



P186X
THE DAMROSCH DAY TREATMENT SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75X186
ADDRESS: 750 JENNINGS STREET, NY, NY 10459
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TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

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

SECTION IV: NEEDS ASSESSMENT.....10

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

SECTION VI: ACTION PLAN.....12

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

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

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

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

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75X186 **SCHOOL NAME:** P186X The Walter J. Damrosch Day Treatment Program

SCHOOL ADDRESS: 750 Jennings Street, Bronx, NY 10459

SCHOOL TELEPHONE: (718) 378-0006 **FAX:** (718) 589-9544

SCHOOL CONTACT PERSON: Ava C. Kaplan **EMAIL ADDRESS:** AKaplan3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Vito Faccilonga

PRINCIPAL: Ava C. Kaplan

UFT CHAPTER LEADER: Patrick Faiella

PARENTS' ASSOCIATION PRESIDENT: Sue Lynn Maya

STUDENT REPRESENTATIVE:
(Required for high schools) N.A.

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 751

NETWORK LEADER: Adrienne Edelstein

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
Ava C. Kaplan	*Principal or Designee	
Patrick Faiella	*UFT Chapter Chairperson or Designee	
Sue Lynn Maya	*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	
Trenise Patterson	Member/Parent	
Maria Valencia	Member/Parent	
Thersea Brown	Member/Parent	
Annie Harris	Member/Parent	
Vito Faccilonga	Member/School	
Troy Gorodess	Member/School	
Gretel Walton	Member/School	

(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.

Narrative Description

P186X is located in the Bronx, southeast of Crotona Park. P186X has a dedicated staff that provides educational, behavioral, and related services to children with an array of disabilities. At P186X we support the child's family wherever necessary.

The Standardized Assessment Program in the main building consists of: Two early childhood classes, ten elementary classes, eleven middle school classes and eleven Alternate Assessment classes. The program in the main building serves students from Kindergarten-Eighth grade. In addition to the main building there is an annex at P306X that consists of: three Standardized Assessment classes and eight Alternate Assessment classes, grades K-8. The annex at the New York State Psychiatric Institute consists of one Adolescent class of students classified with Psychiatric Disorders. The P186X @ Bronx Studio High School is an inclusive education program. In September, P186X@140 opened and consists of four 12:1:1 classes, grades K-5.

The school has moved forward in a positive direction. See examples listed below:

- School based Academic Intervention Services (AIS) Coach works with Standardized and Alternate Assessment staff in order to close the achievement gap
- 3 Certified English as Second Language (ESL) teachers assigned to address English Language Learners (ELL) students' needs
- Active Student Council and Middle School Advisories
- Mean Scale Scores on the English Language Arts (ELA) and Mathematics exams have increased across all grades 3-8 for the past three years
- Hybrid Behavior Management Intervention Program (Token Economy System/Power of Choice)
- The school has sponsored several educational events designed to enhance the culture of the school and increase parent involvement:
 1. The P186X Spelling Bee
 2. The P186X Math Bowl Competition
 3. Piloted Essential Skills, IGAINS, IPASS-ILEARN Mathematics Intervention Program, and new E-CLAS 3 Program
 4. The P186X Alternate Assessment Mathematics Bowl Competition
 5. The P186X Alternate Assessment Multicultural Fair
 6. Holiday Performances/ Shows
 7. Monthly Positive Behavior Intervention Support (PBIS) assemblies to celebrate Standardized and Alternate Assessment students' achievements
 8. The P186X Middle School Debate Team

P186X maintains a strong relationship with the Youth Officers from the 42nd and 46th Precincts. The Police Officers understand the needs of the P186X students and are readily available to assist the school, as needed.

P186X is the recipient of the following grants: Resolution A Grant to upgrade our school technology, Disney Grant, I-3 Manhattan New Music Project

- Monies allocated from Bronx Borough President Ruben Diaz, Jr. for future school projects (auditorium upgrade and possible installation of an elevator)
- P186X established partnerships with local community leaders, The New York City Parks Department, The New York City Botanical Gardens, Green Thumb Garden, Community Model T Gardening Program and The Delta Society Pet Therapy Program. All of the above grants and projects foster growth in the academic content and socio-emotional areas, good citizenship qualities and skills needed to close the achievement gap.

In order to close the achievement gap, the following academic activities are implemented on a daily basis: Drop Everything and Read, Mind on Math, School-wide Fundamental Writing Program, and Treasures Reading Comprehension Program. Mathematics departmentalized groups were developed to focus on student's mathematical needs. There has been an increase in district supported coaches.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P186X Walter J. Damrosch School				
District:	75	DBN #:	75X186	School BEDS Code:	307500012186x

DEMOGRAPHICS									
Grades Served in 2009-10:	● Pre-K	* K	* 1	* 2	* 3	* 4	* 5	* 6	* 7
	* 8	* 9	* 10	* 11	* 12	* Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0				81.1		
Kindergarten	3	34	5						
Grade 1	10	28	16	Student Stability: % of Enrollment					
Grade 2	22	38	29	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	22	44	38			72.6	TBD		
Grade 4	29	26	32						
Grade 5	33	28	22	Poverty Rate: % of Enrollment					
Grade 6	27	30	36	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	41	30	36		82.4	0.0	96.9		
Grade 8	23	21	31						
Grade 9	1	0	2	Students in Temporary Housing: Total Number					
Grade 10	0	20	1	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	2	4	5		16	32	32		
Grade 12	0	20	4						
Ungraded	146	106	203	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	359	393	463		2	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	354	384	451						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	4	TBD
Number all others	2	1	2	Superintendent Suspensions	3	3	3
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	36	13	72	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	77	78	94
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	94	93	45
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	34	26	119
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.00
American Indian or Alaska Native	0.6	0.5	1.24	Percent more than two years teaching in this school	63.6	76.9	TBD
Black or African American	38.7	39.7	39.91	Percent more than five years teaching anywhere	54.5	57.7	TBD
Hispanic or Latino	57.7	55.5	53.43				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.5	1.66	Percent Masters Degree or higher	82.0	86.0	TBD
White	2.0	2.8	3.53	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	71.9	100.0	100.00
Multi-racial			.20				
Male	76.3	75.8	75.42				

DEMOGRAPHICS							
Female	23.7	24.2	25.57				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Strengths	Accomplishments	Challenges
<ul style="list-style-type: none"> <input type="checkbox"/> Creation of academic rigor by celebrating student work through Spelling Bees, Mathematic Bowls, Poetry Readings with both standardized and alternate assessment students <input type="checkbox"/> A strong data based School Wide Behavior Management Tracking System in place <input type="checkbox"/> School and Community collaborate in a positive, nurturing manner that recognizes the staff and student voices and foster self- esteem, independence and responsibility, so that students want to be in school and feel safe to take risks as learners <input type="checkbox"/> Staff works in partnership to provide effective and comprehensive support for students and their families, mirrored in collegial teamwork, which creates a climate of trust <input type="checkbox"/> All Standardized Assessment students are assigned a clinician to assist them in coping and self regulation skills <input type="checkbox"/> Clinical Staff maintains affiliations with Mental Health Facilities, Psychiatric Hospitals and Outreach Programs to assist students and families’ needs. The clinicians work with the entire family to arrange appointments, evaluations and if needed, hospitalization stays for our students <input type="checkbox"/> The school supports the New York City Teaching Fellows Program. The Teaching Fellows implement up to date and innovative instruction to share with their colleagues. The Teaching Fellow program also lends itself for all of the P186x community and Pace University to form an education partnership for all students to excel <input type="checkbox"/> Teacher longevity in working at the school <input type="checkbox"/> Middle School Science, Social Studies, Mathematics, and Music Teachers are certified in their specialty content areas 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff and service providers utilize data from the Periodic Assessments to establish goals needed to drive instruction while recognizing trends in student performance <input type="checkbox"/> The creation and establishment of a Pedagogical Rubric to assess teacher competencies following observations and walkthroughs <input type="checkbox"/> The 2009-2010 Inquiry Team’s targeted student population showed a mean average gain of 212 scale score points as demonstrated by their achievement on the Performance Series Assessment <input type="checkbox"/> A 15+% increase was noted in parental involvement for academic celebrations, holiday shows, special functions and at parent/teacher/Individualized Educational Plan(IEP) conferences <input type="checkbox"/> Mean Scale Scores on the New York State Mathematics exam have increased across all grades (3-8) over the past three years. <input type="checkbox"/> Mean Scale Scores on the New York State English Language Arts (ELA) exam have increased across all grades (3-8) over the past three years. <input type="checkbox"/> Increasing percentages of all tested students, in all grades who scored New York State Alternate Assessment (NYSAA) Level 3 and above from 2009-2010 <input type="checkbox"/> 88% of all tested Alternate Assessment students, in all grades, scored New York State Alternate Assessment (NYSAA) Level 3 and above in English Language Arts (ELA), an increase of 5% from the previous year <input type="checkbox"/> 82% of all tested Alternate Assessment students, in all grades, scored New York State Alternate Assessment (NYSAA) Level 3 and above in SCIENCE, an increase of 12% from the previous year 	<ul style="list-style-type: none"> <input type="checkbox"/> To strengthen school coherence and instructional capacity with teacher support through on-going Small Learning Communities that focus on common practices and concerns <input type="checkbox"/> To increase participation rates of parents, teachers and students on the Learning Environment Survey <input type="checkbox"/> To increase the percentage of students achievement proficiency in reading and math skills <input type="checkbox"/> To improve student achievement and close the achievement gap by improving the ability of teachers to differentiate instruction and consistently utilize the workshop model during instructional time. The school wide behavior management plan, which is a hybrid of Power of Choice and Token Economy System, will be consistently implemented throughout the day to foster academic rigor.

<p>and collaborate with classroom teachers on a regular basis</p> <ul style="list-style-type: none"> □ The Principal is a Therapeutic Crisis Intervention Trainer certified by Cornell University. Therapeutic Crisis Intervention (TCI) trainings are held at the school and at District 75 in order for the P186X staff to become certified in Therapeutic Crisis Intervention (TCI) □ P186X supports social competence and academic achievement by implementing systems, practices and analyzing data. For example, Arrival/dismissal procedures, Pupil Personnel Team (PPT)-Clinical Team Meetings, Data Collection, Progress Monitoring, and Crisis Intervention procedures □ Specialty classes (computer, visual arts, music, catering services) to continue to thrive at P186X in order to address the various learning modalities of students and foster mega cognition □ A multi-disciplinary approach is utilized in the decision making process □ Unit/Floor Coordinators are in place to ensure the day runs smoothly 	<ul style="list-style-type: none"> □ The establishment of an inclusive education class in conjunction with the Bronx Studio High School □ Recipient of RESO A Technology Grant □ The certification of 90 staff members in Therapeutic Crisis Intervention (TCI) training within the last three school years □ To continue to support new teachers with a school level New Teacher Induction Program in order to meet and mentor the new teachers in order to meet the required 45 mentoring hours □ Created and established Functional Behavior Assessment (FBA) Clinical Instructional Team □ Classrooms have been upgraded with State of the art technology □ Principal effectively communicates with staff through formal and informal meetings, as well as through Achievement Reporting and Innovation System (ARIS) □ Internal Less Restrictive Environment data reflects that: <ul style="list-style-type: none"> - 18 students will attend community High Schools in September, 2010 - 19 students will attend community schools in September, 2010 - 17 students 1:1 Paraprofessional support was reduced to .5 Paraprofessional Support - 6 students 1:1 Paraprofessional Support was terminated - 4 students 1:1 Special Transportation Paraprofessional was terminated - 3 students were decertified from Special Education Services - 44 Middle School aged students were terminated from Special Transportation Services and given Metro Cards to ride on public transportation tom school □ A creation of an Emotional Literacy Team to implement phase one of the prescribed program 	
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SECTION V: ANNUAL SCHOOL GOALS

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

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

1. Academic Rigor

By June 2011, there will be an increase in student proficiency of reading comprehension skills as evidenced by an increase of 8% in the mean scale score of the EdPerformance assessment.

2. Parent and Community Engagement

By June 2011, there will be a minimum of 20% increase of parents' responses to the School Learning Environment Survey compared to last year's response rate.

3. Academic Rigor

By June 2011, there will be an increase in student proficiency of mathematic skills as evidenced by an increase of 10% in the mean scale score of the EdPerformance 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): Academic Rigor

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011: There will be an increase of 8% in the mean scale score in reading as evidenced by EdPerformance results.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - September 2010: During staff orientation, teachers will participate in professional development training on implementing the workshop model utilizing the District 75 core curriculum/pacing calendars; universal curriculum; provided by Assistant Principals and Data Specialist. - September 2010 - October 2010: Data Specialist and Assistant Principals will facilitate workshops on best practices for administering the first EdPerformance Periodic Assessment. - October 2010 - December 2010: Assistant Principals and Data Specialist will meet with Standardized Assessment teachers in small learning communities to analyze specific learning targets that address student specific students’ needs in the area of Reading (Vocabulary, Long Passage, Fiction and Non-fiction) while implementing the workshop model. - January 2011: An analysis of data from the EdPerformance Periodic Assessment will demonstrate an increase of 4% in the English Language Arts (ELA) mean scale score. - January 2011-February 2011: The Data Specialist will disseminate the instruction to prepare Standardized Assessment teachers for the second administration of the EdPerformance Periodic Assessment given during the 2nd administration window.

	<p>Professional Development will be done in this area by Assistant Principals, Data Specialist and District 75 Coaches.</p> <ul style="list-style-type: none"> - April 2011- May 2011: Assistant Principals and Data Specialist will meet with Standardized Assessment teachers in small learning communities to analyze specific learning targets that address student specific students’ needs in the area of Reading (Vocabulary, Long Passage, Fiction and Non-Fiction). A memorandum will be given to Standardized Assessment Teachers on scheduling and procedural routines. - April 2011- June 2011: The final administration of the EdPerformance Periodic Assessment will be given.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Resources provided by the expertise of in house staff including administration and data specialist. - Monies scheduled in Per Session Funds for after school Professional Development opportunities for administering the EdPerformance Periodic Assessment and trainings on the Workshop Model (Contingent upon Availability).
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - During formal observations, Principal and Assistant Principals will monitor the components of the Workshop Model to ensure implementation throughout lessons. - Teachers will share in their small learning communities, monthly, the data results from the EdPerformance Periodic Assessment and create action plans (Benchmark Folders) based on such results that address individual student needs. - Agendas and sign-in sheets from Small Learning Communities and Professional Development trainings will be collected.

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): Parent and Community Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in parent engagement as evidenced by a 20% increase in the number of Learning Environment Surveys completed compared to last year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - September 2010: A Parent Interest Survey will be developed and sent home by the Parent Coordinator. - September 2010-June 2011: The Parent Newsletter will contain information on the Learning Environment Survey. For example, inviting parents/guardians in for workshops, interpreting the content of the survey, and the importance of completion of the survey. - January 2011: A targeted projection of 100 parents attending parent workshops/parent-teacher conferences will be informed of procedures pertaining to the Learning Environment Survey. - April 2011: During the Learning Environment Survey administration window, the parents/guardians will be invited in to complete the Learning Environment Survey with assistance from the Parent Coordinator and Family Worker. - A luncheon and student events will take place to increase the parent/guardian completion rate of The Learning Environment Survey. - School Leadership Team Members will call homes to remind parents/guardians to complete the survey.

	<p>P186X Clinical Teams will call homes to remind parents/guardians to come in to complete the Learning Environment Survey.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - Parent Coordinator, Family Worker, School Clinical Team, and Parents from the School Leadership Team will initiate phone calls to parents/guardians on a weekly basis. - Parent Involvement monies scheduled in Other Than Personnel Services (OTPS) Funds and annual budget of \$500.00 will be used. (Metro cards, food, refreshments, travel).
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Collection of semi-monthly phone logs to monitor parental responses of communication regarding the Learning Environment Survey (in addition to pertinent school related issues). - Semi-monthly phone logs will be maintained by Parent Coordinator and Family Worker starting in October, 2010. <p>The School Learning Environment Survey will be delivered to the school in order to obtain a minimum of 20% increase in parent/guardians responses.</p>

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): Academic Rigor

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in student proficiency of mathematic skills as evidenced by an increase of 10% in the mean scale score of the EdPerformance assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - September 2010: During staff orientation, teachers will participate in professional development training on implementing the workshop model utilizing the District 75 core curriculum/pacing calendars; universal curriculum; provided by Assistant Principals and Data Specialist. - September 2010 - October 2010: Data Specialist and Assistant Principals will facilitate workshops on best practices for administering the first EdPerformance Periodic Assessment.

	<ul style="list-style-type: none"> - October 2010 - December 2010: Assistant Principals and Data Specialist will meet with Standardized Assessment teachers in small learning communities to analyze specific learning targets that address student specific students' needs in the area of Mathematics (Numbers and Operations, Algebra, Geometry, Measurement, and Statistics and Probability) while implementing the workshop model. - January 2011: An analysis of data from the EdPerformance Periodic Assessment will demonstrate an increase of 5% in the Mathematics mean scale score. - January 2011-February 2011: The Data Specialist will disseminate the instruction to prepare Standardized Assessment teachers for the second administration of the EdPerformance Periodic Assessment given during the second administration window. Professional Development will be done in this area by Assistant Principals, Data Specialist and District 75 Coaches. - April 2011- May 2011: Assistant Principals and Data Specialist will meet with Standardized Assessment teachers in small learning communities to analyze specific learning targets that address student specific students' needs in the area of Mathematics. A memorandum will be given to Standardized Assessment Teachers on scheduling and procedural routines. - April 2011- June 2011: The final administration of the EdPerformance Periodic Assessment will be given.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> -Resources provided by the expertise of in house staff including administration and data specialist. - Monies scheduled in Per Session Funds for after school Professional Development opportunities for administering the EdPerformance Periodic Assessment and trainings on the Workshop Model (Contingent upon Availability).

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - During formal observations, Principal and Assistant Principals will monitor the components of the Workshop Model to ensure implementation throughout lessons. - Teachers will share in their small learning communities, monthly, the data results from the EdPerformance Periodic Assessment and create action plans (Benchmark Folders) based on such results that address individual student needs. <p>Agendas and sign-in sheets from Small Learning Communities and Professional Development trainings will be collected.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year’s Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year’s Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

**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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1	Grades 1-3; 76 in ELA	Grades 1-3; 76 in Mathematics	N/A	N/A		K-2nd: 18		
2			N/A	N/A				
3			N/A	N/A		3rd-5th Grades: 41	3rd-5th Grades: 140	
4	28	31	33					
5	33	25		33				
6	21	22			6th-8th Grades: 23	5th-8th Grades: 78		
7	37	39						
8	24	22	24	24				
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	
<input type="checkbox"/> Sadlier Phonics	Phonetic approach to decoding and spelling words, reading and writing.
<input type="checkbox"/> Leap Frog and Quantum Pad Learning Systems	Phonics, phonological awareness decoding reading fluency and comprehension
<input type="checkbox"/> Words Their Way	Word study for phonics, phonemic awareness, vocabulary, and spelling
<input type="checkbox"/> Voyager Passport	Phonetic awareness, phonics, fluency, increase comprehension and build vocabulary
<input type="checkbox"/> Great Leaps Reading	Drill and practice for reading fluency through sight sound relationships, sound awareness, sight phrases, and reading passages Strategies for decoding multi-syllabic words, fluency through sight-sound relationships, test taking strategies
<input type="checkbox"/> REWARDS	Strategies for decoding multi-syllabic, fluency, comprehension, test taking strategies, content area reading and writing
<input type="checkbox"/> Steck Vaughn Power Up	Reading comprehension strategies combined with writing prompts

<input type="checkbox"/> Quick Reads	Reading comprehension, reading fluency, phonemic awareness and writing skills
<input type="checkbox"/> Reading Attainment System	Reading comprehension, vocabulary building, and word attack skills
<input type="checkbox"/> Achieve It! Reading	Test taking strategies- reading comprehension, and reading strategies Reading comprehension, vocabulary building, and word attack skills
<input type="checkbox"/> Achieve 3000	Wed based program- Individualized and differentiated lexile reading and writing assessment and instruction
<input type="checkbox"/> Step Up to Writing	Step by step multi-sensory approach
<input type="checkbox"/> Starfall.com	Wed based program developing letter recognition and phonemic awareness skills
<input type="checkbox"/> GeoSafari- Phonics Lab	Interactive game- teaches letters and letter sounds
<input type="checkbox"/> GeoSafari- Word Lab	Interactive game- teaches antonyms, synonyms, homophones, plurals, contractions and spelling strategies
Mathematics:	
<input type="checkbox"/> Everyday Math Games	Enhances mathematics skills by increasing mathematic fluency with repetitions, practice of basic mathematic skills in a social setting. Everyday Mathematics (EM) games are aligned with EM Lessons.

<input type="checkbox"/> Great Leaps- Math	Test taking strategies- drilled exercises in building mathematics facts in addition, subtraction, multiplication and division
<input type="checkbox"/> Impact Test Practice	Test taking strategies- mathematic practice
<input type="checkbox"/> Math Skill Builders	Test taking practice- drill and practice of mathematic concepts
<input type="checkbox"/> Achieve It!- Math	Skill by skill individualized and differentiated assessment instruction and practice in mathematic skills and test taking strategies
<input type="checkbox"/> iPass Thank Fast Math	Explicit individualized internet program that assesses, prescribes, instructs and provides strategies to increase mathematic fluency
Science:	
<input type="checkbox"/> Quick Reads	Increase reading strategies and comprehension using Science reading passages
<input type="checkbox"/> Science State Exam	Science concepts and test taking strategies
<input type="checkbox"/> Apple Laptop Carts	Small group and 1:1 instruction in various Science activities
Social Studies:	

<input type="checkbox"/> Quick Reads	Increase reading strategies and comprehension using Social Studies reading passages
<input type="checkbox"/> Apple Laptop Carts	Small group and 1:1 instruction in various Social Studies activities
At-risk Services Provided by the Guidance Counselor:	Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2 Parent outreach and agency referrals as needed
At-risk Services Provided by the School Psychologist:	Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2 Parent outreach and agency referrals as needed
At-risk Services Provided by the Social Worker:	Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2 Parent outreach and agency referrals as needed

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 30 LEP 30 Non-LEP

Number of Teachers 2 Other Staff (Specify) 1 Supervisor, 1 Paraprofessional

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

School-Day Language Instruction Program

P186X has a total of 489 students in grades K through 8. Of these, 106 (21.7%) are English language learners (ELLs). 33 English Language Learners (ELLs) are mandated for bilingual instructional services (BIS), 40 are mandated for English as a Second Language (ESL)-Only services, and 40 students are x-coded. Presently, P186X has no bilingual classes. Bilingual Instructional Services (BIS)-mandated English Language Learners (ELLs) have alternate placement paraprofessionals who speak their languages. 33 Bilingual Instructional Services (BIS)-mandated English Language Learners (ELLs) have Alternate Placement (AP) paraprofessionals. 33 Alternate Placement (AP) paraprofessionals speak Spanish, and 1 Alternate Placement (AP) paraprofessional speaks Mandingo. Students at 186X have the following classifications: multiple disabilities, emotional disturbance and mental retardation. Our 73 English Language Learners (ELLs) are instructed in 12:1:1, 12:1:4, and 8:1:1 ratios. English Language Learners (ELLs) are instructed in a free-standing English as a second Language (ESL) pull-out and push-in program. 54 English Language Learners (ELLs) participate in alternative assessment and 19 English Language Learners (ELLs) participate in standardized assessments. Six other-than-English languages are represented in our school (according to the Home Information Language Survey, HLIS) as follows: 67 Spanish, 1 Bengali, 1 Mandingo, 1 Albanian, and 1 Mandarin: Taiwan and 1 Swahili (AKA Kiswahili). All of our English Language Learners (ELL) students participate in an instructional program that addresses their academic language, social, and cultural strengths and needs, and is based on New York State English as a Second Language (ESL) and English Language Arts (ELA) learning standards. Three New York State certified English as a Second Language (ESL) teachers provide an English as a Second Language (ESL) service for English Language Learners (ELLs) at 186X’s main and off-site. Students receive academic support with the use of various approaches, methodologies, and classroom techniques such as Cooperative Learning, the Natural Approach, as well as different types of scaffolding instructional strategies such as Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Meta Cognitive Development.

Supplemental Title III Instructional After School Program

P 186X is planning to provide an after school instructional program for English Language Learners who are performing below grade level in reading and all content areas. English Language Learners at our school have a variety of disabilities such as mental retardation, multiple disabilities and emotional disturbance. The focus of the program is integrating technology into language learning. Technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge. Students with disabilities are also receptive to learning experiences that involve the computer, and an increased motivation leads to increased language use, and result in improved proficiency and higher standards in content area learning. Computer-assisted Language Learning (CALL) has been used for language teaching since the 1960’s. Research (Blake, 1987;

Chun & Brandl 1992; Egbert & Petrie, 2003) and practice suggest that the use of technology in the classroom is effective if used appropriately. Students' motivation is a key factor in this effectiveness, but there are other factors including the individualization of learning, the presentation of materials in a non-linear sequence, an access to a variety of authentic materials, immediate feedback and the fact that students are learning by doing things themselves.

Alternative Assessment – Tuesday After School Session

English Language Learners who participate in the New York State Alternative Assessment will be provided with the opportunity to be part of an after school program. This program will meet once a week for 90 minutes from 3:00 p.m. to 4:30 p.m. on Tuesdays for a period of 20 sessions beginning November 30, 2010. They will participate in a multimedia computer assisted language learning program. This instructional program will use interactive websites from the Internet, such as *Spotlight on English* and interactive software, for example *Scholastic Zip Zoom*, *Evan-Moor Look, Listen & Speak* with active teacher participation to enhance the receptive and expressive language skills of the students. Higher functioning students will also be instructed in basic keyboarding skills. All students who are offered to participate in this after school program receive monolingual instruction with English as a Second Language (ESL) services during the regular school day. Instruction will be provided in two separate groups. One certified English as a Second Language (ESL) teacher will provide instruction for 10 students in grades 1, 2, and 3. The students in this group have mental retardation and are classified as 12:1:1 on their Individualized Educational Plan (IEP). Another certified English as a Second Language (ESL) teacher will provide instruction for a second group. This second group will consist of 4 students in grades 4, 5, and 6. The students in this group have multiple disabilities and their Individualized Educational Plan (IEP) mandated staffing ratio is 12:1:4. Spanish speaking Bilingual paraprofessional will assist the work of the certified English as Second Language (ESL) teachers.

Standardized Assessment – Thursday After School Session

English Language Learners who participate in Standardized Assessment will have the opportunity to participate in multimedia computer assisted language learning, once a week from 3:00 p.m. to 4:30 p.m. on Thursdays for a period of 20 weeks beginning December 2, 2010. Students will be using interactive software and the Internet to improve their reading, writing, speaking and listening skills, and enhance their knowledge about their own culture as well as others. Students will also learn how to create an electronic book about their culture of origin or about another topic of interest. Students will be enrolled in an award-winning, research and standard based online program called *Spotlight on English* designed to help English Language Learners (ELLs) develop English language proficiency, access grade-level content, and help students to build critical elementary level reading and math skills. Some higher functioning standardized assessment will also be enrolled in OpenBook English, a research-based English language software solution that teaches reading, writing, listening and speaking. The instructional program will utilize the capacity of multimedia applications to offer comprehensible input, enhance comprehension skills and provide meaningful communications. Instruction will be provided in two separate groups. One group will have a certified English as a Second Language (ESL) teacher who will provide instruction for 8 students in grades 2, 3, and 4. Another certified English as a Second Language (ESL) teacher will provide instruction for 8 students in grades 5, 6 and 7 in a separate group. Spanish speaking Bilingual paraprofessional will assist the work of the certified English as Second Language (ESL) teachers in both

groups. Students in both groups are classified as emotionally disturbed and mandated for a staffing ratio of 12:1:1 on their Individualized Educational Plan (IEP).

In the 2010-2011 Title III after-school program **E-blocks** will be introduced to both alternative and standardized assessment English Language Learners. **E-Blocks** is a highly awarded, innovative, hands-on, and sensory e-learning method that creates a unique collaborative experience for English Language Learners (ELLs) by combining multimedia software and real objects.

Assessment

The assessment of student achievement is ongoing in this computer-assisted after school program. The interactive CD-ROMs, the *Santanilla Spotlight on English program* used in this after-school program are excellent for giving immediate feedback both for self-assessment and for assessment of student achievement/progress by the teacher in all language skill areas, especially in reading and listening. Computer-assisted language learning programs also keep individual student records that the teacher can analyze at the end of the program to check student progress. The software that English as a Second Language (ESL) Teachers are planning to use in this afterschool program *Scholastic Zip Zoom English* and *OpenBook English* and the web-based *Santanilla Spotlight on English* program have placement assessments, lesson quizzes, unit tests, and mastery of skills tests. In some cases, for example when standardized assessment students create an electronic book, the basis for assessment is the student work product.

Students are identified for this after-school program because they perform below grade level in reading and all content areas, and improving their English language skills will have a positive impact on their academic performance. Instructional program provided for both alternative and standardized assessment students are aligned to state English as a Second Language (ESL), English Language Arts (ELA) and content area standards. The aim of the program is to enrich and reinforce instruction provided during the school day by helping students improve their literacy and comprehension skills, vocabulary, and overall language proficiency, achieve higher standards and succeed in the classroom. The English as a Second Language (ESL) teacher with the help of the paraprofessional will differentiate instruction according to grade level, and needs of the students.

Professional Development

In alignment with the focus of the instructional program English as a Second Language (ESL) teachers will attend conferences and workshops on the topic of technology and language learning offered by a variety of organizations, for example New York State TESOL, District 75 English Language Learners (ELL) Office, and New York State BETAC. English as Second Language (ESL) Teachers will also provide on-going professional development for classroom teachers of P186X on computer-assisted language learning on the following dates: January 12, March 16 and May 25, 2011. The professional development will take place after school from 3:00 p.m. to 4:00 p.m. Four classroom teachers and specialty teachers who

instruct English Language Learners (ELLs) in their classrooms will receive training during this three-session, one-hour after school professional development.

Parental Involvement

Parents of English Language Learners (ELLs) will be notified about the after school instructional program in writing both in English and Spanish. The school will also provide an orientation session for parents before starting the program to inform them about the structure and the goals of the program, and the materials used. Parents will also learn about some exciting educational websites that they can use at home with their children. Parents will also be offered workshops on the topic of how they can use technology at home to help improve the language proficiency of their own and their children. The orientation session and the parent workshop will be provided by the English as Second Language (ESL) teachers after school on the following dates: November 30, 2010, January 4, 2011, March 10, 2011, and May 19, 2011.

Selection of materials is based on the following principles:

- Provide supplemental support for English Language Learners (ELLs) to develop language proficiency and succeed in the content areas.
- Provide enriching, engaging and motivating experience for English Language Learners and their parents.
- Demonstrate appreciation of the students’ culture of origin, and use primary language as a resource by including culturally relevant books; bilingual books and dictionaries; and books in the primary languages.
- Ensure that English Language Learners (ELLs) can use these materials independently.
- Provide a welcoming, stress-free environment where English Language Learners (ELLs) can have a sense of belonging and ownership, and can develop a positive self-concept while improving language proficiency and content knowledge.
- Provide a variety of materials that are age-appropriate, appropriate for the cognitive development and language proficiency of the student and are of high-interest.

Section III. Title III Budget

School: P186X BEDS Code: 307500012186

Allocation Amount: \$16260.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current

		EdHelper, Enchanted Learning, One More Story, Benchmark Education Reader's Theater and Big Books, IKnow.com, LessonPlanet subscriptions \$278.61 Lakeshore Theme Boxes and Theme Book Libraries \$400.00
Educational Software (Object Code 199)	(e.g., \$2,000) \$2750.00	(Example: 2 Rosetta Stone language development software packages for after-school program) Santillana Spotlight on English Online Subscription 25 Students X \$ 30 = \$750 E-Blocks Complete Classroom package \$2000.00
Travel	\$180.00	MetroCard for students and parents \$ 4.50 X 1 student X 20 times = \$90.00 \$ 4.50 X 1 parent X 20 times = \$90.00
Other		
TOTAL	\$16260.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When a parent and child arrive at P186X, we create a rapport with the family in order to establish a positive working relationship with them. During the intake process, individual interviews are conducted by bilingual counselors and counselors with the help of the parent coordinator to discuss and obtain information from the family by:

- Completing a Home Language Survey
 - Reviewing Individualized Educational Plan (IEP) information and through interviews to assess primary language needs of the family and child.
 - Completing a Parent's needs assessment/survey form
 - Where applicable translators assist monolingual clinicians in the intake process.
 - Where applicable an Alternate Placement Paraprofessional is assigned to the student in order to translate instruction from English to the child's Native Language and is introduced to the parent to increase the comfort level.
 - The P186X parent coordinator completed training and is a certified interpreter/translator
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.
 - P186X has 136 (30%) families whose primary language is not English. The primary language of 96% of these families (129) is Spanish. The school's needs assessment survey found that 62% (83) of the non-English speaking families need language assistance services. In case of Spanish translation and interpretation are done immediately at the school, in the case of other languages (Bengali, Mandingo, Mandarin, and a dialect of Swahili) the school requests the services of the Central Office of Interpretation and Translation, and bilingual paraprofessionals also assist the families.
 - P186X determines within 30 days of a student enrollment the primary language of each parent and whether they require language assistance services. The school maintains records of the primary language of each parent in Automate the System (ATS) and on the student's emergency card. Home Languages are also recorded on each student's Individualized Educational Plan (IEP). These records are available to school personnel who are involved in the education of the child.

School personnel and parents also receive notifications about the availability of translation and interpretation services. Teachers and counselors are notified about the languages represented in our school.

- Invitations are sent out in the families' Native Language informing them of specific workshops/trainings. The Parent Coordinator and clinicians also notify families, via phone calls and newsletter, to inform them of the workshops/trainings.
- During parent workshops, the parent coordinator or Bilingual clinicians translate the information into Spanish as the English speaker makes his/her presentation. The school requests the services of the Central Office of Interpretation and Translation in the case of other languages.
- All memos/letters sent home in English are immediately transcribed into the family's Native Language and sent home simultaneously
- A Parent Newsletter is sent home in languages compatible to our school community.
- The parent coordinator will obtain headphones, as needed, from the D75 parent office to assist in interpretation.

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.

As stated above, Native Language Translation of newsletters or any other communications are sent home simultaneously with letters printed in English. P186X will explore allocating money/budgeting hours to be used by staff to translate documents or trainings into our families' native languages.

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.

Interpretation needs will be addressed by in house staff; parent coordinator; Bilingual Clinicians or Alternate Placement Paraprofessionals. Presently during parent workshops or meetings the staff member sits with a small group of parents while they interpret the information being presented into the appropriate language of that grouping of parents.

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>.

- Notices for parents regarding language assistance services will be given out to parents in English and in the parents' primary language every September and it is included in the intake packet for every new admit.
- P186X provides each parent, whose primary language is a covered language by Translation and Interpretation Unit and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

- P186X posts on the Parent Bulletin Board, located in front of the main office, a sign in the most prominent of the covered languages (Spanish) and the 4 other languages represented in the school (Bengali, Mandingo, Mandarin, and a dialect of Swahili) indicating the availability of interpretation services.
 - The school's safety plan procedures ensure that every parent who needs language access services understands their rights to translation and interpretation and how to access such services and will not be prevented from reaching the school's administrative offices solely due to language barriers.
-

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

N/A

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

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

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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

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

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

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

N/A

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

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

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

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

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

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

School Under Registration Review (SURR)

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.

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

N/A

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 17
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A: P186X does not receive any set-aside funds.

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

N/A: As a non- geographic, administrative district, students in D-75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. District 75 students are eligible to attend any programs run through the STH units at the ISC.

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

N/A

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P186X Walter J. Damrosch School						
District:	75	DBN:	75X186	School		307500012186	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	34	5	6				
Grade 1	28	16	27	Student Stability - % of Enrollment:			
Grade 2	38	29	32	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	44	38	45			72.6	78.6
Grade 4	26	32	39				
Grade 5	28	22	34	Poverty Rate - % of Enrollment:			
Grade 6	30	39	39	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	30	36	35		82.4	0.0	NA
Grade 8	21	31	26				
Grade 9	0	2	1	Students in Temporary Housing - Total Number:			
Grade 10	2	1	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	4	5	1		16	32	23
Grade 12	2	4	0				
Ungraded	106	203	212	Recent Immigrants - Total Number:			
Total	393	463	499	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	384	451	0	Principal Suspensions	0	4	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	3	4
Number all others	1	2	495				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	77	78	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	94	93	0
# receiving ESL services only	13	64	TBD				
# ELLs with IEPs	12	97	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	34	26	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	9	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	63.6	76.9	0.0
				% more than 5 years teaching anywhere	54.5	57.7	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	86.0	0.0
American Indian or Alaska Native	0.5	0.6	0.8	% core classes taught by "highly qualified" teachers	71.9	100.0	0.0
Black or African American	39.7	40.4	44.3				
Hispanic or Latino	55.5	53.6	51.5				
Asian or Native Hawaiian/Other Pacific	1.5	1.7	1.8				
White	2.8	3.5	1.6				
Male	75.8	75.4	72.7				
Female	24.2	24.6	27.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	F	Overall Evaluation:					NR
Overall Score:	33.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 75	School Number 186	School Name Walter J. Damrosch
Principal Ava C. Kaplan		Assistant Principal Vito Faccilonga	
Coach		Coach	
Teacher/Subject Area Yelena Vassilyeva, ESL		Guidance Counselor	
Teacher/Subject Area Alena Medzyanovskaya, ESL		Parent	
Teacher/Subject Area Andrea Szecsenyi, ESL		Parent Coordinator Mildred Diaz	
Related Service Provider		Other Troy Gorodess Data Specialist	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	489	Total Number of ELLs	106	ELLs as Share of Total Student Population (%)	21.68%
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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.

P186x is a K-8 school, and has a total of 422 students. The student population is comprised of 51.2% Hispanic, 43.1% Black, 3% White, 1.4% Asian, 0.9% Native American and 0.2% Multi-Racial (Percentages do not total 100 due to rounding). There are 72 English Language Learners (ELLs) in the school, 17.1% of the student population, 33 students with a bilingual designation and 39 ESL students. Grade breakdown of ELLs is the following: K: 8 students, 1st grade: 12 students, 2nd grade: 8 students, 3rd grade: 9 students, 4th grade: 4 students, 5th grade: 5 students, 6th grade: 6 students, 7th grade: 9 students, 8th grade: 11 students. The school also serve 34 students whose IEP indicates monolingual without ESL services (x-coded students) by administering the NYSESLAT to them. Our school currently does not provide a bilingual program; English Language Learners receive freestanding ESL services. The following is the language breakdown according to the Home Language Identification Survey: 66 Spanish, 1 Albanian, 2 Mandingo, 1 Haitian Creole, 1 Bambara and 1 Sarahully. Grade breakdown of Spanish speaking ELLs is the following: K: 6 students, 1st grade: 12 students, 2nd grade: 8 students, 3rd grade: 7 students, 4th grade: 4 students, 5th grade: 5 students, 6th grade: 5 students, 7th grade: 8 students, 8th grade: 11 students. Our Albanian speaking ELL is in 1st grade, Bambara speaking ELL is in 7th, Sarahully speaking ELL is in 3rd grade and Haitian Creole speaking ELL is in 6th grade. One of our Mandingo speaking students is in 3rd grade and the other one is in Kindergarten. Our students exhibit a variety of disabilities and age ranges, 52 students participate in alternative assessment, and 20 students in standardized assessment.

Our school ensures that all new entrants to the NYC school system have a Home Language Identification Survey (HLIS) on file. If the HLIS is not completed at the CSE level Bilingual Counselors or Monolingual Counselors with the assistance of Bilingual Parent Coordinator conduct the home language interviews during the intake process. Spanish speaking Bilingual Counselors and Parent Coordinator are available at our school; however the school ensures that the HLIS is available in the native language of the parents. The ELL Team reviews the RLER report on a weekly basis in order to identify students eligible for LAB-R testing - both new entrants and students who have been in the school system. CSE informs parents of the three program choices (Transitional Bilingual Education, Dual Language and Freestanding ESL) available in New York City public schools. The CSE also decides with the involvement of a multidisciplinary team and the parents which program model each student with disabilities would benefit the most from. The school provides an ELL parent orientation at the beginning of each school year. ESL teachers with the assistance of the Parent Coordinator organize and conduct this parent orientation. Parents are notified about the parent orientation in writing both in English and in their native language.

Both standardized assessment and alternative assessment students participate in the NYSESLAT every year.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	7	16	16	14	14	11	8	10	11	0				107
Total	7	16	16	14	14	11	8	10	11	0	0	0	0	107

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	106
SIFE		ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	15

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	16		16	9		9	8			33
Dual Language										0
ESL	29		29	37		37	7		7	73
Total	45	0	45	46	0	46	15	0	7	106

Number of ELLs in a TBE program who are in alternate placement: 33

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	13	15	14	11	10	8	10	11					99
Chinese														0
Russian														0
Bengali		1			1									2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other		1	1		2									4
TOTAL	7	16	16	14	14	10	8	10	11	0	0	0	0	106

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.

All of our ELL students participate in an instructional program that addresses their academic, language, social, and cultural strengths and needs, and is based on New York State ESL and ELA Performance Standards. Seventy-two students are mandated for Bilingual or English as Second Language (ESL) services. 33 ELLs are mandated for bilingual instruction services (BIS) and 39 ELLs for ESL services only. P186x provides an ESL program by three New York State ESL certified teachers, who serve ELLs both at the main site, and at the off-sites. The ESL teachers provide academic support and instruction in English, 360 minutes a week for both Alternate Assessment and Standardized Assessment students, who are at the beginner or intermediate level Kindergarten through 8th grade. Students who reach the advanced level receive 180 minutes per week ESL instruction, and 180 minutes per week ELA instruction. Students who are mandated for bilingual instruction, as per their IEPs, are provided with ESL services by a certified ESL teacher, as per CR Part 154 mandates, as well as

the services of an Alternate Placement Paraprofessional, who speak the students' native languages and English. The Alternate Placement Paraprofessional works in conjunction with the ESL and the classroom teacher to provide comprehensible input for the students. The goal of the instructional program is to assist students in improving English proficiency and meeting state and city academic standards.

The ESL teachers implement a pull out program, with heterogeneous classes for Standardized Assessment Students. Students at the beginner and intermediate level receive 360 minutes per week ESL instruction, while students at the advanced level receive 180 minutes as required under CR Part 154. Literacy instruction for standardized assessment ELLs is provided by both the monolingual classroom teachers and the ESL teachers. Primary literacy instruction for ELL students is based on programs like Foundations and Words Their Way with the use of technology and adaptation of literacy materials to meet the needs of students with a variety of disabilities. ESL teachers, classroom teachers and content area teachers collaborate on finding effective strategies for ELLs to improve their Math, Science and Social Studies skills. The Harcourt Science program science teachers use at the school provides systematic ESL/ESOL support. ESL teachers and classroom teachers of ELLs meet once a week during common preparation periods to discuss student progress, plan lessons, create materials and assessment tools, and evaluate lessons.

Standardized Assessment students receive academic support with the use of various approaches, methodologies, and classroom techniques; such as Cooperative Learning, Whole Language Instruction, Community Language Learning, Natural Approach, as well as different types of scaffolding instruction strategies such as Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Meta Cognitive Development. The instructional program's goal is to raise academic achievement, develop and improve academic language, acquire English proficiency, and achieve state standards for ELLs.

ELL students in Alternate Assessment Programs are exposed to a variety of learning strategies to improve their English proficiency and emergent literacy skills. The ESL teachers implement push-in and pull-out programs. Alternative assessment students are at the beginner or intermediate level receive 360 minutes per week ESL instruction, and students at the advanced level receive 180 minutes per week ESL instruction. The push-in model consists of collaborative team teaching involving the ESL teacher and classroom teachers working collaboratively, planning lessons and curriculums during scheduled common preparation periods. Classroom teachers and ESL Teachers plan lessons, create materials and assessment tools, and evaluate the effectiveness of lessons once a week during common preparation periods both at the elementary and at the middle school level. Lessons include teacher / student created emergent literacy books that utilize repetition and picture representation symbols. Through listening and sensory processing techniques, the ELL students learn sound/symbol relationships, and improve their vocabulary and expressive and receptive language skills. The ESL teachers also use strategies such as Total Physical Response (TPR) and Auditory Representation to support student learning. The instructional intervention program for ELL students has been effective in assisting students in achieving academic, functional, social and transitional goals.

In addition to mandated ESL services SIFE students and newcomers at P186x receive Academic Intervention Services, Positive Behavioral Support, bilingual counseling, native language support and they also participate in Title III afterschool program. Plans for long term ELLs include: daily AIS in the content areas, extended day, and the use of technology. Students who received an extension of services receive mandated ESL services, as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT. In addition, they receive AIS in reading and the content areas, PBS, counseling and they can participate in the Title III after school program.

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

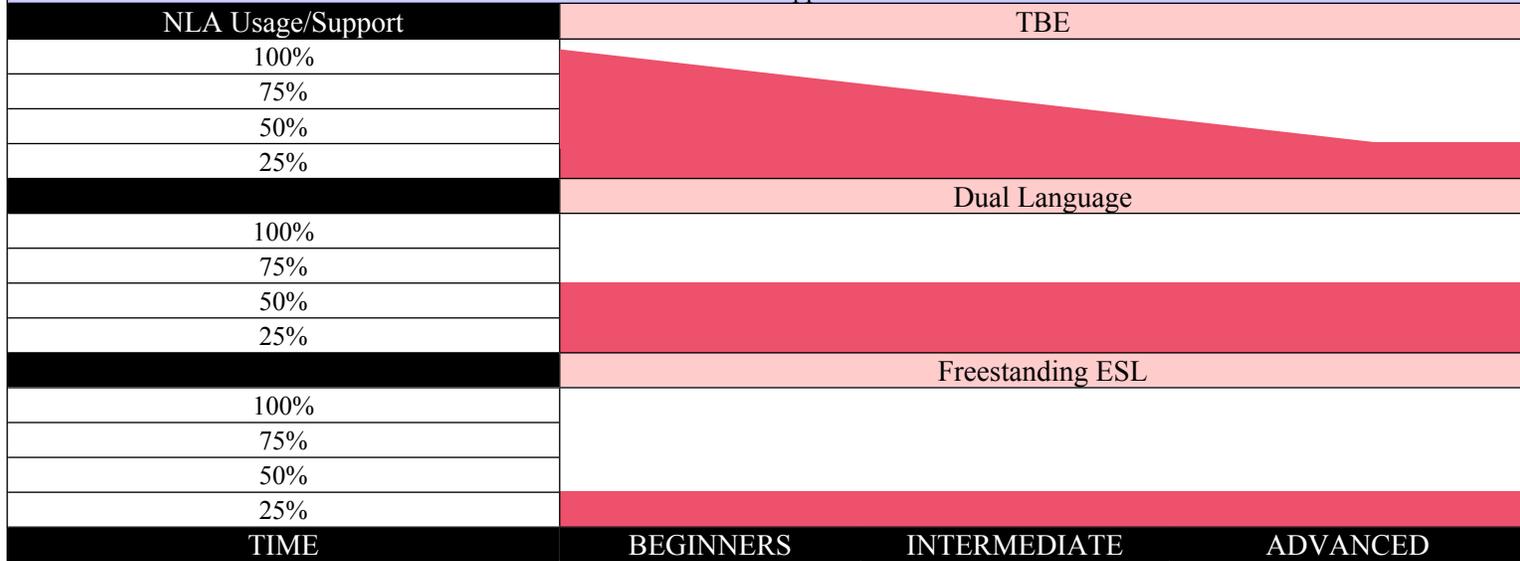
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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?

ESL teachers supplement Math and Science instruction by providing explicit academic language instruction to make content more accessible for ELLs. In social studies ESL and classroom teachers preteach reading assignments and vocabulary and help ELLs link the unfamiliar with the familiar in order to activate prior knowledge through the use of graphic organizers. ESL teachers also promote the use of jigsaw learning to support ELLs in the content areas. The state of the art school library, classroom libraries and the ESL classroom library contain leveled literacy in English, multicultural books, recorded books in a variety of genres that reflect the cultural background of ELLs. Most of our ELLs are not literate in their first language, therefore they are not able to transfer these skills into second language literacy. ESL teachers encourage parents to read to their children in their first language.

ESL teachers also use a comprehensive technology based literacy program, Scholastic Zip Zoom English, to supplement literacy instruction for ELLs in the early elementary grades. ELLs in the higher grades also participate in a Computer Assisted Language Learning program, and are enrolled in OpenBook English, a research-based English language software solution that teaches reading, writing, speaking and listening. The instructional program's goal is to raise academic achievement, acquire English proficiency, and achieve state standards for ELLs. Scholastic Zip Zoom English is also used with all Alternative Assessment students to enhance their phonemic awareness, phonics, and sight word recognition, and computer literacy. Augmentative communication devices for Alternate Assessment students are provided for additional support. Starting in the 2010-2011 school year standardized assessment ELLs will be enrolled in an award-winning, research and standard based online program called Spotlight on English designed to help them develop English language proficiency, access grade-level content, and help students to build critical elementary level reading and math skills. The ESL program for Alternative Assessment English Language Learners starting in the 2010-2011 school year will also use the multimedia and print activities in Look, Listen, & Speak published by Evan-Moor Educational Publishers. This award-winning teacher resource uses theme-based lessons rich in survival language to build vocabulary, language patterns, and student confidence.

In addition to mandated ESL services ELLs at P186x receive Academic Intervention Services in reading and the content areas, Positive Behavioral Support, bilingual counseling, native language support and they also participate in Title III afterschool program. The use of technology is an integral part of the regular classroom curriculum. All students, including ELLs use comprehensive technology programs such as Achieve 3000, Read 180 and KidzBizz 3000. When students reach proficiency on the NYSESLAT they will receive continued transitional support for two years from ESL teachers, the classroom teacher and content area teachers.

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)?

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.

The District 75 Office of English Language Learners provides the English as Second Language Teachers with professional development throughout the year. This professional development supports research-based data and resources on ESL strategies for differentiated instruction for ELLs with disabilities. Teachers are encouraged to attend Professional Development workshops, ELL conferences provided by the Central Office, the New York State BETAC, and professional organizations such as NYS TESOL. All newly hired teachers participate in a 10-hour Jose P. ESL Training offered by the District 75 Office of English Language Learners. ESL teachers provide professional development every year for newly hired teachers about research-based strategies teachers can use with ELLs in their classroom. All teachers are offered a number of professional development opportunities throughout the school year. The following professional development will be offered in the 2010-2011 school year for all classroom and specialty teachers by ESL Teachers: Oral Language Practice for ELLs in the Content Areas (November 2010), Technology and teaching English Language Learners, Educational Software and Educational Websites for English Language Learners (January 2011), Effective Strategies for Teaching Special Needs English Language Learners (June 2011).

E. Parental Involvement

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

The intervention for ELL students begins with an intake procedure that describes the mandated services and the ESL program to the parents. The options for parents of ELL students are discussed during the Committee on Special Education (CSE) process at the Educational Planning Conference. Parents are encouraged to be involved in the decision-making process through participation on a committee that supports and advocates the students' academic achievement. This committee includes the Homeroom, ESL, and Speech teachers, Counselors, Social Workers, other Related Service providers, one to one paraprofessionals if mandated, and parents or family members of ELLs.

The enhancement of communication between the school and the parents of ELLs is ongoing throughout the school year; the Parent Coordinator ensures that there is good communication by providing translated school documents and any information that needs to be sent home. Parent outreach includes opportunities for meetings that will inform the parents of the school system, program objectives, state and city standards, curriculum, assessment, student expectations, and the educational program regulation. The parent coordinator also ensures that parents of English Language Learners will be informed of parent engagement and school activities and meetings through monthly parent newsletters.

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

Beginner(B)	11	4	5	6	6	2	2	2	7					45
Intermediate(I)		1	3	2			3	1	1					11
Advanced (A)		2		1	2	2	3							10
Total	11	7	8	9	8	4	8	3	8	0	0	0	0	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	1	1			2
5	1				1
6	5				5
7	2				2
8	2				2
NYSAA Bilingual Spe Ed	2	3	12	22	39

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		1						4
4	1		1						2
5	1								1
6	5		1						6
7	3								3
8	2								2
NYSAA Bilingual Spe Ed	6		1		11		21		39

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	1						2		3
8	2								2
NYSAA Bilingual Spe Ed	6				3		8		17

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed	3		2		1		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	0			
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Test)								
Chinese Reading Test								

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

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

Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. In Spring 2010 99 students participated in the NYSESLAT. 38 students did not complete all four parts of the assessment and did not receive valid scores. When analyzing the test scores of 61 students who have completed all four parts of the assessment in the past year, data indicates that 64% (39 students) of our students are at the beginner level, 18% (11 students) are at the intermediate level, 16.4% (10 students) are at the advanced level, and 1 student (1.6%) scored at the proficient level. This data includes 22 students who are x-coded, therefore do not receive ESL services any longer, but are required to take the NYSESLAT. 12 x-coded students received beginner scores, 5 x-coded students scored at the intermediate level, 5 x-coded students scored at the advanced level and 9 x-coded students received invalid scores. When analyzing the valid scores of the 39 students who were entitled to ESL services as per their IEP we can see that 27 (69%) students are at the beginning, 6 (15%) at the intermediate, 5 (13%) are at the advanced level, and 1 student scored proficient. 29 students who were entitled for ESL services received invalid scores. 36 Alternative Assessment and 2 Standardized Assessment students received invalid scores. Out of the 61 entitled ELLs who finished all 4 parts of the assessment 32 (52%) were Alternative Assessment and 29 (48%) were Standardized Assessment students. Alternative Assessment ELLs scored at the following levels: 27 beginner, 3 intermediate and 2 advanced. Scores of Standardized Assessment ELLs are the following: 12 beginner, 8 intermediate and 8 advanced. 1 standardized assessment student scored at the proficient level.

English Language Learners at P186X are performing better in the speaking and listening part of the test and their improvement is faster in these areas. This is true for all our students across proficiencies and grade levels. Most of these ELLs have severe developmental delays or learning disabilities, therefore acquiring literacy in any language is particularly challenging for them. While only 23% of students (14 students) are at the beginning level in the modality aggregate of speaking and listening, 65% (40 students) performed at the beginning level in reading and writing. Teachers who are working with ELLs are aware that reading and writing are more difficult for the students, and concentrate on improving literacy skills, keeping in mind that the four modalities, listening, speaking, reading, and writing cannot be taught separately. Even though a large number of the students remain on the same proficiency level an improvement can be observed in the raw scores of students in all language skills.

15 Standardized Assessment ELLs participated in the Spring 2010 NYS ELA assessment. 14 (93%) of them scored at Level 1, and 1 student scored at level 2. 20 Standardized Assessment ELLs participated in the Spring 2010 NYS Math assessment. 15 ELLs scored at Level 1 (75%), 3 ELLs at Level 2 (15%) and 2 students at Level 4 (10%). 5 Standardized Assessment ELLs participated in last year’s state science assessment, 3 of them scoring at Level 1 and 2 of them scoring at Level 4. 3 Standardized Assessment ELLs participated in the state social studies assessment all of them scoring at Level 1. The fact that ELLs performed better on the math assessment than on the ELA assessment indicates that both ESL and classroom teachers have to concentrate on improving literacy skills of ELLs. However ESL teachers

developing a number of strategies to help ELLs learn social studies.

ELL Alternate Assessment ELLs participate in the NYSAA Datafolios every year. They participate in this assessment in English, but bilingual paraprofessionals are available to assist them during the assessment process. In Spring 2010 39 ELLs participated in NYSAA ELA, 2 (5%) scoring at Level 1, 3 (8%) scoring at Level 2, 12 (31%) scoring at Level 3 and 22 (54%) scoring at Level 4. 39 ELLs participated in NYSAA Math test, 6 (15%) scoring at Level 1, 1 (3%) scoring at Level 2, 11 (28%) scoring at Level 3, and 22 (54%) scoring at Level 4. 17 ELLs who participated in the Spring 2010 NYSAA Science test scored as follows: 6 ELLs Level 1 (35%), 3 ELLs Level 3 (18%), and 8 ELL Level 4 (47%). 7 ELLs who participated in the Spring 2010 NYSAA Social Studies state assessment scored as follows: 3 ELLs scored at Level 1, 2 scored at Level 3 and 1 ELL scored at Level 4. Data does not show any significant difference between the test scores of ELLs and non-ELLs on the NYSAA. ESL Teachers will continue to support Alternative Assessment ELLs to perform well on the NYSAA, and will help them to prepare especially for the ELA part of the assessment. However, 2010 state assessment data indicates that Alternative Assessment ELLs performed significantly better in ELA than in the content areas of math, science and social studies, therefore in the future ESL teachers will place special emphasis on modifying and scaffolding content area concepts for Alternative Assessment ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		