



LEWIS AND CLARK HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (75X012)

ADDRESS: 2555 TRATMAN AVENUE, BRONX, NY 10461

TELEPHONE: 718-409-9040

FAX: 718-931-8121

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: 12x **SCHOOL NAME:** Lewis and Clark High School

SCHOOL ADDRESS: 2555 Tratman Avenue

SCHOOL TELEPHONE: 718-409-9040 **FAX:** 718-931-8121

SCHOOL CONTACT PERSON: Kathleen LeFevre **EMAIL ADDRESS:** klefevr@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tricia Mariano

PRINCIPAL: Kathleen LeFevre

UFT CHAPTER LEADER: Mauricio King

PARENTS' ASSOCIATION PRESIDENT: Autumn Moore

STUDENT REPRESENTATIVE:
(Required for high schools) Franklin Diaz

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 754

NETWORK LEADER: Arthur Fusco

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Kathleen LeFevre	*Principal or Designee	
Mauricio King	*UFT Chapter Chairperson or Designee	
Janet Wong	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jazmin Kercado Franklin Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ljubic Ristic	Member/Teacher	
Tricia Mariano	Member/Teacher	
Christina DeLeon	Member/Teacher	
William Jenkins	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Lewis and Clark, a multi-sited school organization (Main building, North building and Bronx Lebanon) located in the Bronx, New York serves approximately 280 students with severe emotional disabilities in Grades 9-12 and 25 students with severe cognitive disabilities in alternate assessment middle and high school. A unique feature of our programs is the 9th Grade Academy housed in the North building; this program serves approximately 85 new ninth grade students. All of our students have Individualized Educational Plans and are designated for pupil/staff ratios of 12:1:1 or 8:1:1 highly structured environments in which the educational and related services needs of each student can be addressed. Students at P. 12X have the opportunity to participate in a full-day, extended school year instructional program during the summer. During Summer 2010, a cohort of students participated in Summer Youth Employment Program, and incoming 9th graders developed an Advertising Agency as part of the District 75 Step Ahead Summer Transition Program.

Approximately 98% of the P.12X students with emotional disabilities participate in standardized assessment; most of the students have modified promotion criteria on their IEPs. The school follows Part 100 requirements and the New York State Education Department learning standards. Extended school day programming supports students in acquisition of academic skills; during 2010-2011, the school is partnering with St. Raymond Community Outreach Program LEAD (Leadership, Education and Artistic Development) to support the extended day program. Students in Alternate Assessment will participate in New York State Alternate Assessment.

To increase student success and increase collaboration among staff members, parents, the community and District 75 personnel, P. 12X implements meetings and committee work on a regular basis throughout the year, including School Safety and Positive Behavior Support meetings, School Leadership Team meetings, Attendance meetings, Grade and Content Area Teams, Technology Team, Positive Behavior Supports and Professional Development.

Lewis and Clark has established collaborations with several community-based organizations. The work of these organizations has helped with gang prevention efforts. VESID is working with the school to ensure that a range of post-school opportunities are available for students. The local library has partnered with the school to plan and implement reading groups for students in both alternate and standardized assessment.

Our school's arts programming includes percussion, guitar, film making and fine arts. Our culinary arts students cater events for students, staff and families. During 2010-2011, the school will be implementing a Cosmetology Program and Advertising Agency Program. Additionally, the school is implementing school-based jobs during Fall 2010 to support transition to community-based employment.

During 2009-2010, the positive behavior of the students increased as a result of systematic implementation of its positive behavior support program and implementation of behavior intervention plans. During 2010-2011 the school is partnering with Family Resource Center, Bronx Mental Health

Association. The school has been able to support at least 15% of its students going to less restrictive environments over each of the past four years.

During 2010-2011, a new Parent Coordinator, Assistant Principal, Literacy Coach and IEP Coordinator will collaborate to support school efforts.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	NA	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?
-

In January 2006, the school was identified as a SURR school based on the results on the 4th and 8th grade assessments in ELA and Mathematics. The goal has been for the school "not to be the furthest from state standards".

The school remains on the list of schools identified as SURR and is moving into its 5th year as a SURR school.

Effective June 2010, the school was restructured so that it serves students in Grades 9 through 12. The building (known as the North building) which formerly housed the elementary and middle school students now houses approximately 85 newly entering 9th grade students. The main building continues to house students in Grades 9 through 12. Grade 9 students in the Main building may be students who have been in 9th grade for one or more years and have not achieved enough credits for promotion to 10th grade, incoming freshmen who are over age and may even be teen parents, or incoming freshmen who may benefit from the multi-grade setting.

During 2010-2011, the school opened classes for middle and high school students with severe cognitive disabilities. There is a need to provide support for the teachers in implementing age appropriate curriculum and functional life experiences aligned with the New York State standards and the Alternate Grade Level indicators (AGLIs). To support the students, the use of iPads will be implemented in these classes.

Attendance remains a serious issue at the school. During 2009-2010, the annual average attendance was 58.34%; during 2008-2009, attendance was 62.72%. The average attendance decrease from 2008-2009 to 2009-2010 was 4.38 percentage points. The change from last year to this year can be in part attributed to the school changing from a K-12 program to a 9-12 program. With intensive district and school efforts, the school increased average attendance from April 2010 through June 2010. Attendance from March 2010 to April 2010 increased 6.31 percentage points.

The high degree of absenteeism has a negative impact on the number of secondary students passing their classes. From 2004-2007, for example, P. 12x high school students enrolled in 260 English Language Arts credit bearing courses; however, students only received passing grades in 84 of these classes. In other words, in English Language Arts, there was a passing rate of only 30.8%. During 2008-2009, 47% of the students in Grades 10, 11 and 12 met promotion and graduation requirements. Based on an analysis of HSST transcripts, the percentage of students in Grades 10

through 12 meeting the requirements remained at 47% in 2009-2010. There is a need to decrease student absenteeism and increase student engagement in the class and the number of students meeting promotion and graduation requirements.

While the number of students passing classes remained at 47%, during 2009-2010, 20 students received IEP, local or Regents diplomas.

The 9th Grade Academy, however, has had a positive impact on the students; by June 2010, 73% of the 9th grade students in academy had met promotion requirements and by the end of Chapter 683, 86% of the students had met promotion requirements. There is a need to continue to provide the incoming 9th graders with intensive efforts so that they experience academic success. The 9th grade academy will continue to provide approximately the incoming freshmen with intensive supports, block scheduling and intensive skills development.

The low graduation and promotion rates for students at the school may be attributed to the following:

- Significant loss of instructional time due to truancy, absenteeism and cutting class
- Transience of the high school population
- Skills deficits in reading and writing in the content areas

Students lose considerable instructional time due to poor attendance and tardiness. A study of attendance trends has shown that the majority of students who come to school miss at least their first period of instruction. There continues to be a need to increase efforts targeted at students arriving on time.

Students also lose instructional time as a result of disciplinary action for serious behavior problems. Some students have been suspended multiple times over the course of the school years. The development of Functional Behavior Assessments and Behavior Intervention Plans has helped a decrease in incidents.

The base register for students fluctuates between 265 and 310 students. The mobility of the students is extremely high; for example in 2009, 70.3% of the student population was new to the school, and 48% of the total 70.3% was admitted from October 2009 through the end of the year. Students were admitted to the program from general education, other District 75 schools, psychiatric and residential programs and incarceration. From September 2009 to June 2010, 184 students were discharged to institutions or incarceration.

Many of the students read and write between 3-5 years below grade level. The below grade level reading and writing scores negatively impact on the students and their accumulation in content area courses. Analysis of writing at the high school level shows that students are generally writing less than a page, no matter what the assignment may be. Additionally, students struggle with voice, organization, ideas and content, conventions and the use of vocabulary, especially vocabulary specific to the content areas. Surveys of both teachers and students indicate that students continue to have significant difficulties with vocabulary presented on the RCTs and Regents which impacts on comprehension and performance in all areas. Use of technology is not being used to support the stages of writing and sufficient models of exemplary writing and rubrics so that students know the expectations of writing demands. The ELL teacher has also indicated a need to increase student familiarity with and use of academic vocabulary.

An increased number of students continue to take the RCTs or Regents. Only a small percentage of the participating students pass the examinations, however, with the increased participation rate, it is expected that an increased number of students will meet the benchmarks for passing these assessments. Contingent on funding, students will have number of opportunities to participate in RCT/regents workshops. There will be at least a weekend academy prior to the January

administration of the assessments and another one prior to the June 2011 administration of the assessments.

Transition efforts have resulted in all students and parents participating in Level I Vocational Surveys and their IEP Annual Reviews. During 2009-2010, for the first time, students received placements in community work sites. Of the twelve students placed in competitive employment or training programs, only two students successfully completed their internships. There is a need to provide students with appropriate training prior to placement in community work sites and to provide substantial transitional support after they begin placement in these work sites. The school will provide increased opportunities for school-based employment. VTEA funds will support a Cosmetology program, a student run Advertising Agency and a Culinary Arts program and Café.

The school has had significant success with providing support to students in preparing for articulation to general education. From September 2009 through August 2010, five students have had 1:1 crisis paraprofessional terminated on their IEPs, 63 students have been discharged because of placement to less restrictive settings, and eight (8) students had speech services terminated on their IEPs.

In July 2006, the school was also designated as Persistently Dangerous. From 2006-2009, the VADIR index significantly decreased from its original rating. During 2009-2010, the school placed increased emphasis on Functional Behavior Assessments and Behavior Intervention Plans and submitted the plans to State Education Department for review. The school's VADIR index was 0.5. The school remains on the Persistently Dangerous List by State Education Department to ensure that a low rating can be maintained. During 2009-2010, there were 91 incidents; during the previous year, there were 183 incidents. Additionally during 2009-2010, there were 183 incidents. Additionally, during 2009-2010, there were 49 Level 4 and 5 incidents; this is a decrease from 65 Levels 4 and 5 incidents during 2008-2009. FBAs and BIPs were conducted for all students who had Level 4 and Level 5 incidents. The most common occurrences in the school were physical aggression, group violence, leaving school and theft. A significant majority of the physical aggression and group violence incidents have been related to gang affiliation or at least alleged to be a result of gang affiliation.

The number of female students in the school has increased over the past four years from 2% to over 25% of the entire student population. Of these students, about 25% of them are mothers of infants or toddlers or are pregnant. There is a need to implement small group activities, both social and academic, to meet the specific needs of this population.

Parents are an integral part of the school community and frequently come to the school on an as needed basis to discuss their children with teachers and related service staff; additionally, there is participation by parents in the Annual Review process and transition planning. There is however a need to increase parent participation in schoolwide events and there is a need to support parents in deeper understanding of the positive behavior system, the Discipline Code and the requirements for promotion and graduation. Need for increased parent support and communication is highlighted in the school's current Learning Environment Survey.

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.

9th Grade Academy: By June 30, 2011, there will be an increase of 5% of the 9th graders participating in the 9th grade academy will have accumulated the credits requisite for promotion to the 10th grade.

(New incoming 9th grade students participate in a 9th grade academy that helps students learn skills for success in high school and helps them learn to transition successfully between classes. Ongoing monitoring of student progress and support for the students are main components of this goal.)

Credit Accumulation: By June 30, 2011, there will be a 5 percentage point increase in the number of 10th, 11th and 12th grade students who meet requirements for promotion and graduation as compared to the previous year based on comparative analyses of student transcripts.

(To ensure student graduation, student progress in accumulating credits and passing Regents and RCTS is monitored on an ongoing basis. Instructional staff will work to support students in meeting course requirements.)

Positive Behavior Supports: By June 30, 2011, there will be a 5% decrease in the number of student incidents compared to the overall rate of incidents during 2009-2010, as evidenced in the OORS data.

(The school has been identified as a Persistently Dangerous School. There is a need to continue to reduce incidents in the school and as a result the VADIR index. The school has developed and submitted to New York State Education Department an Incident Reduction Plan; the goal is aligned with its Incident Reduction Plan.)

Attendance: By June 30, 2011, there will be a five percentage point increase in the attendance of students compared to the overall school Attendance rate from the previous year, as indicated by a comparative analysis of the schools Periodic Attendance Report (PAR) for current and previous school years.

(The school's average attendance decreased in 2009-2010. There is a need to continue intensive focus on increasing attendance. Strategies include incentives for students, effective and engaging instructional practices, programs that target different student subgroups and intense parent outreach.)

Transition: By June 30, 2011, at least 20 standardized and alternate assessment students will have demonstrated completion of internships in school-based and/or community job sites.

(During 2009-2010, only two (2) students successfully completed their internships in the community. 2009-2010 was the first year the school implemented work experiences for the students; there is a need to increase the range of internships for students and to better prepare students for work experiences in the field. This is especially significant since during 2010-2011, there will be an opening of new classes for 16-18 year olds in alternate assessment. Alternate assessment and over-age under-credited students will be targeted for participation in work experiences.)

Parent Involvement: By June 2011, results of the Learning Environment Survey will demonstrate an increase in parental reports of “satisfactory” and “very satisfactory” in areas on the survey, with an emphasis on communication.

(There is a need to increase parent-school communication and to support parents in accessing a range of resources to support their children. Few members of the school community participated in the Learning Environment Survey; there is a need to increase school participation in the Learning Environment Survey.)

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): 9th Grade Academy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 30, 2011, there will be a 5% increase in the number of 9th graders participating in the 9th grade academy will have accumulated the credits requisite for promotion to the 10th grade.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Ongoing progress monitoring of individual students with twice monthly reports to parents on student progress -Student assemblies and meetings; a student ad campaign that focuses on the number of credits needed in each of the content areas -Student liaisons from 2009-2010 academy will talk with new students -School produced DVD for students on academic credits and high school requirements -Inquiry team work on the impact of the 9th grade academy -Counseling sessions focus on student progress in meeting course requirements -Common planning time for staff -Staff development on differentiation of instruction and use of data to inform instruction -Incoming freshmen will take American History; English class will be aligned with American History class -Increased use of technology to support American History and American literature -Ongoing implementation of Positive Behavior Support program that focuses on behavior, attendance and class participation
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ul style="list-style-type: none"> -Counselors will provide support by reviewing credit accumulation and meeting with students (Tax levy funds) -SURR PCEN funds -Data inquiry team work that examines impact of 9th grade academy (Data inquiry funds) -NYSSL software and hardware funds -Parent Coordinator provides ongoing or continuous outreach to parents (Parent Coordinator

<p><i>described in this action plan.</i></p>	<p>funds)</p>
<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"> -Ongoing review of progress reports -Quarterly review of student performance -Review of HSST report cards and transcripts -Review of student attendance and behavior because of the impact on student accumulation of credits -Average GPA of freshmen -Increased percentage of students who pass all their courses

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): Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2011, there will be a 5 percentage point increase in the number of 10th, 11th and 12th grade students who meet requirements for promotion and graduation as compared to the previous year based on comparative analyses of student transcripts.</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"> -Restructuring of school year into 4 10 week terms so that students will be able to earn ½ credits in major subjects after each term -Progress reports sent home every 5 weeks; counseling sessions to review progress reports with students - Ongoing scheduled meetings for review of individual student transcripts -Implementation of 10th grade leadership academy; 10th grade leadership students will be students who were promoted after participation in 9th grade -Students at academic risk in reading, writing and mathematics will be identified and targeted for additional academic support, reading intervention and tutoring -Continuation of Graduation Committee; ongoing weekly meetings will focus on students in Grades 11 and 12 -Organizational structures will be put in place or maintained to support staff in building capacity and increasing student achievement as a result of effective instruction; structures include best practice checklists, NYS Quality Indicators, common preps, departmental meetings and staff development and classroom walkthroughs -Schoolwide focus on writing. Establishment of pacing chart, schoolwide rubric, use of Step Up to writing. Staff development to support Step Up to Writing and integration of writing in content areas. Monthly school wide writing contests and incentives established. -Student college visits as incentive for meeting graduation requirements and positive post-school outcomes -School-produced DVD on academic credits and school-based ad campaign about academic credits and state assessments

	<ul style="list-style-type: none"> -Parent workshops on graduation requirements, including academic credits and state assessments -Provide students with opportunities for credit recovery and support for performing successfully on state assessments -Staff development on RCT/Regents assessments -Monthly staff development on English, Math, Science and Social Studies -Contingent on funding, extended day programming/tutoring to support credit recovery and skills remediation -Schoolwide celebrations of students and academic success; letters sent home to parents recognizing student success in meeting graduation requirements
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Programmer works with school administration to restructure school year into 4 10 week quarters and with counselors to plan individual courses of study (Tax levy) -Counselors will provide support by reviewing credit accumulation and meeting with students (Tax levy funds) -Data inquiry team work that examines impact of 9th grade academy (Data inquiry funds) -NYSSL software and hardware funds -Parent Coordinator provides outreach to parents (Parent Coordinator funds) -Staff development on writing (PCEN funds)
<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"> -Review of student progress reports midterm -Transcript review of each student's credits four times yearly -Aggregate comparative analysis of transcripts (2009-2010 compared to 2010-2011) -Review of student report cards and attendance records -Review of RCT/Regent scores; comparative analysis of participation rate and passing RCT/Regents rate from 2009-2010 to 2010-2011

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Positive Behavior Supports

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2011, there will be a 5% decrease in the number of student incidents compared to the overall rate of incidents during 2009-2010, as evidenced in the OORS data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -Ongoing scheduled meetings of School Positive Behavior Support Teams in each building -Three annual Best Practices Safety Walkthrough -Ongoing data entry into OORS. Weekly review of data conducted by Assistant Principals, Deans, School Safety, the PBS team, and counseling staff. -Ongoing scheduled meetings of the School Safety Committee. -Ongoing implementation and updating of BIPs that were developed during 2009-2010. -Ongoing outreach to parents when updating FBAs and BIPs. -Ongoing development of FBAs and BIPs for students with Levels 4 and 5 incidents. Will utilize District 75 Positive Behavior Support Coach to support efforts. -Review of the matrix of expectations with all students. Daily use of token economy systems. -Ongoing implementation of the school store in each of the buildings. Students will take courses in school store business and will be responsible for running of school stores. -Ongoing monitoring of school cameras. -Refresher course for staff trained in TCI -Formal and informal meetings with 45th precinct and Transit Police -Gang intervention efforts will continue to be addressed through training of staff, meetings with School Safety and coordinated efforts that reach out to transit, NYPD and Bronx School Safety. -Outreach to bus drivers and matrons and behavior incentives for students riding the school buses; parent outreach to support parents in removing students from buses -School will address goals outlined in its Incident Reduction Plan (IRP) submitted to NYSED

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Administration, teachers and counselors meet and collaborate to reduce violent incidents (Tax levy funds) -SAPIS supports school three days a week (Title IV funds) -Supplies and snacks funds will be used to support school store (Tax levy)
<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"> -Decrease in the number of OORS incidents, with focus on decrease of Levels 4 and 5 incidents -Analysis of FBAs and BIPs

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): Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 30, 2011, there will be a five percentage point increase in the attendance of students compared to the overall school Attendance rate from the previous year, as indicated by a comparative analysis of the schools Periodic Attendance Report (PAR) for current and previous school years.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Ongoing weekly meetings of the Attendance Committee to review weekly attendance records, SARs, 407s, CAASS reports, ILOGs -Ongoing phone outreach to students (beginning at 8:00 am) with followup calls for late am/pm -School Positive Behavior program will continue to tie into attendance; students are recognized by the token economy system for daily attendance, as well as attendance for a specified number of days -An assigned District 75 attendance teacher will work with the school to support the school's attendance plan -Counselors work with students to review attendance to support them in reaching higher levels of attendance. Counselors establish individual contracts with students to increase attendance. -Parent information on attendance will be distributed October, January, March and May. Families will be recognized for positive student attendance. -Public recognition of students for outstanding and/or improved behavior/attendance; assemblies, award ceremonies, attendance newsletter, positive recognition letters, calls home -Development and maintenance of programs (incentive programs, girls group, media arts, teen parent support group, cosmetology program, school store, worksite and job internships) that increase student engagement -School's graduation/senior committee will monitor attendance of 11th and 12th graders -School attendance committee and counselors will continue to identify over-age, under-credited students who may be truant. Through transition efforts, school will work with agencies to identify appropriate placements for students -Global Connect will be used as automated attendance system

	<ul style="list-style-type: none"> -Adopt-a-Teen program will be continued; teachers “adopt” students for whom they are responsible in monitoring their attendance and maintaining contact with them -Dean and teachers collaborate on “anti-bullying” efforts so that students feel safe in attending school
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Designated Attendance Teacher (Tax levy) -School administration, counselors and teachers collaborate to increase student attendance (Tax levy) -OTPS funds will be used to support student incentives (Tax levy)
<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"> -Weekly attendance reports with site specific analysis and with analysis of relation of attendance to student involvement in incentive programs -Reviews of individual student attendance -Monthly analysis of the Positive Behavior Support System data collection that specifies target behavior of being in class -Comparative analysis of ATS attendance reports -Ongoing analysis of individual student attendance for increase/decreases -Review of ILOGs related to attendance

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): Transition

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 30, 2011, at least 20 standardized and alternate assessment students will have demonstrated completion of internships in school-based and/or community job sites.</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 students, parents and teachers complete Level I Vocational Assessment survey -Over-age/under-credited students are identified; alternate assessment students (students enrolled in new classes) are identified -Students participating in work sites participate in Career Zone -School administration and teachers will collaborate with P.188x in planning and establishing job site -School staff meets with Westchester Square Merchants Association to identify possible job sites/internship opportunities/competitive employment opportunities -9th grade academy implement and maintain operation of small business developed in Chapter 683 Step Up Academy Program -School establishes school-based Café run by students -School stores, in conjunction with Positive Behavior Support program, are maintained and operated by students -WAVE curriculum is implemented to prepare students with job-readiness skills -Teacher/Job developer goes into the community (where students live) to identify job sites; job sites will be evaluated to identify number of students who can work there and whether job site is fulltime/part-time -Ongoing evaluation of sites to consider if they are aligned with needs of students, needs of program and whether internship leads to opportunities for competitive employment

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Assistant Principal and Job Developer visit sites during the school day (Tax Levy) -Per session pay for development of sites, coaching students and as necessary supervising students as necessary after school (PCEN School Success) -VTEA funds to support establishment of café and cosmetology program, maintain operation of school stores and to support student stipends (VTEA)
<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"> -Twice monthly site visits by Job Developer and Assistant Principal to determine if placement of students is appropriate -Ongoing review of students in the sites by school staff -Site progress reports will be completed and reviewed twice annually -Student data will be reviewed February 2010 and June 2011 to determine reassignment. -Review of student IEPs that reflect student participation in work programs and Transition Goals.

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.*

Parent /Community Involvement

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, results of the Learning Environment Survey will demonstrate an increase in parental reports of “satisfactory” and “very satisfactory” in areas on the survey, with an emphasis on communication.</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"> -A Parent Coordinator will be hired (current Parent Coordinator is retiring effective September 2010) -School administration and Parent coordinator will publish monthly newsletters (translated) that contain information about school calendar and events, curriculum pacing, assessments, and instructional resources -Twice annual DVDs on high school requirements and curriculum will be sent home -School staff and Parent Coordinator will provide overview of ARIS and will support parents in logging on and accessing information -Parent Coordinator will collaborate with the School Leadership Team and the Parent Association to plan activities based on needs analysis -School staff will support parents in completing the Learning Environment Survey during Open School Week and the rest of the survey period -Provide extensive outreach and advertising for students and families about the survey; incentives and drawings will be provided for students and families who have completed the survey -Focus groups of parents that focus on strategies for increasing communication -Parent Coordinator will provide a website where parents can obtain current school information

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Parent Coordinator (Tax levy Parent Coordinator funding) -Translation of newsletter into other languages (Translation funds) -OTPS funds for incentives (Tax levy) -Flex funds to support parent involvement activities (Flex funds)
<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"> -Publication of monthly newsletters -Increased participation of parents in survey activities -Comparative analysis of 2009-2010 and 2010-2011 Learning Environment Surveys -Demonstrated increase in use of ARIS by parents

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	55	75	20	65	80	45	10	
10	35	40	30	29	30	25	10	
11	18	15	8	15	15	4	3	
12	3	3	3	5	8	2	1	

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>Achieve 3000 Great Leaps: Fluency Lexia: Decoding Test Prep Strategies: Secondary Westsea Publishing, individual and small group, in school, extended time as possible Vocabulary Development Writing Support: Graphic Organizers</p>
Mathematics:	<p>Virtual Math Manipulatives: On line differentiated support for students based on their functioning levels: individual, during the day Test Prep Strategies: Secondary Westsea Publishing: individual and small group, in school, extended time as possible</p>
Science:	<p>Test Prep Strategies: Secondary Westsea Publishing: individual and small group, in school, extended time as possible Reading Strategies: Explicit support in reading in the content areas- pre-reading, during reading and post-reading strategies</p>
Social Studies:	<p>Test Prep Strategies: Secondary Westsea Publishing: individual and small group, in school, extended time as possible Reading Strategies: Explicit support in reading in the content areas- pre-reading, during reading and post-reading strategies</p>
At-risk Services Provided by the Guidance Counselor:	<p>Intense Counseling and Guidance Attendance Outreach Analysis of academic credits Positive Behavior Supports with analyses of student daily points/credits to review with the students Therapeutic Crisis Intervention (TCI): Students develop new coping skills and learn self-regulation techniques Girls Focus Groups: 1 x weekly for 45 minutes Graduation Committee: 1 x weekly meeting with follow up support with 11th and 12th grade students</p>

	NOTE: PPT meetings help determine additional support for students based on academic needs and attendance
At-risk Services Provided by the School Psychologist:	Intense Counseling and Guidance Attendance Outreach Analysis of academic credits Positive Behavior Supports , with analysis of student daily points/credits to review with students Graduation Committee: 1 x weekly meeting with follow up with 11 th and 12 th grade students NOTE: PPT meetings help determine additional support for students based on academic needs and attendance
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

According to the Annual School Report more than 50% of the school comes from families that potentially need translation and interpretation services. To accurately assess the number of families for the coming school year, P.12X will conduct a home language survey at the beginning of the school year to determine the parents' preferred language of communication.

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

Currently, in-house staff have been able to provide translation and interpretation services. The parent coordinator reports these findings to the school community on a regular basis.

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.

In-house staff, as well as parent volunteers, will provide translation and interpretation services. A copy of all school documents that need to be distributed will go to assigned staff for immediate translation.

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.

An interpreter will be able to facilitate communication among clinicians, teachers, administrators, parents and their communities. In-house staff will provide oral interpretation; if necessary, the school will contact an outside agency.

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>.

The school will comply with Section VII of Chancellor's Regulation A-663 in the following ways:

1. After completing the home language survey, parents will be provided with written notification of their rights regarding translation and interpretation services along with instructions on how to obtain these services.
2. A sign will be placed at the entry of each site in each of the covered languages indicating where to pick up a copy of the parent notification letter regarding translation and interpretation services, also known as Attachment A to Chancellor's Regulation A-663.
3. A School Safety Team Meeting will be held to devise a plan for dealing with possible communication barriers to the school's administrative offices.
4. The school will provide information in a non-covered language if the need should arise and the school will be responsive to parent requests regarding interpretation and translation services.
5. A hardcopy of the information on the Department's website concerning the rights of parents to translation and interpretation services shall be made available in each of the covered languages at all sites.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
----------	-------	--	--	--	--	--	--

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: ELA/Math Grades 4/8

SURR Group/Phase: _____ **Year of Identification:** Spring 2005 **Deadline Year:** 2009-2010

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
<p><u>New York City Office of School Improvement</u> September 19, 2007 October 23, 2007 November 1, 9, 14, 30, 2007 December 18, 2007 January 15, 13, 31, 2008 February 5, 14, 2008 March 18, 25, 2008 April 28, 2008 May 8, 13, 15, 2008 June 4, 17, 24, 2008</p> <p>December 3, 2008 January 22, 2009 February 10, 2009 March 27, 2009 April 24, 2009 May 4, 6, 27, 2009 June 4, 2009</p>	<p>A. School Mission and Goals The mission statement was not visible in any of the buildings used by this school.</p>	<p><u>October 2006</u> The mission statement was revisited by the School Leadership Team. The Team collaborated to develop a new mission statement which has been posted in the school buildings. The agenda for school meetings includes the mission statement.</p> <p><u>June 2008</u> Posters of mission statement have been made and posted at entrances and in the classrooms.</p> <p><u>June 2009</u> Mission statement was re-posted throughout the school.</p> <p><u>Spring 2010</u> During Fall 2009, mission statement was re-posted throughout the school.</p>

<p>No visits by Office of School Improvement were made during 2009-2010.</p> <p><u>New York State Ed Liaison (Sandra Lesibu)</u> November 1, 14, 2007 January 16, 2008 March 6, 2008 April 16, 2008 May 1, 22, 2008 June 19, 2008</p> <p>November 19, 2009 December 9, 2009 January 27, 2010 February 24, 2010 March 22, 2010 April 28, 2010</p> <p><u>NYSED Safe Schools</u> November 14, 2007 – Monitoring October 7, 2009 - Monitoring</p> <p><u>Compliance Monitoring</u> July 28, 2009 November 18, 2009 May 27, 2010</p>		
	<p>B. Administrative Leadership and Organization: <i>Planning, Communication and Administrative Support</i> -Assistant principals should have schedules to visit each of the sites for which they have responsibility on a regular and frequent basis -Administration should establish a regular schedule of faculty meetings and strongly encourage all staff members to attend -Common planning time should be scheduled for teachers on both a subject area and grade level basis</p>	<p><u>October 2006</u> -Since September 2006, the school has fewer offsites. Astor Tilden and Astor Byron have been reassigned to P. 723X. Westside site has closed and students are instructionally integrated with the students in the Main Site. Mayra Nunez, Assistant Principal, has been assigned as the liaison to the North Building and is there on a daily basis. Jennifer Wilkerson, Assistant Principal, has been assigned to Bronx</p>

	<p>-Regularly scheduled meetings need to be established for collaborative planning to occur, for the evaluation and improvement of the school's behavior management system, instructional improvement</p> <p>- Communication from the administration to the school's staff could include the use of computer technology, particularly email</p> <p>- The school's professional development plan should be implemented</p>	<p>Lebanon where there are two classes; she will make visits to the site at least every two weeks.</p> <p>-During Spring semester, the school has a plan to phase in greater use of technology, specifically e-mail. Additionally, the school will support its teachers in using the Internet to review data and look at reports such as Grow data.</p> <p>-The school administration will oversee the implementation of the Professional Development Plan.</p> <p><u>June 2007</u></p> <p>-Common planning time has been established for teachers by grade level in the elementary school and by department (area of study) in the high school.</p> <p>-Regularly schedule meetings take place to address Attendance and Positive Behavior Supports. Related service personnel meet regularly to do FBAs.</p> <p>-The Principal meets with a Professional Development team once weekly to review professional development activities, to review common planning time agenda and to review what next steps are to be taken in terms of professional development.</p> <p>-While technology is in greater use by staff, there are many staff members who do not access their Department of Education email accounts.</p> <p><u>June 2008</u></p> <p>-Common planning time continues to be implemented at the grade levels and by department (area of study) in the high school</p> <p>-Ongoing scheduled meetings that address</p>
--	---	--

		<p>attendance and positive behavior supports.</p> <ul style="list-style-type: none"> -Professional development meetings take place weekly and calendar was established of in-house professional development by administration and lead teachers -Monthly calendar published to increase communication among staff -Weekly newsletters put out at secondary level to increase communication with teachers about positive behavior and attendance incentives -Increase in the number of teachers using email. There is a need to continue to place emphasis on email communication. <p><u>June 2009</u></p> <ul style="list-style-type: none"> -Common planning time continues to be implemented at the grade levels and by department (area of study) in the high school -Ongoing scheduled meetings that address attendance supports - High School weekly meetings that address LCS bank system -Positive Behavior Support Team meetings implemented on weekly basis for North -School-based professional development implemented -Paras trained in Therapeutic Crisis Intervention (TCI) -Ongoing professional development on Differentiated instruction -Ongoing meetings that address attendance <p><u>June 2010</u></p> <ul style="list-style-type: none"> -Common planning time continues to be implemented at the grade levels and by department (area of study) in the high
--	--	---

		<p>school</p> <ul style="list-style-type: none"> -Ongoing scheduled meetings that address attendance supports -Positive Behavior Support Team meetings implemented on weekly basis for North building -Update training for paras in Therapeutic Crisis Intervention -Ongoing weekly meetings that address attendance -Calendar of Positive Behavior Supports for students
	<p>B. Administrative Leadership and Organization: <i>Intake Procedures, Placement and Student Scheduling</i></p> <ul style="list-style-type: none"> -District 75's placement office should alert the school in advance of the arrival of all new admissions. -The school's intake procedure should be changed so that student who are new to the school are placed in a classroom instructional setting when they enter the program -The administration should reevaluate and restructure the student scheduling process to allow for diversification and individualization of student programs. Such flexibility in scheduling would also provide an opportunity for teachers to see different students within a week's schedule. -A pupil personnel committee should be established according to DOE requirements. 	<p><u>October 2006</u></p> <ul style="list-style-type: none"> -District 75 Placement has alerted the school in advance of all new admissions through email that includes pages of CAP that provides information on students, Email is provided to the Principal and the Pupil Accounting Secretary. A copy of the email is forwarded to the Parent Coordinator. -At the secondary level, students new to the school meet with the programmers who schedule classes for student. If a student is above 9th grade and does not have a transcript, the students are provided with a temporary program. -At the secondary level, instructional programming available to students has increased. Additional courses include Italian, Theater Arts, Individual Music, Orchestral Music, Health, Girl's Gym, Memoir Writing, and Journalism. This has resulted in teachers seeing different students within a week's schedule. The students have shown greater engagement in school because there is greater variety in the curriculum offerings. -A pupil personnel committee has been

established. A calendar of regularly scheduled meetings is being developed and will be posted by October 13, 2006.

June 2007

-Pupil personnel meetings have been held in accordance with DOE requirements. Pupil personnel meetings have included FBAs.

-Weekly meetings between P.12x administration and Westside administration have been established to ensure continuity of services.

June 2008

-Ongoing schedule of Pupil personnel meetings.

-Westside has moved to the Main building which has allowed for greater communication re students and their needs. Weekly meetings are held with Westside administration. Westside students are integrated in the academic program but receive counseling services through Westside.

-New courses were added to the schedule to accommodate needs of students in the secondary program: film and screenwriting; Spanish; Culinary Arts; percussion

-Reading intervention (Read 180, Great Leaps and computer based programs added at secondary level) put in place to accommodate student needs (based on analysis of student results on Scantron and school-based assessments)

June 2009

-Ongoing biweekly schedule of Pupil Personnel meetings was implemented

		<p>-To increase student programmatic offerings, a retail business class was added to the schedule. Through VTEA funding, the school built and opened a student-designed/student-run school store.</p> <p>-Reading intervention program was expanded to include AMP (focus on Reading Comprehension)</p> <p>-Student scheduling was done in consultation with a team of teachers and counselors.</p> <p>-New students meet with counselor to review transcripts and schedule classes. Teachers are informed by counselors of new students.</p> <p>-Pupil Personnel Team meetings occur twice monthly</p> <p><u>June 2010</u></p> <p>-Ongoing weekly schedule of Pupil Personnel Meetings was implemented</p> <p>-Programmer position was filled; programmer worked with staff and students to develop individual student programming</p> <p>-Through VTEA funding, the school continued to operate the student-designed/student-run school store in the main building and the school implemented a second school store in the North building. Retail business and business math were added to the curriculum</p> <p>-A ninth grade academy was implemented in the North building. Students took three core courses, Physical Education and electives. Electives included film and photography, math games and architecture. Math games and architecture were designed to support student skills development in mathematics. Programmer met weekly</p>
--	--	--

		<p>with teachers to ensure that students were meeting requirements of courses.</p> <ul style="list-style-type: none"> -Student scheduling was reviewed by programmer and counselors; all new students met with programmer to review transcripts and schedule classes -Pupil Personnel Team Meetings took place twice monthly
	<p>B. Administrative Leadership and Organization: <i>Time Management</i> -Consideration should be given to adding additional buses to help reduce the frequency and degree of student tardiness -Period-by-period attendance should be transmitted electronically from each teacher's computer to the attendance office's computer for each class period.</p>	<p><u>September 2006</u> -Additional buses will not necessarily reduce the frequency and degree of student tardiness. The school has been working with the Office of Pupil Transportation and the bus companies to ensure timely arrival. Additionally, the school opens the doors earlier so that students are in school prior to the start of the first period. -At this point there is not a system in place to transmit attendance electronically. Attendance is taken manually.</p> <p><u>June 2007</u> -At this point attendance is still taken manually. Systems have been put in place to ensure that all teachers follow through on the systems. Each day, school staff receive notification as to which students are absent; they make and log phone calls to the homes of these students. -To address lateness, P. 12x reconfigured first period at the secondary level. During first period, electives are offered; one of the offerings is a film theory class. Based on one of SURR meetings, it was determined to put in place this class to encourage attendance because of the course content. Over the past few months, student tardiness has decreased. -At the elementary level, the school has</p>

		<p>worked with the bus companies to ensure that buses arrive earlier.</p> <p><u>June 2008</u></p> <ul style="list-style-type: none"> -Effective February 2008, period-by-period attendance was taken manually and entered electronically in the office. The school is looking to network its computers to facilitate different systems -To address continued problem of lateness, the secondary program began the first class at 8:15 am instead of 8:00 am. The school was able to schedule all classes throughout the day for 50 minutes. -Student attendance and punctuality were tied into the behavior system and students received credits (points) for being in class on time for the entire period. This resulted in an increase in student attendance in the classes. -The school continued to work with the bus companies. These efforts have resulted in the majority of students being in school earlier. -Professional development provided to bus drivers and matrons included focus on importance arriving to school in timely manner <p><u>June 2009</u></p> <ul style="list-style-type: none"> -Period by period attendance continued to be taken manually -Secondary program continued to begin the first class at 8:15 am instead of 8:00 am, -Student attendance and punctuality were tied into to the behavior system. -Increased school efforts to contact parents first thing in the morning to ensure their children attended school
--	--	---

		<p>-During the year, there was great success with the school buses being on time. School continues to work with the bus companies</p> <p>-Twice annually the school held breakfast network meetings and professional development for bus drivers and matrons on factors of school success</p> <p><u>June 2010</u></p> <p>-Period by period attendance continues to be taken manually</p> <p>-Secondary program continues to begin with the first class beginning at 8:15 am instead of 8:00 am</p> <p>-Attendance Committee implemented phone calls to students beginning at 8:15 am; as a result, more students showed up on time</p> <p>-Again this year, the school buses showed up on time. The school continues to work with bus companies. The school held two school breakfast network meetings and professional development for bus drivers and matrons on factors of school success. During the year, the school initially had 50 school bus students, and at the end of the year there were only 23 bus students.</p> <p>-District 75 coaches' schedules were sent to school administration in the month preceding their scheduled visits; administration informed staff of coaches' schedules</p>
	<p>B. Administrative Leadership and Organization: <i>Effective use of building space</i></p>	<p><u>October 2006</u></p>
	<p>Main: -The school's administration, with the active support and assistance of District 75, should take steps to ensure that students are not tested in any location</p>	<p>Main: -The school administration will take steps to ensure that testing is done in location most free of noise and distractions. -The school will create a media</p>

	<p>where noise and other distractions might undermine their performance.</p> <p>-The school's administration, with the active support and assistance of District 75, should create a central library media center, that is designed for resource sharing.</p> <p>-Teachers should be given the opportunity for their classes to use the media center without the presence of the lab aide.</p> <p>North: A sink should be installed in the health office, or the health office's location should be changed to a suitable space that is</p>	<p>center/library for resource sharing. One of the rooms in the Main building which is already wired for internet access and computers and which also has shelves will house the media center.</p> <p>-Teachers will be able to schedule time in the media center to support their content areas. Additionally, to ensure that the media center will be available on an ongoing basis a calendar of professional development for teachers and paraprofessionals has been scheduled.</p> <p><u>June 2007</u></p> <p>-In the Main building, a library/media center has been established. On May 31, there was an official library/media dedication. The school used the 2006-2007 SURR PCEN funds to buy the books for the library/media center. The district supported the library/media center by providing funds to purchase furniture and computers.</p> <p>-It is expected that in 2007-2008, the school will establish a library in the North building.</p> <p>-A teacher center will be established in the North building.</p> <p>-In the Main, a teacher was assigned to the media center (4th floor) to teach computer applications. During other times of the day, teachers were able to bring their students to the room.</p> <p>-Out2Play has begun construction of the playground that will serve both elementary and secondary students.</p> <p><u>June 2008</u></p> <p>-Teachers were given schedule for use of</p>
--	--	---

		<p>library/media resource center</p> <ul style="list-style-type: none"> -Teacher center continues to be used in the North building. Lead teacher modeled teaching strategies to other teachers in the center. -The playground continues to be used during the day to accommodate physical education activities and special events -Testing continues to be closely monitored – quiet and order were observed and the staff were assigned to students in a way so that all testing accommodations could be met <p><u>June 2009</u></p> <ul style="list-style-type: none"> -Multimedia center continues to be used by staff and student. The school used its NYSSL and tax levy library books to purchase items for the library. District 75 Superintendent supported the library by purchasing magazines and a TV for students -Teacher center in the North building continues to be used for professional development -As in previous years, testing continued to be closely monitored. Quiet and order were observed and the staff were assigned to students in a way that all testing accommodations could be met -The playground continues to be used during the day to accommodate physical education activities and special events. - SCA has determined that the paving and fencing for the playground must be redone. Construction work will begin in August 2009. <p><u>June 2010</u></p>
--	--	---

		<ul style="list-style-type: none"> -Multimedia center continues to be used by staff and student. -Teacher center in the North building continues to be used for professional development -As in previous years, testing continued to be closely monitored. Quiet and order were observed and the staff were assigned to students in a way that all testing accommodations could be met -The playground continues to be used during the day to accommodate physical education activities and special events. - Paving of and fencing around the playground have been completed as of March 2010. -Videocameras installed and activated March 2010 -Other capital improvements are being made to the school, including replacement of gas main, new boilers and upgrade of roofing
	<p>B. Administrative Leadership and Organization: Effective and Appropriate Use of Staff Main and North:</p> <ul style="list-style-type: none"> -The administration should assign a permanent hall monitor to each floor, to help ensure consistency in the enforcement of appropriate student behavior in the hallways -Safety officers should be assigned one to each floor, after the majority of students arrive in the morning -The administration should provide copies of the coaches' schedules to each teacher, so that the teachers might be aware of the times when coaches are available in the building -The roles and responsibilities of one-to-one crisis management paraprofessionals assigned to students should be reviewed for appropriateness and clarified 	<p><u>September 2006</u></p> <ul style="list-style-type: none"> -At the main building, a schedule of hall duty monitors has been established for each period of the day. There is a need to provide training to the staff on strategies for facilitating transition and for ensuring that interactions with students are not confrontational. -Safety officers have been assigned to each floor; school administration has a copy of their post schedule. -The school has hired a math coach. Her schedule has been disseminated to appropriate staff. -The mentor for new teachers provides a weekly schedule prior to the start of the

	<p>for teachers and paraprofessionals</p>	<p>week. The schedule is provided to the teachers being mentored.</p> <ul style="list-style-type: none"> -The school is working with a Positive Behavior Support Coach. Currently his objectives (determined in collaboration with the school administration) is to support the school in refining its Positive Behavior Support program and to help the school with the effectiveness of the use of staff for hall and cafeteria duties. <p><u>June 2007</u></p> <ul style="list-style-type: none"> -The schedule of hall duty monitors was revised during second semester. -The school has been working with the School Safety Lieutenant and Sergeant for there to be more presence of the School Safety agents on the floor. - The math coach's schedule has been revised so that she works with each teacher in the elementary site and each of the mathematics teachers in the secondary site. -One of the lead teachers has been reassigned from the secondary program to the elementary program. The lead teachers' schedule has been designed to build instructional capacity at both the elementary and secondary levels. -One to one paraprofessionals were reassigned during Spring semester based on schedule changes and new admissions to the school. The Assistant Principals meet with paraprofessionals to clarify their roles. -School administration met with teachers to clarify use of paraprofessionals in the classroom <p><u>June 2008</u></p> <ul style="list-style-type: none"> -A schedule of hall duty monitors was
--	---	--

		<p>continued - with ongoing monitoring of floors by deans and School Safety</p> <ul style="list-style-type: none"> -Two Safety officers were assigned to the North building to ensure that all entrances were monitored -Math coach and lead teachers had schedule of classes to visit - One to one paraprofessionals were reassigned during Spring semester based on student referrals and student admissions. As a result of student reevals, IEP paras were removed from a number of student IEPs. Twelve IEP paras were excessed. <p><u>June 2009</u></p> <ul style="list-style-type: none"> -A schedule of hall duty monitors was continued with ongoing monitoring of floors by Dean and School Safety. School administration and teachers created a log form to be used by hall monitors to ensure accurate reporting of incidents and to help school analyze pattern of incidents -Two Safety Officers were assigned to the North building to ensure that all entrances were monitored -Coach and lead teacher were assigned classes and students to work with -District 75 coaches in literacy, math, positive behavior supports, applied learning were scheduled to help teachers in the classrooms -One to one paraprofessionals were reassigned during Spring semester based on student referrals and student admissions. - - As a result of student reevaluations, IEP paras were removed from a number of student IEPs. Four IEP paras have been placed in excess.
--	--	---

		<p><u>June 2010</u></p> <ul style="list-style-type: none"> -A schedule of hall duty monitors was maintained with ongoing monitoring of floors by Dean and School Safety. School administration and teachers created a log form to be used by hall monitors to ensure accurate reporting of incidents and to help school analyze pattern of incidents -Two Safety Officers were assigned to the North 9th grade Academy building to ensure that all entrances were monitored/ -One to one paraprofessionals were reassigned during Spring semester based on student referrals and student admissions. - -As a result of student reevaluations, IEP paras were removed from a number of student IEPs. Over the past two years, 23 Crisis paraprofessionals have been removed from student IEPs because students demonstrated that they could handle behavior
	<p>C. Instructional Resources</p> <p><i>All sites</i></p> <ul style="list-style-type: none"> -The DOE should make additional resources available for this school in the areas of technology, staffing, professional development and instructional programming. -Every effort should be made to include staff members early in budget development process. The district's leadership should consider inviting representatives from among the classroom teachers to participate in the selection of instructional materials, so that resources provided to classrooms are more appropriate to address the range of abilities among the students. 	<p><u>October 2006</u></p> <p><i>All sites</i></p> <ul style="list-style-type: none"> -Through a Central DOE initiative, the school has hired two lead teachers; one of the positions is being paid by Central DOE. The lead teachers will work with designated teachers to build capacity at the school level. The Lead Teachers are based in the secondary program. -Through District 75, the school has been allocated a Coach line; a Math Coach, Lynda Banks, has been hired. She has a schedule in place that consists of her working with both the elementary and secondary teachers. -The school applied for and received funding from Central DOE for an Extended

	<p>Main Building</p> <p>-The administration and the district should research programs that support the development of literacy skills for low-level readers in preparation for the GED, as well as other life-skills Programs. The most effective of these would be implemented at PS 12X.</p> <p>-Teachers should be provided with information about library materials that are currently available to support readers at various levels of skills</p>	<p>Day Program; the Extended Day Program will support students who need to make up/accumulate credits, as well as those who need support in preparing for the Regents and RCTs.</p> <p>-During the month of September, the school had one Teaching Fellow (placed in reserve) to support students and instructional programming. The teacher has since found a teaching job at another school.</p> <p>-Through District 75, district-based coaches have supported the school in the areas of ELL and technology, as well as Positive Behavior Supports.</p> <p>-Staff from the school will participate in the schedule of professional development offered through District 75.</p> <p><u>June 2009</u></p> <p>-Elementary and Secondary: During 2008-2009, Lynda Banks remained as the Math Coach of P. 12X.</p> <p>-Secondary: The school continued to receive funding from Central DOE for the Extended Day Program</p> <p>-Elementary and secondary: District 75 coaches supported the school in ELL, technology, literacy, math and PBIS.</p> <p>-Secondary: Reading intervention was expanded to include AMP (Evidence shows that participating students with 8-% attendance) made significant gains as a result of reading interventions</p> <p>-Secondary: High school Science lab cart was purchased by the district for P. 12X. Science cart was delivered and set up in June 2009. Professional development on the use of the cart will take place in</p>
--	--	---

	<p>development.</p>	<p>Summer 2009 and Fall 2009.</p> <ul style="list-style-type: none"> -Elementary/Middle School: Updated math materials were provided to teachers at the elementary level (<i>Everyday Math</i>) and middle school level (<i>Impact Maht</i>) -Elementary: Instructional funds were used to purchase materials for the classroom libraries. -Elementary: Book of the Month initiative continued. Resources were provided to teachers, students and parents. -Middle/Secondary: WEX writing program was implemented. Teachers participated in 3 days of District professional development, with 3 follow up days of training in the classroom <p>Secondary:</p> <ul style="list-style-type: none"> -Secondary: School participated in the Learning Technology Grant. The grant provided computers, science materials, plants and math software. <p><i>Main Building</i></p> <ul style="list-style-type: none"> -Read 180 (Scholastic) is being implemented to support the development of literacy skills for students reading at or above 2.5 grade level. -Students whose reading is at primer level are participating in reading instruction through Lexia. -Currently there is no library in place at the school. Planning and ordering for appropriate library materials will begin by the end of October 2006. The administration of the school is inviting several vendors to the school so that teachers will be able to see a range of materials and will have opportunities for
--	---------------------	---

	<p><i>North Building</i> -Since there is no central library media center to support an open-access lending library model, classroom libraries should contain adequate materials to support a lending system. Classroom libraries should also be expanded to provide students with a sufficient number of lower reading level/high interest selections to support students' independent reading. -All teachers who teach mathematics should be provided with appropriate teacher editions for the <i>Everyday Math</i> program.</p>	<p>input into ordering. -During Spring 2006, the school ordered books on tape (Janet Allen) and one of the teachers is using the books on tape to support the reading/literacy program.</p> <p><u>June 2008</u> -Reading intervention has been expanded to include Great Leaps. -Evidence that a number of students have made significant gains as a result of the reading interventions.</p> <p><u>June 2010</u> -Achieve 3000 was implemented. -Science classes used the Science Mobile Lab</p> <p><i>North Building</i> - Classroom libraries currently being leveled, using the Fountas and Pinnell leveling system. Those books that are not leveled according to this system will be sorted for genre and topic. Based on the results of these efforts, teachers will work with school administration to determine books that need to be ordered. -The math coach is working with the teachers to ensure that each teacher has the appropriate editions for the <i>Everyday Math</i> program. Extra editions have been ordered for several of the grades, specifically since teachers may have more than one grade level in their class.</p> <p><u>June 2008</u> -Number of books in the classroom libraries</p>
--	---	---

	<p><i>Westside</i></p>	<p>have increased at the elementary level. -With the addition of two middle school classes, materials were ordered to meet the needs of the students in those grades. During 2008-2009, additional books will be ordered to ensure that the classroom libraries in those grades meet the needs of the middle school students</p> <p><u>June 2010</u> -The North Building was transitioned into a 9th grade academy. Appropriate social studies, English and math texts were ordered for classes. -The Main Building implemented use of the Mobile Science Lab with the students</p> <p><i>Westside</i> -During Spring 2006, a laptop cart was ordered for Westside and set up there. Since Westside has moved to the Main building, the laptops will be moved to the Main building and will be accessible to students from both Westside and Main. -Westside students are instructionally programmed with students from Main. The students, therefore, have greater access to a range of programs. Instructional resources are ordered with regard to the number of students in both Westside and Main.</p> <p><u>June 2008</u> NOTE: Westside students have been totally integrated academically.</p> <p><u>June 2009</u> -The number of students participating in</p>
--	------------------------	---

		<p>Westside clinical services has increased. As in 2007-2008, Westside students are totally integrated academically.</p> <p>Lead Teachers <u>June 2006</u> -One of the Lead Teachers has been reassigned to the elementary site. -Planning and ordering of instructional materials for 2007-2008 is taking place now so that when we receive our new budget we are able to buy materials appropriate to the needs of the students. -The school purchased <u>Step Up to Writing</u> for all class teachers. Training by Sopris West took place during Spring Semester 2007; on June 7 professional development day, there was schoolwide training to enhance previous training on <u>Step Up to Writing</u>. -FOSS kits in Science have been ordered for elementary classes as part of the Uniform Curriculum initiative. -At the secondary level, Lexia, Read 180, and Janet Allen's books on tape support skills development. -Everyday Math materials have been provided to all teachers, and new materials (in the guidelines of the Uniform Curriculum) have been ordered for 2007-2008. -At the secondary level, technology and science materials have been provided to Bronx Lebanon. -At the elementary level, classroom libraries have been leveled.</p>
	<p>C. Instructional Resources <i>School Library Media Center</i> The district should create central school library</p>	<p><u>October 2006</u> -The school intends to use the SURR PCEN monies to support the establishment of a</p>

	<p>media centers in these building and hire certified library media specialists for the Main Building, Westside and Bronx Lebanon.</p>	<p>media center/library. This year the school will implement a media center/library in the Main site.</p> <p><u>June 2007</u> -The school used SURR/PCEN monies to support the establishment of a library/media center. The district supported the school by providing additional funds to purchase computers and furniture. On May 31, 2007, the school officially dedicated the library/media center.</p> <p><u>June 2008</u> Additional books were ordered for the library media center (NYSTL). Staff was given professional development on Nettleker and the use of the Smart Board to help them better access resources in the library.</p> <p><u>June 2009</u> -Additional books for ordered for the library media center. The District 75 Superintendent purchased magazine subscriptions for the library. Additionally, a flat screen tv was ordered. -Continued professional development on Nettleker and the use of the Smart Board</p> <p><u>June 2010</u> -North building students access resources in the Main building -Additional books were ordered for library media center (NYSTL)</p>
	<p>D. School Climate -Administration should consider increasing opportunities for staff meetings, collaboration and networking to reduce the sense of isolation among</p>	<p><u>October 2006</u> -This year, 2006-2007, the school is working with a Positive Behavior Specialist, Satish Moorthy, to implement</p>

	<p>the faculty members</p> <ul style="list-style-type: none"> -Training, direction and supervision should be provided for hallway safety personnel -More effective use of school safety officers could be achieved by stationing them more evenly on floors throughout the building -The administration should take steps to ensure that all school rules are consistently and equitably enforced -The school's administration should consider implementing and enforcing a hallway pass system for students who are not being escorted by faculty members -Administrators and staff should actively supervise student movement in the hallways 	<p>best practices in positive behavior supports. Satish is working with school staff, Clifford Patterson and Terrence Brown, to support them as in-school "coaches" in positive behavior supports. The school "coaches" will provide training and direction of the hallway safety personnel. The School Principal will overall be responsible for accountability of hallway safety personnel.</p> <ul style="list-style-type: none"> -School safety officers have been assigned to floors after the majority of the students have arrived. -Administrators and staff have been assigned to supervise student movement in the hallway; there is a need however to provide professional development/modeling on supervision strategies. <p><u>June 2007</u></p> <ul style="list-style-type: none"> -The school has a Positive Support Committee, which meets weekly. Consideration is given to equitable enforcement of school rules. Rules and a matrix of expectations is posted throughout the school. -The school was named a persistently Dangerous School in 2006-2007. To reduce incidents, the school developed an Incident Reduction Plan. The plan includes efforts taken to improve school climate. -Throughout the day, there is a schedule of hall duty. Administrators and staff have a strong presence in the halls. -The school has been working with the Leadership Program to increase positive student to student interactions and student to staff interactions. -As part of Title IIA, the school has been working with the New York Academy of
--	--	---

		<p>Medicine to support staff in developing a positive school climate.</p> <ul style="list-style-type: none"> -While not mentioned directly as a recommendation in this section, the school has implemented many practices which have improved school climate, such as school trips, student council, basketball team, school dances, weekly assembly programs, volunteer programs <p><u>June 2008</u></p> <ul style="list-style-type: none"> -The school updated its Incident Reduction Plan. The school was reviewed by the NYSED Office of School Safety. There continues to be a need to reduce violent incidents. -There remains a schedule of hall duty and there continues to be a strong presence of administrators and staff in the halls. -The school continued its work with the Leadership Program to instill positive behavior skills and to integrate these skills with the academics. Students participated in the Youth Leadership Conference/ -The school initiated a partnership with Progressive Education Program which provided staff development to all staff on gang violence and strategies to reduce gang presence in the schools. The PEP also worked with students at both the high school and middle school levels. -The school entered into partnership with Social Services of Hip Hop. Students participating in these classes showed decreased number of incidents. Social Services of Hip Hop provided staff development for all staff on positive youth culture and the ways to help youth become critical consumers of their own culture.
--	--	---

		<p>Through this partnership, students were able to engage in a number of options that resulted in increased behavior and academic accomplishments.</p> <ul style="list-style-type: none"> -The school revised its behavior system and developed separate plans for the elementary and the secondary program. The secondary plan uses real life experiences, such as banking, credit systems, etc, to encourage positive gains in behavior, academics and attendance. <p><u>June 2009</u></p> <ul style="list-style-type: none"> -The School updated its Incident Reduction Plan. The school was reviewed again by the NYSED Office of School Safety. There continues to be a need to reduce violent incidents. -District 75 supported the school by providing a Positive Behavior Coach. -The hall duty schedule in the high school had a significant impact on reducing incidents -The school maintained its partnership with the Progressive Education Program which provided staff development to all staff on gang violence and strategies to reduce gang presence in the schools. PEP continued to work with the middle school. -The school maintained its partnership with Social Services of Hip Hop. -The elementary school implemented monthly program of incentives (eg Crazy Hat Day, Bonus gym periods, special sales) -The secondary school modified the behavior system to integrate use of technology and spreadsheets. The secondary plan continued to emulate real life experiences, such as positive gains in
--	--	---

		<p>behavior, academics and behavior. A school store was designed by students, built by students and opened Winter 2009. A retail/business math curriculum was implemented.</p> <p>-The secondary film class continued its work on producing films and advertisements on positive behavior and the school's behavior matrix</p> <p><u>June 2010</u></p> <p>-The School updated its Incident Reduction Plan. The school was reviewed again in September 2009 by the NYSED Office of School Safety. There continues to be a need to reduce violent incidents.</p> <p>-A post schedule for School Safety was established</p> <p>-District 75 supported the school by providing a Positive Behavior Coach; a focus of the PBS coach was to provide professional development on FBAs and BIPs. FBAs and BIPs were completed for 51 students who had committed high level incidents.</p> <p>-The hall duty schedule, in conjunction with the video cameras, had a significant impact on reducing incidents</p> <p>-The school maintained its partnership with the Progressive Education Program which provided staff development to all staff on gang violence and strategies to reduce gang presence in the schools. PEP worked with the most at risk students.</p> <p>-The secondary school modified the behavior system to integrate use of technology and spreadsheets. The secondary plan continued to emulate real life experiences, such as positive gains in</p>
--	--	---

		<p>behavior, academics and behavior. A school store designed by students, built by students continued to operate in the Main building. A second store was built and run by the students in North Building. A retail/business math curriculum was implemented to support student operation of the school.</p> <ul style="list-style-type: none"> -The secondary film class continued its work on producing films and advertisements on positive behavior and the school's behavior matrix -To help monitor movement of students in school, videocameras were installed and activated March 2010
	<p>E. Curriculum, Instruction and Assessment Main Building:</p> <ul style="list-style-type: none"> -The administration needs to provide a means of addressing the issues of student frustration and inability to engage in the single-paced instructional model. This might be addressed by providing additional professional development for staff on implementing the curriculum model, or by exploring alternative models of instruction and/or the flexible grouping of students. -Staff development should be provided on the use of instructional techniques and classroom activities that are designed to engage students in the lesson -The AIS program should be staffed sufficiently as soon as possible 	<p><u>October 2006</u> Main Building</p> <ul style="list-style-type: none"> -There continues to be a need to increase the use of differentiation in the lessons, particularly at the secondary level. During 2006-2007, District 75 Institutes for Learning are focusing on differentiated instruction; the School's Assistant Principal, Lead Teacher and classroom teacher will be attending this series of workshops. They have had two sessions to share what they learned; however, this is insufficient to change practice. The Administration will work with the Lead Teachers to highlight the use of instructional techniques and classroom activities that engage the students in the classroom. -Classroom walkthrough and brief observations (conducted several times a week) will focus on the use of instructional strategies, including grouping and use of paraprofessionals, that effectively engage

		<p>the students.</p> <ul style="list-style-type: none"> - Three classrooms have been provided with SmartBoards (with another seven about to receive them). The teachers are being provided with technical support and class-based modeling to use the SmartBoards with their classes so that there is increased student engagement. -Common planning times will consider ways to increase student engagement. -The focus of the professional development (contractually agreed once monthly session) will be on differentiated instruction and will model ways for increasing student engagement. <p><u>Academic Intervention Services</u> For 2006-2007, one of the out of classroom positions as approved by an SBO vote was the School Academic Intervention Team Leader. The Team Leader, however, will be assuming a position in another District 75 program (effective October 11). There is a need to replace the Team Leader and follow through on the schedule of meetings, professional development and delivery of AIS. (Staffing for this program will be completed by the end of October 2006).</p> <p><u>June 2007</u> As part of common prep time, the school technology liaison has been working with teachers to increase their skills with technology, including the use of the SmartBoards.</p> <ul style="list-style-type: none"> -Lead teachers and coaches have been working with teachers to increase the use of differentiated instruction in the classroom. -There is a need to increase systematic
--	--	---

		<p>provision of AIS.</p> <p><u>June 2008</u></p> <ul style="list-style-type: none"> -The use of technology in the secondary program has increased and it is expected that all classes will be using SmartBoard technology along with Nettekter to provide differentiation of instruction. -An SBO was voted in to have a .5 Academic Intervention Services Coordinator. There has been a significant increase in the AIS provided to students. The emphasis for 2008-2009 will be on the elementary program, -Professional development on Scantron was provided to all staff, with two follow up sessions. -Professional development on differentiation of instruction was provided to groups of staff throughout the year/ <p><u>June 2009</u></p> <ul style="list-style-type: none"> -Professional development on the Performance Assessment Series were provided to all staff. At the elementary, four sessions and at the secondary level, three sessions took place. -Training was provided on ARIS to the staff to help them access data relevant to the academic performance of the students. -Professional development was provided on the relationship of Performance Assessment Series and the IEPs -An AIS Coordinator (0.5 FTE) was put in place. AIS was provided to the elementary students. -Elementary/Secondary: District 75 provided literacy, math and AIS coaches to support the teachers in the class instruction
--	--	---

	<p>North Building: The administration should take steps to ensure that all students receive ELA instruction for the full allotment of time provided</p>	<p>and the provision of AIS.</p> <p>North The school revised schedules for each of the teachers. Each teacher has a schedule that allows for students to engage in a 90 minute literacy block.</p> <p><u>June 2010</u> <i>English Language Arts:</i> District 75 provided a literacy coach to support teachers in class instruction <i>ESL/Bilingual:</i> District 75 provided a bilingual coach to support the school's ESL teacher and class instruction <i>Math/Science:</i> The District 75 Director of Mathematics and Science provided support to the school in math and science instruction -Assistant Principals provided professional development for staff on differentiation of instruction -Through Central Department of Ed, the school provided professional development on Performance Assessment and use of data to inform instruction -School-based inquiry team work addressed math and impact of 9th grade academy on student progress in meeting graduation requirements</p>
	<p>F. Qualifications of Teaching Staff -The school should have on file a copy of a valid NYS teaching certificate for every teacher in the program. That certificate should be for the content area in which the teacher is providing instruction.</p>	<p><u>June 2007</u> -The school has on file a copy the copies of the NYS teaching certificates for each teacher in the program. In 2007, there was one teacher whose provisional certification expired; the teacher assumed a position outside the</p>

		<p>Department of Education.</p> <p><u>June 2009</u> -The school has increased the number of teachers certified in their content areas.</p> <p><u>June 2010</u> The school has decreased the number of teachers working outside their certificate area. Staff meetings addressed licensing requirements for content areas.</p>
	<p>G. ESL/Bilingual Education <i>Main Building:</i> The district and administration should recruit and retain a certified ESL teacher</p>	<p><i>Main Building:</i> At P12x, during 2005-2006, there was a certified ESL teacher who was not teaching ESL. The teacher, Victor Abruzzese, has been reassigned to be the ESL teacher who serves all students in the school. A schedule has been established.</p> <p><u>June 2008</u> Victor Abruzzese has continued serving as the ESL teacher for the school.</p> <p><u>June 2009</u> Victor Abruzzese has continued serving as the ESL teacher for the school.</p> <p><u>June 2010</u> Victor Abruzzese continues to work in his role as an ESL teacher. A District 75 ESL coach worked with the ESL teacher to ensure compliance mandates were met and to ensure ESL best practices were in place.</p>
	<p>H. Student Discipline, School Safety and Security</p>	<p><u>October 2006</u> NOTE: Subsequent to the review visit, the school was named as a “Persistently Dangerous School”. The school has developed and submitted an Incident</p>

	<p>Main Building:</p> <ul style="list-style-type: none"> -The administration should objectively evaluate the effectiveness of the Steps to Success student behavior management system. -Administration should establish collaborative meetings between the school's safety officers and the administrators and faculty to promote a common understanding of the school's student code of conduct and penalties -The administration should take steps to develop a uniform behavior management system for school-wide administration -One school safety officer should be assigned to work on floors 	<p>Reduction Plan. Additionally, the school will be participating in Positive Behavior Walkthroughs in collaboration with Central Department of Education.</p> <p>Main Building</p> <ul style="list-style-type: none"> -The Steps to Success student behavior program was preliminarily evaluated in Spring 2006. It was determined at that time that only about 30% of the students were participating in the program and would use the point sheets. It was also determined that there was a need for a behavior support program that would provide more immediate reinforcement. During May 2006, at the main site, a token economy program was implemented and a school store opened. Two weeks later, at the North building, a token economy program was also put in place. The token economy programs recognized students who were following the expectations of behavior. During the Spring 2006, the school worked with a Positive Behavior Support Coach, Jason Alicea. This year, the school continues to work with a coach in this area (Satish Moorthy) to determine the effectiveness of Steps to Success. Currently the efforts are targeted to everyone understanding the expectations of behavior in the different locations. -During Spring 2006, the school implemented SWIS; the system enables the school to input the incidents and to receive data reports that provide information about time and location of incidents. The data is reviewed with each staff after the end of the month. -School safety officers and school
--	--	---

	<p><i>North Building:</i> -A uniform system of rules, rewards and consequences should be developed for the school-wide implementation</p>	<p>administration and staff have been meeting on an ongoing basis since last June 2006. The focus of the current meetings is to review data, identify possible causes and hotspots for student incidents, identify consequences</p> <ul style="list-style-type: none"> -School safety officers have been assigned posts once the morning scanning is over. -There has been a student assembly to review the positive behavior support program and to discuss the Discipline Code. There is need to have ongoing reviews of the Discipline Code with students. <p><i>North</i> There is a uniform system of rules, rewards and consequences in the North Building. Staff are aware of the expectations of behavior at different levels. Ongoing professional development and support from the school coach will help ensure that staff use a common approach in their language of expectations, as well as rewards and consequences.</p> <p><u>June 2007</u> The school has implemented the Incident Reduction Plan. The school has worked with the District coach, the Leadership Program, New York Academy of Medicine and community agencies to reduce incidents. As of June, there has been a reduction of incidences from 103 in 2005-2006 to approximately 70 in 2006-2007. An analysis of data shows that the type of incidences has changed from incidences of student to student and student to staff aggression to incidences of vandalism.</p>
--	---	---

		<p><u>June 2008</u> The school updated its Incident Reduction Plan. During the school year, the school worked with a District 75 coach, Steve Blair, to reduce incidents. There has been a decrease from 80 suspensions in 2006-2007 to 52 in 2007-2008. There has been a continued trend of decreases in student to student violence. There has been an increase in the number of violent incidences in the elementary program. While student to student aggression has decreased, there has been a trend of increased theft.</p> <p><u>June 2009</u> -The school continues to be identified as a Persistently Dangerous School. During the 2008-2009, Mary Simpson-Mason worked with the school on the FBAs and the BIPs, as well as on the school plans for reducing violent incidents. -During 2008-2009, there may have been an increase in the number of incidents in the school, especially at the older elementary and middle school levels.</p> <p><u>June 2010</u> -The school continues to be identified as a Persistently Dangerous School. During the 2009-2010, Mary Simpson-Mason, District 75 coach, worked with the school on the FBAs and the BIPs, as well as on the school plans for reducing violent incidents. -Safety officers were assigned a post schedule so that different floors were covered. With the transitioning of the North building from K-8, there was a need to have a presence of School Safety in the</p>
--	--	--

	<p>I. Family and Community Involvement</p> <p>1. Main: Funding should be provided for an after-school program to help address students' skills deficits in reading and mathematics.</p> <p>2. North: Parent outreach efforts should be further developed to promote home-based support for student learning. Parents might be invited to attend bi-weekly "lunch and learns" with teachers to exchange information in a risk-free environment. Incentives for attendance might include books and materials to support at-home learning.</p> <p>3. Westside: The administration should expand work and service relationships with community agencies. P. 12X's parent coordinator should increase outreach efforts to parents at offsite locations.</p> <p>4. P. 188x (NOTE: this program no longer exists.)</p>	<p>building.</p> <p><u>October 2006</u></p> <p>1. Main: P. 12x applied for and received funding for the Extended Day Program. The program will begin in October 2006 and will address the following areas: credit accumulation, remedial reading and math, and/or Regents/RCT preparation.</p> <p>2. North: On November 15, P. 12x will sponsor a Curriculum Night to showcase what students at all grade levels are doing in each of their content areas.</p> <p>P.12X has established a Book of the Month. Each family receives a copy of the book and a letter from the Principal; the teachers support the reading of the Book of the Month with the students in the classes. - Based on the recommendations for the North Building, the school will implement bi-weekly lunch session or after school sessions for the students.</p> <p>2. North: -On November 15, P. 12x sponsored a Curriculum Night to showcase what students at all grade levels are doing in each of their content areas. -P.12X has established a Book of the Month. Each family receives a copy of the book and a letter from the Principal; the teachers support the reading of the Book of the Month with the students in the classes. - Based on the recommendations for the North Building, the school will implement bi-weekly lunch session or after school sessions for the students.</p>
--	--	---

		<p><u>June 2007</u> <u>Westside:</u> The school administration has established relationship with the agency programs and has a schedule of meetings. -<u>Transition Coordinator</u> – Through the efforts of the Transition Coordinator, the school has established a number of partnerships with community agencies. -<u>North:</u> There remains a need to increase parent outreach efforts to promote home-based support for student learning. <u>Main:</u> Funding for an extended day program has been awarded to the school for the 20207-2008 school year. -The school is working with Medgar Evers College; students from the college provide academic tutoring to the P.12X students</p> <p><u>June 2008</u> During the year, P. 12X received funding for an extended day program which focused on credit recovery and RCT preparation for the secondary students. -To increase parent involvement and awareness of the academic program at the school, the school sponsored a curriculum fair/showcase and carnival at the beginning of 2007-2008. Parent workshops on assessment and technology were provided in response to parent request by parents attending the carnival. -During Chapter 683, Summer 2008, a curriculum showcase and celebration will be held in August 2008. -It is expected that the school will again provide the curriculum fair. Additionally a calendar of parent workshops and training is being put together for dissemination to</p>
--	--	---

		<p>parents in September 2008</p> <p><u>June 2009</u> -During the year, P. 12X again received funding for an extended day program which focused on reading intervention, credit recovery and RCT preparation. -The school could not support a Curriculum Fair as in the previous years; however, the school held a Curriculum Showcase and celebration in August 2008 and a Curriculum and Best Practices Fair in March 2009. Approximately 150 parents attended the Fair in March.</p>
	<p>J. The School Building as an Environment Conducive to Teaching and Learning</p> <p>1. Main: Air-conditioners with protective screening need to be installed in the gym to provide adequate ventilation and cooling. -Fire extinguishers should be made accessible for use in case of an emergency -Regular reviews must be conducted to ensure that fire extinguishers are in proper working order</p> <p>2, North Building: The school’s learning areas should be well defined and consistent to support</p>	<p><u>October 2006</u> NOTE: Since the SURR review, a new Custodian Engineer has been assigned to the school. The Custodian Engineer has worked diligently to bring about changes to the school facility. He has established an excellent working relationship with the school Administration.</p> <p><u>June 2010</u> In September 2009, the School Custodian Engineer assumed another position. Since the time that he left, the school has had 4 Temporary Custodians. It appears that it may not be until January 2011 that there is a permanent custodian.</p> <p>1. Main: Air conditioners with protective screening were installed in the gym prior to the Chapter 683 program during Summer 2006. -Reviews have been conducted to ensure that fire extinguishers are in working order. Additionally, fire extinguishers covers have</p>

	<p>Balanced literacy, mathematics, science and social studies.</p> <p>3. Westside: Westside students have moved to Main. The recommendations listed in the SURR report no longer apply.</p>	<p>been ordered by the custodian in September 2006. As soon as the covers arrive, the fire extinguishers will be put in the designated places in the hallway rather than being kept in separate location.</p> <p>1. North Building: The Assistant Principal, Mayra Nunez, is working with school staff to ensure that there are well-established learning areas. Lofts in the classrooms are being dismantled so that teachers can use the space for learning areas. (The lofts were posing a threat to the students.)</p> <p><u>June 2007</u> North building – Walkthroughs have shown that the schools’ learning areas have been defined to support the courses.</p> <p><u>June 2008</u> <u>North</u> – There was continued efforts on increasing the classroom environment. Walkthroughs by the school leadership team and school administration indicated progress in these areas. There will be continued emphasis to support these efforts for the middle school classes -We are working with District 75 to ensure that all air conditioners are operational. Chapter 683 scheduling will take place in classrooms that have air conditioning.</p> <p><u>June 2009</u> <u>North</u> – continued efforts to increase the classroom environment. -A number of the air conditioners were replaced. NOTE: June 2009, school is transitioning</p>
--	--	--

		<p>into Grade 9-12 program, standardized assessment for 2009-2010. Summer 2009, work will be done on the North building to prepare it for the 9th Grade Academy.</p> <p><u>June 2010</u></p> <ul style="list-style-type: none"> -Elementary building was transitioned into 9th grade academy. Room assignments were made for content areas so that common content areas shared the floors. -In both the Main and North buildings, there continues to be ongoing replacement of air conditioners. The gym is well equipped with air conditioning and proper ventilation. -During Summer 2010, work is ongoing in the North building to ensure that classes are equipped for new 9th graders and 3 alternate assessment classes. The intent is to upgrade the kitchen in the North, establish a Teachers Café run by the students and establish work settings for 3 classes of alternate assessment students (to be newly admitted in September 2010).
--	--	--

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).

Eight (although this number fluctuates on an ongoing basis).

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

NA. The school does not receive any set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

NA: As a non-geographic, administrative district, students in District 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. District 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. X012 Lewis and Clark School								
District:	75	DBN:	75X01	School				307500012012	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	v	11	v	
	K		4		8	v	12	v	
	1		5		9	v	Ungrade	v	
	2		6	v	10	v			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0						NR
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	5	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	3	0	0					64.2	64.7
Grade 4	8	0	0	Poverty Rate - % of Enrollment:					
Grade 5	17	0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 6	14	0	1				68.0	0.0	NA
Grade 7	9	0	6	Students in Temporary Housing - Total Number:					
Grade 8	2	1	12	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 9	111	177	152				10	17	19
Grade 10	56	69	73	Recent Immigrants - Total Number:					
Grade 11	17	20	16	<i>(As of October 31)</i>			2007-	2008-	2009-
Grade 12	12	18	16				1	0	0
Ungraded	7	4	22	Special Education					
Total	261	289	298	<i>(As of October 31)</i>					
				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes				Principal Suspensions			33	45	34
# in Collaborative Team Teaching (CTT)				Superintendent Suspensions			19	23	11
Number all others									
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				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>				<i>(As of October 31)</i>			2007-	2008-	2009-
# in Transitional Bilingual Classes				Number of Teachers			52	51	0
# in Dual Lang.				Number of Administrators and Other Professionals			45	41	0
# receiving ESL services only				Number of Educational Paraprofessionals			20	13	0
# ELLs with IEPs									
15									
25									
TBD									
<i>These students are included in the General and Special Education enrollment information above.</i>									

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	26	29	95	% fully licensed & permanently assigned to this	100.0	100.0	0.0
				% more than 2 years teaching in this school	57.7	68.6	0.0
				% more than 5 years teaching anywhere	63.5	62.7	0.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		71.0	78.0	0.0
American Indian or Alaska Native	0.8	0.0	1.7	% core classes taught by "highly qualified" teachers	91.1	94.3	0.0
Black or African American	44.8	42.9	41.3				
Hispanic or Latino	51.0	55.7	55.4				
Asian or Native Hawaiian/Other Pacific	0.4	0.7	0.7				
White	3.1	0.7	1.0				
Male	80.8	78.2	75.5				
Female	19.2	21.8	24.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	Yes	If yes,					EME,

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

**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 type here	District 75	School Number 012	School Name Lewis and Clark
Principal Kathleen LeFevre		Assistant Principal Jennifer Wilkerson	
Coach Lyudmila Turkina		Coach type here	
Teacher/Subject Area Victor Abruzzese/ESL Teacher		Guidance Counselor type here	
Teacher/Subject Area Marshall Tuckman/Testing Coord		Parent type here	
Teacher/Subject Area type here		Parent Coordinator TBA	
Related Service Provider type here		Other type here	
Network Leader Arthur Fusco		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	301	Total Number of ELLs	8	ELLs as Share of Total Student Population (%)	2.66%
------------------------------------	--------------------------------------	----------------------	------------------------------------	---	--

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

1. Identification of ELLs

For District 75 students the identification and intake process of ELLs, information regarding program choices, and options for Special Education placement begins at the CSE level with full disclosure made to the parents. Parents are asked to complete a home language survey available in English and in their native language. If this survey is not completed at the CSE level, it will be completed at the school level. The ATS reports used to identify ELLs are the RDGS, RYOS, RPOB, RLER- English LAB-R/LAB for students eligible for LAB-R testing, and RLER-LAT for students eligible for NYSESLAT testing.

2. Structures in place

Parents are informed during intake about their child’s status as an ELL and the program models available to them within District 75. Parents are also informed by the ESL teacher on an on-going basis by telephone contact, mailings or during the IEP meeting.

3. Entitlement Letters

Students are assigned to our school according to their IEP recommendations.

4. Placing students into ESL

At the beginning of the year, students are identified primarily according to the RDGS list in ATS as well as their CAP and IEP mandates. Once students are identified, the ESL teacher calls the parent and introduces himself, and then explains the schools program for ELLs. Students who are mandated to receive ESL are assigned a schedule with the mandated number of minutes according to CR Part 154. Students who are mandated to receive bilingual services will receive the required amount of ESL mandated services as stated in CR Part 154 from the ESL teacher, and will receive assistance in all other subject areas from a bilingual classroom para or alternate placement paraprofessional.

5. Trends in parent choice

There are no trends in parent choice due to the fact that students are placed here according to their IEP recommendation.

6. Program Alignment with parent choice

Due to the fact that students are placed in the school according to their primary disability of Emotional Disturbance, they are placed in the program that the school provides, which is ESL. If the parent would like a different program, he or she is informed that he or she can request a reevaluation for the child to be placed in a different program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

- | | | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> |

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	43
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 14	<input type="checkbox"/>	<input type="checkbox"/> 14	<input type="checkbox"/> 16	<input type="checkbox"/>	<input type="checkbox"/> 16	<input type="checkbox"/> 13	<input type="checkbox"/>	<input type="checkbox"/> 13	<input type="checkbox"/> 43
Total	<input type="checkbox"/> 14	<input type="checkbox"/> 0	<input type="checkbox"/> 14	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 16	<input type="checkbox"/> 13	<input type="checkbox"/> 0	<input type="checkbox"/> 13	<input type="checkbox"/> 43

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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.

Paste response to questions 1-4 here

1. How is instruction delivered

The instructional program will be explicitly aligned with mandated ESL standards, ELA standards, New York State Learning Standards and content-based learning standards.

Based on the data from all state assessments, the academic strengths in content area, and on the NYSESLAT, the higher grades will need more content area assistance in the form of individual tutoring when available.

Academic language will be developed through content-area instruction in ESL. Additionally, students will use bilingual glossaries in the various content areas to create bilingual word walls. Students will be transitioned out of the program if they show proficiency in English on the NYSESLAT and once their IEP has been changed to show that the student is no longer in need of ESL services. During the transition period they will be provided with 2 additional years of services. To ensure that students meet the standards and pass required state and local assessments, explicit ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, graphic organizers, scaffolding, and cooperative learning. Explicit ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software enhances and supports the development of

English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative Learning, infusion of the Arts and the use of technology. The classroom library contains books in English and the native language.

At the high school level, all students will receive standards-based content area instruction in English using ESL strategies and methodologies. Also, there will be an ESL cohort to maximize time and ensure that students receive their mandated minutes. Our instructional model for ELLs is an ESL Push-In and Pull-Out program. There are no bilingual classes. Instruction will be in collaboration with content area teachers. The ESL teacher will meet formerly during common preps and informally on a regular basis with content area teachers in order to align the ESL program with content area instruction, create content specific vocabulary lists, and identify topics related to content area classes. Additionally, the ESL teacher will provide academic vocabulary enrichment, consisting of Tier 2 and Tier 3 words (i.e. academic vocabulary and specialized content area instruction). Another component of the program is the use of extensive scaffolding, which consists of presenting the subject matter in many different ways and repeating the content over the entire school year. The ESL teacher will also focus on developing writing skills by emphasizing the idea of writing as a process which will allow the student to revise writing projects multiple times. The program will be aligned to New York State ESL, ELA and content area standards. The following books will be used for ESL instruction: "Vocabulary Power 1, 2, and 3", "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", as well as folk tales, fiction, and non-fiction. Technology will also be integrated to provide additional support using on-line reading programs and computer based journals. The activities that the ESL teacher will use include the use of learning experiences in the classroom, Language Experience, ESP (English for Specific Purpose) and cooperative learning to help develop the use of English in a social context. Since we do not have a bilingual class, the primary language of instruction is English, and standards based content area instruction will be provided using ESL strategies. In order to facilitate the flow of comprehensible input and output, the ESL teacher will work with an ESL cohort in a push-in and pull-out capacity during various content area classes in collaboration with the content area teacher. Students, whose services have been extended because they are in their 4th and 5th year, will continue to receive AIS, until measurable progress is noted in the program.

2. Staff Organization and mandated minutes

The model used is a push in and pull out model. The ELLs are grouped as a cohort whenever possible to facilitate working as a small group within a class during the push in periods.

3. Content area delivery

The students receive content area support from licensed content area teachers in each subject area. The assignment of a bilingual para or teacher is used whenever possible to assist students and give them additional support in their native language.

4. Plan for each ELL subgroup: Newcomers, SIFE, Long Term ELLs

We have 1 newcomer at this time. For this newcomer we will provide tutoring, Buddy system and a nurturing environment to facilitate language production in addition to incorporating ESL strategies across the content areas. She will receive native language support under the ESL model of 75% ESL and 25% native language support. Presently we have no SIFE students. At such time that we do we will provide the following: ESL instruction that follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Cooperative Learning, and Graphic Organizers. ELA Standards will also be a part of ESL instruction. Long Term ELLs will receive tutoring from teachers, academic and emotional support from buddy students and paraprofessionals. The school will continue to provide services until the student scores proficient on the NYSESLAT and their IEP changes to reflect they are no longer in need of ESL support. Also, long term ELLs will receive more explicit instruction in standard English forms.

Explicit ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, Cooperative Learning, infusion of the Arts and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

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

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

Paste response to questions 5-14 here

The Primary program used for targeted intervention is the Vocabulary Power: Practicing Essential Words series by Pearson and Longman. This program offers a research based approach to teaching vocabulary.

With regard to students who test proficient on the NYSESLAT will continue to receive services in the form of tutoring by the ESL teacher to address specific individual needs.

A new program under consideration is the use of voice recorders and video equipment to record role plays in the English language.

Our ESL teacher will use the following materials: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. The teacher will also use technology to give students additional instructional support.

Also, the ESL teacher will use excerpts from Shakespeare, Steinbeck, and other exemplary authors to provide a context for the vocabulary and sentence structures that the students learn.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

NA

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.

Paste response to questions 1-3 here

During the school year P12X will hold professional development workshops that will teach ESL methodologies, strategies and approaches to all staff including Paraprofessionals. These sessions will be conducted by the ESL teacher. The sessions will also include research in the field of ESL education.

The ESL teacher is currently attending professional development workshops conducted by the Department of English Language Learners at our Central office (Q-Tel series) and will be expected to attend sessions from other initiatives, e.g. the ELL Math Institute. Our teacher will also attend conferences focused on the education of ELLs provided by the New York State Department of Education, as well as District 75 Office of ELLs Professional Development workshops.

Workshops, such as QTEL (Quality Teaching for English Language Learners) which awards a certificate to the participants, will be available

for teachers that work with ELLs. There will also be in-house staff development. Teachers will receive PD in the Achieve 3000 Literacy program. There will also be five workshops on content area instruction using ESL strategies: Read 180, The use of W I I as an Instructional tool in the classroom, Science with ESL strategies, Math with ESL strategies, and Social Studies with ESL strategies. These workshops will be held during the extended Monday PD time.

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?

Paste response to questions 1-4 here

Parents are invited to participate on the school leadership team. The common method of parental involvement is through individual meetings with teachers, counselors, and the SBST. Parent surveys are also done as well as mailings to all parents to inform them of new school initiatives. All informational materials are also translated into the native language.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						1	1			9	6		2	19
Intermediate(I)										8	3	1		12
Advanced (A)										3	3			6
Total	0	0	0	0	0	1	1	0	0	20	12	1	2	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

while we try to de-emphasize their speaking skills. For the x-coded students the patterns in proficiency are the same. This is the first year that we have alternate assessment students. As a result, we have no NYSAA information to report. Additionally, none of our entitled students have taken the regents yet.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		