



**P188X**

**2010-2011**

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

**SCHOOL: 75X188**  
**ADDRESS: 770 GROTE STREET**  
**BRONX, NEW YORK 10460**  
**TELEPHONE: (718) 561-2052 FAX: (718) 561-2683**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 75X188      **SCHOOL NAME:** P188X

**SCHOOL ADDRESS:** 770 Grote Street, Bronx, New York 10460

**SCHOOL TELEPHONE:** (718) 561-2052      **FAX:** (718) 561-2683

**SCHOOL CONTACT PERSON:** Ms. Shanie Johnson,  
Principal      **EMAIL ADDRESS:** [sjohnso28@schools.nyc.gov](mailto:sjohnso28@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Wahnda Milton

**PRINCIPAL:** Shanie Johnson

**UFT CHAPTER LEADER:** Benjamin Zipf

**PARENTS' ASSOCIATION PRESIDENT:** Gladys Sotomayer

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Jorge Saba

**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
Wahnda Milton	*Principal or Designee	
Benjamin Zipf	*UFT Chapter Chairperson or Designee	
Gladys Sotomayer	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Keelee Wilkins	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	
Kathryn Casella	Member/Teacher	
Amanda Barry	Member/Teacher	
Migda Rodriguez	Member/Paraprofessional	
Jaqueline Pabon	Member/Parent	
Janira Colon	Member/Parent	
Collene Faye Javier	Member/Parent	
Jackie Robinson Cepeda	Member/Parent	
Claudia Espinal	Member/Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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P188X serves students in grades Pre-K to High School, all with Individualized Education Plans (IEP) Our students are emotionally and learning disabled, on the autistic spectrum, and/or have severe developmental and/or physical delays. All of our students are mandated to receive one or more of the following related services: counseling, hearing, vision and nursing services, along with speech and language, occupation and physical therapies.

Our main site, PS 34 located in District 10, is a self-contained building with 31 classes, standardized and alternate assessment, in grades Pre-K to grade 8. In addition to the core academic areas, we offer our students wood technology, computers, performing arts, Adaptive Physical Education (APE), consumer science, food and nutrition, and art.

Our second largest site is located at MS 301 in District 8. This unit has 17 self-contained middle school classes, and 3 inclusion classes (6-8). Comparable to our main site, the students are afforded use of a computer lab, school library, art literacy, Adult Daily Living skills (ADL), and APE.

Our third and latest acquisition is H790 at the newly constructed Mott Haven High School Campus in District 7. This unit has 7 high school classes for alternate assessment students with cognitive delays, emotional disturbance and/or autism as well as 1 inclusion class (9) with Bronx Leadership Academy 2 (BLA 2). Technology, ADL and APE are also offered. Our H790 site is a new, state-of-the-art learning facility with smart boards in all classrooms.

P188X continues to emphasize the importance of aligning curricula, pedagogical practices, resources, reflective decision making, and our learning environments to the New York State Standards for Alternate and Standardized Assessment students. Data driven analysis, collaborative feedback, reflective decision making practices, and meaningful instructional differentiation are the foundation for creating our instructional goals. The aforementioned are conducive to optimal learning for all students.

We continue to emphasize the importance of gathering, analyzing, interpreting and disaggregating data to ensure improvement on formative assessments by identifying opportunities for student learning and minimizing inappropriate behavior trends across all environments. Staff utilizes an inquiry-based, collaborative approach to professional development, enhancing learning experiences. We expanded our focus on data to begin exploring individual student growth via SMART IEP goal writing and establishing individual student goals. Additionally in 2011 we will introduce the new IEP format o our school community. We continue to increase the use of communication systems in our alternate assessment programs to provide critical access and rigor.

P188X strives for more parental involvement. To achieve this, we offer bi-monthly parent workshops on a variety of topics including, but not limited to, "Developing an Understanding of Office of Pupil

Transportation (O.P.T.),” “How Do *YOU* Feel?: A Parent Introduction to Emotional Literacy,” and “Toys and Language Games for the Holidays.” These workshops are presented in collaboration with community agencies, District 75 and school-based staff. Our Health and Resource Fair is entering its seventh consecutive year. We look forward to continuing our leadership role as a community resource to empower and build capacity for our families. We look forward to welcoming both returning and new participants offering information and resources to our community, including non-for-profit support groups, hospitals, health clinics and healthcare options.

In order to ensure the success of all of our students, it is necessary to implement new initiatives. Phase Two of our Lakeshore Pilot, S.M.I.L.E. (Structured Methods In Language Exploration), The Stock Market Challenge, Emotional Literacy, Gateways, Focus Forward and Earobics Reach are a few of our new and continuing initiatives. We are beginning to explore the Common Core Standards (CCS) and how they align with our current instructional practices to enhance instructional coherence. We are continuing our organizational spelling bees and math tournaments. Our organization also anticipates hosting a high school fair inclusive of District 75 high schools and community schools. Our focus continues to be providing our students with foundational tools and skills necessary for maximum independence and post-secondary school opportunities or workforce preparedness.

## 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									
<b>School Name:</b>	P.S. X188								
<b>District:</b>	75	<b>DBN:</b>	75X188	<b>School BEDS Code:</b>	307500012188				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	32	31	32				TBD		
Kindergarten	1	17	5						
<b>Student Stability - % of Enrollment :</b>									
<i>(As of June 30)</i>	2007-08	2008-09	2009-10						
Grade 1	0	12	1			86.8	TBD		
Grade 2	0	5	1						
Grade 3	4	7	5						
Grade 4	8	6	3						
Grade 5	18	11	9						
<b>Poverty Rate - % of Enrollment :</b>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
Grade 6	49	29	40		60.9	0.0	0.0		
Grade 7	39	45	37						
Grade 8	45	36	47						
Grade 9	4	7	0						
<b>Students in Temporary Housing - Total Number :</b>									
<i>(As of June 30)</i>	2007-08	2008-09	2009-10						
Grade 10	0	3	0		14	12	TBD		
Grade 11	0	0	0						
Grade 12	3	2	0						
Ungraded	203	160	216						
<b>Recent Immigrants - Total Number :</b>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
Total	406	371	396		6	1	0		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	374	340	364	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	32	31	32	Superintendent Suspensions	3	0	TBD		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
				CTE Program Participants	N/A	0	0		
<b>English Language Learners (ELL) Enrollment:</b>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	0	0	0						
<b>Number of Staff - Includes all full-time staff:</b>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Dual Lang. Programs	0	0	0	Number of Teachers	90	91	TBD		
# receiving ESL services only	27	11	31						

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	37	24	71	Number of Administrators and Other Professionals	92	97	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	49	42	TBD

<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	1	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	75.6	79.1	TBD
				% more than 5 years teaching anywhere	58.9	61.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	87.0	90.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	89.3	100.0	TBD
American Indian or Alaska Native	1.0	0.5	0.5				
Black or African American	35.7	35.3	39.6				
Hispanic or Latino	56.6	56.9	55.3				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	4.0	1.8				
White	3.0	3.2	2.8				
<b>Male</b>	79.8	82.2	79.3				
<b>Female</b>	20.2	17.8	20.7				

**2009-10 TITLE I STATUS**

	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			

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

<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

**Individual Subject/Area AYP Outcomes:**

**Elementary/Middle Level**

ELA:
Math:
Science:

**Secondary Level**

ELA:
Math:
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**	
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09	Quality Review Results – 2008-09
<b>Overall Letter Grade:</b>	<b>Overall Evaluation:</b> W
<b>Overall Score:</b>	<b><u>Quality Statement Scores:</u></b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data W
School Environment: <i>(Comprises 15% of the Overall Score)</i>	Quality Statement 2: Plan and Set Goals W
School Performance: <i>(Comprises 25% of the Overall Score)</i>	Quality Statement 3: Align Instructional Strategy to Goals W
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	Quality Statement 4: Align Capacity Building to Goals W
Additional Credit:	Quality Statement 5: Monitor and Revise W

**KEY: AYP STATUS**

√ = Made AYP
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target
X = Did Not Make AYP
– = Insufficient Number of Students to Determine AYP Status

**KEY: QUALITY REVIEW SCORE**

Δ = Underdeveloped
► = Underdeveloped with Proficient Features
√ = Proficient
W = Well Developed
◇ = Outstanding

**KEY: PROGRESS REPORT DATA**

NR = Data Not Reported	NR = No Review Required
------------------------	-------------------------

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

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

## 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?
- 

Based on a comprehensive review of data, we analyzed student achievement trends based on students' grade level, subject area and service category. We focused on information gleaned from the results of our School Report Card, Inquiry Team, Quality Review, Learning Environment Survey, student attendance, school needs assessment surveys, school climate and effectiveness of curriculum and instruction.

Based on our review of the aforementioned data, we were able to identify areas of strength as well as areas in need of improvement. According to the available information and student achievement trends, we recognize there has been a decrease in student performance on the 2010 NYS English Language Arts and Mathematics standardized assessment examinations not only within our organization, but also across the city. In an effort to address the areas in need of improvement, we compiled and analyzed the results from the 2010 English Language Arts and Mathematics standardized assessment examinations and NYSAA Datafolio scores. The following student performance trends were identified:

NYSAA ELA\*: 77% Level 4, 14% Level 3, 5% Level 2, 4% Level 1 (160 students completed datafolios)

NYSAA MATH\*: 67% Level 4, 23% Level 3, 5% Level 2, 5% Level 1 (160 students completed datafolios)

GRADES 3-8 ELA\*\*: 0% Level 4, 4% Level 3, 27% Level 2, 69% Level 1 (147 students completed 2010 exam)

GRADES 3-8 MATH\*\*: 1% Level 4, 6% Level 3, 27% Level 2, 67% Level 1 (135 students completed 2010 exam)

\* 2009-2010 data based on *NYSAA 2009-2010 Results, Overall Performance, School Report*

\*\* 2009-2010 data based on NYStart and ARIS standardized assessment test scores

P188X's key stakeholders, including the Principal's Administrative Cabinet, School Leadership Team (SLT), Parent Coordinator, School-Based Inquiry Team (SBIT), Academic Intervention Services (AIS) teacher, and English Language Learners department (ELL), collaborated on addressing the major findings and implications of P188X's strengths, accomplishments and areas in need of improvement. Based on student performance trends, we have identified the following:

- Although 90% and 91% of our students performed at Level 3 or above on their NYSAA Math and ELA Datafolios respectively, we recognize the need for additional collegial reviews across sites. We are also partnering with neighboring schools within our district to (1) broaden the scope of our reviews, and (2) decrease the number of clerical errors as evidenced by the 2010 results.
- *ProFile* will be used to input 2011 NYSAA information in order to reduce most clerical errors and eliminate the need for transcription of information.

- In an effort to decrease the percentage of Level 1 and Level 2 performance scores and increase the percentage of Level 3 and Level 4 on NYS ELA and Mathematics standardized assessment examinations, we developed the following Corrective Action Plan:
  - 1) We purchased a school-wide, leveled resource library with benchmark formal and informal assessment tools in the Spring of 2010 to aid in appropriately assessing students' instructional, frustration and independent reading levels. Teachers will have the opportunity to utilize content-based Fontas and Pinnell and Lexile-aligned reading materials in addition to their classroom library offerings. The resource room is inclusive of management tools in order to organize and differentiate their classroom libraries, create small groups for differentiated learning experiences, and administrative tools to support the goals and responsibilities of administrators and teachers in pursuit of decreasing the student achievement gap. The program provides additional teacher resources, website support, conversion guides and assessments tools.
  - 2) On Election Day 2010, classroom teachers were trained in the appropriate usage of the resource library and assessment tools included with it in order to fully implement and utilize the benefits provided by the extensive book room.
  - 3) In an effort to streamline and focus our administrative responsibilities, we have re-aligned our administrative cabinet: (1) Assistant Principal of Curriculum and Instruction (2) Assistant Principal of Accountability and Assessment, (3) Assistant Principal of Operations, and (4) Assistant Principal of Transition. All administrators play an integral role in supporting our students and staff in their efforts and endeavors to improve our student outcomes. We work in collaboration with the school-based coach and district-based coaches, to improve and enhance the quality of instruction in our classrooms. This collaboration enables continuity in services and support of our staff to ensure instructional and organizational cohesion, all in the best interest of our students.
- In an effort to evaluate our instructional practices within our organization, we have aligned our observation tools to the Professional Teaching Standards (PTS) in order to evaluate lesson planning, strategies and instructional outcomes. In addition, professional educators are empowered to be more proactive in their quest for improvement as pedagogues. Pedagogical practices are positively impacted by our educators completing teacher profile forms, a self-reflection tool focusing on where each teacher currently is and moving towards on the teacher continuum. This tool also allows the teacher to make informed decisions for areas in need of improvement and/or growth.
- Double blocks were built in to our teachers' schedules in order to ensure appropriate programming for Professional Learning Communities is in place.
- As indicated in our Annual School Goals, we are in Phase Two of our Professional Learning Community initiative, established to assist teachers in making informed, instructional decisions based on action-research and goal-oriented team meetings with their colleagues.

#### Parent Engagement

We acknowledge a recent increase in the level of parental involvement as evidenced by a 6% increase in responses to our 2009-2010 Learning Environment Survey, attendance at school wide functions, namely Parent/Teacher conferences and attendance at Parent Workshops. Parents are a critical component in the facilitation of goal acquisition, academic and social-emotional development. We have identified this as one of our areas in need of improvement as noted in our current goals since a 6% increase is evidence of progress; however, we would like to maintain an upward growth trend in parental satisfaction, involvement and engagement. At the District level (Spring 2010), we placed 1<sup>st</sup> and 2<sup>nd</sup> in the K-3 and 1<sup>st</sup> in the 4-5 grade level divisions. This is indicative of the school-home partnership. The school prepared take-home packets for students to study with their parents, in addition to school-level spelling bees that were largely attended by most parents. Parental presence was felt at our District-level spelling bee. Their presence provided support and motivation to guide their children towards success.

#### Pre-school

Pre-school children with disabilities have very unique needs. Most skills are emerging during these early years and it is essential that growth is measured and analyzed to ensure that optimum learning is taking place. Data from ABLLS and other sources (i.e. Aligning ABLLS data to SMART IEP goal writing guidelines, Natural Environmental Teaching (NET) an applied behavior analysis methodology, classroom checklists, data sheets, and parent consultations with teachers and related service providers) all reveal that many of our students have severe deficits in communication which negatively impacts learning particularly in the area of social skills acquisition. As part of the Pre-School Professional Learning Community action research, the Pre-School teachers created a new report card, a brochure introducing the instructional, social-emotional and related services programs to parents, and "A Day in the Life of Class Y01" for example, providing an instructional and programmatic overview of Pre-School daily routines and

rituals. Pre-school teachers created Monthly Themes and Skills aligned to the curriculum and the District 75 Elementary Units of Study.

Our school’s strengths are indicative of best practices implementation and effectiveness based upon Quality Review results the following is noted:

- A strong, shared belief system focused on individualized assessment and differentiation drives instructional focus resulting in classroom instruction that produces high levels of engagement.
- Intentional organizational decisions align resources and foster accountable collaboration to support long-range plans and provide structures that promote improved student learning.
- School leaders and faculty gather and analyze a wide range of data with care, identifying strengths and areas of need to support student learning
- Professional development promotes growth of strong pedagogical expertise and shared collaboration to improve student outcomes.
- The school builds incremental steps in establishing benchmarks toward long- term goals and monitors progress astutely.
- The school communicates high expectations clearly and supports parents with tools so that students can meet academic and personal goals.
- The school analyzes data on professional collaboration frequently and capably to build capacity and to foster distributive leadership.
- Our school has maintained a rating of Well Developed for the past four years.

LRE ratios and the percentage of students moving onto general education settings - In accordance with the least restrictive environment (LRE) requirement of IDEA, it is the goal of P188X to increase the opportunities available to students with disabilities to receive an education alongside non-disabled students in the general education classroom setting with necessary supports, accommodations and related services. However, for those students with disabilities whose needs cannot be met in the general education environment due to the nature or severity of the disability, P188X provides specialized environments with different student/staffing ratios, together with behavior interventions and support plans, curriculum accommodation and modification, and individualized supports to meet the academic and social needs of individual students. Students with disabilities, who are transitioning from self-contained special education classrooms to general education or LRE classrooms, are also eligible to receive transitional support services such as counseling or as otherwise mandated by the student’s IEP. In an effort to support our students’ transition to less restrictive environments, we have opened a new SETSS class at our MS 301 site, where we currently have three classes. We have also partnered with Bronx Leadership Academy II to open our first Inclusion class at our newly opened high school, H790 at the Mott Haven campus. We have already opened dialogue and discussion about having two additional partnerships with other high schools co-located in the Mott Haven campus. We are optimistic about these programs coming to fruition and extremely pleased with the progress of our newest joint venture with Bronx Leadership Academy II.

Academic Year	Movement to LRE
2005 – 2006	<ul style="list-style-type: none"> <li>▪ 12 students</li> </ul>
2006 – 2007	<ul style="list-style-type: none"> <li>▪ 27 students</li> </ul>
2007 – 2008	<ul style="list-style-type: none"> <li>▪ 17 students from a 12:1:1 staffing ratio moved to a community high school</li> <li>▪ 8 students moved to LRE</li> <li>▪ 39 students remaining in <u>inclusion</u> setting with collaborative “team” teaching</li> </ul>
2008 – 2009	<ul style="list-style-type: none"> <li>▪ 5 Elementary students (6:1:1) moved to inclusion</li> <li>▪ 4 Elementary students (6:1:1) moved to an 8:1:1 class</li> <li>▪ 2 students from a 12:1:1 ratio went to High School Inclusion</li> <li>▪ 9 students from 12:1:1 ratio moved to Sp Ed Community High School</li> <li>▪ 11 students from a 12:1:1 &amp; 8:1:1 ratio moved to General Ed High School</li> <li>▪ 6 Pre K students moved to a</li> </ul>

	community school program.
2009-2010	<ul style="list-style-type: none"> <li>▪ 2 Elementary students (6:1:1) moved to community school programs</li> <li>▪ 8 Elementary students moved from a 6:1:1 to an 8:1:1 class</li> <li>▪ 1 Middle School 6:1:1 student moved to an 8:1:1</li> <li>▪ 5 standardized assessment Middle School students from a 12:1:1 ratio moved to High School Inclusion</li> <li>▪ 2 standardized assessment Middle School students from an 8:1:1 ratio moved to High School Inclusion</li> <li>▪ 5 Middle School students from 8:1:1 ratio moved to Special Education Community High School</li> <li>▪ 11 Middle School students from a 12:1:1 ratio moved to Special Education Community High School</li> <li>▪ 1 student from Inclusion moved to General Education Junior High School</li> <li>▪ 3 Pre-K students moved to a community school program</li> </ul>

What are the most significant aids or barriers to the school's continuous improvement?

- The distribution of funding across the organization so as to provide equal access to effective instructional materials and resources across all content students in both alternate assessment and standardized assessment classes greatly impacts on our program. In an effort to address this barrier, we supplement our resources through outreach to community organizations such as Donor's Choose, & RIF, as well as apply for varying grants.
- New students entering the program in the middle of the school year display disruptive and inappropriate behaviors that impede their success. These behaviors also have an adverse effect on students whose behaviors have improved and are making progress. Time is taken away from instruction until the new students "buy into" the behavior management plan. In an effort to address this barrier, we provide new students with a tour during our intake inclusive of expectations, Power of Choice overview, and school rules. Additionally, we are in the beginning phases of our Emotional Literacy initiative, providing a common language for and an awareness of emotions, promoting positive interactions between staff and students. In an effort to address this barrier, we assess individual student needs and provide appropriate support.



## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**Goal #1:** By June 2011, all students at Mott Haven high school will participate in early targeted student instructional programs moving towards appropriate post-secondary outcomes as evidenced by 90% of the students completing vocational assessments, NYSAA Datafolio scores, and transitional work site interest surveys.

**Goal #2:** By June 2011, parent involvement will increase as evidenced by a 10% increase in parent responses on the School Learning Environment Survey and at least 5% of our parents accessing the ARIS Parent Link.

**Goal #3:** By June 2011, there will be a 5% increase in student performance in ELA as evidenced by NYSAA Datafolio scores, student test scores, Lexile levels and student work samples.

**Goal #4:** By June 2011, there will be 5% increase for students in Alternate and Standardized Assessment programs in student communication and self-expression using appropriate learned vocabulary words and/or communication symbols as evidenced by student journal entries and class writing samples and /or projects.

**Goal #5:** By June 2011, there will be an increase in student understanding of mathematics concepts as evidenced by a 5% decrease in Level 1 and 5% increase in Level 2 or above on the NYS Mathematics examinations and NYSAA Datafolio scores.

**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):** Goal #1 High School

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 100% of our students at Mott Haven high school will participate in early targeted student instructional programs moving towards appropriate post-secondary outcomes as evidenced by 90% of the students completing vocational assessments, NYSAA Datafolio scores, and transitional work site interest surveys.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• In July and August 2010, a vocational assessment inventory framework will be developed by the administrative cabinet and School-Based Coach (SBC).</li> <li>• In September 2010, an initial Cohort meeting with high school staff and Assistant Principal(s) will occur to establish protocol and benchmarking for the intake process.</li> <li>• In September 2010, an Open House for parents will take place where the instructional framework, intake protocols, expectations and requirements for students will be explained and modeled through hands-on, practical activities and information sessions.</li> <li>• In December 2010, 50% Vocational Assessment Inventories (VAI) will be submitted to the Principal for review to assess viability of plans.</li> <li>• Ongoing conferences with students, teachers, parents and key stakeholders will be implemented as necessary.</li> <li>• Ongoing progress updates between administrators and teaching teams will take place.</li> <li>• Ongoing professional development and training will be provided to site administrator(s) and guidance counselor(s) to support transition linkage.</li> <li>• Monthly faculty conferences will address transition and community integration support and development.</li> <li>• Monthly New admission tracking sheets will be developed and distributed.</li> <li>• Ongoing IEP Transition goals will be reviewed and developed in alignment with the VAI.</li> </ul>

	<ul style="list-style-type: none"> <li>• By January 2011, a Transition Linkage Coordinator will be hired and facilitate job development needs for enrolled students.</li> <li>• By March 2011, 75% VAI will be submitted and site administrators, teachers, counselors and students will modify the VAI and IEP transition pages if necessary.</li> <li>• By March 2011, a Transition Linkage Coordinator will facilitate job development needs for enrolled students.</li> <li>• By June 2011, 100% of students enrolled in Mott Haven High School will have completed an intake package as an indicator of interest and aptitude to determine eligibility for preliminary training programming.</li> <li>• By June 2011, 100% of students enrolled in Mott Haven High School will have completed IEP Transition goals.</li> <li>• By June 2011, 90% of students at Mott Haven High School will be participating in instructional programming to enhance marketability in the workplace and/or community integration.</li> <li>• By June 2011, 80% of the students in Mott Haven High School will have a personal profile and/or resume completed.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy fund will be used to cover per session activities.  Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials.  District will provide PD.  Tax Levy Instructional Funds will be used to hire a Transition Linkage Coordinator.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By September 2010, the Vocational Assessment Framework will be distributed to all classroom teachers.</li> <li>• In December 2010, 50% Vocational Assessment Inventories (VAI) will be submitted to the Principal for review to assess viability of plans.</li> <li>• By March 2011, 75% VAI will be submitted and site administrators, teachers, counselors and students will modify the VAI and IEP transition pages if necessary.</li> <li>• Calendars, conference notes, and agendas from Monthly Meetings with administrators and teaching teams will be reviewed.</li> <li>• Quarterly updates of VAI and IEP</li> <li>• By June 2011, 100% students will have Vocational Assessment Inventories and IEP goals updated and completed.</li> <li>• By June 2011, 80% students will have completed personal profiles and/or</li> </ul>

	<b>resumes.</b>
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**Goal #2 Parental Involvement**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, parent involvement will increase as evidenced by a 10% increase in parent responses on the School Learning Environment Survey and at least 5% of our parents accessing the ARIS Parent Link.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• In August 2010, the Administrative Cabinet will meet with Parent Coordinator and PA President to develop a survey to determine the needs of the parents, including workshop topics, meeting times and preferred modes of communication.</li> <li>• August/September 2010 – create systems of organization for parental communication and information distribution.</li> <li>• September 2010 – Parent survey and ARIS Parent Link information will be sent home to parents.</li> <li>• September 2010 – A calendar of workshop dates and topics will be distributed to parents.</li> <li>• September 2010 – Funds to support parent participation will be allocated in Galaxy from Tax levy dollars. Title III funds will be used for translation services when needed.</li> <li>• In September/October 2010, assist parents in creating personal e-mail accounts to expedite access to ARIS Parent Link.</li> <li>• Ongoing – Communicate curriculum and instructional information.</li> <li>• Ongoing – Workshop information and ARIS information will be included in Parent Newsletters sent home monthly.</li> <li>• Ongoing – Parent Coordinator will ensure all information is provided to all sites for parents.</li> <li>• Ongoing – Parents will be encouraged to join the Parent Association.</li> <li>• Ongoing – Technology Coordinator will assist parents in computer activities to help their children with school assignments.</li> <li>• Ongoing – Administrators and School-Based Coach will model instructional skills and strategies on an ongoing basis for parents through practical, hands-on approaches/workshops.</li> <li>• Ongoing – Administrators and Behavioral Support Staff will demonstrate behavioral skills and strategies for parents through practical approaches and techniques for at-home use.</li> <li>• Spring 2011 – Staff will be available to assist parents in completing the Learning</li> </ul>

	<p><b>Environment Survey.</b></p> <ul style="list-style-type: none"> <li>• <b>By June 2011, parent involvement will increase as evidenced by a 10% increase in parent responses on School Learning Environment Survey (from 32% to 42%).</b></li> <li>• <b>By June 2011, 5% of our parents will access ARIS through the Parent Link.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p style="text-align: center;"><b>Tax Levy funds will support parent activities.</b></p> <p style="text-align: center;"><b>Title III funding used for translations services where appropriate.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Ongoing, monthly agendas and sign in sheets from Parent Workshops</b></li> <li>• <b>By January 2011, overall attendance will increase by 5% at parent events.</b></li> <li>• <b>Ongoing, monthly sign in sheets from Parent Association Meetings</b></li> <li>• <b>By March 2011, agenda and sign in sheets from two ARIS trainings will indicate a 3%-5% log-in facilitation through Aris Parent Link.</b></li> <li>• <b>June 2011, 10% increase in stakeholders' response to the Learning Environment Survey</b></li> <li>• <b>Health and Resource Fair April, 2011 will reflect at least 15% of the total student population of 188X</b></li> <li>• <b>At least 20 families will be in attendance at our 1<sup>st</sup> annual High School Transition Fair – Spring 2011</b></li> <li>• <b>Intervention strategies on a semi-annual basis</b></li> <li>• <b>Our monthly “World Web Weekly” created and reviewed by our students, will be sent home to parents to provide educational web-based resources for at-home strategies reinforcement.</b></li> </ul>

Subject/Area (where relevant):

**Goal #3- Improving Student Outcomes Through Professional Development (Professional Learning Communities).**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in student performance in ELA as evidenced by NYSAA Datafolio scores, NYS ELA examinations, Lexile levels and student work samples enhanced by Professional Learning Communities through inquiry-based action research approaches to improving instruction and student outcomes.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• August 2010 – Administration will schedule common planning time for teachers at each site.</li> <li>• September 2010- Create blog in ARIS</li> <li>• September 2010 – Assistant Principals &amp; SBC will provide Professional Development in the use of ARIS as it relates to PLC information sharing and update to 75% of the staff</li> <li>• September 2010 – per session from tax levy funds will be allocated in Galaxy for Professional Development sessions.</li> <li>• September 2010 – Administration will assign teachers to a focus group based on their student population.</li> <li>• September 2010 – Principals will assign Assistant Principals to specific working groups.</li> <li>• September 2010 – PLCs will meet to set a calendar and using the collaborative inquiry process they will select the short and long term goals for their group. They will submit the above to the Assistant Principal.</li> <li>• October 2010 – Baseline assessment data will be analyzed and disaggregated</li> <li>• Ongoing – specific programmatic data (i.e. Achieve 3000, Foundations, Gateways, Focus Forward, S.M.I.L.E. etc.).</li> <li>• Ongoing – Administrators and School-Based Coach will be available to assist in the inquiry process.</li> <li>• November 2010 – Window opens for periodic assessments</li> <li>• November, 2010- 75% of the standardized assessment population will complete periodic assessments.</li> <li>• November 2010- Periodic assessment data will reviewed and analyzed.</li> <li>• November 2010- 90% of teachers identified to submit NYSAA Datafolios will submit the ELA portion of the Datafolios for Collegial Review.</li> <li>• December 2010 – Administration and School-Based Coach will meet with each team to review their progress.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ongoing – Monthly Faculty Conference presentations</li> <li>• January 2011 – Each team will review their progress and edit and/or revise their focus if necessary in ARIS</li> <li>• January 2011 – Window opens for periodic assessments</li> <li>• January 2011- 90% of the teachers identified to submit NYSAA Datafolios will submit the math portion of the datafolios for Collegial Review</li> <li>• February 11, 2011 – NYSAA Datafolio submission for ELA, Math, Social Studies, and Science (where applicable)</li> <li>• February 2011- 85% of the standardized assessment population will complete 2<sup>nd</sup> periodic assessment with a predicted gain of 3% in student performance.</li> <li>• Ongoing – Agendas and sign in sheets will be maintained by each team and submitted to the Assistant Principal for their team</li> <li>• June 2011 – Each team will share their goals and results of the process with the entire staff on a Professional Development Day and update their findings in ARIS</li> <li>• June 2011- Assistant Principals &amp; SBC will provide Professional Development in the use of ARIS as it relates to PLC information sharing and update to 95% of the staff</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy funds will support PD and per session activities.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• October 2010 – collaborative team leaders will submit a calendar of projected team meetings scheduled for the school year</li> <li>• November 2010 – Window opens for periodic assessments</li> <li>• November, 2010- 75% of the standardized assessment population will complete periodic assessments.</li> <li>• November 2010- 90% of teachers identified to submit NYSAA Datafolios will submit the ELA portion of the Datafolios for Collegial Review.</li> <li>• January 2011- 90% of the teachers identified to submit NYSAA Datafolios will submit the math portion of the datafolios for Collegial Review</li> <li>• February 11, 2011 – NYSAA Datafolio submission for ELA, Math, Social Studies, and Science (where applicable)</li> <li>• February 2011- 85% of the standardized assessment population will complete 2<sup>nd</sup> periodic assessment with a predicted gain of 3% in student performance.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <b>Agendas and sign in sheets from each team provided on a monthly basis.</b></li><li>• <b>Monthly ARIS updates submitted to SBC/Administrators.</b></li><li>• <b>By January 2011, 90% standardized assessment teachers will have completed a comparative analysis of all students in their class</b></li><li>• <b>February 2011 – Window opens for periodic assessments</b></li><li>• <b>June 2011 – presentation of collaborative work and completion of goals as presented to the staff.</b></li></ul> |
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**Goal #4 – Student Communication and Self-Expression**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #4: By June 2011, there will be 5% increase for students in Alternate and Standardized Assessment programs in student communication and self-expression using appropriate learned vocabulary words and/or communication symbols as evidenced by student journal entries and class writing samples and /or projects.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• By August 2010, our school-wide charter will be finalized and displayed in common areas at all sites</li> <li>• By August 2010, Administrators will have our Emotional Literacy Toolkit for staff and students completed</li> <li>• By September 2010, all classes will have a copy of the mood meter and blueprint displayed in and introduced in their classrooms.</li> <li>• By September 2010, all classrooms will complete classroom charters and prepare for P188X Spirit Day</li> <li>• By October 2010, Weekly Vocabulary Words of the Week will commence</li> <li>• Ongoing meetings with core team will take place</li> <li>• Ongoing behavioral support teams will utilize the mood meter and blue print as a de-escalation and self-regulation tools.</li> <li>• January 2011 – Student Leadership Team members will begin their training as Peer Mediators</li> <li>• June 2011 – culminating activity</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy funds will be utilized to purchase supplies and materials needed to support Emotional Literacy training, Professional Development, and organizational intervisitations.</p> <p>Clinical staff will support implementation.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• September 2010 – Administrators will collect classroom charters to establish alignment with school-wide charter</li> <li>• December 2010- 100% of classrooms will have charter completed</li> <li>• January 2011- All classes will begin integrating vocabulary, communication and social skills support appropriate to student population.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Sign in sheets and agendas from meetings and Spirit Day</b></li><li>• <b>September 2010 – Clinical staff and core team will submit to administration the Emotional Literacy vocabulary word inventory</b></li><li>• <b>December 2010 – eleven standardized assessment classes will be able to identify and evaluate individual behavioral trends using Emotional Literacy tools.</b></li><li>• <b>By June 2011, 100% of classes will have established and utilized a classroom charter in addition to integrating 10 vocabulary words/PEC symbols on an interactive word wall that could appropriately identify feelings.</b></li></ul>
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	<p><b>NYS Mathematics Examinations</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• <b>December 2010 – Baseline data and interim benchmarks will be revisited in order to identify trends and evaluate outcomes</b></li> <li>• <b>January 2011 – “Skill of the Week” pacing calendar distributed and explained to all staff.</b></li> <li>• <b>Ongoing – Periodic and predictive assessments will be administered accordingly.</b></li> <li>• <b>Ongoing – Math PLCs will evaluate curriculum and make revisions where applicable.</b></li> <li>• <b>Ongoing – Administration, school based coach and district coaches will provide support and oversight to ensure the use of effective skills, strategies and programs in classroom environments.</b></li> <li>• <b>Ongoing – Professional Development opportunities provided for staff.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Tax levy and NYSTL funding will be utilized to support per session, books and materials.</b></p> <p><b>Common planning time aligned and blocked in schedules for both standardized assessment and alternate assessment classes.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>October 2010 – Eleven standardized assessment classrooms will analyze trends and growth based on baseline data and interim benchmarks which will be identified to select appropriate intervention programs.</b></li> <li>• <b>By January 2011, all standardized assessment teachers will have completed a comparative analysis of all students in their class.</b></li> <li>• <b>By February 2011, all classes participating in the Lakeshore pilot will and datafolio process will have submitted datafolios for collegial review.</b></li> <li>• <b>June 2011 – Standardized assessment classes will utilize a project-based approach to Everyday Math or Impact Math to improve student learning outcomes.</b></li> <li>• <b>June 2011 – Alternate Assessment classes will have effectively implemented EQUALS Math, Touch Math or Everyday Math in order to gauge overall program effectiveness in improving student learning outcomes as evidenced by baseline data, program assessments and interim benchmark assessments.</b></li> <li>• <b>June 2011 – Key stakeholders participate in focus groups to share their findings and begin organizing and planning next steps.</b></li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	0	0	N/A	N/A	0	0	0	0
4	5	5	1	0	5	0	0	0
5	4	4	3	4	4	0	0	0
6	43	21	0	18	43	0	0	0
7	30	41	0	3	41	0	0	0
8	51	27	0	0	51	0	0	0
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>AIS programs:</p> <ul style="list-style-type: none"> <li>• Achieve 3000 – TeenBiz, a web-based, individualized &amp; differentiated reading and writing instruction program for grades 6-12 and KidBiz for grades 2-5.</li> <li>• Wilson – decoding, encoding, sight word fluency, vocabulary, oral expressive language development &amp; comprehension program.</li> <li>• Early Literacy Skills Builder (ELSB) – A literacy curriculum with a print and phonemic awareness focus created for students with moderate to severe developmental disabilities.</li> <li>• Rewards – strategies for decoding multi-syllabic vocabulary words, fluency, comprehension, test taking strategies, and content area reading and writing activities.</li> <li>• News-2-U- a web-based, picture exchange reading program.</li> <li>• Great Leaps – drill &amp; practice for reading fluency.</li> <li>• Reading A to Z – a web based reading program</li> <li>• PAF (Preventing Academic Failure) – a multi sensory reading, spelling and handwriting program for grades 2 &amp; 3.</li> </ul> <p>Delivery Method:</p> <ul style="list-style-type: none"> <li>• Individual (one to one) tutoring</li> <li>• Small Group instruction</li> <li>• Individual student computer use with staff monitoring</li> </ul> <p>Provision of Service:</p> <ul style="list-style-type: none"> <li>• During school hours</li> <li>• After school program for middle school students</li> </ul> <p>* For alternate assessment students the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) is used.</p> <p>TEACCH (Treatment &amp; Education of Autistic &amp; related Communication-handicapped Children), PECS (Picture Exchange Communication System) &amp; ABA (Applied Behavioral Analysis) are also used in the classroom.</p>
<b>Mathematics:</b>	<p>AIS programs:</p> <ul style="list-style-type: none"> <li>• AIM Higher – a program to increase math reasoning and higher order thinking</li> <li>• Math Steps – A program that reinforces basic number concepts</li> <li>• Achieve 3000 – Math Component of above program</li> <li>• Everyday Math Games – a drill exercise program aimed at building fact &amp; operations skills</li> <li>• Summer Success math – A program that introduces, reinforces and reviews key math concepts</li> <li>• Interactive online math sites – <a href="http://www.kidsnumbers.com">www.kidsnumbers.com</a> &amp; <a href="http://www.mathplayground.com">www.mathplayground.com</a></li> </ul>

	<p>Delivery Method:</p> <ul style="list-style-type: none"> <li>• Individual (one to one) tutoring</li> <li>• Small Group instruction</li> <li>• Individual student computer use with staff monitoring</li> </ul> <p>Provision of Service:</p> <ul style="list-style-type: none"> <li>• During school hours</li> <li>• After school program for middle school students</li> </ul> <p>* For alternate assessment students the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) is used.</p> <p>TEACCH (Treatment &amp; Education of Autistic &amp; related Communication-handicapped Children), PECS (Picture Exchange Communication System) &amp; ABA (Applied Behavioral Analysis) are also used in the classroom</p>
<b>Science:</b>	<p>AIS Programs:</p> <ul style="list-style-type: none"> <li>• Apple Laptop carts</li> <li>• SmartBoards</li> <li>• Web based science sites</li> <li>• Brain Pop &amp; Brain Pop Jr.-Interactive content, web-based differentiated instructional learning toolkit (K-12)</li> </ul> <p>Delivery Method:</p> <ul style="list-style-type: none"> <li>• Individual (one to one) tutoring</li> <li>• Small Group instruction</li> <li>• Individual student computer use with staff monitoring</li> </ul> <p>Provision of Service:</p> <ul style="list-style-type: none"> <li>• During school hours</li> <li>• After school program for middle school students</li> </ul> <p>* For alternate assessment students the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) is used.</p> <p>TEACCH (Treatment &amp; Education of Autistic &amp; related Communication-handicapped Children), PECS (Picture Exchange Communication System) &amp; ABA (Applied Behavioral Analysis) are also used in the classroom.</p>
<b>Social Studies:</b>	<p>AIS Programs:</p> <ul style="list-style-type: none"> <li>• Apple Laptop Carts</li> <li>• Smartboard</li> <li>• Weekly Publications – Weekly reader</li> <li>• Web based Social Studies sites</li> <li>• BrainPop &amp; BrainPop Jr.- Interactive content, web-based differentiated instructional learning toolkit (K-12)</li> </ul> <p>Delivery Method:</p> <ul style="list-style-type: none"> <li>• Individual (one to one) tutoring</li> <li>• Small Group instruction</li> <li>• Individual student computer use with staff monitoring</li> </ul> <p>Provision of Service:</p> <ul style="list-style-type: none"> <li>• During school hours</li> <li>• After school program for middle school students</li> </ul>

	<ul style="list-style-type: none"> <li>• For alternate assessment students the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) is used.</li> <li>• TEACCH (Treatment &amp; Education of Autistic &amp; related Communication-handicapped Children), PECS (Picture Exchange Communication System) &amp; ABA (Applied Behavioral Analysis) are also used in the classroom.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	In addition to the individualized school behavior management plan based on Power of Choice, during sessions providers do intensive counseling and behavior staff implement LSCI (Life Space Crisis Intervention).
<b>At-risk Services Provided by the School Psychologist:</b>	In addition to the individualized school behavior management plan based on Power of Choice, during sessions providers do intensive counseling and behavior staff implement LSCI (Life Space Crisis Intervention).
<b>At-risk Services Provided by the Social Worker:</b>	In addition to the individualized school behavior management plan based on Power of Choice, during sessions providers do intensive counseling and behavior staff implement LSCI (Life Space Crisis Intervention).
<b>At-risk Health-related Services:</b>	

## **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.

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### **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).

- X We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- X We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

### **Section I. Student and School Information**

**Grade Level(s)** 9-12      **Number of Students to be Served:** 16 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers** 2 certified ESL/Bilingual Teachers

**Other Staff (Specify)** 2 paraprofessionals, 1 secretary, and 1 administrator

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

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

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P188X serves students in grades Pre-K to High School, all with Individualized Education Plans (IEPs). Our students are emotionally and learning disabled, on the autistic spectrum, or have severe developmental and physical delays. All of our students are mandated to receive one or more of the following related services: counseling, hearing, vision and nursing services, along with speech and language, occupation and physical therapies. P188X's ELLs are spread out over thirteen different grade levels (K-12) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1), different English language proficiencies (Beginner, Intermediate, Advanced) and differing abilities (ED, MR, Autistic, Multiple Disabilities) at three, separate sites. Of our 447 students, 90 are identified as ELLs (20.1%). The ELL population is consequently not clustered in groups large enough to facilitate transitional Bilingual classes. ELLs receive ESL with native-language alternate placement para-professionals present in all classes. We employ a freestanding ESL program which primarily utilizes the push-in model (at 188@34) and a push-in/pull-out combination (at 188@301 and 188@BLA II) due to specific student needs. Our ELLs are grouped with regard to their class-size mandate (6:1:1, 8:1:1, 12:1:1), English language proficiencies (Beginner, Intermediate, Advanced), and testing categorization (Standard, Alternate). The program model is ungraded, heterogeneous push-in and pull-out.

ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Everyday Math (Math), BrainPop (Social Studies, Science), and the Achieve 3000 reading program (ELA) are regularly used. With alternate assessment students, Functional Math (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the Edmark reading program (ELA) are commonly used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction.

Services for newcomers include AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production. SIFEs receive AIS tutoring and native language literacy development. Extension of Service (more than 3, but less than 6 years of service) are recommended for tutoring, developing literacy skills, academic intervention, and providing an environment to facilitate language production. Long Term ELLs (6+ years of service) receive AIS interventions, literacy coaching, Title III participation. All 188X's students have special needs and receive instruction and services in line with their IEP mandates.

At school orientation and new enroll intakes, ELLs and their parents are invited, in their native language if requested (though oral or written communication by qualified bilingual staff), to participate in the after-school ELL technology program, which meets on Tuesdays and Thursdays from 3:30-5:00 PM (3 hours total) February through June 2011 (15 weeks, exclusive of holidays). Although all (90) ELLs students are eligible to participate in the program there have been 16 students identified from grades 9-12. These students are targeted for the Title III program because they all are at the beginner level and have transitioned to the intermediate level in both alternate and standardized assessment. All of our ELL students receive units of ESL as per Chancellor's Regulations 154 (for elementary and middle school, beginners and intermediates receive 360 minutes, and advanced receive 180 minutes in ESL and 180 minutes in ELA. High School ELLs receive 540 minutes, intermediate 360 minutes and advanced receive 180 minutes of ESL and 180 minutes of ELA). These students were identified based on 2010 NYSESLAT scores. As part of the program, the participating students will be immersed in project-based learning, resulting in a final project focusing on culture and society. Students will use iPads to conduct WebQuests, access literacy building games and skills reinforcers on-line, and will have the ability to differentiate learning modalities. This will provide the dual benefit of simultaneous language and technology instruction. We are purchasing 8 Apple iPads (1 iPad for every 2 students participating in the after school program) in order for students to have the necessary materials and equipment for project and program completion.

Research indicates that using technology with ELLs is an effective way to enhance English language acquisition skills: "[Technology] prevents the academic and social marginalization of ELLs. [It is] motivating and non-judgmental. [It] allows them to have the most control over the direction of their learning by controlling

their time, speed of learning, autonomy, choice of topics or even their own identity. [It] gives them prompt feedback, individualizes their learning, and tailors the instructional sequence.” - Critical Issue: Using Technology to Support Limited-English-Proficient (LEP) Students’ Learning Experiences (2003)

Trained in ESL techniques, two certified ESL/Bilingual teachers and two paraprofessionals will facilitate the ELL technology program for students and their parents. Students in the after school program will be assessed through the use of performance-based rubrics, benchmarks and assessment of their final project. This aligns with ESL Standards 1, 2, 3 and 5, and Technology Standard 5. ESL rubrics are also utilized in the evaluation process of students’ work. We also utilize picture symbol usage charts, AAC device logs, and total physical response notations for alternate assessment and limited articulation students.

**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.

Staff working with ELLs (2 ESL/Bilingual teachers, 2 paraprofessionals, 1 administrator) will participate in monthly after-school ELL technology professional development seminars. These workshops will be led by the ESL/Bilingual teacher and/or administrator. The scheduled topics are: January: iPad Nuts and Bolts, February: ESL and WebQuests - The Perfect Pairing, March: Using Assessments for and Engaging Students in Project-Based Learning, April: How Do the Pieces Fit Together? May: The Culminating Project. Professional development opportunities are held on the second Wednesday of each month, beginning in January 2011 from 3:30-4:30. Professional development will draw on staff and administrator’s experience in ESL instruction and using technology for ESL instructional purposes. Participating staff will receive instruction and the expectations set forth for the students’ culminating projects. All staff who are working the Title III program are required to participate in these professional development seminars.

**Parent Involvement –**

Parents will be contacted by native language and English language letters sent home with their children and telephone calls made by the parent coordinator to participate in an initial orientation session, explaining the goals of the after school program, and setting the expectations for staff, students parents. This orientation session will take place in early January 2011 facilitated by the Parent Coordinator and PTA President. Metro cards will be provided to parents to facilitate their travel to and from this event. Refreshments will also be served. Parents are invited to participate in the program on a monthly basis (4 times). Their linguistic needs will be met by our bilingual professionals. Reinforcements include interactive games that will provide our parents with foundational skills on various components of the after school program, such as iPad basics, WebQuests, rubrics, and skills and strategies that can also be used at home. During the last month of the after-school program, parents of participating students will be invited to our culminating activity celebration.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$9,601.45</b>	<b>Per Session: Direct instruction 3 hours a week for 15 weeks</b> <b>Supervisor: 52.21 X 1 = 52.21 X 45 Hours = \$2,349.45</b> <b>Teachers: 49.89 X 2 = 99.78 X 45 Hours = \$4,490.10</b> <b>Paras: 28.98 X 2 = 57.96 X 45 Hours = \$2,608.20</b> <b>Secretary: 30.74 X 5 hours= \$ 153.70</b>

<b>Professional Development</b> - High quality staff and curriculum development contracts.	<b>\$839.80</b>	<b>Staff Development Workshops (contracts and per session)</b> <b>Teachers: \$49.89 X 2= \$99.78 x 4 hours =\$399.12</b> <b>Paras: \$28.98 x 2= \$57.96 x 4 hours= \$231.84</b> <b>Supervisor: \$52.21 x 1 = \$52.21 x 4 hours =\$208.84</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>\$4,075.60</b>	<b>Instructional materials to support classroom and after school instruction.</b> <b>Printer Cartridges (2 cartridges at \$41.80 each) = \$83.60</b> <b>Apple iPad (8 iPads at \$499.00 each) = \$3,992.00</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>	<b>\$288.00</b>	<b>Transportation for parents, parent coordinator and PTA President: metro cards provided for 16 parents for monthly meetings: 16 X \$4.50 X 4 months = \$288</b>
<b>Parental Involvement</b>	<b>\$195.15</b>	<b>Parent involvement activities: orientation reception:\$80, Culminating family celebration \$51.15, 16 flash drives for each family to complete activities at home: 16 x \$4= \$64</b>
<b>TOTAL</b>	<b>\$15,000.00</b>	

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

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

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

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

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

Communication is maintained to ensure that written and oral services are provided in the language requested. Spanish communication is currently the non-English language requested. We have staff members who speak this language and communicate with the parents and provide translation of necessary information on a regular basis.

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

Spanish communication is the non-English language requested. Translation and interpretation service options are explained to the staff members working directly with our Limited English Proficiency (LEP) students in group and one-on-one meetings. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

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

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

Written translation services are provided in-house by school staff. Documents are given two days in advance to the in-house translators. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

4. 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.

Oral interpretation services are provided in-house by school staff at group and one-on-one meetings. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

5. 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>.

Within the first 30 days of the 2010-2011 school years, we will audit the requested parent languages. The English Language Learners (ELL) parents will be notified of the services provided in-house. We will utilize the DOE's Translation & Interpretation Unit when necessary for assistance

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

**NOT APPLICABLE: Non-TITLE I SCHOOL**  
*All Title I schools must complete this appendix.*

**Directions:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**NOT APPLICABLE**

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

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

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

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

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

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

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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)**

**NOT APPLICABLE**

*All SURR schools must complete this appendix.*

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

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

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

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



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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

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

**N/A: school does not receive any set-aside funds**

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. X188						
<b>District:</b>	75	<b>DBN:</b>	75X188	<b>School</b>		307500012188	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	32	31				NR
Kindergarten	17	5	3				
Grade 1	12	1	6	<b>Student Stability - % of Enrollment:</b>			
Grade 2	5	1	1	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	7	5	2			86.8	84.6
Grade 4	6	3	5	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	11	9	5	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	29	40	25		60.9	0.0	NA
Grade 7	45	37	44	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	36	47	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	7	0	7		14	12	5
Grade 10	3	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	2	0	0		6	1	0
Ungraded	160	216	263				
Total	371	396	426				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	340	364	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	31	32	31	Superintendent Suspensions	3	0	1
Number all others	0	0	395				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	11	31	TBD	Number of Teachers	90	91	0
# ELLs with IEPs	24	71	TBD	Number of Administrators and Other Professionals	92	97	0
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	49	42	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	1	4	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	75.6	79.1	0.0
				% more than 5 years teaching anywhere	58.9	61.5	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	90.0	0.0
American Indian or Alaska Native	0.5	0.5	0.0	% core classes taught by "highly qualified" teachers	89.3	100.0	0.0
Black or African American	35.3	39.6	40.4				
Hispanic or Latino	56.9	55.3	54.9				
Asian or Native Hawaiian/Other Pacific	4.0	1.8	2.6				
White	3.2	2.8	2.1				
<b>Male</b>	82.2	79.3	77.0				
<b>Female</b>	17.8	20.7	23.0				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	41.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	10.4	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	20.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>1</b>	District <b>75</b>	School Number <b>188</b>	School Name <b>188x</b>
Principal <b>S. Johnson</b>		Assistant Principal <b>J. Tubiolo</b>	
Coach <b>C. Stokes</b>		Coach	
Teacher/Subject Area <b>G. Barrett/ESL</b>		Guidance Counselor <b>M. Branch/Bilingual</b>	
Teacher/Subject Area <b>S. Parra Sanchez/ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>D. Zerbo</b>	
Related Service Provider <b>E. Barrera/Speech</b>		Other <b>type here</b>	
Network Leader <b>A. Edelstein</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>426</b>	Total Number of ELLs	<b>92</b>	ELLs as Share of Total Student Population (%)	<b>21.60%</b>
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## Part II: ELL Identification Process

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

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

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

As District 75 schools are not typically schools of first admit, students have already been administered the HLIS and LAB-R by the time they arrive at our school. The HLIS and LAB-R are administered within ten days of student intake. Only in cases of severe disability are District 75 schools the schools of first admit. In this scenario, the CSE team administers the HLIS and LAB-R at intake. The CSE identifies potential LAB-R test takers based on the completion of the Home Language Identification Survey (HLIS). Both the CSE and schools utilize ATS reports to identify students eligible for LAB-R testing (RLER - LAB-R). Students whose native language is Spanish are also administered the Spanish LAB if they did not pass the LAB-R. In the event that the aforementioned procedure is not undertaken at CSE, the certified ESL teachers, S. Parra Sanchez or G. Barrett, will identify newly admitted ELLs and conduct the HLIS and LAB-R. Translation services are available during the ELL identification process. The NYESLAT is administered to all our ELL students in the spring. Each year, the ESL teachers place students in appropriate groupings for instruction based on the NYSELAT scores.

During the Educational Planning Conference with the CSE, parents are informed of the two District 75 DOE program choices (TBE and Freestanding ESL). However, based on current CSE records our school is only able to provide Freestanding ESL at the present time. At school orientation and new enrollment intakes, qualified bilingual school staff provide outreach to parents of ELLs in their preferred language. In school meetings, conferences, letters, and phone calls, communication is delivered in a language they understand in the same timeframe as other parents. Parents meet with ESL teachers to discuss the program goals and strategies.

Entitlement letters and parent surveys are conducted at CSE.

Based on the HLIS, LAB-R, and NYSELAT scores, students are placed in freestanding ESL instructional groupings. Student's learning styles, chronological age, mandated class ratio and grade levels are all factors in determining groupings. Differentiated instruction is used in all groupings. To enhance acquisition, ESL teachers share thematic units with parents in their preferred language.

Parent surveys and program selection take place at the CSE level.

Program models are aligned to parent selection.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	92
SIFE	3	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	16

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	1	44	28	2	28	20	0	20	92
<b>Total</b>	<b>44</b>	<b>1</b>	<b>44</b>	<b>28</b>	<b>2</b>	<b>28</b>	<b>20</b>	<b>0</b>	<b>20</b>	<b>92</b>

Number of ELLs in a TBE program who are in alternate placement: 15

### C. Home Language Breakdown and ELL Programs

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

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	7	3	3	1	6	15	18	14	10	6	2	2	87
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1							1
Other					1			1		1				3
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>16</b>	<b>19</b>	<b>15</b>	<b>11</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>92</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

188X's ELLs are spread out over thirteen different grade levels (K-12) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1), different English language proficiencies (Beginner, Intermediate, Advanced) and differing abilities (ED, MR, Autistic, Multiple Disabilities) at three separate sites. The ELL population is consequently not clustered in groups large enough to facilitate transitional Bilingual classes. ELLs receive ESL with native-language alternate placement para-professionals present in all classes. We employ a freestanding ESL program which primarily utilizes the push-in model (at 188@34) and a push-in/pull-out combination (at 188@301 and 188@BLA II) due to specific student needs.

Our ELLs are grouped with regard to their class-size mandate (6:1:1, 8:1:1, 12:1:1), English language proficiencies (Beginner, Intermediate, Advanced), and testing categorization (Standard, Alternate). The program model is ungraded, heterogeneous push-in and

pull-out.

188X@34 and 188X@301 each have a full time, certified ESL teacher on staff to provide all ELLs at those sites with the full 360 minutes of mandated service. Beginners and Intermediate ELLs receive 360 minutes of ESL per week, while Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA. As we await the placement of a full-time ESL teacher at the newly opened high school (188X@BLA II), those students are being provided 180 minutes. High school Beginners are to receive 540 minutes, Intermediate ELLs are to receive 360 minutes, and Advanced ELLs are to receive 180 minutes of ESL. Our plan is to fully serve the high school students once a qualified, certified ESL teacher is provided. As we do not have TBE program, we do not provide NLA instruction. We do, however, provide native language support through alternate placement para-professionals, books, and materials.

ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Everyday Math (Math), BrainPop (Social Studies, Science), and the Achieve 3000 reading program (ELA) are regularly used. With alternate assessment students, Functional Math (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the Edmark reading program (ELA) are commonly used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. ESL teachers will push-in and collaborate with content area instruction.

Services for newcomers include AIS tutoring, developing literacy skills, and providing a nurturing environment to facilitate language production. SIFEs receive AIS tutoring and native language literacy development. Extension of Service (more than 3, but less than 6 years of service) are recommended for tutoring, developing literacy skills, academic intervention, and providing an environment to facilitate language production. Long Term ELLs (6+ years of service) receive AIS interventions, literacy coaching, Title III participation. All 188X's students have special needs and receive instruction, services in line with their IEP mandates.

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

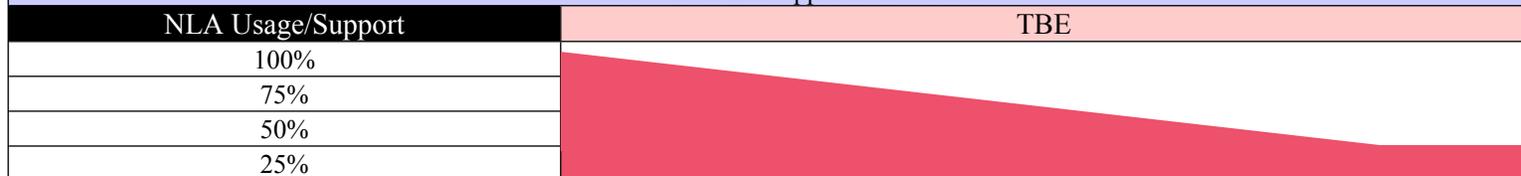
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



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

### 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?

AIS services are provided in English to assist ELLs in need of ELA, math, and other content area tutoring.

Students who have transitioned out of the ESL program (former ELLs) are included in ESL groupings for two years and continue to receive ELL testing accommodations for two years following entitlement.

Our ELL program is expanding to our new high school this year.

We are not discontinuing ELL services this year.

ELLs are afforded equal access to all school programs. Bilingual speech providers and counselors serve ELLs. ELLs are invited, by

parent/guardian letter in their preferred language, to participate in the Title III ELL after school program.

ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Everyday Math (Math), BrainPop (Social Studies, Science), and the Achieve 3000 reading program (ELA) are regularly used. With alternate assessment students, Functional Math (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the Edmark reading program (ELA) are commonly used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt).

As we do not have TBE or Dual Language program, we do not provide NLA instruction. We do, however, provide native language support as part of our freestanding ESL program through alternate placement para-professionals, books, and materials.

Required services and resources support and correspond to ELLs' ages and grade levels.

As a District 75 school, we do not participate in Project Jumpstart.

As part of District 75, we do not offer language electives.

### **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)?

We do not offer a Dual Language program.

### **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.

Staff working with ELLs – administrators, secretaries, parent coordinator, teachers, paraprofessionals, and related service providers - attend DOE professional development workshops, totaling 300 minutes (5 hours) per academic year. Two sessions of 150 minutes each will be provided to the all staff working with ELLs during our Election Day Professional Development (11-2-10) and Chancellor's Conference Day (6-9-11).

Counselors assist staff in transitioning ELLs from elementary to middle and middle to high school.

The DOE provides professional development workshops to all special education teachers required to have the minimum 10 hours of Jose P. training. We expect all new teachers to attend these workshops.

### **E. Parental Involvement**

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

Parents, including parents of ELLs, actively participate in monthly Parent Teacher Association meetings. Eleven additional parent workshops and events take place throughout the year as detailed in the parent/community calendar distributed to all parents, including the parents of ELLs, in their preferred language, at the start of the school year.

Our school does not partner with outside agencies, but utilizes 188X staff for parent workshops.

Parent needs, including the needs of parents of ELLs, are surveyed by the parent coordinator, D. Zerbo.

Parent activities are generated by feedback from the PTA and parent surveys.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		6	3	1	2	5	11	16	13	8	6	1	1	73
Intermediate(I)							2	3	1	1	1	1	1	10
Advanced (A)						1	3	1		1				6
Total	0	6	3	1	2	6	16	20	14	10	7	2	2	89

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5	3	1			4

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	5	1			6
7	2	1		1	4
8	1				1
NYSAA Bilingual Spe Ed	2	3	4	32	41

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5	3		1						4
6	6								6
7	2		1				1		4
8	1								1
NYSAA Bilingual Spe Ed			1		6		34		41

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4				1					1
8	1								1
NYSAA Bilingual Spe Ed	1		2		2		24		29

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	1								1
NYSAA Bilingual Spe Ed	3		1		3		23		30

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	16		16	
NYSAA Mathematics	17		14	
NYSAA Social Studies	14		13	
NYSAA Science	16		15	

**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?

Instructors use NYSESLAT samplers to reduce anxiety.

The modality analysis demonstrates a significant proficiency gap between listening/speaking (7 Beginners, 26 Intermediate, 23 Advanced, 13 Proficient) than reading/writing (44 Beginners, 14 Intermediate, 8 Advanced, 1 Proficient). ESL instructors will thus focus their efforts on reading and writing language acquisition. Attention must be paid to pre-writing strategies to help students organize their ideas.

Students did not take native language tests or periodic ELL assessments.

188X does not have a dual language program.

The success of our ESL program is evaluated in terms of NYSESLAT, ELA, Math student performance, while factoring in their differing abilities (ED, MR, Autistic, Multiple Disabilities).

### 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		