



**P168X**

**2010-2011**

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

**SCHOOL: 75X168**  
**ADDRESS: 339 MORRIS AVENUE, BRONX, NY 10451**  
**TELEPHONE: 718-585-2100**  
**FAX: 718-585-8316**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 75X168      **SCHOOL NAME:** P168X

**SCHOOL ADDRESS:** 339 Morris Avenue, Bronx, NY 10451

**SCHOOL TELEPHONE:** 718-585-2100      **FAX:** 718-585-8316

**SCHOOL CONTACT PERSON:** Rosa Nieves-Greene      **EMAIL ADDRESS:** rnievesgreene@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rosa Nieves-Greene

**PRINCIPAL:** Rosa Nieves-Greene

**UFT CHAPTER LEADER:** David Doorga

**PARENTS' ASSOCIATION PRESIDENT:** Judilka LaLane

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 75      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Stephanie McCaskill

**SUPERINTENDENT:** Gary Hecht

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Rosa Nieves-Greene	*Principal or Designee	
David Doorga	*UFT Chapter Chairperson or Designee	
Judilka LaLane	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carmen Vigo	Member/UFT Teacher	
Camille McCartney	Member/UFT Parprofessional	
Edennes Delgado	Member/UFT Social Worker	
Antoinette Bennett	Member/Parent	
Jesus Fermin	Member/Parent	
Sonia Dixon	Member/Parent	
	Member/Parent	

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

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

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

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P168X's mission is to create a challenging and emotionally literate learning environment that encourages independence, high academic and social-emotional expectations for all students. We strive to develop each student with active and creative minds, a sense of understanding and compassion for others and the appropriate skills necessary to succeed and become productive citizens in today's society.

P168X is a pre-kindergarten through grade 12 special education school with six sites housed inside general education schools. P. 168X received a "Proficient" on the last Quality Review which took place during the 2008 – 2009 school year. We had seen a steady decrease in students scoring a Level 1 in the NYS ELA exam from the 2006 – 2007, 2007 – 2008, 2008 – 2009 school years. In the 2009 – 2010 school year, due to the change in scale scores, our students did not make significant progress. In addition, 100% of our Alternate Assessment students scored Level 2 or above on the NYSAA.

Teachers have formed Collaborative Teacher Teams to align curriculum with Common Core Standards, PTS, and to collaboratively analyze student work. In addition teachers research strategies to fully incorporate the Emotional Literacy throughout all content areas.

The goal of **ELC (Emotional Literacy in the Classroom)** is to integrate emotional language (a feelings vocabulary) into the existing academic curriculum in order to develop intellectual, emotional and social skills of students. The teaching strategies help students improve their academic performances, promote positive being and enhance their quality relationships in school and at home. The organization has fully embraced **ELC** and has taken full ownership of it. It is an integral part of our school culture.

The continued common planning periods and Teacher team meetings that are built into the weekly schedule, allows teachers to share best practices across all sites. In addition, the differentiated support provided to teachers by administration and our school based Standard Assessment and Alternate Assessment Coaches reinforces the commitment to maintaining the vision of a professional learning community. Our Instructional Cabinet apprises assistant principals, lead teachers, cluster teachers and coaches of new educational initiatives and promotes collaboration and builds capacity within the school. Subsequently, the information is disseminated to the staff via common planning periods, faculty meetings, informal and formal conversations, walk-throughs, and the many communities created by staff in ARIS. Our Weekly Bulletin is send electronically to staff through **ARIS** on a weekly basis. The sharing of information benefits all stakeholders and reinforces the vision and mission of the school.

Our successful collaboration with the general education schools we are housed in has enabled us to provide inclusive programs for students' who are prepared both academically and socially for a least

restrictive environment. Last year alone, we were able to move 14 students into LREs, including general education settings.

### **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.

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**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Special Education Enrollment:</b>					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS									
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)					
				2007-08	2008-09	2009-10			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>					
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers					
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals					
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals					
				<b>Teacher Qualifications:</b>					
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school					
American Indian or Alaska Native				Percent more than two years teaching in this school					
Black or African American				Percent more than five years teaching anywhere					
Hispanic or Latino				Percent Masters Degree or higher					
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
White									
Multi-racial									
<b>Male</b>									
<b>Female</b>									

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School:** Yes  No  **If yes, area(s) of SURR identification:**

**Designated as a Persistently Lowest-Achieving (PLA) School:** Yes  No

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Student groups making AYP in each subject</b>											
<b>Key: AYP Status</b>											
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only						
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status								
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>											

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

The School Leadership Team, Administrative Cabinet and the Instructional Cabinet for P168X reviewed the CEP goals and Action Plans set for the 2009-10 school year and reflected upon those that needed further development. The State Assessments in the ELA, Math, Social Studies and Science, as well as the NYSAA results in alternate assessment were reviewed. These, along with the results of the Periodic Assessments, the Inquiry Team action plan and the Learning Environment Survey were taken into consideration in developing the 2010-11 CEP.

This needs assessment examined the data for standard assessment students for ELA and MATH. Data used in the PROGRESS REPORT for the 2009 NYS test administrations, and the PERFORMANCE SERIES in reading and math were the primary sources. The Acuity Predictive exam also provides access to information directly related to the state exams. In addition, the school maintains data in ELA and Math from sources such as Achieve 3000, Every Day Math, Impact Math, SMILES Reading, Brigance, and a wide variety of instructional programs and assessments. This year, with so much weight placed on the results of the state tests as evidenced in the school Progress Report, it would be to our benefit to place most of its resources and energy in a plan designed to improve state test results. After triangulating the data, these were some of the major findings and highlights of our school:

### **Data Analysis**

Specifically the progress report reveals that of 125 standard assessment students only 15.1% were able to score at the required proficiency level of 3 or 4 on the ELA test. In MATH, students scoring at Level 3 or 4 resulted in 3.4% of a total of 130 students having taken the state math exam.

The following table represents the proficiency level in ELA of all students in grades 3 through 8 used in the Progress Report for 2009:

**ELA: Table A**

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3	24	5	0	0

4	19	14	3	0
5	21	5	2	0
6	9	4	0	0
7	13	7	0	0
8	8	8	3	0

Based on the information in Table A above, it should be noted that in addition to decreasing the number of students scoring on level 1 in all grades, the greatest opportunity to improve overall student proficiency levels is with 4<sup>th</sup> and 8<sup>th</sup> graders on level 2.

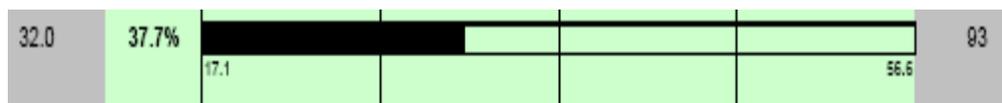
The following table represents the proficiency level in MATH of all students in grades 3 through 8 used in the Progress Report for 2009:

As is represented in Table B, students in grade 4 are the largest percentage of students within a proficiency of Level 2; eighteen of the thirty eight students scoring at Level 2. In the 7<sup>th</sup> grade we have eight of twenty students on proficiency Level 2. Overall, decreasing the number of students scoring a level 1 in all grades would make a significant difference in the Progress Report.

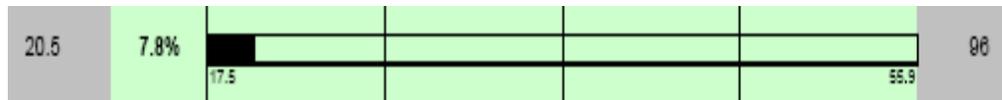
**MATH: Table B**

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3	26	4	0	0
4	19	18	1	0
5	21	6	1	0
6	11	2	0	0
7	12	8	0	0
8	14	5	0	0

**ELA Median Growth Percentile relative to school peers**



**MATH Median Growth Percentile relative to school peers**

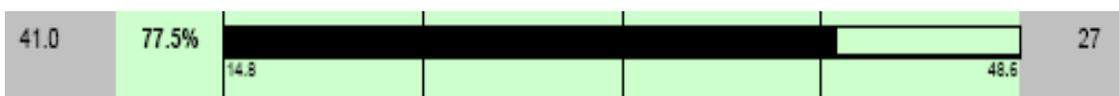


Student progress was also measured by the Progress Report. The school had a median growth percentile score of 32% in ELA and 20.5% in MATH. The progress of approximately 95 students was measured. In order to affect the median growth percentile for the entire school, students must move closer to proficiency from year to year. The greater the move the starting point or baseline from the prior year, the greater the measure of student achievement and an increase in the school wide percentile.

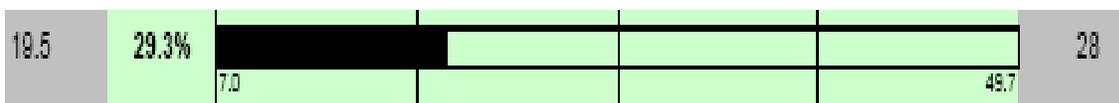
In order to increase the measure of the school growth percentile when compared with other schools measured in the progress report a percentile score of 40 in ELA and 35 in MATH would move the school relative to its peers to near the 50<sup>th</sup> percentile. When considering the current percentile score and current levels of student achievement, a move towards the 50<sup>th</sup> percentile when compared to the peer group would represent an achievable goal for the school that is directly based on the individual growth of students.

Once again the median growth percentile is also measured for transient students. These students represent those which took the most recent state exam but did not attend the school the prior year, and is made up of approximately 35 students. The school would need to increase the individual growth of transient students in order to move the school percentile relative to its peers to a higher percentile.

### ELA Median Growth Percentile for Transient Students



### MATH Median Growth Percentile for Transient Students



Given the current percentile and current levels of student achievement, a change of approximately 10 points in ELA and 30 points in Math would move the school growth towards the 50<sup>th</sup> percentile.

The Progress Report also measured the performance of students in the NYSAA program. Currently, students participating in the NYSAA are performing at high levels of proficiency both individually and compared to the peer group.

TEST	Percent on LEVEL 3 or 4
ELA	81%
MATH	95.9%

Given the already high performance level of these students it would be considered a reasonable and achievable goal to increase performance in ELA to 95% proficient and in MATH to 98%.

### AREAS FOR IMPROVEMENT BY GRADE

A review and analysis of student data found the following:

#### **MATH**

**Grade 3 Math:** Students need to develop an understanding of fractions as part of a whole unit and as part of a collection. Students also need to develop a fluency of operations and apply that to single-digit division facts.

**Grade 4 Math:** Students need to select appropriate computational and operation methods to solve problems. They should develop an understanding of various meanings of multiplication and division as well as a fluency in multiplying and dividing multiples of 10 and 100 up to 1000.

Grade 5 Math: Students lack a basic understanding of any geometric relationships and finding the missing angle when given 2 angles of a triangle. Students need to understand the basic operations concerning fractions.

Grade 6 Math: Students need remediation in the basic operations of adding, subtracting, multiplying and dividing mixed numbers with unlike denominators. They would benefit from analyzing statistical and probability procedure in determining the mean, mode and median for a given set of data.

Grade 7 Math: Reviewing the units of measurement to draw angles in a given circle using a protractor would improve the students understanding for organizing and displaying data. Using a calculator and understanding a variety of methods for using a calculator would enhance the student's ability to improve.

Grade 8 Math: Students would benefit from a review of all areas in the algebraic strand especially multiplying binomials by a monomial or a binomial (integer coefficients). They would also benefit from remediation in drawing the image of a figure under rotations of 90 degrees and 180 degrees.

## **ELA**

Grade 3 ELA Students lack a general understanding of evaluating and analyzing important and unimportant details after reading a passage.

Grade 4 ELA Using graphic organizers to record significant details about characters and events in stories would increase students ability to understand their literary response for the stories read.

Grade 5 ELA Students needs to be able to recognize organizational formats to assist them in comprehending informational texts. They would benefit from understand the author's use of literary devices, such as a simile, metaphor and personification to create meaning.

Grade 6 ELA Students scored high on this predictive, but would improve more if they could read, view and interpret texts from a variety of genres.

Grade 7 ELA Students need to draw conclusions and make inferences on the basis of explicit information. They must understand what to do with information when a passage is read to them.

Grade 8 ELA Students scored high in most areas. They would benefit further in determining the use of literary devices such as symbolism, metaphors and similes, illustrations and personifications conveyed by the author

## **SCHOOL SURVEY**

An analysis of our recent school survey 2009-10 is as follows:

There was a marked improvement in parent participation at 52%. This is slightly higher than the city average at 49%. Although there was a slight increase in parental involvement last school year, a close review of the subgroup of parents involved appeared to be those with students in the alternate assessment classes. To that end it is critical that we increase parental involvement in all grades in order to attain positive outcomes not only for students in our alternate assessment classes but also in our standardized assessment classes.

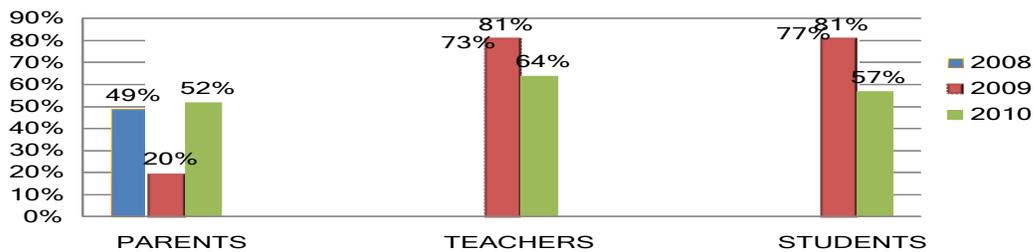
Parents have given high marks in all four areas of the learning environment (Academic Expectation, Communication, Engagement and Safety).

Student and teacher participation is lower this year than in years past. Teachers report that they need more materials (audio/video, assistive or adaptive devices). One area that will be stressed this year will be communication for all; whether with pictures, adaptive devices, written and/or oral communication.

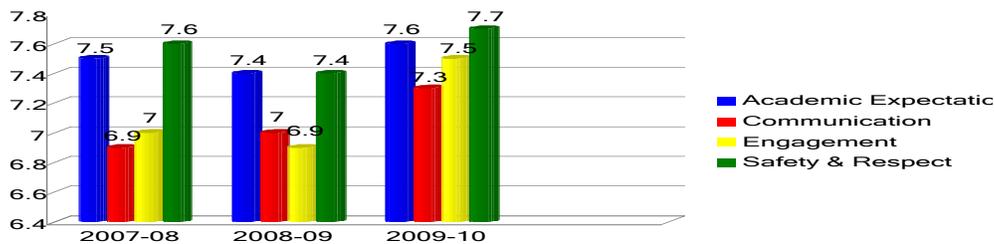
Professional development also received low marks by the teachers. Professional development will provide teaching strategies to better meet the needs of all students. They will be meaningful and provide support in all aspects of the classroom and school environment.

Students have a need to feel safe and have a sense of belonging to the school community. We will create a safer learning community with the expansion of the Emotional Literacy Curriculum, differentiated instruction, Wacky Wednesday and Fun Friday.

### SCHOOL SURVEY COMPARISON LAST 3 YEARS



### SCHOOL SURVEY LEARNING ENVIRONMENT



Listed are some of P168X’s accomplishments over the past year:

- P168X was granted Urban Advantage for the second year in a row
- Use of Smart Board technology and training was expanded
- Implementation of Emotional Literacy and being recognized by the District; having many D75 Principals/staff and visitors from South Korea to observe our Fun Friday and Wacky Wednesday activities
- Moving a number of students into least restricted environments.
- P168X was awarded the Move to Improve grant for a second year

In addition to these accomplishments over the past year, we will continue to expand by:

- PTA president will continue to bring in resources for parents throughout the organization

- Parent Coordinator will develop a greater rapport with all in the educational community
- A school community counsel to promote collaboration
- Increase the number of students moving to LRE
- Provide workshops in conjunction with the general education program.
- Collaborative Teacher Teams
- Providing more ARIS training and support for parents, all teachers and paraprofessionals
- In addition, this year our school has implemented several new initiatives to improve student productivity; “Do the Math”, Pilot for “Simple Solutions” in ELA, “SMILE” and “Handwriting without Tears”

“Welcome to the New School Year” meetings are conducted early in the school year to share with parents the vision and mission of the school including new initiatives. The meetings are held at our various site locations in the mornings as well as an evening session.

One barrier would be adequate space in school buildings. This is a common area of concern for most of my District 75 colleagues. In addition another area of concern is parent involvement. According to the Learning Environment survey parents want to be more engaged and active participants in their children’s education. Once again, the Parent Coordinator has written an open ended survey for parents. We need to make every effort to listen to parents and at the same time, to continue to clearly communicate to the entire community, our school’s vision and goals. The survey results along with the Progress report will influence the school priorities for 2010-2011. In addition, the PTA and SLT will host meetings for parents and teachers, which will be focused on collaboration, goal setting and community building. The goal of these meetings is to look at ways to improve communication between parents, staff and administration in order to improve student achievement.

## 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.

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1. By June 2011, all teachers at P168X will fully embed the Emotional Literacy curriculum into classroom instruction as measured by a 10% decrease in Level 4 and 5 OORS data
2. The percentage of standardized assessment students in grades 3 – 8 scoring on Level 1 in Math will decrease 15% by the end of the 2010 – 2011 school year as measured by NYS Math Assessment.
3. By June 2011, 65% of parents, 90% of students and 85% of teachers will respond to the Learning Environment Survey resulting in a 5% growth in academic expectations and engagement as evidenced by the 2011 Learning Environment Survey.
4. By the end of the 2010 - 2011 school year 100% of all our alternate assessment non-verbal and limited verbal ability students in grades pre-k – 8<sup>th</sup> will use augmentative or alternative communication (AAC) devices/systems to communicate throughout the school day.
5. The percentage of standardized assessment students in grades 3 -8 scoring on Level 1 in ELA will decrease 10% by the end of the 2010 - 2011 school year as measured by the NYS ELA Standardized Assessment.

**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):** 1. Emotional Literacy

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, all teachers at P168X will fully embed the Emotional Literacy curriculum into classroom instruction as measured by a 10% decrease in Level 4 and 5 OORS data</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Embed all anchors of the Emotional Literacy curriculum and its language into the school community at all sites.</li> <li>• The Emotional Literacy Curriculum and student work will be reviewed/discussed during common planning</li> <li>• Teachers of grades K - 2 will be trained in the Emotional Literacy Curriculum.</li> <li>• New Teachers of grades 3 - 8 will be provided professional development on the Emotional Literacy Curriculum.</li> <li>• Teachers will meet on a weekly basis with coaches during Common-Planning to discuss best practices.</li> <li>• Emotional Literacy Teams at each site will meet once a week to plan the alignment of PBIS and EL and devise Fun Friday and Wacky Wednesday activities.</li> <li>• EL teams and teachers will do inter-site visits</li> <li>• Parent Coordinator will provide parents with training on Emotional Literacy</li> <li>• SLT and PTA president will be involved in the implementation of EL and anchors</li> <li>• PTA will encourage parent participation</li> <li>• SchoolMessenger will be utilized to inform parents of Emotional Literacy trainings/ events</li> </ul> <p><b>All related service providers will continue to use anchors to promote positive behaviors</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>OTPS Budget Categories:</p> <ol style="list-style-type: none"> <li>1. Instructional <ul style="list-style-type: none"> <li>• <b>Non-contractual services (400)</b> – funding source to utilize SLT and Parent Coordinator spear head parental involvement in the education and training of the Emotional Literacy Curriculum.</li> <li>• <b>General supplies (100)</b>- funding source to purchase incentives to align EL strategic activities in an effort to create and maintain a positive school climate.</li> <li>• <b>NYSTL Textbooks (337)</b>- funding source allocated to purchase literature that will reinforce EL curriculum.</li> <li>• <b>Professional Development (689)</b>- funding source allocated to provide staff training and philosophy.</li> <li>• <b>Project Arts (685)</b>- funding source allocated to provide direct services to the students building EL capacity.</li> </ul> </li> <li>2. Personnel- funding source to allocate per session/ per diem coverage to support the EL Curriculum.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>On-going assessments to determine progress will include:</p> <ul style="list-style-type: none"> <li>• Student Daily Point Sheets</li> <li>• Individual Student conferences</li> <li>• Portfolios</li> <li>• Number of participants in Fun Friday will be calculated at the end of every month.</li> <li>• Task Analysis</li> <li>• Review of OORS reports and SWIS reports in November, January , March and May of this school year.</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 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):** 2. Mathematics

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of standardized assessment students in grades 3 - 8 scoring on Level 1 in Math will decrease 15% by the end of the 2010 - 2011 school year as measured by NYS Math Assessment.</p>
<p><b>Action Plan</b>  <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"> <li>• Embed Professional Teaching Standards and its language into the school community to promote individual goals and best practices in Mathematics.</li> <li>• Task analysis to provide specific instruction in content area</li> <li>• All Homeroom teachers will be provided with 2 class periods daily for Mathematics instruction.</li> <li>• All Homeroom teachers will be supported by school- based coach and District Math Coach</li> <li>• All new teachers will also be supported by mentors as per requirements</li> <li>• Professional Development opportunities for Everyday Mathematics will be provided for teachers</li> <li>• AIS will be provided to all SA students in grades 3 -8 utilizing “Do the Math” an intervention program to supplement both Everyday Math and Impact Math by an AIS teacher/cluster.</li> <li>• Inquiry work will focus on Mathematics</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

OTPS Budget Categories:

1. Instructional

- **NYSTL Textbooks (337)**- funding source to allocate the purchase of new interventi “Do The Math,” to supplement D75’s “Everyday Math” Curriculum and “Impact Math
- **Professional/Curriculum Development (689)**- funding source to allocate purchase coaching to support the teachers in implementing standard-based math instructions.
- **General supplies (100)**- funding source to allocate purchase of math manipulatives etc.

2. Personnel- funding source to allocate per session/ per diem coverage to support the Math Curriculum.

- Two Periods a day for Mathematics Instruction
- Common planning build into the schedule for teachers to collaborate
- Fund per diem days/preps; allocate funds for purchasing PD supplies

**Indicators of Interim Progress and/or Accomplishment**

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

On-going assessments to determine progress will include:

- Acuity Predictive Assessment taken three times a year, will be in reviewed every three months with a projected three month increase.
- Scantron Performance Assessment will be taken twice a year and reviewed every six months with a projected three month increase
- Individual Student Conferences will be conducted once a week
- Portfolios will be reviewed on a monthly basis with a projected increase in reaching individual IEP goals
- Portfolios
- AIS
- Inquiry Team activities
- Task Analysis
- IEP Goals
- Unit Pre and Post -Tests

**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.

**3. Learning Environment Survey**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 65% of parents, 90% of students and 85% of teachers will respond to the Learning Environment Survey resulting in a 5% growth in academic expectations and engagement as evidenced by the 2011 Learning Environment Survey.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Needs survey distributed to parents to determine preferred mode of communication.</li> <li>• Parent Coordinator, PTA President and school staff will provide parents with opportunities to discuss survey</li> <li>• Computer lab will be made accessible to staff, parents and students to complete survey on line</li> <li>• Academic instruction, in the classroom, on surveys and the importance of surveys in society</li> <li>• Newsletters will be devised by the parent coordinator and sent home.</li> <li>• Teachers and staff will keep logs of all telephone contacts.</li> <li>• SchoolMessenger will be used to call/inform parents of all pertinent information, including survey, attendance and activities.</li> <li>• PTA participation will be encouraged via telephone reminders and letters sent home.</li> <li>• Teachers will be provided with incentives to increase participation</li> <li>• Parent Coordinator will rotate throughout the six sites and provide outreach on a weekly basis</li> <li>• SLT will meet on a monthly to discuss parental involvement and student and staff incentives</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent Workshops will be provided on relevant topics once a month.</li> <li>• Participation in Parent /Teacher Conferences will be encouraged via telephone, letters sent home, newsletter, etc.</li> <li>• Participation in celebrations and monthly assemblies will be encouraged</li> <li>• Learning Survey activities to encourage participation by all members of the school community</li> <li>• COMMUNICATION (402) To support SchoolMessenger telephone service which will allow us to contact parents, students and staff about schoolwide events and specifically Learning Environment Survey</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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"> <li>• Parent Involvement Allocation Funds</li> <li>• Translation and Interpretation Services Allocation Funds</li> <li>• Title III Allocation Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Telephone logs will be reviewed on a monthly basis.</li> <li>• Feedback forms from workshops</li> <li>• Workshop Agendas and Attendance Sheets</li> <li>• Signed Daily Student Progress Reports</li> <li>• Learning Environment Survey</li> <li>• Attendance at Celebrations and other extracurricular activities</li> </ul>

**SECTION VI: ACTION PLAN**

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

**4. Communication/Language Skills**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2010 - 2011 school year 100% of all our alternate assessment non-verbal and limited verbal ability students in grades pre-k - 8<sup>th</sup> will use augmentative or alternative communication (AAC) devices/systems to communicate throughout the school day.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will be provided with training on PECS and other devices.</li> <li>• Individual coaching will be provided by our school -based coaches to all teachers working with non-verbal and limited verbal ability students.</li> <li>• Professional Teaching Standards</li> <li>• Inquiry Team work</li> <li>• Professional Development at school and District Level on Speech and Communication</li> <li>• “Collaborative Speech Teams” across all sites will meet to discuss progress/needs</li> </ul> <p>All speech teachers will assess students at all sites and work collaboratively with teachers to implement augmentative or alternative communication (AAC) devices/systems to communicate throughout the school day.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>OTPS Budget Categories</p> <p>1. Instructional</p> <ul style="list-style-type: none"> <li>• <b>Non-contractual services (400)</b>- funding source to allocate the education and tra behavioral therapy techniques of PECS for home use by parents.</li> <li>• <b>Equipment (300)</b>- funding source to allocate the purchase of augmentative comm devices to enhance communication for the non-verbal students</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>NYSTL Hardware (300)</b>- funding source to allocate the purchase of assistive technology i.e. computers, hand held devices, etc. to support students with physical and sensory impairments.</li> <li>• <b>NYSTL Software (199)</b>- funding source to allocate the purchase of the Boardmaker software program.</li> <li>• <b>General Supplies</b>- funding source to allocate purchase of PECS Training Manual and other related materials and resources.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher Data Sheets will be reviewed in November, January, March and May</li> <li>• Speech goals will be reviewed in November, February and June</li> <li>• Parent will receive IEP progress report in November, February and June</li> <li>• Progress on levels of PECS will be recorded</li> <li>• Progress on training and utilization of ACC devices will be reviewed in November, January, March and May</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):** 5. English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percentage of standardized assessment students in grades 3 -8 scoring on Level 1 in ELA will decrease 10% by the end of the 2010 - 2011 school year as measured by the NYS ELA Standardized Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Achieve 3000 will be programmed into teachers’ schedules allowing them and students additional time in the computer lab</li> <li>• Teachers will meet on a weekly basis with coaches during Common-Planning to discuss best practices in Literacy</li> <li>• In addition to modeling Literacy lessons in the classrooms, the School –based Coach will provide group and individual session with teachers</li> <li>• District Literacy Coaches will provide intense training/professional development to develop model Balanced Literacy classrooms</li> <li>• AIS teachers will work with at risk students and provide homeroom teachers with additional data to differentiate instruction</li> <li>• Inquiry team will provide opportunities to share skills that will differentiate instruction</li> <li>• Schedule will reflect Common planning periods</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>General supplies(100)</b>-funding source to purchase materials, manipulatives, games and other resources to increase student's learning outcomes.  <b>NYSTL textbooks(337)</b>-funding source allocated to purchase literature that reinforce the EL curriculum.  <b>Professional Development(689)</b>-funding source allocated to provide staff training and workshops to expand knowledge and teaching techniques to support in implementing based ELA instruction.  <b>Equipment (300)</b>-funding source to allocate the purchase augmentative communication devices to increase communication for non-verbal students in order to enhance ELA instruction.  <b>NYSTL software(199)</b>-funding source the purchase of software programs and website subscriptions such as LEXIA, Achieve 3000, Read 180 and Brainpop to support ELA curriculum/instruction.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>On-going assessments to determine progress will include:</p> <ul style="list-style-type: none"> <li>• Interim Assessments which include Read 180 and Achieve 300 will be reviewed in November, January, February and May</li> <li>• Scantron assessment will be conducted and reviewed in the Fall and the Spring</li> <li>• Results of Acuity will be in reviewed twice every three months with a projected three month increase.</li> <li>• Individual Student conferences</li> <li>• Portfolios</li> <li>• AIS will be provided to at risk students with monthly reports reviewed at team meetings</li> <li>• Inquiry Team activities</li> <li>• Collaborative teams will analyze student work on a weekly basis</li> <li>• Task Analysis will be conducted with Acuity results twice; once in the Fall and once in the Spring</li> <li>• IEP goals will be monitored in November, February and June</li> </ul>

**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				
<b>K</b>	4	4	N/A	N/A	6	6	6	6
<b>1</b>	8	8	N/A	N/A	7	7	7	7
<b>2</b>	10	10	N/A	N/A	10	10	10	10
<b>3</b>	13	13	N/A	N/A	13	13	13	13
<b>4</b>	15	15	15	15	15	15	15	15
<b>5</b>	13	13	13	13	13	13	13	13
<b>6</b>	6	6	6	6	6	6	6	6
<b>7</b>	14	14	14	14	14	14	14	14
<b>8</b>	5	5	5	5	5	5	5	5
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

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

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

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

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>Teachers across all grade levels utilize the “Workshop Model of Instruction” coincide with the units of study and our school based curriculum “Go for the Goal” to address the diverse learning needs of our student population. On the elementary level educators continue to work with ( PAF) Preventing Academic Failure program. This program provides a multisensory reading, writing, spelling and handwriting component for small group instruction. The “Read 180” program is used with our middle school. This intensive technology based instructional program builds reading, writing, and vocabulary skills with specialized materials and software. A computer management system tracks student’s data to help teachers plan instruction.</b></p>
<p><b>Mathematics:</b></p>	<p><b>“Do the Math” by Scholastic books has an innovative program that offers intensive math teaching strategies to help our students make academic gains in all areas. Three teachers are providing this intervention several times a week in a small group setting. In addition, Everyday Math games are utilized to provide drill exercise aimed primarily to build fact and operational skills.</b></p>
<p><b>Science:</b></p>	<p><b>The incorporation of the Smart Board technology and vast resources children work on hands-on activities by discovery. Students are able to work in small groups. This also affords students the opportunity for self reflection.</b></p>
<p><b>Social Studies:</b></p>	<p><b>Students are actively involved in current events activities that inspire them to create a debate forum to support issues of importance to them. Students have created the 168X Debater’s who actively debate various topics with other district 75 schools.</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>The collaborative team of counselors, school psychologist and social workers work together to address the behavioral challenges our student’s exhibit. The team works together to create BIP’s, FBA’s and Transitional plans to enable our student population to adapt to daily living skills to become productive members of society.</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>School Psychologists work to provide outreach services to our student and their families. Teaming meetings are conducted to discuss areas of improvement for our school community.</b></p>

<b>At-risk Services Provided by the Social Worker:</b>	<b>The School Workers work with our students to help them resolve any issues or concerns. They also conduct workshops for parents to help them work with their children in the home environment.</b>
<b>At-risk Health-related Services:</b>	<b>During the teaming meetings all Related Service Providers work together to create a comprehensive plan to address the diverse needs of our student population. The collaborative effort supports our learning community at large.</b>

**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.

- X 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) K-6                      Number of Students to be Served: 18    LEP 0 Non-LEP

Number of Teachers 3                      Other Staff (Specify) 4 Paraprofessionals, 1 Supervisor,

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

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During the school year 2010-2011, we will be expanding our Title III program due to an increase in budget allowance from \$15,000 in the previous year to \$15,280 in the current year. We will be increasing the number of instructional days from six in the previous year to seven in order to expand instructional hours and adding an additional 6:1:1 class. We will continue the raffle we started in the previous year’s program since it served to increase interest in the Saturday Academy and we are hoping to increase our student enrollment this year. We will be moving our program to the Spring, in order to avoid cancellations or transportation difficulties for participants due to inclement weather. The projected dates of the program will

be March 5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup> and April 2<sup>nd</sup>, 9<sup>th</sup> and 30<sup>th</sup> 2011. At P.168X we currently have 71 ELLs (52 entitled and 19 X-coded), 47 students are alternate assessment and 24 students are in standardized assessment classes. All of our English Language Learners have a native language of Spanish. Spanish is the only non-English language spoken in our students' households. Of the 47 students in alternate assessment, 18 are in 12:1:1 MR classes, 20 students are in 6:1:1 AU classes and 9 students are in 12:1:4 multiply handicapped classes. Of the 24 students in standardized assessment 2 students are in 8:1:1 classes, 17 students are in 12:1:1 ED classes, and 5 students are in a 8:1:4 inclusion program. Title III funds will be used to fund a "Saturday Learning Academy" for eighteen ELL students with disabilities and their parents in collaboration with the Museum of Modern Art (MOMA). ELLs in the Saturday Learning Academy will be instructed in three 6:1:1 classes. The majority of our ELLs whose families have expressed interest in the past in the Saturday Academy are classified as 6:1:1, but students from other classifications will be permitted to attend. The student and parent program will be linked to ensure the greatest success for all those involved. The program will be held on seven Saturdays and will run from 9:30 AM to 1:30 PM. Our projected start date is March 5, 2011 and will consist of two cycles of three day-programs in conjunction with the MOMA and one culminating trip on April 30<sup>th</sup>. Most students in our organization are entitled to free lunch during the school year (are of moderate to low socioeconomic status (SES). Research supports providing meals for low SES students. For example, Brown, L, Beardslee, W. and Prothrow-Stith, D. found that "Serving breakfast to those school children who don't get it elsewhere significantly improves their cognitive or mental abilities, enabling them to be more alert, pay better attention, and do better in terms of reading, math and other...test scores" (November 2000). Therefore, during our Saturday instructional learning academy, students and parents will be provided morning and midday snacks. During each 4 hour session of the academy, students will receive direct instruction to support their language needs through the arts. The curriculum will include four on-site sessions, two visits to the MOMA, one culminating trip to an additional museum in the community to be chosen by the participants, as well as follow up lessons integrated in the ESL curriculum. Instruction will be aligned to New York State ESL Learning Standards 1 and 4, which concentrate on building and developing social and academic language. Additionally, instruction will be aligned with the New York State Art Learning Standards 3 Responding to and Analyzing Works of Art and 4 Understanding the Cultural Dimensions and Contributions of the Arts. Our ELLs have deficiencies in all aspects of language and each session will promote holistic language learning in listening, speaking, reading, and writing. The program will employ three certified ESL/Bilingual teachers and four Spanish language paraprofessionals. Four paraprofessionals are needed in anticipation of at least one student attending who requires a one to one paraprofessional. The ESL/Bilingual teachers will appropriately differentiate instruction based on each student's IEP. Since our Title III supplemental instructional program will take place on Saturday, an administrator is needed and will be present to ensure that all compliance and instructional requirements are being met. We will be inviting all ELLs from grades K-6 to attend the "Saturday Learning Academy" (students will be grouped within three contiguous grades). We anticipate that eighteen ELLs will attend three 6:1:1 classes. Instruction for the program will be in English and will be supplemented with a Spanish-language paraprofessional who will be able to offer native language written translation and/or oral interpretation to those students and parents that require it. ELLs that participate in the program will be continuously assessed by the teachers throughout the entire Saturday program, using teacher-made assessments. In addition students will be assessed using the NYSESLAT to determine each student's growth at the completion of the Academy. ERIC Digest's article on "Parent Involvement and The Education of Limited English Proficient Students" recognizes the growing body of research that illustrates the importance of parent involvement and of giving parents concrete skills to support their children's learning at home. The article cites studies demonstrating that parent involvement leads to greater academic gains in ELLs. *Learning to Learn in a Second Language* by Pauline Gibbons states that schools that are supportive of ELLs will incorporate parent involvement and incorporate language learning in all areas of the curriculum.

## **Parental Involvement --**

The parent component will have a dual focus; the first will be to help parents to develop art activities and projects that they can use with their children during the Academy and for follow up in the home. The second piece will instruct parents on how to use the computer and the internet to work with their children. Both aspects of the program will prepare parents to help their children in the acquisition of the English language. For the first two hours (9:30-11:30 a.m.) during the Saturday Learning Academy, parents will work along side their youngsters on art activities that will afford parents an opportunity to help their youngsters build their listening, speaking, reading, and writing skills in English in the classroom for 4 sessions, in MOMA for two sessions, and in a second museum for one session. As an incentive for parent participation, we will purchase a computer that will be used during each session and raffled it off at the culmination of the academy. We will continue the raffle we started in the previous year's program since it served to increase interest in the Saturday Academy. The computer will serve as a bridge to build communication between the students and parents and is a natural way to build student's language. In order to notify the parents of ELLs, of the Title III program and of CR Part 154 services for ELLs during the school day, we will conduct a parent orientation in collaboration with the parent coordinator during parent teacher conferences. In addition, we will also be sending an invitation in English and Spanish to inform them of the workshops. We will have various staff available to provide oral interpretation and written translation services to any parents who may require them.

**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.

For the 2010-11 school year, P. 168X has programmed its teachers to have 2-3 common planning periods per week. Two coaches (one alternate assessment and one standardized assessment) provide staff development weekly to all staff including those who serve ELL students. The coaches train staff in assessment, direct instruction, workshop model, integration of the smart board, Teachers' College Reading and Writing Project Strategies, use of assistive devices. The common planning is in addition to the regularly scheduled staff development days. We will use Title III funds to pay for Professional development (study group) on weekends for teachers of ELL students. The PD study groups will meet for 1 hour prior to the start of each session of the "Saturday Learning Academy" for a total of 6 weeks, from 8:30 – 9:30. Some of the topics that we will be exploring during weekends are Demystifying ELL Data; From Analysis to Achievement: Using Elementary-Level Data to Design Effective Instruction for ELLs; Using Inquiry Teams to Improve the Mathematics Instruction of ELLs; Integrating the Arts for ELLs.

**Section III. Title III Budget**

School: P168X                      BEDS Code: 75X168

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$8,898.40	<u>Instructional Saturday Program:</u> 3 ESL teachers x 7 Saturdays x 4 hours each Saturday x \$49.89 per session rate = \$4,190.76 4 Paraprofessionals x 7 Saturdays x 4 hours each Saturday x \$28.98 per session rate =\$3,245.76

	\$1,906.80	1 Supervisor x 7 Saturdays x 4 hours each Saturday x \$52.21 per session rate = \$1,461.88  <u>Professional Development:</u> 3 teachers x 6 Saturdays x 1 hour per day x \$49.89 for study groups = total \$898.02 1 supervisor x 6 Saturdays x 1 hours per day x \$52.21 per hour for study group = \$313.26 4 paraprofessionals x 6 Saturdays x 1 hour per day x \$28.98 (for study group) \$695.52
	\$10,805.20	
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,599.80	<u>Instructional Supplies</u> 3 computers @ \$600 each = \$1,800 ESL Books: 18x\$20.00=\$360.00 Longman Cornerstone Levels 2, Level A, B & C (55.75 X 4) for grades 2-5 = 223.00 Longman Building Bridges and Keystone Levels A, B & C grades 6-8 55.75 x 3 = \$167.25 Art Supplies \$49.55
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>	\$648	<u>Instructional Saturday Program/Travel for Students:</u> \$2.25 per Metrocard X 2 (for each way) for 7 Saturdays @ 18 students per session=\$567 Metrocards for students for travel to MOMA on 2 Saturdays @2.25 X 2X18 = \$81
	\$648	<u>Parental Involvement/Travel for Parents:</u> \$2.25 per Metrocard X 2 (for each way) for 7 Saturdays @ 18 parents per session=\$567 Metrocards for parents for travel to MOMA on 2 Saturdays @2.25 X 2X18 = \$81
	\$72	<u>Staff Travel to/ from MOMA</u> \$2.25 per Metrocard X 2 (for each way) X 8 staff members for 2 Saturdays
	\$1368	

		= \$72
<b>Other</b>	\$253.50	<u>Instructional Saturday Program/Refreshments for Students:</u> Breakfast and Lunch snack for 18 students for each of 7 Saturdays Meals for Students = \$253.50
	\$253.50	<u>Parental Involvement/Refreshments for Parents:</u> Breakfast and lunch snack for 18 parents X 7 parent workshops/meetings per Saturday = \$253.50
	\$507	
<b>TOTAL</b>	\$15,280	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

P168X has bilingual staff (English/ Spanish, English/ Korean, English/ Nigerian, and English/ Filipino) including the Principal, Assistant Principals, Parent Coordinator, three bilingual teachers (licensed), and numerous teachers, paraprofessionals and school aides from Spanish- speaking descent. We use the home language survey to assess the language and interpretation needs of our parents. Our teachers correspond verbally and in writing with their bilingual parents in the native language. The parent coordinator also offers workshops throughout the year that address parents' area of concerns such as support systems and services for ELLs. In addition, he is always available to speak to parents via cell phone and in person. He keeps in contact with parents on a regular basis.

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.

P168X translates all letters and communications to Spanish as we want our parents to be well informed. We are helping the home/school community by providing parents with information in their native language. As part of one of the Chancellor's initiatives, a translator was present during our afternoon and evening Parent/ Teacher Conference sessions for those parents who required assistance in communicating with school personnel.

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

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

Parent letters/ notices are translated into native language (Spanish) by school personnel and distributed to parents in a timely manner. Parents are also offered the assistance of an interpreter for parent-teacher conferences, IEP reviews, performance updates, and health issues.

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.

Bilingual school personnel are always available to provide oral interpretation services for those parents who are not fluent in the English language. P168X's bilingual administrators and parent coordinator are also available to provide oral interpretation.

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 provides parents with bilingual translation of critical documents such as those pertaining to a child's health, safety, legal or disciplinary matters such as the Citywide Standards of Discipline and Intervention Measures, programs and services for special education students, permission slips and consent forms, as described in Chancellor's Regulation A-663. Parents who may need additional assistance are also provided with verbal translation of the above mentioned critical documents by bilingual school personnel. P168X'd intake process is conducted in English or in Spanish, depending on the needs of the parent. The Home-Language Survey helps the school in determining which parents require bilingual assistance.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

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

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

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

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program <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 <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

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

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

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

Tax Levy	Local						
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**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **18**
2. Please describe the services you are planning to provide to the STH population.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 168						
<b>District:</b>	75	<b>DBN:</b>	75X168	<b>School</b>		307500012168	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	16	17	15				NR
Kindergarten	27	5	7				
Grade 1	31	10	10	<b>Student Stability - % of Enrollment:</b>			
Grade 2	34	21	22	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	41	24	31			70.8	78.8
Grade 4	28	31	34				
Grade 5	24	30	32	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	16	14	20	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	20	20	12		81.0	0.0	NA
Grade 8	10	18	21				
Grade 9	4	4	1	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	3	2	6	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	1	3	2		6	34	21
Grade 12	2	1	4				
Ungraded	103	193	198	<b>Recent Immigrants - Total Number:</b>			
Total	360	393	415	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	344	376	0	Principal Suspensions	9	4	3
# in Collaborative Team Teaching (CTT) Classes	16	17	15	Superintendent Suspensions	0	5	6
Number all others	0	0	398				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	16	21	TBD	Number of Teachers	80	87	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	80	80	0
# receiving ESL services only	16	36	TBD				
# ELLs with IEPs	16	84	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	32	35	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	5	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	72.5	59.8	0.0
				% more than 5 years teaching anywhere	65.0	59.8	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	85.0	0.0
American Indian or Alaska Native	0.8	0.5	0.5	% core classes taught by "highly qualified" teachers	88.1	85.3	0.0
Black or African American	36.1	39.4	38.3				
Hispanic or Latino	56.4	54.7	56.9				
Asian or Native Hawaiian/Other Pacific	2.5	1.3	1.4				
White	4.2	4.1	2.9				
<b>Male</b>	80.6	82.2	83.4				
<b>Female</b>	19.4	17.8	16.6				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	40.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>2</b>	District <b>75</b>	School Number <b>168</b>	School Name <b>The Success Express</b>
Principal <b>Rosa Nieves-Greene</b>		Assistant Principal <b>Ana Zambrano</b>	
Coach <b>Thalia Brown/ Alternate</b>		Coach <b>Judith Turkell/ Standardized</b>	
Teacher/Subject Area <b>Mark Ferguson/ESL</b>		Guidance Counselor	
Teacher/Subject Area <b>Stacey O'Neil/ESL</b>		Parent <b>Judith LaLane</b>	
Teacher/Subject Area <b>Melissa Vargas-Santos/Bil</b>		Parent Coordinator <b>Cesar Vasquez</b>	
Related Service Provider <b>Sandy Marcus/ Speech</b>		Other <b>Kawalewski Aviles/ Bilingual</b>	
Network Leader <b>Stephanie McCaskill</b>		Other <b>Robert Panza / School Psych.</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>416</b>	Total Number of ELLs	<b>71</b>	ELLs as Share of Total Student Population (%)	<b>17.07%</b>
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## Part II: ELL Identification Process

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

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

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

All new students to the New York City school system are issued a Home Language Survey during intake procedures. Based upon the parent’s responses to the questions on the HL survey eligibility for the LAB-R is determined. For students that are transferring from another school within the NYC school system there are procedures to ensure they are identified as ELLs and placed correctly. These procedures include checking the IEP, the CAP system and using reports from ATS (i.e. RLAT, RLER, and RYOS). Mark Ferguson or Stacey O’Neil our ESL teachers are responsible for conducting the initial screening for new students and their parents. If necessary the ESL teachers will also administer the LAB-R to eligible new students and based on the results place them in the appropriate classes. Students who are entitled for the NYSESLAT are administered the exam on a yearly basis to determine their continued eligibility for ESL or bilingual services.

Parents are informed during the CSE review of the different programs that are available to ELLs within District 75 and are able to choose the one that is most appropriate for their child. P168X has 3 transitional bilingual classes (2 6:1:1 and 1 12:1:1) and an ESL push-in/ pull-out program. Parents are constantly updated and informed of any changes to the educational program at P168X. The parent coordinator speaks Spanish which is the native language of our ELLs and communicates with their parents on a regular basis. Parents are also invited to attend various workshops that are held throughout the school year. Identified ELLs are placed in accordance with their IEP mandates that are determined during their initial evaluation at the CSE. Parents are involved in the IEP process and to determine the correct program for their child. Translation services are available to any parent and or guardian that requires them. Our academic programs are geared towards the nature of our students’ disabilities and needs and therefore the salient factor in program placement is the child’s disability. All of our students have IEPs and the placement is determined at the CSE level with input from the parents. Our programs are built in alignment with the students’ IEP requirements and students are placed based on the program they were mandated for.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual</b>														<b>0</b>

<b>Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	71
SIFE	1	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	13		13	9		9	0		0	22
Dual Language										0
ESL	23	1	23	21		21	5		5	49
<b>Total</b>	<b>36</b>	<b>1</b>	<b>36</b>	<b>30</b>	<b>0</b>	<b>30</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>71</b>

Number of ELLs in a TBE program who are in alternate placement: 22

**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			4	4	2	3	6	2						21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish			3	4	5	11	7	10	6	1	3			50
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>11</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>50</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Our students, grouped by proficiency level, receive ESL services via both pull-out method and/or a push-in method. Those students in standardized and alternate assessment receive the mandated number of minutes of ESL instruction per week as outlined by CR-154. The majority of our ESL students perform at a beginner or intermediate proficiency level and thus receive 360 minutes of instruction. Our ESL teacher collaborates with the classroom teachers, who have all been trained in ESL methodologies, to teach content areas and literacy during the ESL period. Our school is divided into five different sites. The ESL staff ensures that all students receive the mandated number of minutes as per CR Part 154 by creating schedules that divide students into heterogeneous groups at each site. Our bilingual program consists of three elementary transitional bilingual classes taught by certified teachers. All three are alternate assessment classes. Our teachers follow the New York State ESL Standards. Our bilingual students receive 60% of their content area instruction in their native language, which is Spanish and 40% in English. The teachers use balanced literacy strategies in the student's native language, as well as in English to teach their students. All of our beginner and intermediate students receive 360 minutes weekly of ESL while our advanced students receive 180 minutes weekly.

In our bilingual classes, native Language is used in content areas such as Math, Science, and Social Studies. Native Language in content areas will help students grasp concepts such as computation and problem solving. We will continue to re-evaluate the types of materials used to support the teaching of Math, such as manipulatives and workbooks. Our school presently uses the "Everyday Mathematics" program. In addition, Santillana's "Mundo Matematico" is used. Our ESL teachers provide ESL through content area instruction that

supports what the students are learning in their classes. We use a variety of methods such as TPR the Communicative Approach, and scaffolding techniques that include modeling, bridging, and contextualization to improve the academic performance of our ELLs. We provide students and teachers with supplemental activities and texts to bridge learning gaps across the content areas. Our program differentiates instruction for ELL sub-groups by grouping students based on proficiency level, IEP mandates and/or individual needs. To ease the transition into the classroom for SIFE the ESL teachers work closely with the classroom teacher to develop adapted expectations, provide intensive supports to bridge deficits and work collaboratively to address their specific needs. For our newcomer students we will provide supplemental instruction to ensure a smooth transition into the new school system. Our newcomers will be grouped together to provide instruction based upon their unique needs. Instruction will focus on vocabulary development, literacy and fluency in English and the native language. They will also be invited to attend our Title III Saturday Academy and will be provided with AIS services where possible. Our school applies for BESIS extension of services for ELLs receiving services 4 – 6 years. Due to the nature of the severe disabilities of our students, many require extended time to achieve proficiency in English. The ESL staff works collaboratively with the instructional team to help develop a need - specific program of instruction. Our long term ELLs will continue to receive their mandated ESL services, which are determined by their English language proficiency level and their IEP recommendations. The long term ELLs will be invited to attend the Saturday Academy to help with their transition out of ESL. Service termination or continuation for these students will be evaluated at their CSE review, triennial review, or EPC. All of our ELLs are identified as having special needs. Our entire program is created for their needs as described above.

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

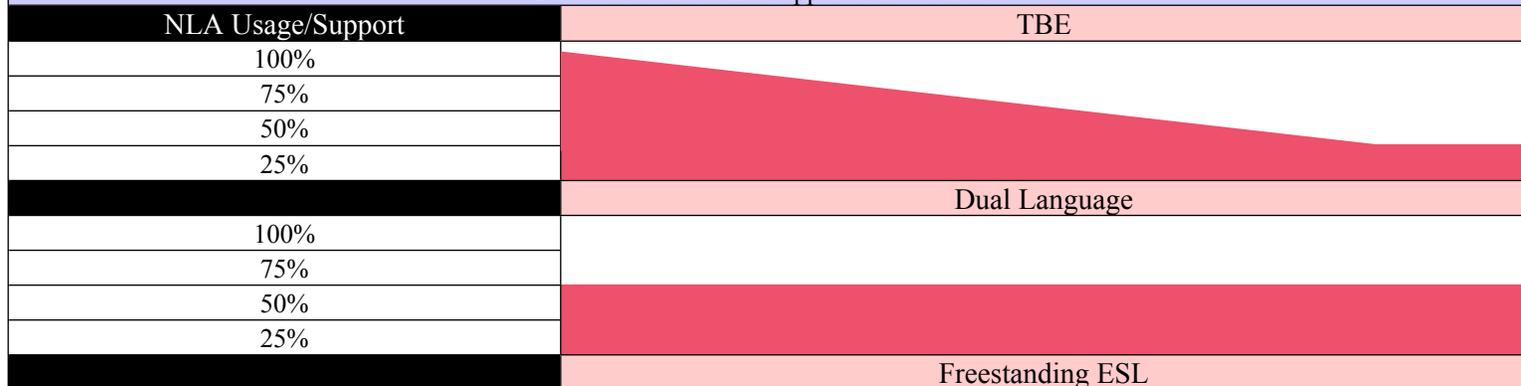
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs include, providing small group instruction, Read 180, AIS, SMILES ( a reading program for students with autism), Edmark Reading Program, Lexia Reading Program, Title III Saturday Academy and we are hoping to implement an after school program. These programs are offered in English. For ELLs who reach the level of proficiency we will continue to provide academic intervention support to the student and provide support for the teachers on best practices for the learning needs of those students. We will continue to monitor their academic progress after they exit our program. New programs that are being implemented this year include Do the Math and SMILES. No current programs will be discontinued this year. Our ELLs have equal access and opportunities of services at P168X. There is a computer lab available to our ELLs with software such as LEXIA and Edmark. In addition, our classrooms have been provided with computers that are used to reinforce learning. All teachers have been provided with copies of the NYS ESL and NLA standards. We closely monitor our bilingual teachers' use of materials in the classroom, such as bilingual library, workbooks, phonics tapes, native language dictionaries, and computer software for reading and phonics. Reading programs used include "Lectura," "Scott Foresman," and "Houghton Mifflin." Additional materials include Santillana's "Ortografia," Globe Fearon's "English Skills Practice," big books, manipulatives, and educational websites. Our ESL teachers use The Reading Rabbit program with their students to help develop reading language skills. For our non-verbal students we use augmentative communication devices including Cheap Talk 2 and Cheap Talk 8. The ELLs in the TBE program are provided with native language instruction in the content areas of math, science and social studies. For ELLs who are mandated for bilingual services and placed in a monolingual classroom they are assigned an alternate placement paraprofessional. The alternate placement paraprofessional provides native language support and translation services to ensure that the

student is able to access instruction. Our ESL teachers work closely with classroom teachers to align instruction with grade level expectations in curriculum. Required support services and resources are designed to correspond to the individual needs of our students as designated in their IEPs. Due to our student's disabilities and needs they are all mandated to attend a 12 month school year. All students are encouraged to attend the Chapter 683 program during the summer to maintain academic progress. Newcomers are invited to participate in the Chapter 683 program to help their transition into the school. Spanish classes are offered as a language elective to all middle school students.

### C. Schools with Dual Language Programs

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

Not applicable.

### 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.

All of our staff including therapists, administration and teachers etc. are given access to numerous opportunities for ELL professional development as offered by the district, as well as those provided through local universities and publishers. Professional development will be offered to staff to address the reading and writing needs of ELLs. In addition, we will continue to conduct our monthly study groups as a part of our Title III Saturday Academy. In order to ease the transition of moving from middle school to high school students are encouraged to attend our Chapter 683 program. During the summer program our ELL teachers focus on teaching the students skills necessary for the upcoming school year. As mandated, we will continue to provide all new teachers to our organization with Jose P. training to develop an understanding of ESL strategies and methodologies. Our ESL and bilingual teachers continue to work closely with one another, sharing information learned at workshops and teaching techniques that work for them. Our classroom and cluster teachers collaborate with our ESL and bilingual teachers to discuss the ELL students and what strategies work with each individual student.

### E. Parental Involvement

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

Parents have many opportunities to be involved in our school and in their children's education. All parents are invited to an annual Meet the Principal gathering, where they also have the opportunity to meet related service providers. These are held during the day and in the evening to cater to parents' different schedules. We host an annual Special Education Fair to provide information about outside organizations, CBOs, and services for children and families. Our Parent Coordinator sends a bilingual monthly newsletter home to inform parents of school activities and resources. The PTA holds periodic meetings to evaluate the needs of parents and keep them informed of our school curriculum and programs. Our Title III program provides further opportunities for parents of ELLs to be involved in their children's education by offering programs for parents to attend with their children. Our school welcomes parents to come and speak with staff at any time during the school year.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0		1	5	3	2	1	1	1	1				15
Intermediate(I)					2	3	1		2		2			10
Advanced (A)					1	1		2	2	1				7
Total	0	0	1	5	6	6	2	3	5	2	2	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2			4
4	3	1			4
5	1				1
6	1	1			2
7	4	1			5
8	1				1
NYSAA Bilingual Spe Ed	1	8	15	13	37

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		2						4
4	4		2						6
5	1								1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	1		1						2
7	3		2						5
8									0
NYSAA Bilingual Spe Ed	1		1		22		14		38

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5					1				1
8			1						1
NYSAA Bilingual Spe Ed			2		4		7		13

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				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

To assess the early literacy skills of our standardized assessment ELLs, our school uses ECLAS-2. This data helps our staff determine the reading level of our students and allows us to provide targeted instruction in the students’ classes and during pull-out ESL sessions. This

**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.

close collaboration with the homeroom teachers to bring the students to grade level proficiency. Periodic assessments are administered to continuously provide data on ELLs’ progress throughout the school year. The information attained from these assessments is used to shape the structure and curriculum of the ELL program.

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		