



P10X

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 75X010

ADDRESS: 2750 LAFAYETTE AVE. BRONX, NY 10465

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P10X SCHOOL NAME: _____

SCHOOL ADDRESS: 2750 Lafayette Ave. Bronx, NY 10465

SCHOOL TELEPHONE: 718-828-4023 FAX: 718-823-1573

SCHOOL CONTACT PERSON: Barbara Hanson EMAIL ADDRESS: Bhanson1@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nancy Maurer

PRINCIPAL: Barbara Hanson

UFT CHAPTER LEADER: Maureen Brady

PARENTS' ASSOCIATION PRESIDENT: Evelyn O'Neill-Brown

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: District 75 CHILDREN FIRST NETWORK (CFN): 753

NETWORK LEADER: Barbara Joseph

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Barbara Hanson	*Principal or Designee	
Maureen Brady	*UFT Chapter Chairperson or Designee	
Evelyn O’Neil Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative	
Nancy Maurer	Member/SLT Chairperson	
Elissa O’Brien	Member/AP/ Financial Liaison	
Barbara Summer	Member/Teacher	
Donell Ford	Member/Teacher	
Xiomara Carvajal Nunez	Member/Teacher	
Maura Haggerty	Member/Teacher	
Chenay Maxwell Johnson	Member/Paraprofessional	
Nina DeNardo	Member/ Parent	
Andrea Daniels	Member/Parent	
Beatrice Nieves	Member/ Parent	
Rachel Valencia	Member/ Parent	
Dropadi Ramdin	Member/ Parent	

(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.

P10X is a District 75 program, geographically located in seven sites in the Bronx. Six of the sites are in community school buildings. P10X serves students in both standardized and alternate assessment from ages 3-21 in the following class ratios: 12:1:4; 6:1:1, 8:1:1; 12:1:1; 12:1:1 MR, 12:1:2 and 8:1. Our students have varied disabilities which include: moderate to profound developmental delays and physical handicaps, autism, and severe emotional disabilities. We also have students in a universal pre-k program.

One hundred percent (100%) of our students have Individual Education Plans. Students are mandated for a continuum of related services and support services. P10X has 52 ELL's ~ 9 students in one Transitional Bilingual class and 43 students who receive ESL services.

Different curricula/methodologies are followed throughout P10X to meet the needs of its diverse student populations.

P10X uses a "Sensory Program" and the "Get Ready to Learn Program" to help students self-regulate so they can focus and learn better.

P10X is also piloting the Lakeshore SANDI (Student Annual Needs Determination Inventory) Program within our 12:1:4 population. This program assesses students in order to develop IEP goals aligned with the NYS Alternate Grade Level Indicators. (AGLIs).

Technology is infused into all curriculum areas for all populations. P10X has actively pursued grant funding to expand technology integration throughout instruction. P10X has set up a computer lab and also installed Smart Boards and laptops in all Middle School classrooms. Staff has received training to integrate Smart Board technology throughout instruction. P10X currently received another Reso A Grant to purchase Smart boards for our elementary grade classrooms. . Many augmentative communication devices are used with our students in the 12:1:4 and 6:1:1 class ratio. Speech teachers and classroom staff work collaboratively to use assistive technology devices.

P10X has school-wide Communication and Sensory Committees to ensure that instructional best practices are being implemented for students in Alternate Assessment throughout the school.

We incorporate a Positive Behavior Supports program, "We've Got the P10X POWER", that our PBS Committee monitors. Most staff has been trained in Life Space Crisis Intervention (LSCI) and Therapeutic Crisis Intervention (TCI). The goal of our program is to help students develop the academic and social skills necessary to make the transition to a less restrictive environment.

Community Partnerships that have enriched our school are the Reso A Grants, the Throggs Neck Merchants Association, and the Urban Advantage Program. P10X also has a partnership with the P754X Transition Internship Program where students train to become teacher assistants.

We expect our school to continue its improvement in student achievement as evidenced by NYS Alternate Assessment scores, and NYS ELA and Math scores. Over the past four years, our students in standardized assessment have continued to make progress on their scale scores in ELA and Math. Students are given Academic Intervention Services (small group and individual instruction) to improve ELA and mathematics achievement. We hope to further close the achievement gap by training staff to integrate curriculum with new technology which will increase student motivation and engagement.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. X010				
District:	75	DBN #:	75X010	School BEDS Code:	307500012010

DEMOGRAPHICS									
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	* 7
	* 8	* 9	* 10	* 11	* 12	* 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	23	18							
Kindergarten	7	49							
Grade 1	16	39		Student Stability: % of Enrollment					
Grade 2	9	68		(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	25	18				83.9			
Grade 4	25	18							
Grade 5	30	26		Poverty Rate: % of Enrollment					
Grade 6	19	26		(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	15	17			85.8				
Grade 8	30	13							
Grade 9	2	0		Students in Temporary Housing: Total Number					
Grade 10	0	0		(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	1			14	22			
Grade 12	0	0							
Ungraded	266	124		Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	451	429			1	1			
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	428	411							

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	23	18		Principal Suspensions	0	8	
Number all others	0	0		Superintendent Suspensions	10	0	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	
# in Trans. Bilingual Classes	10	0		Early College HS Participants	0	0	
# in Dual Lang. Programs	0	0					
# receiving ESL services only	42	8		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	17	12		(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	95	91	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	112	108	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	72	63	
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	0.4	0.7		Percent more than two years teaching in this school	68.4	68.1	
Black or African American	36.1	36.6		Percent more than five years teaching anywhere	53.7	56.0	
Hispanic or Latino	56.3	54.3					
Asian or Native Hawaiian/Other Pacific Isl.	2.7	2.1		Percent Masters Degree or higher	84.0	84.0	
White	4.4	6.3		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	94.5	
Multi-racial							
Male	71.4	71.3					

DEMOGRAPHICS							
Female	28.6	28.7					

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?
-

Student Performance Trends

Over the past four years, P10X students in standardized assessment have shown a significant increase in scale scores in both Mathematics and English Language Arts (ELA):

In 2006, sixty-nine (69%) percent of students performed at Level One in mathematics. In 2007, that number dropped 17 points to fifty-two (52%) percent. In 2008, the percent of students at Level One decreased further to forty-two (42%) percent. In 2009 the percent of students at Level One, fell further, down to thirty-one (31%) percent. Although there was a slight rise in the percent of students at Level One in 2010, to 37%, the overall trend is clear and dramatic. Over the past four years the number of students achieving a two or higher in mathematics has climbed dramatically from just 31 percent to 63 percent.

In 2006, sixty-one (61%) percent of students in standardized assessment performed at Level One in ELA. In 2007, that number dropped by one-third to forty-one (41%) percent for Level One ELA scores. In 2008, thirty (30%) percent of students in standardized assessment performed at Level One. In 2009 the percent of students at Level One dropped down to twenty (20%) percent. Thus, over the course of just four years, the number of students in P10X performing at Level One in ELA fell by two-thirds. In 2010 there was a drop in the number of students achieving Level Two or higher in ELA to 49 percent. P10X is in the process of evaluating contributing factors to this one year decline, and this issue will be addressed in our school's English Language Arts goal and action plan.

Last year P10X organized an Inquiry Team to plan for a sensory program to address processing issues of severely developmentally delayed students (12:1:4) in the elementary grades. The Inquiry Team process included planning and professional development trainings. There was significant measurable progress of the targeted students in their engagement rates, expressive and receptive communication skills along with a decrease in behaviors that interfere with learning. The program's proven success led to its expansion this year throughout P10X and across District 75.

Greatest Accomplishments of the Last Few Years

Among P10X's greatest accomplishments of the last few years include the significant improvement in test scores on standardized tests:

Standardized assessment students at P10X have been improving throughout the past four years on their mathematics test scores. The number of students achieving a Level Two or higher are as follows: In 2006, thirty (30%) percent of P10X students performed on Level Two or higher. The following year, 2007, that number reached fifty (50%) percent. In 2008 the number climbed further to fifty-eight (58%) percent. Finally in 2009 the percent of students at Level Two or higher reached sixty-nine (69%) percent. Furthermore, students achieving Level Three or higher increased significantly. In 2006, nine (9%) percent of students performed on Level Three or higher in mathematics. In 2007, fourteen (14%) percent of students achieved Level Three or higher. In 2008, twenty-one (21%) percent of students performed at level three or higher. By 2009, students at Level three or higher reached thirty-two point eight (32.8%) percent. Although there was a slight decrease in the number of students achieving level two or higher in 2010 (down to 63%), the overall trend is one of clear improvement resulting in a more than doubling in the number of students over the past four years achieving a level two or higher in mathematics; From just 30 percent in 2006 to 63 percent in 2010.

Over the past four years, the percent of P10X students achieving a Level Two or higher on the English Language Arts standardized tests has increased: In 2006, thirty-seven (37%) percent of students achieved a Level Two or higher. In 2007, fifty-eight (58%) percent of students achieved a Level Two or higher, in 2008, sixty-nine (69%) percent achieved Level Two or higher. By 2009 the percent of students achieving Level Two or higher reached seventy-nine (79%) percent. In 2006, just four (4%) percent of students performed on Level Three. In 2007 and 2008, that number more than doubled to eleven (11%) percent for each year. Level Three achievement increased again in 2009 to sixteen point five (16.5%) percent. While there has been a statistically significant drop in the 2010 ELA test scores-49% reached level two or higher, the trend is still up compared to the baseline of 37% four years ago in 2006.

P10X has implemented and continued research-based reading intervention programs: Foundations and Treasures programs for elementary students and Ramp Up and Literacy navigator for Middle School.

P10X has upgraded its technology components. P10X has created a computer lab funded by a \$100,000 Reso A technology grant. P10X was also awarded a \$ 234,000 Middle School Improvement Implementation grant. Smart Boards and laptops have been installed in all Middle School classrooms. They are being used as the means to integrate technology throughout instruction. The goal is to implement more interactive lessons that increase student engagement rates, leading to a decrease in behaviors that interfere with learning, and ultimately accelerate improvement of student outcomes. Staff working in Middle School classes, were trained in use of Smart Board technology. Over a dozen staff members have become certified Smart Board trainers themselves, to ensure the sustainability of our technology initiative. Using technology funded by the Middle School grant, our students created a short film that was shown at the District 75 film festival.

P10X was also awarded a Smart Board grant of \$ 112,000 from the Bronx Borough President's office to further expand the technology across student populations. As of October 2010 all Middle School and

Standardized Assessment classes have Smart Boards installed in their classrooms. One hundred percent of 12:1:1 Alternate Assessment and approximately 90% of 12:1:4 classes have Smart Boards.

P10X continues to refer a significant number of students to a Less Restrictive Environment (LRE). Students are being referred to our inclusion programs and also to community schools.

Other noteworthy achievements at P10X include the continued implementation of TEACCH and Verbal Behavior methodologies. These methodologies are used in all 6:1:1 classes of students in grades K-5 in alternate assessment.

Two lead teachers were mentored by Dr. Roger Cox, creator of the TEACCH methodology. They are now turn-keying their valuable experience with the other 6:1:1 classroom teachers and paraprofessionals through ongoing Professional Development.

Last year, P10X created and initiated the original pilot of the Sensory program, now expanded citywide. The sensory program addresses the sensory processing issues of each individual severe and profoundly developmentally delayed student. Students participating in this program have demonstrated significant measurable progress in engagement rates, communication skills and have shown a decrease in behaviors that interfere with learning.

P10X also implements the Get Ready to Learn program for Alternate Assessment students. This is a program in which students with mild to profound developmental delays participate in a relaxation techniques routine. Data points are used to measure positive student outcomes compared to pupils who do not participate in the program.

P10X is also involved in the second year of the pilot for the Lakeshore SANDI (Student Annual Needs Determination Inventory) Program within our 12:1:4 population. This program assesses students in order to develop IEP goals aligned with the New York State Alternate Grade Level Indicators (AGLIs).

P10X continued a mealtime communication program based on an Inquiry Team investigation. Students with severe and profound developmental disabilities use individualized communication systems to request or make choices during instructional mealtime. Students demonstrate significant measurable progress in their communication skills, and this methodology has been expanded throughout instruction.

There was a dramatic improvement in year over year parent participation of the school environment survey (18% in 2008-09 school year vs. 69% in 2009-2010). Parents were overwhelmingly satisfied in areas of academic expectations and communication and engagement. Ninety percent of parents were either satisfied or very satisfied with academic expectations; that the school develops rigorous and meaningful academic goals that encourage students to do their best.

The Engrade program is being implemented and promises to increase parent engagement by providing access for parents to view online their son or daughter's progress on classroom quizzes, tests and other assessments.

P10X was proud to participate in the District 75 Spelling Bee, Debate Team and film festival this year.

P10X continues to provide ongoing professional development relevant to the curriculum being taught.

Significant Aids / Barriers to the School's Continuous Improvement

The overriding issue that presents a barrier for the continued growth of P10X is lack of space. We need more space within each site. P10X cannot fully develop Science, Technology, PE/APE and Art programs due to space constraints. The lack of space also hinders our extracurricular programs brought into the school.

In addition, there is a shortage of Related Service Providers so that many students are underserved as per their IEP mandates. Without mandated services, students are not given the opportunities to fully reach their potential.

Many students in P10X have receptive and expressive language deficits, as well as sensory integration issues, which affect their communication skills. P10X is addressing this challenge by implementing individualized communication systems and expanding the sensory integration activities program. We need to further increase the level of collaboration between therapists and classroom staff.

Approximately 40 % of teachers have 4 years or less experience, with 21 % of classroom teachers having less than 2 years experience. This presents a number of challenges, as new staff must continually be trained in all areas of curriculum and classroom and behavior management. Student achievement is dependent upon well-skilled teachers implementing quality instruction. P10X also is looking to improve the skills of paraprofessionals through increased professional development opportunities.

P10X also is challenged by the high residency mobility rate of students. It takes time for students to buy into the behavior program elements and to bring students up to grade level who are far below their same age peers.

Home/school relationships are key to student success. While P10X has been able to increase parent engagement, we continue to struggle in raising the participation rate further.

Even though P10X has had tremendous growth in the areas of ELA and Math, as evidenced by NYS ELA and Math scores, many of our students have not reached grade-level standards. We must continue to implement programs and support students to enhance their success.

P10X plans on using the data from past inquiry work to expand the studied pilot programs throughout the school.

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, there will be an increase in student achievement in ELA for targeted students in grades 4 through 7, who did not meet criteria for proficiency as demonstrated by a mean scale score growth of 5% as on the NYS ELA exam, predictive assessments or periodic assessments.**

2. **By June 2011, there will be an increase in student achievement in mathematics for targeted students in grades 4 through 7, who did not meet proficient criteria, as demonstrated by a mean scale score growth of 5 % on NYS Math exam, predictive assessments or periodic assessments**

3. **By June 2011, there will be an improvement in communication skills of students in the 6:1:1 ratio on the autism spectrum in grades K-2, as evidenced by a 10% increase in targeted skills on ABLLS and/or and increase in PECS's level.**

4. **By June 2011, targeted students in 12:1:4 ratio (multiple handicapping conditions) classes will increase communication skills as evidenced by 10% improvement in specific speech/language skills profiled in formal and informal assessments.**

5. **By June 2011, targeted teachers (three years experience or less) will demonstrate improved professional teaching skills acquired in attended school-based, district-based, and/or outside professional development programs as evidenced by a 10% increase in professional development attendance and satisfactory observations.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in student achievement in ELA for targeted students in grades 4 through 7, who did not meet criteria for proficiency as demonstrated by a mean scale score growth of 5% as on the NYS ELA exam, predictive assessments or periodic assessments.</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>	<ul style="list-style-type: none"> • Use periodic and / or predictive assessments to inform instruction and intervention strategies. (October, January, and April) • School based Coach will meet with teachers to review assessments • Continued use of Foundations (ongoing throughout the year). • Implementation of Treasures and Ramp-up curriculum (September through June). • New Teacher School-Based Professional Development workshops (once a month) and School-Based mentoring • District 75 Professional Development workshops for English Language Arts • Elementary and MS Cohort Meetings (monthly) • Inter-visitations (Ongoing) • Academic Intervention Services will include the following: One- to- one conferencing with students, small –group instruction, use of ELA assessments to inform instruction. (Ongoing throughout the year). • Parental notification of student progress and achievement through the “Engrade” system (4 times a year)
<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</p>	<ul style="list-style-type: none"> • School-Based Professional Development for staff in 8:1:1 and 12:1:1 standardized classes using Tax Levy Funds • School -Based ELA Committee • Interclass Visitations • Cohort Meetings • Classroom staff Team Meetings

<p><i>described in this action plan.</i></p>	<ul style="list-style-type: none"> • Budgetary support through Tax Levy and NYSTL Funding for materials and Professional Development • Classroom, Content Area, Cluster, and AIS Teachers; Paraprofessionals • Speech Teachers • School-Based Mentor • School Based Coach • School Administrators
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Scantron assessment results in ELA (October : 1.5% increase; January: 3% increase; April: 5% increase) • Predictive assessment results in ELA (January: 3% increase) • Student Action Plans in the area of ELA • QRI-4 results (5% increase by May administration) • NYS ELA results (May: 5% increase) • Teacher review of student action plans and data during Cohort Meetings • Teacher-student conferencing

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in student achievement in mathematics for targeted students in grades 4 through 7, who did not meet proficient criteria, as demonstrated by a mean scale score growth of 5 % on NYS Math exam, predictive assessments or periodic assessments</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>	<ul style="list-style-type: none"> • Use periodic and / or predictive assessments to inform instruction and intervention strategies. (November, February, and May) • School Based Coach will meet with teachers to review assessments • Continued Implementation of Everyday Math and Impact Math. • Use of supplement materials, NYS Coach. • New Teacher School-Based Professional Development workshops (once a month)and School-Based mentoring • District 75 Professional Development workshops for Mathematics. • Elementary and MS Cohort Meetings (monthly) • Inter-visitations (Ongoing) • Academic Intervention Services will include the following: One- to- one conferencing with students, small–group instruction, use of Math assessments to inform instruction. (Ongoing throughout the year). • Interactive Smart Board lessons to increase student engagement. • Parental notification of student progress and achievement through the “Engrade” system (4 times a year)
<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>	<ul style="list-style-type: none"> • School-Based Professional Development for staff in 8:1:1 and 12:1:1 standardized classes using Tax Levy Funds • School -Based Science/Math Committee • Interclass Visitations • Cohort Meetings • Classroom staff Team Meetings • Budgetary support through Tax Levy and NYSTL Funding for materials and Professional Development • Classroom, Content Area, Cluster, and AIS Teachers; Paraprofessionals • Speech Teachers • School-Based Mentor • School Based Coach • School Administrators

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Scantron assessment results in Math (November: 1.5% increase; February: 3% increase; May: 5% increase)• Predictive assessment results in Math (January: 3% increase)• Student Action Plans in the area of Math• NYS Math results (May: 5% increase))• Teacher review of student action plans and data during Cohort Meetings• Teacher-student conferencing
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Subject/Area (where relevant): Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an improvement in communication skills of students in the 6:1:1 ratio on the autism spectrum in grades K-2, as evidenced by a 10% increase in targeted skills mastered on ABLLS and/or and increase in PECS level.</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>	<ul style="list-style-type: none"> • All K-3 students in 6:1:1 will be assessed by teachers using the ABLLS (September/October and May) • Use of an individualized sensory program and GRTL program to help self-regulate students • Monthly Team Meetings for classroom staff to discuss student progress • Monthly Cohort meetings for teachers of 6:1:1 students to discuss student assessments and communication programs (ongoing thru the year). • School-based and District-based Professional Development workshops • Teacher Inter-visitations • Communication and Sensory Committee meetings (Every 6 weeks) • Support from District Autism Coach • Provide Parent Training on individual communication systems for students
<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>	<ul style="list-style-type: none"> • School -Based Professional Development • District Professional Development • Interclass Visitations • Team Meetings • Budgetary support through Tax Levy Funding for materials, ACD, and Professional Development • Classroom and Cluster Teachers; Paraprofessionals • Related Service Providers • School-Based Mentor • School Based Coach • School Administrators
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • ABLLS assessments completed for 6:1:1 Students in grades K-3 by October 31st • 75% of the students showing progress on the ABLLS when reassessed in May 2011. • 70% of teachers attend Cohort meetings (agendas and sign-in sheets) • Mastery of student IEP goals • Improved outcomes from Communication Assessments • 5% increase on the number of skills obtained on the ABLLS

Subject/Area (where relevant): Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, targeted students in 12:1:4 ratio (multiple handicapping conditions) classes will increase communication skills as evidenced by 10 % improvement in specific speech/language skills profiled in formal and informal assessments.</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>	<ul style="list-style-type: none"> • Each 12:1:4 student will be given a communication assessment to determine his/her individualized level of functioning. (Vocalizations, PECS, AAC devices) by November 2010. • Use of an individualized sensory program to help self-regulate students • Monthly Cohort meetings for teachers of 12:1:4 students to discuss student assessments and communication programs (ongoing through the year). • School-based and District-based Professional Development workshops • Teacher Inter-visitations • Classroom teachers will collaborate with speech teachers on individualized student communication systems. • Communication and Sensory Committee meetings (Every 6 weeks) • School staff will set up parent training on the use of communication systems.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • School -Based Professional Development • District Professional Development • Interclass Visitations • Team Meetings • Budgetary support through Tax Levy Funding for materials, ACD, and Professional Development • Classroom and Cluster Teachers; Paraprofessionals • Related Service Providers • School-Based Mentor • School Based Coach • School Administrators
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Communication assessments completed for all students by speech teachers • Sensory Assessments for targeted students are completed by December 15th • Teachers attend Cohort meetings (agendas and sign-in sheets) • Mastery of IEP goals • Improved outcomes from Communication Assessments

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, targeted teachers (three years experience or less) will demonstrate improved professional teaching skills acquired in attended school-based, district-based, and/or outside professional development programs as evidenced by a 10% increase in professional attendance and satisfactory observations.</i></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>	<ul style="list-style-type: none"> • Administration will conduct formal and informal observations on all teachers (ongoing) • Administration will schedule common prep times to ensure teacher collaboration. • Small group team meetings (site –based) scheduled to discuss best practices and analyze data. • Administration will schedule monthly cohort meetings for teachers to discuss best practices and professional development attended • Administrators will meet with teachers to discuss their personal professional development goal, as well as, their growth regarding Working with Colleagues to Improve Professional Practice. • Cohort calendars and agendas will be established during September 2010. • Cohort meetings will be posted in ARIS. • Professional Development workshops, cohort meetings will have agendas and sign-in sheets. • Administration will assess each teacher’s growth along the Continuum of Teacher Development. (October 2010 and May 2011)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • School -Based Professional Development • District Professional Development • Interclass Visitations • Team Meetings • Budgetary support through Tax Levy Funding for materials and Professional Development • School-Based Mentor, School Administrators

Indicators of Interim Progress and/or Accomplishment

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

- **Monthly Cohort Meeting “Turn-Key” of information from attended PD’s.**
- **Teacher Observations will reflect the Professional Teaching Standards and topics from PD’s.**
- **Final evaluation of PTS Goals/Rubric showing growth over the 2010-2011 year. (June 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	5	5	N/A	N/A	0	1	1	0
1	6	6	N/A	N/A	0	1	1	0
2	6	6	N/A	N/A	0	2	1	0
3	4	4	N/A	N/A	1	1	2	0
4	19	5	19	19	5	4	5	0
5	10	5	10	10	3	2	2	0
6	11	11	11	11	4	3	2	0
7	11	7	11	11	5	3	4	0
8	26	26	26	26	9	4	3	0
9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>P10X provides several different intervention programs for students in AIS:</p> <ul style="list-style-type: none"> • The <i>Foundations</i> program is implemented for Kindergarten through 4th grade Standardized Assessment students and for some Alternate Assessment students where appropriate. The Foundations program addresses phonemic awareness, phonics, word and syllable study, sight word instruction, fluency, word and sentence writing practice, and comprehension. • The <i>Ramp-Up</i> program is provided for Standardized Assessment students in grades 6-8. This program immerses striving readers in the strategies and practices of literacy. It uses a workshop model and differentiates instruction for all students. <i>Ramp-Up</i> uses a scaffolding model that takes students from the known to the new. Students move through a progression of steps from totally assisted reading instruction through guided group and individualized instruction, to the stage of independence and fluency. • <i>Step Up to Writing</i> is provided for all students in Standardized Assessment and for Alternate Assessment where appropriate. <i>Step Up to Writing</i> is a writing program which guides students as they learn to write clearly, consistently, and in an organized manner. It gives students the guidance, support, and direction they need to become successful writers. The basic writing elements addressed in the program are: paragraphs, transitions, letter-writing, conclusions, speeches, creative writing, note taking and planning. • Sensory Integration programs are used with Alternate Assessment students. The <i>Get Ready to Learn Program</i> and the <i>P10X Sensory Cart Program</i> create a foundation for function that will organize and prepare students to learn. And increase on-task behavior. <p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences. All AIS is provided during the school day.</p>
Mathematics:	<p>Everyday Mathematics games are used for AIS. Test preparation materials supplement the math Standardized Assessment AIS program. Instruction is provided in small groups, push –in 1:1 tutoring and conferences. Mathematics AIS is provided during the school day.</p>
Science:	<p>Test Preparation materials are used for AIS in Science. Methods of delivery include small group instruction, push-in 1:1 tutoring and conferences. Science AIS is provided during the school day.</p>

Social Studies:	Test Preparation materials are used for AIS in Social Studies. Methods of delivery include small group instruction, push-in 1:1 tutoring and conferences. Social Studies AIS is provided during the school day.
At-risk Services Provided by the Guidance Counselor:	At-risk services provided by the Guidance Counselors include the implementation of a Social Skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI) are used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.
At-risk Services Provided by the School Psychologist:	At-risk services provided by the School Psychologists include the implementation of a Social Skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention (TCI) and Life Space Crisis Intervention (LSCI) is used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.
At-risk Services Provided by the Social Worker:	At-risk services provided by the Social Workers include the implementation of a social skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Therapeutic Crisis Intervention and Life Space Crisis Intervention (LSCI) is used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- X 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) Pre-K to HS Number of Students to be Served: 24 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) 10 Paraprofessionals, 1 Supervisor

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.

Description of P10X School Language Instructional Program

P10X is a school organization that serves approximately 459 students with severe cognitive disabilities, autism, and/or emotional disabilities in grades Pre-K through High School. The ethnic breakdown of our school consists of 53.5 % Hispanic, 36.8% Black, 7.0 % White, and 2.0 % Asian/Pacific and 1.6% American Indian. The school's total student population breakdown by grade consists of Pre-K ~ 17 students; K ~ 46 students; 1st ~ 41 students; 2nd ~ 54; 3rd ~ 59 students; 4th ~ 74 students; 5th ~ 64 students; 6th ~ 23 students; 7th ~ 35 students; 8th ~ 38 students; 9th ~ 2 students; 10th ~ 2 students; 11th ~ 3 student; and 12th ~ 1 students.

The total number of English Language Learners (ELL's) in P10X is 69 students. English Language Learners by grade at P10X are as follows: Pre K: ~ 0 students; K ~ 0 students; 1st ~ 7 students; 2nd ~ 10 students; 3rd ~ 12 students; 4th ~ 12 students; 5th ~ 11 students; 6th ~ 5 student; 7th ~ 7 students; 8th ~ 3 student; 9th ~ 0 students; 10th ~ 0 students; 11th ~ 2 students; and 12th ~ -0 students.

At the Pre-K through High School level, P10X has a total of 69 ELL students ~ 52 students are entitled to services and 17 students are X-Coded. Of the 52 students receiving services in school, 7 students are in Standardized Assessment and 45 are in Alternate Assessment. , Of the 45 students in Alternate Assessment, 8 students are in one Transitional Bilingual class and the remaining 37 students receive ESL services. All of the students' Native Language is Spanish.

Description of Title III Supplemental Instructional Program

P10X's Language Instructional Program funded by Title III will help ELL students attain English proficiency through a Saturday program. The Four Saturdays of Instructional Program will run for four hours each Saturday from 9:00 AM to 1:00 PM. The dates will be March 5, 2011, March 12, 2011, April 2, 2011, and April 9, 2011. Of the 69 students in the P10X ELL Program, approximately 24 elementary students will be invited to attend the Title III Saturday Instructional Program. The students who will be attending this program will be from 12:1:1 and 12:1:4 ratios in alternate assessment from grades 1-3. The first language of all of these students is Spanish. The number of students broken down by grade is as follows: 1st – 6 students, 2nd – 8 students, 3rd – 10 students. All of these students are in alternate placement. Their main language of instruction will be English. All of the students who will be participating in the Saturday Title III program will be at the Beginner level of instruction. Beginner level students are entitled to 360 minutes of discreet ESL instruction. All of the students who participated in the NYSAA and will be attending the Saturday Program received levels 3 and 4 scores in the areas of ELA and Math. These students were chosen based on the results of the Brigance Assessment to participate in this program to enhance their communication skills.

These special education students, who are mostly severely developmentally delayed, will work on their communication skills through literacy activities, with integrated activities in math, ADL, technology and art. The literacy activities will be based upon pieces of literature such as *Abuela; My Name is Gabriela, Fire Race, and Hair*. All of the activities will be aligned with the standards and alternate grade level indicators for the students in each grade. ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as TPR, whole language, Language Experience Approach, and the use of graphic organizers.

Multi-sensory approaches and materials such as Mayor Johnson symbols and augmentative communication devices will be used. Since communication skills are paramount for these students, this Title III Saturday Program will enhance and reinforce the instruction that is provided during the regular school day. Title III funds will be used to pay staff and to provide the materials used during the Saturday Instructional programs.

A meta-analysis of education research in Special Education ELL instruction (NCTE Guidelines, April 2006); (Cloud, Genesee & Hamayan; TESL-EJ, 2000), (McCray & Garcia, International Journal of Qualitative Studies in Education, Vol. 15, Number 6, 2002), (Cummins; Exceptional Children, Vol. 56, 1989) supports all components of this program:

- There is a recognition that second language acquisition is a gradual developmental process and is built on students' prior knowledge in their native language**
- Provides authentic opportunities to use language in a non-threatening environment**
- Key vocabulary words are connected to the topic of the lesson**
- Teaching oral language in the context of various content areas**
- Importance of the role of parents**
- Translation services provided for parents in their native language/ socio-cultural context;**
- Differentiated instruction and Cooperative learning**
- Interactive and discovery learning**
- Ongoing assessment using multiple measures**
- Integration of technology that is adapted for each student's specific communication system**

All of the students attending the Title III Instructional Saturday Program have been assessed using the Brigance Inventory Assessment. Student assessment sheets as well as teacher-made assessments and rubrics that are used during their regular instructional day will be used to assess each student during this Title III Saturday Program.

This Title III Instructional Program will consist of one 12:1:4 class and one 12:1:1 class. Staff members will alternate working the Title III Saturday Instructional Program. The staff members who will be instructing students during the Title III Saturday Instructional Program will be one of the two certified ESL teachers, one teacher who has a NYS Transition B License (Bilingual Special Education) or one Special Education teacher who possesses a Bilingual license, and either a technology teacher or art teacher. On alternating Saturdays a technology teacher or an art teacher will work in conjunction with the an ESL teacher and a Bilingual teacher in order to help them use computer technology in our Computer Lab or work on art skills in the Art Room. Ten bilingual (Spanish-speaking) paraprofessionals would also be participating in this program to help maintain the student to staff ratios and to help with differentiating the instruction for the students.

Parents will be invited to work with their children on communication skills in all areas of need. Technology will be integrated into the instruction. The teachers in this program will be Bilingual certified, ESL certified and Special Education certified.

Parent and Community Involvement

Parents will be informed about the Title III Program through the official Title III letter, located on the DOE website, and flyers describing the program. This correspondence will be in the language of the parent. This program will also be discussed at School Leadership Team Meetings, Parent Association Meetings, Parent Teacher Conferences and Parent Coordinator Workshops. Interpreters will be available at all parent meetings and workshops when discussing the Title III Program. An orientation to the Title III Program for parents of ELL students will be held prior to the Title III Instructional Program on February 16, 2011 to explain the Title III Policy and implications of the instructional program. This session will be held after school from 3:00 p.m. – 4:00 p.m., and will be conducted by the ESL teachers.

Title III funds will be used to help increase parent participation and awareness of community agencies. Funds will be used to hold four Saturday Parent Workshops on March 5, 2011, March 12, 2011, April 2, 2011, and April 9, 2011. for approximately 24 parents. The workshop will be two hours in length from 10:00 AM to 12:00 PM. These workshops will be conducted by an ESL teacher. Parents will have the opportunity to work with their children on enhancing communication skills through literature. Parents will also learn to enhance student learning through the use of computer technology on a one on one basis in our technology lab. Parents will also participate in arts and crafts projects with their child. Our Parent Coordinator will also hold a workshop on “Working with Outside Agencies.” Parents will be invited to attend this program through the official Title III letter, located on the DOE website, in their native language. All correspondence (invitation, reminders, etc) will be in their native language. Spanish interpreters will be available throughout all workshops and during activities with their children.

Throughout the course of the year materials are translated into Spanish for the parents of our ELL students. Interpreters are always available at our parent meeting and during all Annual review meetings.

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.

P10X’s Professional Development Program for the Title III Instructional program for the 2010-2011 school year will include three After-School workshops located at the main site. The After-School workshops will be held on January 12, 2011, February 10, 2011, and March 10, 2010. Each workshop will be held from 3:00 PM – 5:00 PM. The workshops will be provided by the ESL teachers and will address “Effective Instructional Strategies for ELLs”. The target audience for these workshops are the 3 ESL/Bilingual teachers, the 10 paraprofessionals, and the administrator, who are involved in the Title III program. Title III funds will be used to pay staff to attend these workshops.

At these workshops, the administrator, teachers, and paraprofessionals will undertake a book study to assist in fostering student language acquisition. The book used will be “Scaffolding Language, Scaffolding Learning” by Pauline Gibbons. At each session, the teachers will prepare two chapters of the book in order to present the information from these chapters to the other Title III staff members. The Title III staff members will also view a video entitled, “Maximize Learning for ELLs,” and will develop questions for the Title III staff member, which will enable them to understand the information in the book/video and how these strategies and approaches will assist our students in moving along the language continuum.

Section III. Title III Budget

School: P10X BEDS Code: 32 7500010010

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	\$ 10816.96	Instructional Program: (Total: \$7866.88) 1 Administrator X 4 Saturday X 4 hours X \$52.21 = \$835.36 3 Teachers X 4 Saturdays X 4 hours X \$49.89 = \$2394.72 10 Paraprofessionals X 4 Saturdays X 4 hours X \$28.98 = \$4636.80 Professional Development: (Total: \$2950.08) 1 Administrator X 3 Afterschool PD's X 2 hours X \$52.21 = \$ 313.26 3 Teachers X 3 Afterschool PD's X 2 hours X \$49.89 = \$ 898.02 10 Paras X 3 Afterschool PD's X 2 hours X \$28.98 = \$ 1738.80
Purchased services High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	2683.04	Materials for Saturday Instructional Programs Books –(Storybooks, 4 different titles) = 1300.00 Ablenet Communication Devices = 676.04 Laminating Materials 9" X 12" (5 mil & 10 mil) = 175.00 Crayons and Markers = 90.00 Construction Paper = 100.00 Velcro = 67.00 Ink for printers = 185.00 Glue sticks = 90.00
Educational Software (Object Code 199)		
Travel	600.00	Provide transportation for students and parents for Saturday Instructional Programs. Reimbursement of "up to \$30.00" for each Saturday (with receipts)
Other	900.00	Provide breakfast and lunch for Saturday Instructional Programs for students and parents. Breakfast = 300.00 Lunch = 600.00
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the beginning of each school year, P10X takes a survey of how many parents are in need of language translation and interpretation services. We do this by sending home a survey and/or by having the teachers give us the information about the needs of their parents. We look at the number of Limited English Proficient parents and the languages they represent. Usually it is for the Spanish language. Once we have established our needs, we use our translation funding allocation to pay per session for staff to translate materials and/or attend after-school meetings. We also make sure that we have an interpreter at all parent meetings, Parent-teacher conferences, etc. If it is for a language other than Spanish, then we look to see if we have a staff member who can help to translate materials and or interpret for the parent. If we have no such staff member, then we use the services of the Translation and Interpretation Unit.

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.

A small percentage of our parents require written translation and oral interpretation services. The major language in need of interpretation is Spanish. We have staff members that can interpret at Parent Association Meetings, Parent-Teacher Conferences, IEP meetings, Report Card Meetings, and Parent Workshops. Besides Spanish, P10X has one parent in need of Albanian oral translation. At both sites we have staff members that can interpret for these languages. These findings were discussed at our School Leadership Team meetings and Parent Meetings. Staff members were also made aware of the parental needs and informed on the importance of providing non-English speaking parents with communication in their language.

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.

School-generated written materials sent to parents will continue to be translated in Spanish by school staff members. Parents are sent notices/letters in both English and Spanish. Translated documents are sent to parents at the same time English versions are sent to them.

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.

P10X employs the services of school staff to translate information discussed at meetings, workshops, and for telephone conferences/calls. A parent volunteer is sometimes used at parent meetings or workshops.

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>.

Through written correspondence parents are made aware of the availability of interpretation services available to them and information on ways to obtain needed interpretation services. The Notice for Parents Regarding Language Assistance Services is posted at all our sites. If at any time we are unable to provide parents with translation and/or interpretation in their native languages due to the fact that no staff members speak these languages, school officials will contact the Translation and Interpretation Unit of the New York City Department of Education to obtain assistance.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE

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.

- 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 (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes 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 (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						

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.

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

NOT APPLICABLE

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) **23 students**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
4. **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. X010					
District:	75	DBN:	75X010	School		307500012010

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	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	18	12	16				NR
Kindergarten	49	6	10				
Grade 1	39	8	9	Student Stability - % of Enrollment:			
Grade 2	68	11	6	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	30	28	23			83.9	83.3
Grade 4	18	32	28				
Grade 5	26	25	25	Poverty Rate - % of Enrollment:			
Grade 6	26	15	11	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	17	28	19		85.8	0.0	NA
Grade 8	13	14	26				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	1	0	0		14	22	20
Grade 12	0	0	0				
Ungraded	124	262	281	Recent Immigrants - Total Number:			
Total	429	441	454	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	411	429	0	Principal Suspensions	0	8	9
# in Collaborative Team Teaching (CTT) Classes	18	12	16	Superintendent Suspensions	10	0	4
Number all others	0	0	436				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	9	TBD	Number of Teachers	95	91	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	112	108	0
# receiving ESL services only	8	31	TBD				
# ELLs with IEPs	12	67	TBD	Number of Educational Paraprofessionals	72	63	0

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	7	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	68.4	68.1	0.0
				% more than 5 years teaching anywhere	53.7	56.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	84.0	0.0
American Indian or Alaska Native	0.7	0.5	0.9	% core classes taught by "highly qualified" teachers	94.3	94.5	0.0
Black or African American	36.6	34.5	36.3				
Hispanic or Latino	54.3	56.5	53.5				
Asian or Native Hawaiian/Other Pacific	2.1	1.8	2.0				
White	6.3	6.8	7.3				
Male	71.3	71.2	69.6				
Female	28.7	28.8	30.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	66.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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 3	District 75	School Number 010	School Name P10
Principal Barbara Hanson		Assistant Principal Elissa O'Brien	
Coach Bethann Morris		Coach	
Teacher/Subject Area Dianne Pagan / ESL		Guidance Counselor Melinda Billig	
Teacher/Subject Area Gia Theodore / ESL		Parent	
Teacher/Subject Area Leslie Hack / Bilingual		Parent Coordinator Laverne Hamilton	
Related Service Provider Giselle Ferreira		Other	
Network Leader Barbara Joseph		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	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	466	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	8.58%
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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.

Paste response to questions 1-6 here

ELL students are identified in our school by checking the student file/IEP from the CSE. A Home Language Identification Survey (HLIS) is also part of the P10X Intake Package for all new students. Parents are asked to complete this survey at school so we can identify our ELL students immediately. These surveys are kept in the student's confidential file at school. ATS reports are also utilized for newly admitted and students already in the system to identify student eligibility for the LAB-R. Initial screening is done by the unit teacher and the two ESL teachers. Within 10 school days, new students to the system that are identified as ELL's are given the LAB-R. The two ESL teachers administer the LAB-R and the NYSESLAT. Each year the ESL teachers use the results from the NYSESLAT to plan for instruction of our ELL students.

Parents of ELL students are provided with a Parent Orientation Day in September, where our Bilingual and ESL Teachers describe our Transitional Bilingual Program and freestanding ESL programs. Also each site conducts a Parent Curriculum Day, where our parents are informed about our programs. Parents are sent flyers in their native language to keep them informed about upcoming events and workshops.

Letters are sent home with students and copies are kept on site in case a parent does not receive their letter. Parent surveys are done as part of our intake process to ensure we have one on every student. Our school uses both the Transitional Bilingual Education and the English as a Second Language model.

Students are identified as Bilingual on their IEP. These students are also identified on their placement referral sheet, as being admitted to a Bilingual class. Students who are Bilingual, but not placed in a Bilingual class are given an Alternate Placement Paraprofessional, as indicated on their IEP. Students identified as ESL, also have this indication on their IEP. ESL designated students are placed in monolingual classes and receive the appropriate ESL mandated services. At the time of the school intake process, once these students are identified (via IEP, ATS, CAP, ARIS, HLIS reports) they are placed in the appropriate class and given the appropriate services. At the intake, parents are provided an interpreter if necessary or requested.

Our programs are aligned with parent requests. However, the program/services that are given at the CSE level, are generally what the parent accepts. However, if a parent opts out of a Biligual Program for ESL services, the student will be re-evaluated.

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	2	2	3	0	0	0	0	0	0	0	0	0	8
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	3	2	6	7	6	10	3	4	1	0	0	2	0	44
Total	4	4	8	10	6	10	3	4	1	0	0	2	0	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	52
SIFE	3	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	10

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	5	0	5	3	0	3	0	0	0	8
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	0	11	23	0	23	10	0	10	44
Total	16	0	16	26	0	26	10	0	10	52

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

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	1	2	2	3	0	0	0	0	0	0	0	0	0	8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	6	7	5	10	3	4	0	0	0	2	0	41
Chinese														0
Russian														0
Bengali	1				1									2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other														0
TOTAL	3	2	6	7	6	10	3	4	1	0	0	2	0	44

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The students designated Bilingual are serviced in a self-contained 12:1:4 Transitional Bilingual class (students with moderate to profound mental retardation and multiple disabilities). The students in this class are in grades K -3 and all have Spanish as their native language. The students in the TBE program are all at the beginning level of instruction. Our other ELL students in the Freestanding ESL Program receive push in/ pull out ESL instruction. Our ESL students are grouped by functioning levels and age.

Based on the functioning level of our students in the bilingual class they are at the beginner level. They receive a ratio of 60:40 Spanish (NLA)/English (ESL). The breakdown of how Native language and ESL instruction are allocated as follows: ADL Skills-45 min (NL); ELA-45 min (NL)/45 min-(ESL); Math-50 min(NL)/10 min(ESL);Science - 35 min (NL)/10min (ESL); ADL - 35min (NL); ADL (Mealtime)-45(ESL); Social Studies-35 min (N/L)/10 min (ESL); and Art/Music/APE-45 min(ESL).). The students receiving Native Language instruction for a 245 minutes a day (1225 min/week) and ESL for 145 minutes a day (725 min/week), which is well above the mandated Beginners ratio of 180 minutes of Native Language instruction and 360 minutes of ESL instruction per week. The ESL instruction follows the New York State ESL standards and incorporates ESL strategies such as TPR (Total Physical Response), Language

Experience, Whole Language and graphic organizers. Technology is incorporated to give students additional instructional support. Multicultural and multi-sensory materials are also infused throughout all aspects of instruction. All students in the TBE class also receive a minimum of one unit (180 minutes) per week of NLA (Native Language Arts). NLA instruction follows the aspects of Balanced Literacy, emphasizing development of literacy skills, especially comprehension through literature-based and standards-based materials and activities. NLA instruction and the ELA program are parallel to literacy instruction in monolingual classes and are provided by a teacher who has a NYS Transition B License. Instruction includes native language age-appropriate literacy materials such as books, software and a Spanish classroom library. The use of bilingual software and multimedia materials enhances and supports the development of NLA literacy. Age-appropriate activities are extended throughout the curriculum and subject areas by combining an interdisciplinary approach with Whole Language, Language Experience, multi-sensory approaches, infusion of the Arts and use of technology. The classroom library contains books in the native language, including those adapted by the teacher to meet the needs of students with severe disabilities. Bilingual dictionaries and glossaries are also in these libraries. Words, Mayer Johnson symbols and programmed augmentative communication devices in Spanish and English are used to create a print and symbol-rich communication environment for these students.

The ELA program for the TBE class follows Balanced Literacy, using software, such as KidPixs, and multimedia to enhance and support English literacy. Age-appropriate activities are extended throughout the curriculum and subject areas by combining an interdisciplinary approach with language experience, whole language, multi-sensory approaches, infusion of the Arts, and use of technology. The classroom library contains age-appropriate books in English, including those adapted for students with severe disabilities. Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for these students.

Content area instruction links language instruction to the subject areas. For K-3 students at the beginning level of English language acquisition, content area instruction is provided with a minimum of one subject area taught in the native language. ESL strategies in the content area include whole language, language experience and use of graphic organizers.

Currently P10X has three SIFE's. To help SIFE students increase their speaking, listening, reading, writing skills, we use books in Native Languages, provide multicultural instruction and small group instruction, have residency programs in which teaching artists integrate arts across the curriculum, adapt literacy materials to meet the needs of students with severe disabilities, and use augmentative communication devices. For students who are newcomers to the English Language School System, we employ services such as the following with these students: small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands-on materials, instruction that moves from concrete to the abstract, classroom listening centers, manipulatives, and literature in Native languages. Students designated as Long Term ELL's continue to receive ESL services, as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT.

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

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Intervention Services for our ELL's consists of scheduling our students to receive ESL services for the number of instructional units required. For both Standardized Assessment and Alternate Assessment students in K -8, students at the Beginning and Intermediate levels receive 360 minutes per week of ELL instruction; and students at the Advanced level receive 180 minutes of ESL and 180 of ELA instruction per week. For our ELL's on the High School Level, student on the Beginners level receive 540 minutes of ESL, students on the

Intermediate level receive 360 minutes of ESL, and students on the Advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction. In addition, our students receive A.I.S., where students are grouped homogeneously in small groups for targeted skills instruction. Students continually have access to instructional materials, including books, classroom libraries, manipulatives, computer technology, augmentative communication devices, etc. that are aligned with the school's curriculum. Classrooms are print rich and literacy instruction is aligned with individual instructional goals.

Students who no longer require Bilingual or ESL services will be supported for an additional two years. These services will be implemented through the use of ESL, varied flexible schedules, small group instruction, Academic Intervention Services, Balanced Literacy, graphic organizers, residency programs, in which teaching artists integrate arts across the curriculum, adaptation of literacy materials to meet the needs of students with severe disabilities, augmentative communication devices, technology across the curriculum, multi-sensory materials, big books, listening centers, learning centers, instruction that moves from concrete to more abstract concepts, hands on materials, manipulatives, and classroom libraries to further enhance their skills. These students are also entitled to 2 additional years of testing accommodations and are allowed to use bilingual dictionaries and glossaries during testing situations.

Next year, teachers will take a closer look at the data from the NYSESLAT and NYS ELA exams to pinpoint the areas of concern.

At this time, no programs are being considered for discontinuation.

All ELL's are afforded the same access to in-school programs. P10X does not have any after-school programs.

ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as TPR, Whole Language, Language Experience, and graphic organizers. Multicultural materials, multi-sensory materials and technology are infused throughout instruction. Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for students.

Special education teachers teach content-area instruction in English through ESL methodologies on both the elementary and middle school levels. ESL teachers and special education classroom teachers on the elementary level work together on weekly common preps to coordinate instruction and methodologies so that language acquisition will be fostered. At the middle school level, ESL teachers and content area teachers plan curriculum/units of study which the ESL teacher will provide to the students using ESL methodologies. ESL methodologies include TPR, Whole Language, use of graphic organizers and multi-sensory approaches used with Mayer Johnson Symbols and augmentative communication devices. Students in Alternate Placement receive additional support in native language and English from a paraprofessional who speaks both English and the student's native language. Multicultural and multi-sensory materials and technology are infused throughout the program. Literacy (ELA) instruction for ELL's in the ESL program follows Balanced Literacy, supported by multicultural library books, technology and adaptation of literacy materials to meet the needs of students with severe disabilities. Supplementary materials used include: Children Around the World (Rand McNally), Learn at Home Grades 1 - 5 (American Education Publishing), Now I'm Reading (Innovative Kids), Amazing English (Addison Wesley Publishing Company), and People and Places (McMillan/McGraw Hill). Additional materials include games focusing on ELA strategies by Trend (Parts of Speech Bingo, Alphabet Bingo, and Synonyms Bingo) and the Big Book of Knowledge A - Z. Materials by Didax include Basic Skills Puzzles focusing on Synonyms, Antonyms, Homonyms, Sound Alike, Compound Words, Silent Consonants, Rhyming Words, and Consonant Blends. Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for these students.

P10X provides Native language support in both the Transitional Bilingual Program and the ESL Program by having small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands-on materials, instruction that moves from concrete to the more abstract, listening centers, multicultural instruction, classroom learning centers, manipulatives, and literature in Native Languages.

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

For students who are new comers to the English Language School System, we employ services such as the following with these students: small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands-on materials, instruction that moves from concrete to the more abstract, listening centers, multicultural instruction, classroom learning centers, manipulatives, and literature in Native Languages. We also institute an orientation process and building walk-throughs to familiarize students with the school environment. These students are exposed to strategies used with other ELL's in our school. Students designated as long Term ELL's continue to receive ESL services, as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT. The same methodologies used with our students in the Bilingual Program and Freestanding ESL Program are used with our long Term ELL's.

P10X does not offer language electives to our 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)?

P10X does not have a Dual Language Program.

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

P10X's Professional Development plans for the 2010 – 2011 school year will include topics pertaining to ELL education such as strategies for Native Language instruction, Balanced Literacy, teaching of ESL through the content areas, Standardized Assessment and Alternate Assessment methods for ELL's, the use of technology in Bilingual and ESL education, and the adaptation of Bilingual and ESL materials for instructing ELL's with severe disabilities. It will also explore ways of accessing data on ELL's with regard to various types of standardized tests and using data to inform instruction. Teachers and paraprofessionals at P10X will also be supported by the D75 Bilingual Office.

Attendance by both bilingual and monolingual staff at District ESL Institutes and workshops will continue to be encouraged. Additional emphasize for Professional Development will be placed on training Bilingual teachers, ESL teachers, and teachers who have students mandated for ESL services in their classrooms. Also included in this Professional Development will be Alternate Placement paraprofessionals. School-based professional development will be provided by our ESL teachers. In addition to these staff members, paraprofessionals in Bilingual classes and classes with ESL students will participate in Professional Development in this area. Jose P. ESL Training will continue to be mandated for teachers.

Tentative Schedule for Professional Development:

How to Start Teaching ELLs-2/10/11

Getting Ready for Testing -2/16/11

Strategies and Methodologies for Teaching ELLS- 3/10/11

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?

Parents are involved in P10X through the P10X Parent Association or through P10X School Activities. We have translators available at meetings for the parents of our ELL students. (e.g., Parent Association Meetings, school activities, etc). Also to promote parent involvement, P10X's Parent Coordinator offers parents of ELL's information in their home language and training on various components of their children's education such as parent involvement in school activities, ways to support learning through home activities, standards, student progress, assessment, and achievement of goals.

Each year we have workshops to help increase parent participation and awareness of community agencies, as well as, teaching parents strategies to effectively communicate with their children. At these workshops, parents of ELL students have the opportunity to work with their children on enhancing communication skills, to strengthen their technology skills, and to participate in literacy, math, art, and sensory activities with their children.

At parent meetings, we continually take an assessment of what the parents' needs are. Our P10X Parent Coordinator also sends out a questionnaire at the beginning of the year as to what the parents would like to learn about or what they feel they need to help their children.

Being that all our students have "special needs", all of our parental involvement activities address special education services, methodologies to work with students, and community agencies to support our students and their parents. Interpreters are provided to the parents at these activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	1	0	2	1	0	3	1	3	0	0	0	0	11
Intermediate(I)	0	0	0	2	5	1	0	1	0	0	0	2	0	11
Advanced (A)	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Total	0	2	0	4	7	2	3	2	3	0	0	2	0	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	2	1	0	3	1	3	0	0	0	0
	I	0	0	0	2	5	1	0	1	0	0	0	2	0
	A	0	1	0	0	1	1	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	1	0	2	1	0	3	1	3	0	0	0	0
	I	0	0	0	2	5	1	0	1	0	0	0	2	0
	A	0	1	0	0	0	1	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1	0	0	4
4	1	2	0	0	3
5	0	1	0	0	1
6	1	2	0	0	3
7	3	0	0	0	3
8	2	0	0	0	2
NYSAA Bilingual Spe Ed	1	0	2	11	14

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	0	1	0	0	0	0	0	4
4	0	0	1	0	0	0	0	0	1
5	0	0	1	0	0	0	0	0	1
6	1	0	1	0	0	0	0	0	2
7	1	0	1	0	0	0	0	0	2
8	3	0	1	0	0	0	0	0	4
NYSAA Bilingual Spe Ed	0	0	0	0	2	0	12	0	14

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. P10X uses several assessment tools to assess the early literacy skills of ELL students. We use the ECLAS-2, the QRI-4, and Foundations. These tools give us an insight in to what skills the students are strong in and what are their areas of weakness. Teachers use tis information to plan and differentiate the instruction for the students.

2. The data patterns reveal that our students in standardized assessment that do well on the NYSESLAT, score better on the NYS ELA and Math tests

3. Looking at the data from the NYSESLAT Modalities, all students show higher performance on the Listening/Speaking section of the test, than the Reading/Writing section of this assessment. It is also evident that students that do well on the Reading/Writing section do better on

Two (2.48) on the NYS ELA Test. Students in P10X do not take any tests in their Native Language to make a comparison of how ELL's are faring in their Native language vs. taking a test in English.

b.) P10X students do not take ELL periodic assessments.

5. P10X does not have a Dual Language Program.

6. The success of our ELL program is evaluated by the success of our students. The goal for ELL students students is the same as for all students --- to enable them to achieve a better understanding of the English language so that their speaking, listening, reading, writing skills, and communication abilities will allow them to meet English Language Arts standards, to improve their test scores and to become more confident students.

Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

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