sequencing) and to broaden student proficiency in error analysis. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>Great Leaps:</b> Great Leaps Reading uses proven instructional tactics with powerful motivators to remediate a variety of reading problems. Great Leaps is divided into three major areas: (1) Phonics: developing and mastering essential sight-sound relationships and/or sound awareness skills; (2) Sight Phrases: mastering sight words while developing and improving focusing skills; and (3) Reading Fluency: using age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation.</p> <p><b>Headsprout:</b> Headsprout is an instructional computer program that uses content analysis and program instructional design to provide component reading skills and overall strategies required for reading success.</p> <p><b>New York Coach English Language Arts Test Prep:</b> NYC Coach ELA delivers focused lessons and</p>

	<p>targeted review. NYC Coach strengthens students reading and higher order thinking skills. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>READ 180:</b> Scholastic Program designed to work in conjunction with on-going High School Curriculum. Units of study are integrated throughout the year.</p> <p><b>Brain Pop:</b> a web-based computer program that creates animated, curriculum-based content that supports educators and students. BrainPOP/BrainPOP Jr. is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matter to review for a test.</p> <p><b>Achieve 3000:</b> Achieve 300 is a web based differentiated k – 12 reading program that uses e-mail, technology, and current events to strengthen students’ literacy skills. Programs such as Kid Biz 3000, grades 2-5 , and Teen Biz 3000 , grades 6-12, lessons are tailored to match each students own reading level where all students can read the same article and participate in class discussions together. Achieve 3000 provides the web-based, individualized reading and writing instruction solution for grades k-12 that reaches every student at his or her Lexile level.</p> <p><b>Steck Vauhgn Power Up!</b> Strategies for building reading, writing and vocabulary skills through short nonfiction and fiction reading passages and practice exercises</p> <p><b>Step Up To Writing</b> Multisensory strategies for narrative persuasive and expository writing</p> <p><b>Ladders To Success Test Prep</b> Use of drills, content review, vocabulary review and test practice exercises</p> <p><b>Weekly Reader (NYSAA):</b> A weekly magazine that helps students develop learning skills and gain an understanding of their world. The weekly reader magazine supports the development of academic in vocabulary, reading comprehension, writing skills and fluency for all learners in all content areas.</p>
<p><b>Mathematics:</b></p> <p><b>Great Leaps</b>  <b>Everyday Math Games</b>  <b>Strategies to Achieve Mathematics Success (STAMS)</b>  <b>Title I Learning Center</b>  <b>Math Steps</b>  <b>Math Aquarium</b>  <b>Math Skill Builders</b>  <b>Hot Topics</b>  <b>Ladders to Success Test Prep</b>  <b>NYS Coach Test Prep</b></p>	<p><b>Description:</b></p> <p>Overall, the method of delivery is small group instruction; one-to-one tutoring conducted during the school day. The length of these sessions varies from 20 minutes to a full period (45 minutes) and occurs three to five times a week/per student. The instruction is provided by classroom teachers, classroom paraprofessionals and the Academic Intervention Teacher.</p> <p><b>Great Leaps:</b> The Great Leaps Math Program focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It features concrete lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand math operations.</p> <p><b>Everyday Math Games:</b> Everyday Math Games are an integral part of the <i>Everyday Mathematics</i> program and make reinforcement of basic skills mastery fun. Many <i>Everyday Mathematics</i> games have now been adapted for electronic game playing. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>Strategies to Achieve Mathematics Success (STAMS):</b> The Strategies to Achieve Mathematics Success (STAMST<sup>TM</sup> Series) is the instructional portion of a mathematics program that spans from diagnosis to assessment. The objectives of the STAMST<sup>TM</sup> Series are to provide targeted strategy-specific instruction and practice to students learning key math concepts (Number Sense &amp; Measurement) and to broaden student</p>

<p><b>Weekly Reader (NYSAA)</b> <b>Prentice Hall</b></p>	<p>proficiency in self-assessment and error analysis. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>Title I Learning Center:</b> Learning centers providing individualized and small group instruction focused on remediation and test preparation. Pre and post assessment monitors progress.</p> <p><b>New York Coach English Language Arts:</b> NYC Coach ELA delivers focused lessons and targeted review. NYC Coach strengthens students reading and higher order thinking skills. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p>Residency which focused on dimensional measurement and drawing to scale. Individual and small-group instruction aimed towards individual goals, (RCT, Regents, Assess. SAT etc.)</p> <p><b>Game Aquarium – Math:</b> an interactive website that provides games for learning. Math Aquarium is a portal to online, educational interactive games and learning activities. The purpose is to provide a doorway to the Internet for teachers, parents, and students who are seeking interactive, instructional online resources. It is organized by subject, topic, theme and grade level. It engages the student in the math learning process. Games provide immediate feedback to participants.</p> <p><b>Math Steps</b> Basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, percents</p> <p><b>Everyday Math Games</b> Drill exercises aimed primarily at building fact and operations skills</p> <p><b>Math Skill Builders</b> Format enables struggling students to master skills with drills and operation practice</p> <p><b>Hot Word Hot Topics</b> Short format practice of math terms and concepts to help build mathematics literacy</p> <p><b>Ladders to Success Test Prep</b> Use of drills, content review and test practice exercises</p> <p><b>NYS Coach Math Test Prep</b> Use of drills, content review, vocabulary review and test practice exercises</p> <p><b>Weekly Reader (NYSAA):</b> A weekly magazine that helps students develop learning skills and gain an understanding of their world. The weekly reader magazine supports the development of academic in vocabulary, reading comprehension, writing skills and fluency for all learners in all content areas.</p> <p><b>Prentice Hall:</b> use of the course curriculum to review content, practice test taking strategies, etc.</p>
<p><b>Science:</b></p> <p><b>Mobile Science Labs</b> <b>Title 1 Tutoring for all sciences (in prep for Regents, RCTs, Exit Projects)</b></p>	<p><b>Science:</b></p> <p>Overall, the method of delivery is small group instruction; one-to-one tutoring conducted during the school day. The length of these sessions varies from 20 minutes to a full period (45 minutes) and occurs three to five times a week/per student. The instruction is provided by classroom teachers, classroom paraprofessionals and the Academic Intervention Teacher.</p> <p><b>Mobile Science Labs:</b> The Science Cart is a mobile science resource providing facilities for teacher demonstrations, whole class assessment and data logging experiments. Being mobile allows the resource to be shared between different science laboratories in the school. For teacher demonstrations the Science Cart has a</p>

<p><b>Brain Pop</b>  <b>NYS Coach Science Test Prep</b>  <b>Weekly Reader (NYSAA)</b></p>	<p>computer, USB camera and projector. The teacher can carry out experiments and demonstrations on the Science Cart and live images, captured by the USB camera, can be projected onto a wall in the classroom for all students to see. The USB camera can also be connected to a microscope to project images of specimens.</p> <p><b>Title 1 Tutoring:</b> Learning centers providing individualized and small group instruction focused on remediation and test preparation. Pre and post assessment monitors progress.</p> <p><b>Brain Pop.:</b> a web-based computer program that creates animated, curriculum-based content that supports educators and students. Brain POP/Brain POP Jr. is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matter to review for a test.</p> <p><b>NYS Coach Science Test Prep</b> Use of drills, content review, vocabulary review and test practice exercises</p> <p><b>Weekly Reader (NYSAA):</b> A weekly magazine that helps students develop learning skills and gain an understanding of their world. The weekly reader magazine supports the development of academic in vocabulary, reading comprehension, writing skills and fluency for all learners in all content areas.</p>
<p><b>Social Studies:</b></p> <p><b>Core libraries and Primary Supplemental Resources:</b>  <b>New York City Social Studies Coach</b>  <b>Cooking Around the World</b>  <b>UniTyV</b>  <b>Apple Lap Top Carts</b>  <b>New-2-You</b>  <b>NYS Coach Social Studies Test Prep</b>  <b>Exit Projects</b>  <b>Weekly Reader (NYSAA)</b>  <b>Scholastic Upfront</b>  <b>Time for Kids</b>  <b>Roads to Success</b>  <b>Career Zone</b>  <b>www.themint.org/teens</b></p>	<p><b>Description:</b></p> <p>Overall, the method of delivery is small group instruction; one-to-one tutoring conducted during the school day. The length of these sessions varies from 20 minutes to a full period (45 minutes) and occurs three to five times a week/per student. The instruction is provided by classroom teachers, classroom paraprofessionals and the Academic Intervention Teacher.</p> <p><b>Core Libraries and Primary Supplemental Resources:</b> The Core Libraries are a compilation of social studies books that reflect the social studies curriculum. Books contain nonfiction readings that engage students in learning about their history and current events. The primary sources (maps, letters, photographs, poster telegrams, cartoons, etc.) help bring historical people and events to the classroom with authentically recreated documents, making social studies come to life. These sources provide teachers with ready to use lessons, extensive background information and connected library activities.</p> <p><b>New York City Social Studies Coach:</b> NYC Social Studies Coach supports classroom instruction with thorough review of the NYS Social Studies Curriculum. This instructional strategy is accelerated prior to the testing schedule for the administration of all standardized assessments.</p> <p><b>Cooking Around the World:</b> Children were introduced to dishes from around the world within their SS context.</p> <p><b>UniTyV:</b> project based learning experience where students use the concepts from social studies curriculum to create a final project using technology.</p> <p><b>Apple Lap Top Carts</b> Use of Apple laptops to motivate students to investigate topics in all subject areas. Complete research, strengthen reading and writing skills, assist in math practice.</p> <p><b>NYS Coach Social Studies Test Prep</b> Use of drills, content review, vocabulary review and test practice exercises</p> <p><b>Exit Projects:</b> Social Studies research practice and report development to increase social studies</p>

	<p>awareness</p> <p><b>News-2-You:</b> Web based weekly current event news letter to increase student academic skills(reading comprehension, math practice, social studies and science awareness) as well as community awareness</p> <p><b>Weekly Reader (NYSAA):</b> A weekly magazine that helps students develop learning skills and gain an understanding of their world. The weekly reader magazine supports the development of academic in vocabulary, reading comprehension, writing skills and fluency for all learners in all content areas.</p> <p><b>Roads to Success:</b> a college and careers program for grades 7-12.</p> <p><b>Career Zone:</b> assessment to determine future career options.</p> <p><b><a href="http://www.themint.org/teens">www.themint.org/teens</a>:</b> provide basic information about starting a business, earning and spending monies, saving and investing in your future.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance Counselors provide individual and group counseling according to IEP mandates. They also conduct social skill lessons, participate in PPT meeting, oversee PBIS programming and work with parents to build home school connections.
<b>At-risk Services Provided by the School Psychologist:</b>	School Psychologists provide individual and group counseling according to IEP mandates. They also conduct social skill lessons, participate in PPT meeting, oversee PBIS programming and work with parents to build home school connections.
<b>At-risk Services Provided by the Social Worker:</b>	Social Workers provide individual and group counseling according to IEP mandates. They also conduct social skill lessons, participate in PPT meeting, oversee PBIS programming and work with parents to build home school connections.
<b>At-risk Health-related Services:</b>	Nurses provide services to students as per IEP mandates (i.e. medication, etc.) and participate in PPT meetings as needed.

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

*NCLB/SED requirement for all schools*

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

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

**NON APPLICABLE: NON TITLE III SCHOOL**

**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) – \_\_\_\_\_ Number of Students to be served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

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.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		

<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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.

We utilize the Home Language Identification Survey, Informal Oral Interview in English/Native Language and ATS reports, specifically the RDGS and RHLA to identify the different languages that are spoken in our students' homes.

Our Parent Coordinator is essential in our endeavor to identify the parent population that has Limited English Proficiency and who require the school community to strategize and implement action to ensure that these parents have the opportunity to receive necessary information for supporting their children academically.

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.

Our findings indicate that at present we have 26 students whom have been identified as LEP students. It is imperative that we recognize that translation and interpretation services are not limited to parents of students identified as English Language Learners. There are 7 different languages spoken in our students' homes. Of our student population of 464, the breakdown of the primary languages spoken in our students' homes is as follows:

English: 398; Spanish: 19; Haitian Creole: 2; Punjabi: 2; Bengali: 1; Polish: 1; and Urdu: 1.

At teacher conferences and Professional Development Trainings, we make our school community aware of these findings and discuss their implications.

#### **Part B: Strategies and Activities**

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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.

Recognizing that the Translation and Interpretation Unit, located at 45-18 Court Square, provides NYC Department of Education schools with an internal resource for requesting written translation services, our school will make use of the services provided by the Unit. For instance, they can provide translation of critical documents such as discipline codes and Parent Handbooks.

Since the Translation and Interpretation Unit is only available for citywide and regional conferences and workshops, suspension hearings and impartial hearings, the Unit cannot meet all our written translation services. Ergo, we will make use of school staff and employ other strategies. For instance, at after school workshops, we can use Title III funds to employ school staff to provide written translation services to parents who have limited English proficiency. This will permit us to conduct parent workshops that will be able to disseminate pertinent written information pertaining to various topics.

Title III funds can also be used to cover the purchasing costs of interpretation resources/tools such as dictionaries to be disseminated to LEP parents.

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.

As above, the Translation and Interpretation Unit as well as school staff will provide oral interpretation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our Parent-Coordinator is essential regarding parental notification requirements for translation and interpretation service

**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” <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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 ( <input checked="" type="checkbox"/> )	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						

**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.

IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

## **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>

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

Number of students in P256Q in Temporary Housing – 8 students.

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

Not applicable – the school does not receive any set aside funds.

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

Not applicable: as a non geographic, administrative district, students in D75 schools identified as STH, receive support from the STH Content Expert in each borough. The D75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on site tutoring. D75 students are eligible to attend any programs run through the STH units at the ISC.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. Q256						
<b>District:</b>	75	<b>DBN:</b>	75Q256	<b>School</b>		307500014256	

**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	v	Ungraded	v	
	2	v	6	v	10	v			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	9	14	12				NR
Kindergarten	10	4	3				
Grade 1	21	5	5	<b>Student Stability - % of Enrollment:</b>			
Grade 2	13	5	6	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	15	8	5			65.5	66.3
Grade 4	16	12	8				
Grade 5	14	17	15	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	31	19	22	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	38	39	31		75.2	0.0	NA
Grade 8	57	50	47				
Grade 9	47	51	71	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	39	42	58	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	22	16	29		5	8	12
Grade 12	12	10	6				
Ungraded	60	117	140	<b>Recent Immigrants - Total Number:</b>			
Total	404	409	458	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	5	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	364	356	0	Principal Suspensions	0	4	2
# in Collaborative Team Teaching (CTT) Classes	8	14	12	Superintendent Suspensions	3	5	5
Number all others	6	19	355				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	95	90	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	66	70	0
# receiving ESL services only	8	13	TBD				
# ELLs with IEPs	2	15	TBD	Number of Educational Paraprofessionals	80	75	0

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	2	36	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	71.6	73.3	0.0
				% more than 5 years teaching anywhere	55.8	54.4	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	83.0	0.0
American Indian or Alaska Native	0.0	0.7	0.9	% core classes taught by "highly qualified" teachers	100.0	100.0	0.0
Black or African American	60.6	60.4	61.1				
Hispanic or Latino	21.0	23.2	21.2				
Asian or Native Hawaiian/Other Pacific	2.7	2.2	3.1				
White	14.4	13.0	13.8				
<b>Male</b>	88.1	86.1	82.1				
<b>Female</b>	11.9	13.9	17.9				

#### 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

<b>SURR School (Yes/No)</b>		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>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

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							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	63.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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](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 <b>1</b>	District <b>75</b>	School Number <b>256</b>	School Name
Principal <b>Oswaldo Roman, Principal</b>		Assistant Principal <b>Ellen Kaplan</b>	
Coach <b>Lori Masticovo</b>		Coach	
Teacher/Subject Area <b>Judith Knoll/ESL</b>		Guidance Counselor <b>Elizabeth Kaufman</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Donna Tuffour</b>	
Related Service Provider		Other <b>Jeannine Gomez, ESL Liaison</b>	
Network Leader <b>Arthur Fusco</b>		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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>464</b>	Total Number of ELLs	<b>26</b>	ELLs as Share of Total Student Population (%)	<b>5.60%</b>
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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.

P256Q follows several steps in order to identify all ELL students. We begin with the administration of the HLIS (Home Language Identification Survey) through an informal, oral interview with the parent of a new student, if this protocol has not been followed at the CSE. This informal, oral interview is conducted in English and in the Native Language. The HLIS is determined as follows; if in questions 1-4 the answer is "Other than English" the child is an ELL. If in questions 5-8, two or more questions are answered, then the student is eligible to take the NYSESLAT. This survey is completed within ten days of admission into the New York City School System. If it is determined that the child's home language is a language other than English and the child is an ELL (English Language Learner) we review the child's records and information in the ATS system to confirm whether or not the LAB-R was given. If the student needs to receive the LAB-R, the ESL teacher administers it. If students whose native language is Spanish, do not pass the LAB-R, they are administered the Spanish LAB. The LAB-R is only given in the event that the CSE has not followed procedural protocols for new ELL admits that receive ESL or Bilingual services and are District 75 special education students. Mrs. Judith Knoll, a licensed, certified, New York State, English as a Second Language Teacher, conducts all initial screenings, HLIS interviews, the formal initial assessment, the LAB-R and the NYSESLAT. In order to annually evaluate ELL students we use the results of the NYSESLAT. These results describe the students' English language performance level based on scores from four modalities; Listening, Reading, Speaking, and Writing. Students' scores on this exam assist us in determining each student's progress toward English proficiency. Based on the raw scores from the NYSESLAT, all ELLs, including "X" coded students (students who are served as per their IEP) are categorized as either: Beginner, Intermediate, Advanced, or are deemed proficient in the target language.

Options for children placed in District 75 in Special Education that are English Language Learners are discussed with parents at the Educational Planning Conference at the CSE (Committee on Special Education), where the initial IEP is written. Parent choice letters are not applicable in District 75. Mrs. Donna Toffour, our Parent Coordinator, explains the procedure to parents with the assistance of a staff member that speaks their native language, if necessary. The program choices in NYC for ELLs are explained to parents by the CSE. It is explained to them that the New York City Department of Education offers English Language Learners; TBE, Dual Language, and Freestanding ESL, however based on current CSE recommendations, our school is only able to provide freestanding ESL. Parent outreach is done by our parent coordinator, Ms. Donna Tuffour. All correspondence is disseminated to parents in their Native Language. As stated above, since options are discussed with parents at the CSE level, entitlement letters, parent surveys, and program selection are not typically used at the school level. At the CSE planning meeting the parent is provided with interpretation services in their native language, as needed. As stated, program discussions are made at the CSE level in conjunction with the parents. Therefore, the trend is meeting the physical and cognitive needs of the students, because this is typically the principal concern of the both the CSE and the parents.

The Committee on Special Education and the Placement Officer at District 75 determine placement with the parent by offering tours of schools that are available for children with disabilities and offer Bilingual classes or ESL services. The sites chosen for touring depend on what kind of program the student has been placed in based upon his or her disability.

The parents' choice of sites are not solely based on their child's English Language needs. Parents predominantly choose a site that addresses the needs of their child as it pertains to their disability. Program models are offered based on the student and his or her educational needs as per their IEP mandates. The program models are aligned with the CSE evaluation of what the student needs most. Since our school does not have a bilingual student whose IEP recommends TBE, TBES are provided with ESL services by an ESL teacher and an Alternate Placement Paraprofessional that speaks English and the 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	0	1	1	1	2	1	0	1	1	2	2	0	1	13
<b>Total</b>	0	1	1	1	2	1	0	1	1	2	2	0	1	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	26
SIFE	4	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	5

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"/> 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"/> 0
ESL	<input type="checkbox"/> 16	<input type="checkbox"/> 4	<input type="checkbox"/> 16	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 26
Total	<input type="checkbox"/> 16	<input type="checkbox"/> 4	<input type="checkbox"/> 16	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 26

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

### C. Home Language Breakdown and ELL Programs

#### Transitional Bilingual Education

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

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	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

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	
<b>TOTAL</b>	<b>0</b>										

### 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		1	1	2	1	1		1	1	6	4		1	19
Chinese														0
Russian														0
Bengali			1											1
Urdu								1						1
Arabic														0
Haitian					1					1				2
French														0
Korean														0
Punjabi					1								1	2
Polish					1									1
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>26</b>

## 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.

Instruction is delivered using two different models. Our school does not offer any Bilingual classes at this time; therefore, the students mandated for Bilingual classes receive ESL services and are placed in a classroom with an Alternate Placement Paraprofessional that is fluent in the Native Language of the student and English. The ESL teacher uses the Push-In (Co-Teaching) model and the Pull-Out model when providing services. The groups are made up heterogeneously, in terms of their ESL requirements, but are homogeneous in terms of their cognitive needs.

In our model, the ESL teacher is required to provide a detailed schedule to the principal and Assistant Principals in order to ensure that the mandated number of instructional minutes are being provided in agreement with grade and proficiency levels. This is in accordance with CR Part 154 regulations. The classroom teachers are also given a copy of this schedule.

Beginner and Intermediate level ELL's in grades K-8 receive 360 minutes per week. Advanced ELL students in grades K-8 receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. Beginner level ELL's in grades 9-12 receive 540 minutes per week of ESL services. Intermediate ELL's in grades 9-12 receive 360 minutes of ESL instruction per week. Advanced ELL's in grades 9-12 receive 180 minutes of instruction in ESL and 180 minutes of instruction in ELA per week. For all grades and instructional levels the Push-In or Pull model is alternated daily.

The content areas are delivered in the Push-In model by using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, T.P.R. (Total Physical Response), Think-Pair-Share, Learning Experience Approach, Text Re-presentation, cooperative learning, and small group instruction to enrich language development. The ESL teacher accomplishes this with the assistance of the classroom teacher and the Alternate Placement paraprofessional when necessary in English and the native languages.

The content areas are delivered in the Pull-Out model by, using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction to enrich language development. The ESL teacher accomplishes this with of the Alternate Placement paraprofessional when necessary in English and the native languages.

Instruction is differentiated for all ELL subgroups through several methods which include, adapting materials for students in 12:1:4 and 6:1:1 populations (these are defined later in this document). SIFE students are taught by using a multi-sensory and multicultural approach. ESL materials are infused throughout all aspects of the instruction SIFE students receive. They have access to libraries that are aligned to the ELA Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of our SIFE students. SIFE students work with the ESL teacher who alternates the push-in and pull-out models. The use of technology is also incorporated into the curriculum for all SIFE students. Goals are met by using instructional approaches and methods such as cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language.

ELL students that have less than three years are subject to the same learning standards as non-ELL. In addition to meeting the ELA standards, ELL students will demonstrate cross-cultural knowledge and understanding by using culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students with less than three years are expected to equally participate in all New York City Department of Education Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of ELLs. They modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language.

All ELL students with less than three years of ESL services receive additional ELA Academic Intervention Services (AIS) instruction two times per week in order to prepare for the New York State ELA exam. The AIS instruction is given in English and in the native language when necessary.

ELL students that have been receiving ESL services for four to six years have received an extension of services. These students are subject to the same learning standards as non-ELLs. In addition to meeting the ELA, Math, Science, Social Studies and all standards, ELL students will demonstrate cross-cultural knowledge by using culturally appropriate behaviors. They are expected to have knowledge of

local and United States cultures and practices in their interactions with others, while in their present environment.

All ELL students that have been receiving ESL services for four to six years are expected to equally participate in all New York City Department of Education Standards for all subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of all ELLs. Instructional staff members modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and in their native language as needed.

ELL students that have been receiving ESL services Long-Term (six years or more) are subject to the same learning standards as non-ELLs. In addition to meeting the ELA standards, ELL students will demonstrate an understanding of culturally appropriate behaviors. They are expected to have knowledge of local and United States cultures and practices in their interactions with others while in their present environment. All ELL students that have been receiving ESL services Long-Term (six years or more) are expected to equally participate in all New York City Department of Education Standards for all subject areas. They are also required to take all state exams in their mandated subject areas. Our ESL teacher and instructional staff adapt the curriculum to meet the needs of ELLs. They modify the course work and their methods of instruction as needed. Goals are met by using instructional approaches and methods like cooperative learning/group work, discovery, expository learning, brainstorming, demonstration method, role play, differentiation, cooperative learning, and small group instruction in English and their native language when necessary.

ELL students that have special needs make up all of our ELL's. They receive a modified instructional, functional curriculum that is tailored to meet their ESL needs. We use adapted materials, such as real life objects, TOBI's, Mayer-Johnson symbols, adapted books and workbooks. We adapt the directions/instructions in workbooks so they understand. Every child has their own individualized educational plan (IEP). We work on the academic goals described in the IEP for each ESL student. Some of our ELL students with special needs do not take Standardized Assessments. These students are considered NYSAA (New York State Alternate Assessment). They are required to use other assessment tools such as; the Brigance Inventory and the New York State datafolio assessment. Both assessments are administered in English and the students' native language when necessary. The special needs students that have autism and receive ESL services have their own individualized schedule according to their academic level. Every part of the classroom is labeled. Classrooms are center oriented. Each child has a set time of one on one instruction with the teacher in order to focus on their IEP goals. Once a week the one on one time is with the ESL, special needs child is spent with the ESL teacher, classroom teacher, and Alternate Placement paraprofessional when necessary. All ELA, math, science, and social studies instruction is done in small groups. We are in constant contact with their parents via a communication notebook. Communication is presented in the native language of the parent. Related Services providers meet daily with classroom and ESL teachers so that therapy goals can be integrated into the classroom and the ESL goals. Data is composed daily in all subject areas based on their progress. The data is collected through the use of data collection sheets, observation and student work.

For some ELL students it is necessary to develop a behavior intervention plan that is individualized to meet their needs. The plans are developed by the team after using several assessment tools. The assessment tools we use are: The Functional Behavioral Analysis (FBA), The Motivational Assessment Scale (MAS), A Frequency Chart/Scatter Plot, The Autism Reinforcement Checklist, an A-B-C chart (Antecedent- Behavior-Consequence) Get Ready To Learn (parent/teacher questionnaire, and SWISS (School Wide Information System).

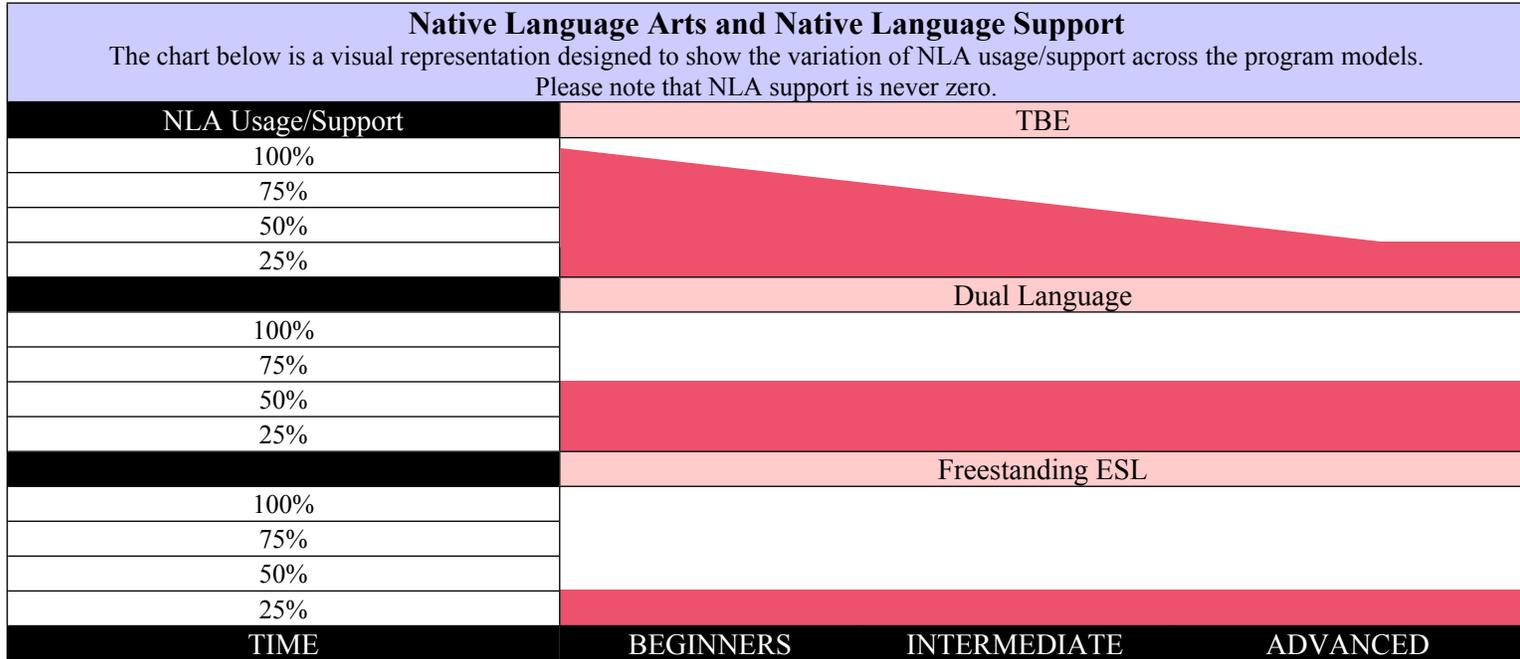
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
--	------------------	---------------------	-----------------

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
<b>FOR TBE /DL PROGRAMS:</b> 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?

Our targeted intervention programs for ELL's in all subgroups (SIFE, newcomers less than three years of ESL services, three to six years of ESL services, six years and over of ESL services, and special needs) are Foundations, Wilson, Power-Up, Read 180, Achieve 3000, Weekly Reader, Brain Pop, and SMILE. These interventions are offered in English with the assistance of the ESL teacher and an Alternate Placement Paraprofessional when necessary.

ELL's that reach proficiency on the NYSESLAT will receive transitional support for two years. The support is offered in the form of Academic Intervention Services (AIS). The AIS instruction will be provided by a teacher in a small group two times per week.

For the upcoming school year we are considering implementing the REWARDS Reading program. This program is designed to assist children in decoding while increasing fluency. We do not plan on discontinuing any programs this year.

ELL's participate in all school activities during the school day. At this time we do not offer any after school activities. All ELL's receive their mandated related services in accordance with their IEP.

Our school uses a variety of instructional materials to support our ELL students within all subgroups in ELA and Social Studies. For all ELL subgroups on the elementary and middle school level we use the Wilson Foundations Program, Wilson, New York State ELA/Social Studies Coach, Explode the Code, Achieve 3000, classroom libraries that contain a variety of native language books and McGraw Hill Reading Textbooks with supplemental materials. Jump Start and Brain Pop are two programs used that involve technology. Our school uses a variety of instructional materials to support our ELL students within all subgroups in Math and Science. For all ELL subgroups on the elementary and middle school level we use the Equals Program, Everyday Math, and McGraw Hill Math Textbooks with supplemental materials, Science Coach, and FOSS kits. Our school uses a variety of instructional materials to support our ELL students within all subgroups in ELA. For all ELL subgroups on the High School level we use Wilson, Read 180, WEX, Power-Up, classroom libraries that contain a variety of native language books, and school newsletters. Reading A-Z.com and Brain Pop are two programs used that involve technology. Our school uses a variety of instructional materials to support our ELL students within all subgroups in Math. For all ELL subgroups on the High School level we use Prentice Hall and math manipulatives. Career Zone, RoadsToSuccess.org, and The Mint.org are three programs used that involve technology. Our school uses a variety of instructional materials to support our ELL students within all subgroups in Science. For all ELL subgroups on the High School level we use FOSS kits, Delta Kits, Virtual Labs, and Mobil Science Carts. Our school uses a variety of instructional materials to support our ELL students in Social Studies. For all ELL subgroups on the High School level we use Core Libraries and Primary Resources. UniTyV and History Education DVD's are two programs used that involve technology.

Native language support is delivered in the Push-In and Pull-Out program models by modifying the instruction. Typically, the ESL and/or classroom teacher does this with the assistance of the alternate placement paraprofessional when applicable. Resources and materials for our ELL students are made age and grade appropriate via teacher adaptations.

All required services support all ELL's ages and grade levels. All resources correspond to ELL's ages and grade levels.

Newly enrolled ELL students are invited to observe a class with their parent(s) and are given a tour of the school. These activities begin

once the District 75 placement officer offers our program to the student and his/her family.

English Learning Centers are offered Spanish as an elective if they are in our High School site.

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

**C. Schools with Dual Language Programs**

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	2	4	1			2	1	2	1		2	17
Intermediate(I)				1						2	3			6
Advanced (A)										3				3
Total	0	1	2	2	4	1	0	2	1	7	4	0	2	26

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?					4			2					2
	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. ...					1					3			3
	personnel at our school attend professional development four to five times during the school year. These personnel include: ...													
READING/ WRITING	... are offered through District 75 and at the school level. They cover NYSESLAT testing, LAB-R testing, ESL methodologies, ...		1	2	1	4			2	1	2			2
	... shops per school year on balanced literacy (11/02/10), content area instruction (tentatively 06/09/13), and informal assessments ...											2		

to provide background knowledge, share strategies, and discuss ways in which to guide the student toward English fluency an enable them

**NYS ELA**

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

that is vital for planning meaning educational experiences. District 75 occasionally offers ELL specific workshops to ELL parents. When

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
con	English	NL	English	NL	English	NL	English	NL	
3	1								1
4									0
5									0
6									0

**Part V: Assessment Analysis**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8	4				1				5
NYSAA Bilingual Spe Ed							2		2

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

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	2		0	
Physics				
Global History and Geography	1		0	
US History and Government				
Foreign Language	2		2	
Other <u>Int. Algeb</u>	2		1	
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

To assess the early literacy skills of our ELLs our school uses ECLAS-2 for our elementary school students in grades K-3 and periodic assessments such as Acuity Predictive and Performance Series for grades 3-8. These tests are used with our standardized assessment students. To assess the early literacy skills of our NYSAA students in grades K-8 we use the Brigance Inventory and classroom data collection sheets. With the information we obtain based on the results of the aforementioned assessments we can conclude that our ELL students should remain in the small, structured, special education class they are placed in so that they can continue to work on their early literacy skills. The assessments we use identify students that have been flagged with an indicator of “At Risk” and we adjust our school’s instructional plan accordingly. This information helps us provide immediate support in the students’ low performing areas. With this data, we can review the ELL’s individual progress during common planning periods and preset strategies can be implemented. Three of our 26 ELL students are in grades 3-8 and participate in Standardized Assessment. All three showed little or no improvement in all areas of their periodic assessments. One of these students was flagged as “At Risk” by the periodic Performance Series evaluation. Twelve of our 26 ELL students participate in the New York State Alternate Assessment (NYSAA). Of the 12, 11 exhibited improvement in their ELA skills.

The patterns across NYSESLAT modalities effect the ESL teacher’s instruction significantly. The ESL teacher and other instructional staff use this information to provide immediate support in the students’ low performing areas. With this data, we can review all ELL’s individual progress during common planning periods and predetermined strategies can be applied across all academic areas.

The patterns across proficiencies and grades are significant. Data revealed that the longer an ELL student continues to receive services he/she gains fluency. Their English speaking proficiency increases. The data also indicates that in the area of listening and reading, ELL students are making marginal gains while they did not make any advancement in writing. Data patterns suggest that the older grades have made more significant progress than the younger grades. Eleven of the 26 ELL students are High School Students. Of the 11, two passed the Spanish Foreign Language Regents, one passed the RCT in Math, and one student passed the Integrated Algebra Regents. These exams were all given in English. In addition, two students exhibited moderate improvement on their Acuity High School Predictive Assessments, also, given in English. Our school did not give any exams in native languages. PS 256Q has an ESL program only. The results of ELL’s periodic assessments guide our instructional practices.

The results of these assessments aid school leadership and teachers in planning and appropriately modifying curriculum so that ELL’s can improve their English language skills while meeting the Standards. The information acquired from the periodic assessments helps educators to provide immediate support in the students’ low performing areas. This support is provided in the form of smaller group size for ESL services and additional AIS instruction. Subsequent periodic assessments provide data as on each child’s improvement.

The periodic assessments are providing our school with the data necessary to plan appropriately and create meaningful, modified curriculum. We recognize that the concentration should be primarily on reading and writing. In all modalities the material should be presented in English and in their native language.

The success of our ESL program will be evaluated by using the following methods; NYSESLAT results will be evaluated in all modalities (listening, speaking, reading, and writing) for each individual ELL. NYSAA scores will be assessed and compared to the previous years for all ELL students in all mandated subject areas. Acuity Predictive and Performance Series will be evaluated based upon prior totals. ECLAS-2 and the Brigance Inventory will be used to determine whether or not AIS instruction is needed to enhance early literacy skills. Regent and RCT scores will be used to determine if a High School ELL is in need of tutoring. When scores rise in these areas our success with our ESL program will be determined.

### **Additional Information**

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

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		