



**PS 37R
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75R037

ADDRESS: 15 FAIRFIELD STREET STATEN ISLAND NY 10308

TELEPHONE: 718-984-9800

FAX: 718-356-8712

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 37R **SCHOOL NAME:** _____

SCHOOL ADDRESS: 15 FAIRFIELD STREET STATEN ISLAND, NY 10308

SCHOOL TELEPHONE: 718-984-9800 **FAX:** 718-356-8712

SCHOOL CONTACT PERSON: William Fiorelli **EMAIL ADDRESS:** bfiorel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lorraine Ferrannini/William Fiorelli

PRINCIPAL: William Fiorelli

UFT CHAPTER LEADER: Marie Amato

PARENTS' ASSOCIATION PRESIDENT: Linda LaSheen

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 752

NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
William Fiorelli	*Principal /Co chair	
Marie Amato	*UFT Chapter Chairperson or Designee	
Linda Lasheen	*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	
Joyce Birmingham	Member/ Teacher	
Lorraine Ferrannini	Member/Teacher –Co-chair	
Maria LaPreta	Member/ Parent	
Julie O’Brien	Member/Parent	
Diane Rodriguez	Member/Parent- Secretary	
Jackie Tripodi	Member/Parent	
Patricia Ward	Member/Teacher	

(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.

PS 37R serves students with Autism and Multiple Disabilities PreK – 21 years old. 37R educates the largest number of students with autism on Staten Island. 96 % of the students are in Alternate Assessment; 4 % of students participate in Standardized Assessment. Our current register is 321; 15.8% of the student population was admitted during the 2010-11 school year. Two buildings are self-contained: 231 students attend the Main Site which houses PreK- 8th grade. 48 High School students attend the Annex site. One High School class of six students is housed on the grounds of Mount Loretto where students are involved in work- site activities. Approximately 80% of our High School students receive stipends for their work at a variety of work-sites through Vocational and Technical Education Act (VATEA) funding.

36 students are included in four general education schools in grades K-11.

MISSION

Many Hands....Many Hearts....One Goal....Helping Minds Grow

VISION

Our vision is for all students to achieve to the best of their abilities through alternative instructional options. With the support of staff, parents, and community programs, our hope is to identify individual learning styles, which enable students to be lifelong learners. Best practices enable all students to reach academic and social potential thereby becoming productive members of the community.

STUDENT GOALS

- * To effectively communicate needs.
- * To take care of personal needs.
- * To generalize skills from school to home.
- * To become independent productive adults.

SCHOOL GOALS

- *To provide a nurturing, structured language based environment.
- *To encourage and welcome all parents/caregivers to participate in all aspects of the school.
- *To provide current/updated instructional strategies to all staff.
- *To increase Least Restrictive Environment Opportunities.
- *To create learning environments that promote positive behavior supports systems.
- *To integrate Academics, Technology, Related Services, the Arts And Community Based Instruction into daily instruction.
- *To provide transition services and supports.

NYS Alternate Assessment performance results for the 2009-10 school year indicate a high percentage of students scoring at Levels 3 and 4. ELA: Level 4- 78%, Level 3 -9%. MATH: Level 4 – 68%, Level 3 – 10%. SOCIAL STUDIES: Level 4- 81%, Level 3- 16%, SCIENCE: Level 4-84%, Level 3- 8%. Methodologies employed include: Treatment and Education of Autistic and related Communication-handicapped children (TEACCH), Applied Behavior Analysis, Verbal Behavior Therapy, Relationship Developmental Intervention, Language Engineered classrooms, Sensory Integration / Assistive Technology and Get Ready to Learn (GRTL) program. Related Services provided include: Speech and Language Therapy, Occupational/Physical Therapy, Hearing/Vision services, Mobility and Counseling. On site support at the Main Building is provided by a school based Positive Behavior Intervention Support (PBIS) coach. Additional support is provided by District 75 staff on a part time basis in the areas of: technology, literacy, autism, PBIS, Inclusion and teacher mentoring. Technology upgrades will be made during the 2010-11 school year through a \$35, 000.00 RESO- A grant from Councilman Ignizio.

As the first place winner in the AMERICA’S FAVORITE SCHOOL contest sponsored by Care 2 the school received \$20, 000.00 towards the purchase of SMARTBOARDS. An additional \$20, 000.00 towards the purchase of SMARTBOARDS was received as matching funds from a private funder. Through funding from Councilman Oddo professional development opportunities for staff will continue. Due to a loss of funding to the CENTER FOR ARTS EDUCATION (CAE) the organization is no longer able to support the school as in previous three years with arts residencies. MARQUIS Studios will continue to work with the school providing residencies in the areas of: visual arts, dance/movement and music. Urban Innovations will provide Person Centered Planning opportunities for our High School students through volunteer and/or work in the local community. The PTA is active and plans a variety of school events and fund raisers throughout the year. The PTA purchases supplies and equipment through a staff “wish list”. Our parent coordinator acts a liaison to parents, school administration, community agencies, and schedules parent workshops and meetings. The school maintains a number of Community Affiliations on Staten Island.



SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The School Leadership Team and 37R Administrative team reviewed the 2009-2010 SCEP goals and discussed those which we believed to be central to the school and therefore in need of further development. In addition we reviewed the results of the following:

- *2008-09 QUALITY REVIEW (37R did not have a Quality Review during 2009-10)
- * 2009-10 LEARNING ENVIRONMENT SURVEY
- *New York State Alternative Assessment (NYSSA) results for students in Alternate Assessment classes
- *2009-10 Inquiry Team Final Data Reports

PERFORMANCE TRENDS:

Based on a review of summative data it is evident that PS 37R continues to make positive gains in ELA, MATH, SOCIAL STUDIES and SCIENCE with our students in Alternate Assessment classes. This is evidenced by the New York State Alternate Assessment scores. 2009-10 NYSSA results: ELA Levels 3 and 4: 87%; MATH Levels 3 and 4: 90%; SOCIAL STUDIES Levels 3 and 4: 97%; SCIENCE Levels 3 and 4: 92%.

Continued growth in the area of communication is evident across all grade levels as evidenced by results of the Assessment of Basic Language and Learning Skills (ABLSS), BRIGANCE and IEP goal mastery. It is vital for students to generalize skills to all environments especially in the home if our students are to achieve their potential.

During the 2009-10 school year one Inquiry Team comprised of three Pre-K teachers and three speech teachers focused on ELA/Communication Skills of ten PRE K students who were turning 5 and moving to Kindergarten in Fall 2010. The students were assessed with the ABLSS in the areas of manding/ requesting. Baseline data was collected, individual student programs and May 2010 target goals/outcomes were created. The projected results were: seven out of the ten students would

demonstrate growth by 10; three of the ten students would demonstrate growth by 5%. Data collection as evidence of progress was ongoing and reviewed at the monthly Inquiry Team (IT) meetings. Students were retested in spring 2010. Results were summarized and shared with the staff at the June 2010 Staff Development day. Results are as follows:

9 out of the 10 students demonstrated growth by more than 10%
1 student demonstrated growth by 5%.

A second Inquiry Team comprised of five Kindergarten teachers and five speech teachers of 6:1:1 and 12:1:4 students concentrated their efforts on functional communication labeling skills during mealtime activities. A Behavioral Language Assessment form was completed as a baseline for each child. Target words in the categories of utensils and food were identified and charted. The projected result was that each child would improve their functional communication labeling skills by 5%. Data collection as evidence of progress was ongoing and reviewed at monthly Inquiry Team (IT) meetings. Results were summarized and shared with the staff at the June 2010 Staff Development day. Results are as follows:

13 Kindergarten students improved their functional communication labeling skills by 20%.
11 Kindergarten students improved their functional communication labeling skills by 40%.
3 Kindergarten students improved their functional communication labeling skills by 60%
1 Kindergarten student did not demonstrated progress.

There has been an increase in the number of job sites available for our students in the past few years. Data indicates the following:

2007-08 school year: 11 worksites
2008-09 school year: 15 worksites
2009-10 school year: 18 worksites

In the area of transition June 2010 data indicates that Person Centered Plans were completed for twenty students ranging in age from 19-21 years. Ten June 2010 graduates were successfully placed in post-graduation day habilitation settings maintained by four separate agencies. One of the ten students works part- time in a supported employment program.

There has been an increase in both the number of parent workshops/activities and the parent attendance. There is a continued need to increase parental involvement targeting parents of transition age Middle and High School students.

The ongoing goal of moving students to lesser restrictive environments was met during the 2009-10 school year. Data in this area indicated the following:

PERCENTAGES BASED ON A STUDENT REGISTER OF 312

**Number of students moving from Self-contained classes to Inclusion: 12 (3.8%)
This number includes students who will begin Inclusion in September 2010.**

**Number of students moving within the organization to less restrictive class ratios: 14 (4.4%)
This number includes students who will be intergraded in September 2010.**

Number of students discharged to classes within D31 or will be discharged in September 2010 to D31 classes: 15 (4.8%)

Total number of students: 41 (13%)

Number of students for whom services have been terminated:

- OT: 5 out of 259 (2%)
- PT: 5 out of 169 (3%)
- Counseling: 4 out of 142 (3%)
- Speech: 2 out of 285 (1%)
- CMP: 4 out of 44 (9%)
- STP: 1 out of 17 (6%)

Number of students with a decrease in number of sessions:

- OT: 5 out of 259 (2%)
- PT: 4 out of 169 (2%)
- Counseling: 2 out of 142 (1%)
- Speech: 6 out of 285 (2%)

Number of students moving to larger group sessions:

- OT: 5 out of 259 (2%)
- PT: 6 out of 169 (4%)
- Counseling: 7 out of 142 (5%)
- Speech: 30 out of 285 (11%)

=====

TOTAL number of RELATED SERVICE MANDATES: 916
TOTAL number of CHANGES to MANDATES: 86
PERCENTAGE of CHANGED MANDATES (LRE): 9%

BARRIERS TO THE SCHOOL'S CONTINUOUS IMPROVEMENT

Some barriers include, but are not limited to:

Lack of opportunities for students in self-contained buildings to interact with general education peers.

Inability to fully serve students in Speech Therapy, Occupational and Physical Therapy.

Inability to fully service Middle and High School students (116 students) in four sites transitioning to post graduate settings due to lack of personnel (transition linkage coordinator).

Lack of barrier free local community/educational sites for our limited mobility students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- 1. By June 2011 Least Restrictive Environment (LRE) opportunities for students will increase by 5% as evidenced by: movement to less restrictive class placements and/or by a reduction in related/support services.**

- 2. By June 2011 the number of parent workshops and/or training activities will increase by 2% in order for parents to better support their children's learning at school/home; and parent participation of students aged 12-21 will increase by 5% as evidenced by a schedule of events and attendance data.**

- 3. By June 2011 Professional Development opportunities for staff in the area of Technology will increase as evidenced by 80% participation in school based workshops (individual/small group) and/or D75 workshops.**

- 4. By June 2011: overall student performance in ELA will increase by 2% as measured by the results of the 2010- 2011 New York State Alternate Assessment and progress towards mastery of IEP goals.**

- 5. By June 2011 Transition services for students will improve as evidenced by:**
 - a) Transition Portfolios (Post secondary goal documentation: Level 1 Vocational Assessment, IEP Transition page 10) will be compiled for 100% of students 14-21 years old.**
 - b) 100% of students 18-21 years old will participate in Vocational skills training programs reflective of their IEPS (Page 10 goals.)**
 - c) Person Centered Planning will be initiated for 20% of students 18-21 years old.**

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Workshop agenda and attendance. February 2011: PPT meetings, parent meetings are held. April 2011 visits to schools and programs will be completed. May 2011 all targeted students will visit Inclusion sites. June 2011 students will be discharged or interclass to LRE; students' related/support services are modified.</p>

Subject/Area (where relevant): Parent Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the number of parent workshops and/or training activities will increase by 2% in order for parents to better support their children's learning at school /home and parental participation in workshops/events of students aged 12-21 will increase by 5% as evidenced by a schedule of events and attendance data.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>November 2010. Leadership Team will review PS 37R Parent Workshop survey, chart responses and interest areas. Administration and Parent Coordinator will review 2009-10 workshops/events. Workshops/events for 2010-2011 school year will be identified. December 2010. Parent Coordinator, PTA President and Parent Coordinator will schedule workshops/events and disseminate calendar to school community. PTA and Parent Coordinator's Newsletters will highlight upcoming workshops/events. There will be an increase of 2% in the number of workshops/events scheduled during the 2010-11 school year. Parent attendance will be documented as evidence of a 5% increase in parent participation</p>

	<p>of students ages 12 –21 (including participation in Person Centered Planning meetings)</p> <p>Interventions to increase attendance if necessary will include: parental outreach by phone, reminder notices from school, email and website.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy funding will provide workshop materials and refreshments.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>December 2011: An increase in the number of workshops and events will be evident in the calendar of events and number of workshops held.</p> <p>Monthly basis: Attendance will be charted by the Parent Coordinator and shared with administration and SLT members. Family worker will document parent attendance at Person Centered Planning meetings. Participants will complete a workshop/event evaluation survey at the conclusion of each activity. Surveys will be reviewed on a quarterly basis by SLT to ensure progress.</p>

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 Professional Development opportunities for staff in the area of Instructional Technology will increase as evidenced by 80% participation in school based workshops (individual/small group) and/or D75 workshops.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>November 2010 teachers complete Technology needs survey. Asst. Principals collate results. District Technology coach is consulted for assistance. School based workshops are scheduled. School based technology teachers and D75 coach will present workshops in use of Smartboard, Smart Table, Software and IPODS</p>

	<p>Teachers in Inclusion sites will be included in Main Building sessions. Teachers register for D75 Technology workshops. Total number of staff attending workshops is summarized in June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>District 75 Technology Coach will be used as a resource. Tax Levy funding and City Council funding will provide for Per Diem substitute teachers. Training will be provided from employees of the Smartboard Company</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>January and June 2011 Number/Percentage of teachers participating in workshops are compiled and summarized.</p> <p>Integration of technology during instruction to increase student learning/achievement is evidenced by supervisory informal/formal teacher observations and students' schedules.</p>

Subject/Area (where relevant): Student Performance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011: overall student performance in ELA will increase by 2% as measured by the results of the 2010- 2011 New York State Alternate Assessment and progress towards mastery of IEP goals.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>October 2010: Staff identifies students participating in NYSAA. November 2010 Student assessment results (Brigance) are used in conjunction with 2010-11 IEP goals to target areas in need of improvement for individual students. Teachers attend workshops on Balanced Literacy model and the NYSAA Student Datafolio process. Collegial Review for teachers is scheduled to review Datafolios. Progress towards IEP mastery is documented through data collection; progress towards IEP goal mastery is documented in November, February and June. Data is reviewed every three months by supervisory staff NYSAA Datafolios are completed as per NYS calendar. May 2011 staff administers Brigance Assessment. Student progress is compiled and summarized by Assistant Principals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy funding will provide for Per diem Substitute teachers for coverage at meetings, and purchase of Leveled Libraries. Professional development periods.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>In February and May 2011 Review of student progress towards mastery of IEP goals evidenced by data.</p> <p>By June 2011 there will be an Increase in school wide NYSAA student performance results by 2%</p>

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Subject/Area (where relevant): Transition

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 Transition services for students will improve as evidenced by:</p> <p>a) Transition Portfolios (Post secondary goal documentation: Level 1 Vocational Assessment, IEP Transition page 10, resumes) will be compiled for 100% of students 14-21 years old.</p> <p>b) 100% of students 18-21 years old will participate in Vocational skills training programs reflective of their IEPs (Page 10 goals.)</p> <p>c) Person Centered Planning will be initiated for 20% of students 18-21 years old.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>November 2010: identify targeted students. Complete Transition Portfolios. Schedule team meetings (parent, student, teacher, para, service coordinator and transition staff) to create Person Centered Transition Plans for students in anticipation of post graduation placements; complete Vocational Assessments and review worksite data.</p> <p>January 2011: assign students to worksites based on skills, preferences, and worksite data.</p> <p>Review IEP goals to review progress and make modifications as necessary.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Resources: Office for People with Disabilities, Neil Coffina, D75 Transition Office Staff, Dawn Vega, Community Bridges Program, Urban Innovations, Renee Panzella, PS 37R Family Worker.</p> <p>Tax Levy money will provide for Per diem Substitute teachers for coverage at meetings.</p>

Indicators of Interim Progress and/or Accomplishment

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

Number and percentage of Transition Portfolios completed as of January and June 2011.
Number and percentage of Person Centered Plans completed as of January and June 2011
Student Worksite assignments as of April and June 2011
Student progress towards mastery of IEP goals as evidenced by data February/ May 2011

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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	1	1	N/A	N/A	IEP mandated only	IEP mandated only	N/A	IEP mandated only
1	5	5	N/A	N/A	IEP mandated only	IEP mandated only	N/A	IEP mandated only
2	6	6	N/A	N/A	IEP mandated only	IEP mandated only	N/A	IEP mandated only
3	3	3	N/A	N/A	IEP mandated only	IEP mandated only	N/A	IEP mandated only
4	6	6	6	6	IEP mandated only	IEP mandated only	N/A	IEP mandated only
5	5	5	5	5	IEP mandated only	IEP mandated only	N/A	IEP mandated only
6	2	2	2	2	IEP mandated only	IEP mandated only	N/A	IEP mandated only
7	0	0	0	0				
8	0	0	0	0				
9	3	3	3	3	IEP mandated only	IEP mandated only	N/A	IEP mandated only
10	2	2	2	2	IEP mandated only	IEP mandated only	N/A	IEP mandated only

11	1	1	1	1				
12	0	0						

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction 5X weekly during Literacy Block periods. Programs include but are not limited to: Teacher’s College Curriculum, Harcourt Storytown, Words Their Way, Starting Comprehension, Good Habits/Great Teachers, Teachers and paraprofessionals work with students in small groups. Instruction is individualized based on students’ needs/levels. Specific skills addressed include: sight word vocabulary, decoding, spelling and comprehension skills.
Mathematics:	Small group instruction during Math block periods 3X- 5X weekly. One to one tutoring during extended day periods. Programs include but are not limited to: NY HSP Math, Everyday Math, Integrated Algebra. Instruction is individualized based on students’ needs/ levels. Specific skills addressed include: computation, fractions, percentage, money, word problems and algebraic formulas.
Science:	Small group instruction during Science periods 3X weekly. Instruction is individualized based on students’ needs and levels. Skills reinforced include vocabulary, concepts and materials presented during science lessons. Assistance with project completion is also provided as needed.
Social Studies:	Small group instruction during Social Studies periods 3X weekly. Instruction is individualized based on students’ needs/levels. Skills reinforced include vocabulary and concepts presented during social studies lessons. Assistance with project completion is also provided.
At-risk Services Provided by the Guidance Counselor:	As per IEP mandates
At-risk Services Provided by the School Psychologist:	As per IEP mandates.
At-risk Services Provided by the Social Worker:	N/A

At-risk Health-related Services:

As per IEP mandates

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ 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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parent coordinator meets with parents of newly admitted students to assess language needs. If translation services are required D75 Parent Resource Office is contacted for assistance.

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.

Parents of students currently on register speak English, Spanish or Russian as their primary language. D75 provides documents in a variety of languages as necessary. School based staff translates for parents at phone and/or school based conferences.

Findings are reported at PTA meetings and faculty/cohort meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translations will be provided in a timely manner as needed with the assistance of school staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
**We will also use the NYC DOE Office of Family Engagement and Advocacy Translation and Interpretation Unit services.
718 752-7373 Ext. 4**
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>.

Parents whose native language is not English will receive the translated PARENT BILL OF RIGHTS AND RESPONSIBILITIES in order to be made aware of their rights regarding translation and interpretation services.

A sign in each of the covered languages is posted near the Main Entrance of the school indicating the availability of interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
 - **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and**

attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. R037						
District:	75	DBN:	75R037	School		307500015037	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	26	27	26				NR
Kindergarten	34	8	12				
Grade 1	30	1	9	Student Stability - % of Enrollment:			
Grade 2	27	0	3	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	13	1	1			96.0	95.1
Grade 4	0	1	0	Poverty Rate - % of Enrollment:			
Grade 5	3	0	1	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	1		32.1	0.0	NA
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	1	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		0	1	0
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	20	0	0		0	0	0
Ungraded	149	277	270				
Total	303	315	323				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	277	288	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	26	27	26	Superintendent Suspensions	0	0	0
Number all others	0	0	297				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	90	88	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	106	106	0
# receiving ESL services only	3	20	TBD				
# ELLs with IEPs	1	21	TBD	Number of Educational Paraprofessionals	52	43	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
	5	2	20	% fully licensed & permanently assigned to this school	98.9	98.9	0.0
				% more than 2 years teaching in this school	84.4	86.4	0.0
				% more than 5 years teaching anywhere	84.4	78.4	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	94.0	0.0
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	97.6	100.0	0.0
Black or African American	8.9	9.2	9.6				
Hispanic or Latino	18.8	16.8	20.4				
Asian or Native Hawaiian/Other Pacific	3.6	3.5	2.8				
White	68.3	70.2	63.5				
Male	78.5	76.5	75.2				
Female	21.5	23.5	24.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 75	School Number 37R	School Name
Principal William Fiorelli		Assistant Principal Deborah Labetti	
Coach Lisa Anderson		Coach type here	
Teacher/Subject Area Joyce Felix		Guidance Counselor William Devery -Social Worker	
Teacher/Subject Area Pat Bergstorm		Parent	
Teacher/Subject Area Darlene Bowman		Parent Coordinator Donna Cornicelli	
Related Service Provider Alissa Cooney-Mandart		Other	
Network Leader Stephanie McCaskill		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	321	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	6.23%
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Part II: ELL Identification Process

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

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

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

English Language Learners (ELLS) are initially identified in our school by reviewing several ATS reports. These include the ATS New York City Public Schools Indicator check list for 037 (RCHK) as well as and NCLB Disaggregation Groups (RDGS) report sorted by students' name, RADP for Admissions and Discharged students, a monthly turnaround document is also generated in CAP which identifies ELLS. In addition to a review of Page 1 of the IEP's, the Home Language Survey is reviewed.

Once a student is identified as a possible ELL, the parent is contacted by the licensed ESL teacher who will arrange a meeting to administer a Home Language Identification Survey (HLIS) if one was not administered at the CSE level. The informal oral interview will be conducted in English as well as the native language when necessary. If a student is identified as an ELL, a formal assessment will be conducted in English or in the native language.

These ELL students will be administered the LABR by the certified, licensed ESL teacher within the first ten days upon their entry into the school if they have not been given one or have not taken a NYSESLAT. (A LABR can be administered in Spanish when necessary). All ELLS are given the NYSESLAT including those who have been Xcoded. When annually evaluating ELLS using the New York State English as a Second Language Achievement Test (NYSESLAT), the results are reviewed to determine student's proficiency level as a whole and in sub-skill areas.

We will track students who have taken the NYSESLAT over the course of two or more years to determine their progress year to year.

To ensure that parents understand the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), the parent coordinator and the ESL teacher explain the programs available to assist student language needs. A translator will be present when needed. To obtain translations, we use the resources of District 75's Parent Support Office. The parent coordinator deliver the translated materials to the parents within ten days. Parents of ELL students will be provided with the parent orientation in the Fall.

The parent coordinator organizes a meeting where the ESL teacher and other related service providers can meet parents and hear their concerns. Parents will be given a description of school wide programs and a schedule of services.

The ESL teacher at PS37R will contact parents if entitlement letters, parent surveys and program solution forms have not been distributed by the CSE. The ESL teacher will meet with the parents and a translator, if necessary. Entitlement will be fully explained and parent surveys (HLIS) filled out to ensure proper program selection.

Currently PS37R offers a Freestanding ESL program (per CR Part 154). Students who are entitled to receive Bilingual instruction will be allocated an Alternate Placement Para who speaks the student's native language fluently. The Alternate Placement Para will be able to communicate the program particulars to the parent in their native language.

After reviewing the parent survey and program selection forms, 7 students' IEP's indicate ESL and 6 students IEP's indicate Bilingual instruction with an Interim Service Plan (Alternate Placement Para).

Program selection in the past year approximates prior years selections.

The program models at PS 37R are aligned with parent requests. Twenty parents have requested the Freestanding ESL program.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	7	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"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 5	<input type="checkbox"/> 0
Total	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		1	1	1	3	1					1	9
Chinese									1		1			2
Russian		1								1				2
Bengali				1										1
Urdu														0
Arabic					1			1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian								1				1		2
Other									1					1
TOTAL	0	2	0	2	2	1	4	3	2	1	1	1	1	20

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.

There are currently 20 ELL students entitled to ESL services. 16 students receive ESL services in grades 1,3,4,5,6,7,8 and 4 students receive ESL services in grades 9-12. 14 students are currently enrolled in 6:1:1 classes; 3 students in an 8:1:1 class; 2 students in 12:1:4 classes and 1 students in a 12:1:1 class. All ELL students are participating in Alternate Assessment. Options for Special education ELL students are discussed with parents during the Educational Planning Conferences at the CSE.

ESL Program

The ELL students are served in the ESL Program by a NYS/NYC licensed and certified ESL teacher. The total number includes 9 students whose IEP's indicate ESL Only and 6 students whose IEP's indicate Bilingual with interim service plan indicating Alternate Placement. In addition there are 5 students who are X coded. ESL is provided by 1 certified ESL teacher through a combination of pull out push in model of instruction. Some students in Alternate Placement receive native language supports from paraprofessionals who speak the students' native language.

ESL Instruction

The ESL teacher works with the ELL students during content instruction in a pull out model. An alternate model allows for push in instruction with one classroom teacher. All ELL's are at the beginning level and are entitled to 360 minutes of instruction at the Elementary school level and 540 minutes of instruction at the High School level. All the students are receiving to the greatest extent possible the prescribed number of instructional units. To ensure that the students meet the standards, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers, differentiated instruction, and cooperative learning where appropriate. The use of technology is incorporated to offer students additional support. The classroom libraries include a variety of books of all levels including adapted books for students with severe disabilities that reflect the needs and strengths of ELL students. Native language literacy student levels are considered in the choice of both instructional materials and specific modifications made for individual students. The school multi-media center contains a variety of instructional materials (books, adapted books, and computer software) which is used to assist students in the acquisition of English. In order to maximize English language acquisition for our ELL students the ESL teacher will meet with our elementary classroom teachers during common planning times. During these periods the teachers will discuss both curriculum materials and a variety of techniques/ methodologies to promote positive student growth. On the Middle and High School levels the ESL teacher works with teachers in the area of ELA to promote academic based language skills.

Newcomers: Currently we have one newcomer. Services available to newcomers include: tutoring, buddy system, small group instruction/cooperative learning, and creation of a nurturing educational environment to facilitate language production.

Alternate Placement: Some students in Alternate Placement receive native language supports from paraprofessionals who speak students' native languages. Support may include: translation of individual words, sentences, etc. determined by the functioning levels/needs of the students and individual communication modes.

Transition Plan: Students who score "proficient" on the NYSESLAT will be entitled to a minimum of one year of support services. Examples of such services include: ESL, AIS, counseling or participation in an after school program.

Students who are X coded are serviced as per their IEPs and will take the NYSESLAT each Spring as per NYS mandates.

Content Area Instruction

For all ELL students content area instruction is provided as follows: all subjects areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies employed include: TPR to combine visual, auditory, kinesthetic learning modalities through class participation for children on the Autistic spectrum following TEACCH, and Applied Behavior Analysis methodologies, and students with Multiple Handicaps. Content area lessons will reflect a modified balanced literacy approach. Language Experience, TPR, the Natural Approach, Whole Language, multisensory approaches are used in conjunction with augmentative communication devices and Mayer Johnson symbols. Content area instruction follows NYC Scope and Sequence for content area teaching, adaptations of the uniform curriculum and Alternate Grade Level Indicators for ELA, Math, Social Studies and Science. The use of technology and a variety of communication systems are incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts: Literacy instruction for ELLs follow an adapted form of the NYC's Balanced Literacy Program that is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

SIFE: At present we have no SIFE students on register. In the event that we have SIFE students we will continue to provide individualized instruction which is adapted to meet students' needs. Skills will increase through ESL methodologies, TPR (Total Physical Response), teacher modeling, peer buddy system, one to one tutoring. Parent workshops will be provided as needed. Students in classes for the Multiply Handicapped will participate in lesson engineered for language development. Picture symbols will be displayed throughout the environment. Students will receive sensory processing and emergent literacy that reinforces balanced literacy approaches through content areas. Communication boards, bilingual storyboards as well as augmentative communication systems and devices displaying picture symbols will be used. Total communication approaches, super symbols, photographic and transition boards are used to meet and enhance ELA standards to ESL standards. The following materials will be used as appropriate: Graphic organizers, Alphabet Chants, Jazz Chants, Santillana Intensive English levels 1 & 2, Shelter English Books, and Addison Wesley and Amazing- English Journal.

Long Term ELL: Currently we have 5 long term ELL students. Students who are in long term ELL are provided with instructional techniques such as TPR (Total Physical Response) to combine visual, auditory, kinesthetic learning modalities through participation in classes for students with autism employing one of the following methodologies: TEACCH, and ABA. Student enrolled in classes for the multiply handicapped

participate in engineered language development classrooms.

Skills will increase through ESL methodologies, TPR (Total Physical Response), teacher modeling, peer buddy system, one to one tutoring. Parent workshops will be provided as needed. Students in classes for the Multiply Handicapped will participate in lesson engineered for language development. Picture symbols will be displayed throughout the environment. Students will receive sensory processing and emergent literacy that reinforces balanced literacy approaches through content areas. Communication boards, bilingual storyboards as well as augmentative communication systems and devices displaying picture symbols will be used. Total communication approaches, super symbols, photographic and transition boards are used to meet and enhance ELA standards to ESL standards. The following materials will be used as appropriate: Graphic organizers, Alphabet Chants, Jazz Chants, Santillana Intensive English levels 1 & 2, Shelter English Books, and Addison Wesley and Amazing- English Journal.

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

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

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
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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?

Interventions programs for ELL students in content areas include the use of small group instruction and one to one tutoring. Intervention services are given in English and also include AIS. Continuing transitional support for students reaching proficiency on the NYSESLAT will include PPT meetings, AIS and tutoring when necessary. At present we have no students who have reached this level. The purchase of SMARTBOARDS for the school is a new initiative as a teaching tool for our ELL students. At this point no programs for our ELL students will be discontinued. Equal access for ELLs is provided through in school Scouting activities and afterschool programs: CHAMPS, ON YOUR MARK. Additional instructional materials used to support our ELL students include programmatic communication

devices. As ESL is our only program model alternate placement paras are assigned to our students.

Required service support and resources correspond to ELLs' ages, and grade levels. At present there are no activities scheduled for newly enrolled ELL students before the beginning of the school year. There is no Project Jump Start in D 75. As our students participate in Alternate Assessment there are no language electives offered to ELL students.

C. Schools with Dual Language Programs

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

A

D. Professional Development and Support for School Staff

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

During the 2010-2011 school year, PS 37R's professional development plan will include topics pertaining to the education of ELL's such as: strategies, the NYS ESL Standards, balanced literacy in classrooms collaboratively with the ESL teacher. As per CR part 154 staff development sessions will be geared to the needs of ELLs. Staff development for school administrators, related service providers, secretaries, guidance counselors/psychologist, homeroom/cluster teachers and parent coordinator will be ongoing. All teachers working with ELL students were trained in the mandatory 7.5 hours of Jose P. ESL training. Newly hired teachers will receive the required training this year. Certification of attendance is issued to the teachers and is kept in their official files at school. The ESL teacher will model instructional strategies to classroom teachers as well as to all related service staff. The teaching of ESL is addressed incorporating all content areas: Math, Social Studies and Science linked through literacy in Alternate Assessments methods. The ESL teacher in collaboration with classroom teachers will adapt curriculum, and the use of technology in ESL education. Additional adaptations of ESL materials will be made for education of ELL students with severe disabilities. Thematic instruction provided in the units of Study for students in Alternate Assessments will be used to promote literacy. Engineered classrooms for language development and communication utilizing augmentative communication systems will include augmentative devices and picture symbols to assist instruction. These areas will be addressed during professional development periods and common prep periods. Collaboration between teachers of elementary age ELLs and secondary age ELLs is set up to promote a smooth transition from one level to the next level. The ESL teacher supports Middle and HS staff in aligning instruction to vocational/career education opportunities and in students' work site assignments.

PS 37R's teachers and paraprofessionals serving ELL students will also be supported through the ESL teacher. In addition, PS37R will encourage the attendance of ESL, and monolingual teachers and paraprofessionals at district, City, and statewide conferences focusing on the education of ELL students.

E. Parental Involvement

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

The PTA is active and meets on a monthly basis. Activities include: Student Picture Day, Holiday Fair and Dinner Dance. Through the school's Parent Coordinator, PS37R offers parents workshops and training on different aspects of their children's education such as, effective parenting, communication, transition and ADL skills. Parent needs are addressed through a survey which drives workshops. The school partners with the GRACE foundation, SI Developmental Disabilities Council, Marquis Studios, and South Shore Rotary. Individual parents are able to work with the parent coordinator and school social worker on individual issues. A translator is provided as needed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1		2	2	1	4	2	2	1	1	1	1	18
Intermediate(I)								1						1
Advanced (A)														0
Total	0	1	0	2	2	1	4	3	2	1	1	1	1	19

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

Students in standardized assessment are evaluated with the ECLAS-2. Students in Alternate Assessment are evaluated with the ABLLS or BRIGANCE Assessments. The data indicates that our students are below grade level in literacy skills. NYSESLAT data for our students indicated that while the majority of our students are at the beginning level three out of twenty students moved to the Intermediate level in

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.

speaking skills. Questions 4 and 5 are not applicable to our school population. The success of our programs for ELL students is measure by the NYSESLAT and mastery of IEP goals.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		