



THE VIDA BOGART SCHOOL FOR ALL CHILDREN 352X

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 75X352

ADDRESS: 730 BRYANT AVE. BRONX, NY

TELEPHONE: 718-583-3823

FAX: 718-542-5128

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P. 352X **SCHOOL NAME:** The Vida Bogart School for All Children

SCHOOL ADDRESS: 730 Bryant Avenue, Bronx, NY 10474

SCHOOL TELEPHONE: 718 542 1537 **FAX:** 718-542-5128

SCHOOL CONTACT PERSON: Lourdes Mendez **EMAIL ADDRESS:** Lmendez5

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maureen McCaffrey

PRINCIPAL: Lourdes Mendez

UFT CHAPTER LEADER: Luis Garcia

PARENTS' ASSOCIATION PRESIDENT: Mercedes Madera

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

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Adrienne Edelstien

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
Lourdes Mendez	*Principal or Designee	
Luis Garcia	*UFT Chapter Chairperson or Designee	
Mercedes Madera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Maureen Mcaffrey	Member/Teacher SLT	
Elissa Ashe	Member/Teacher SLT	
Michael Mitterbauer	Member/Teacher SLT	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P352X, The Vida Bogart School for All Children, serves the needs of children with autism, emotional disturbances and mental retardation across four different building sites, and was founded in September 2006. The founding principal and administration continue to maintain the leadership of the school community. Entering our fifth year, we have grown to include 45 classes, grades K-8, and an inclusion class, and we have maintained a proficient rating on the 2008-2009 Quality Review. Clearly, organizational growth has been evidenced across many leadership domains- instruction, human development of staff and supervisory strands- and all decisions and plans of actions are driven by our mission statement- to create an academic setting where all students can learn.

P352X provides a twelve-month program in buildings shared with Public Schools 75, 92, 424 and a recent addition on the campus of PS 134 servicing students with ASD. Our classes provide instruction to students in both alternate and standard assessment programs. In addition, at the 424 site, we have collaboration with the Astor Day Treatment Program; P352X provides city-wide instructional mandates to the students and Astor provides mental health services to approximately 36 students, grades six through eight, including students in the inclusion program. P352X and the Astor Day Treatment Program continuously strive to have a seamless organization; both entities share one school vision and mission in delivering services to students.

This is our fourth year implementing an inclusion class with the general education school-MS424-consisting of day treatment students from Astor. Students in inclusion receive general education curriculum instruction with targeted intervention services from special education and general education teachers, four paraprofessionals and a group of related services providers, which include counselors, occupational and physical therapists, and speech teachers. As with the day treatment program, MS424 and P352X have integrated to become one seamless community sharing facilities in a co-located school building.

As we approach our fifth year of existence, the P352X school community has worked together in implementing instructional goals. We have developed a system of using data to inform teachers of classroom practices in order to support differentiation of instruction in accordance with IEP mandates. In addition, the school has established a variety of teams to study student achievement and to provide guidance in moving the school towards its ultimate goals. We provide uniformity of instruction across four sites, specific to programs. In alternate assessment classrooms, the TEACCH instructional strategy, together with ABA fundamental techniques, is the methodology used to improve learning outcomes of students with autism and mental retardation. This year, the school hopes to realize the addition of classroom technology resulting from a grant of \$330,000 to be used for the purchasing of computers and SMART boards across three of the four sites.

In standardized assessment classrooms, city-wide curriculum mandates, together with specific AIS curriculum procured by the school, follow the workshop model of instruction emphasizing small group and targeted instruction at all times. As the last Quality Review reported, progress has been made in ensuring consistency of instruction through professional development and Inquiry Team best practices in problem-solving. Furthermore, we continue to monitor student progress in all areas which helps us to identify the direction and activities that will have significantly impact our student performance and progress.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

NEEDS ASSESSMENT

ELA and MATH

Since the opening of 352X in the fall of 2006 the school has shown continuous growth in the overall improvement of ELA and MATH scores for both standard and alternate assessment students. This year, however, with the introduction of the Progress Report for District 75 has refocused the attention on the individual student and therefore our approach to instruction.

This needs assessment examined the data for standard assessment students for ELA and MATH. Data used in the PILOT PROGRESS REPORT for the 2009 NYS test administrations, and the PERFORMANCE SERIES in reading and math were the primary sources. The Acuity Predictive exam also provides access to information directly related to the state exams. Additionally the school maintains data in ELA and Math from sources such as Achieve 3000, SMILE, Head Sprout, Brigance, and AIS data sheets and teacher assessments. Since the school opened, professional development as always has been a top priority in school planning. It is the belief of school leaders that better teaching leads to greater student achievement. This belief is supported by the professional literature. The school has already fully implemented the use of the professional teaching standards as a common measure of professional growth. School administrators are also highly experienced in mentoring, selecting, and training new teachers. Lead Teachers singled out this year have been appointed for the next school year and will provide leadership to alternate and standard assessment teams at all P352x sites. Through extensive professional development, the school will continue to develop professional growth plans for teachers and provide ongoing opportunities for teachers to continue to support student growth in ELA and Math. This year, with so much emphasis placed on the results of the state tests as evidenced in the school Progress Report, it would be to the benefit of the schools to place most of its resources and energy in a plan designed to improve state test results.

Data Analysis

Specifically the progress report reveals that of 114 standard assessment students only 11% were able to score at the required proficiency level of 3 or 4 on the ELA test. In MATH, students scored at

Level 3 or 4 at only a slightly higher rate resulting in 18% of a total of 112 students having taken the state math exam.

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

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3	17	4	3	0
4	18	8	3	0
5	2	21	3	0
6	0	10	0	0
7	2	13	4	0
8	2	4	1	0

Based on the information in the table it should be noted that the greatest opportunity to improve overall student proficiency levels is with 5th, 6th, and 7th graders on level 2. Of 5th graders, five students fall just 25/100 below the proficiency level while in the 7th grade, four students fall into the same category of just 25/100 below the proficient mark of Level 3. Among 6th graders, half of those scoring Level 2 (five) were within 25/100 of Level 3 proficiency. Of the balance of students in grades 3, 4, and 8, students scoring at Level 2, only 5 fell within 25/100 of the final. A total of 19 students, representing approximately 20% of the school population taking the test were within 25/100 points of being proficient. It is evident that school resources could have the greatest affect on increasing proficiency when focused on those students performing within 25/100 of Level 3.

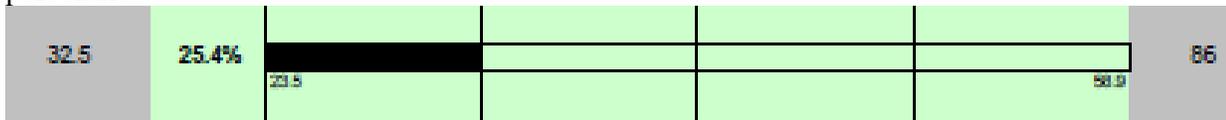
The following table represents the proficiency level in MATH of all students in grades 3 through 8 used in the pilot progress report for 2009:

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3	9	7	4	1
4	10	14	4	1
5	10	12	2	0
6	1	6	0	0
7	4	9	6	0
8	3	2	1	0

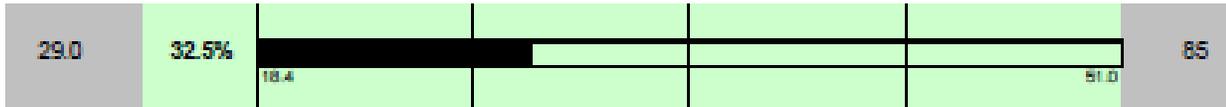
As is represented in the table, students in grades 4 and 5 are the largest percentage of students within reach of a proficiency of Level 3. Five of the 14 students scoring at Level 2 in the 4th grade are within one half a proficiency point from Level 3. In grade 5, six of thirteen students are within .50 points of proficiency Level 3. The balance of students in grades 3, 6, 7, and 8, thirteen of 24 students are within .50 points of proficiency. Although fewer students are as close to performing at proficiency as in ELA, a greater number of students are already performing at Level 3 and 4. Again, as in ELA, resources focused on those students closest to performing at proficiency Level 3, will most likely have the greatest affect on the school wide proficiency level.

Student progress was also measured by the Progress Report. The school had a median growth percentile score of 32.5 in ELA and 29.0 in MATH. The progress of approximately 85 students was measured. In order to affect the median growth percentile for the entire school, students must move closer to proficiency from year to year. The greater the move the starting point or baseline from the

prior year, the greater the measure of student achievement and an increase in the school wide percentile.



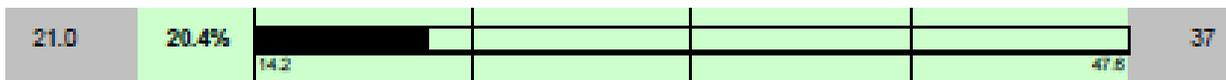
ELA Median Growth Percentile relative to school peers



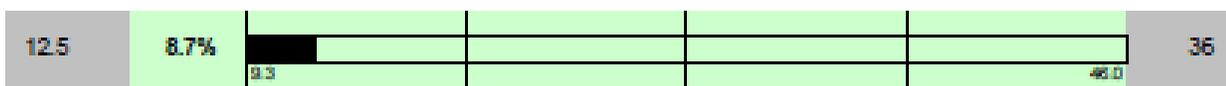
MATH Median Growth Percentile relative to peers

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

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



ELA Median Growth Percentile for Transient Students



MATH Median Growth Percentile for Transient Students

Given the current percentile and current levels of student achievement, a change of approximately 14 points in ELA and 15 points in Math would move the school growth towards the 50th percentile. The Progress Report also measures the performance of students in the NYSAA program. Currently, the students in the NYSAA are performing at high levels of proficiency both individually and compared to the peer group.

TEST	Percent on LEVEL 3 or 4
ELA	89%
MATH	94%

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

It should also be noted that scores for the 2010 administration of the state exams have not been released at the time of this writing. However cut scores were issued for the school to make promotion decisions. The following data was available:

ELA		MATH	
Met	Did Not	Met	Did Not
19	29	10	38
23	26	28	21
13	18	10	22
55	73	48	81

The table above shows that 42% of all students taking the ELA exam met the promotional criterion for the 2010 administration of the ELA exam. In MATH, 37% of the students met the criterion. This clearly shows that the majority of standard assessment student have not met the criterion for promotion based on the general education requirement. Although students in the program all have a modified promotional criterion the committee still believes that the goal for each student should be to meet the standard.

Scantron Performance Series test administration also supports the need for continued focus on the achievement of standard assessment student in reading and math. The table below illustrates the growth of students in grades k-8 at all school sites from the initial formative assessment at the beginning of the school year to the final end of year summative test:

Performance Series MATH Gains for 2009-2010

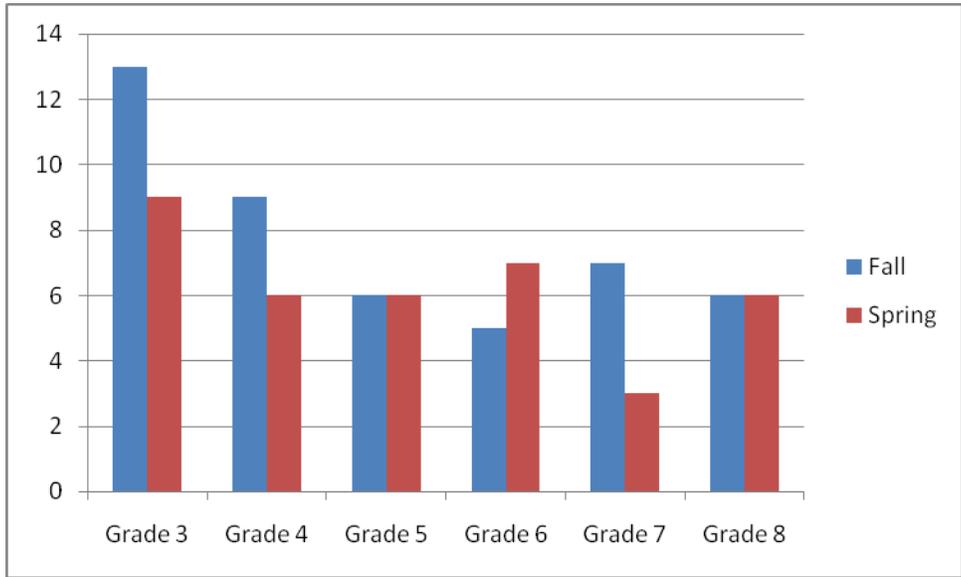
Location	Student Count	Testing Period 1 (8/17/09 to 11/22/09)		Testing Period 2 (3/1/10 to 8/15/10)		Gain	
		Mean S.S.	S.E. of Mean S.S.	Mean S.S.	S.E. of Mean S.S.	Mean S.S. Difference	S.E. of Difference
75X352, The Vida Bogart School for All Children	110	2134	(23)	2215	(21)	+81	(19)

Performance Series READING Gains for 2009-2010

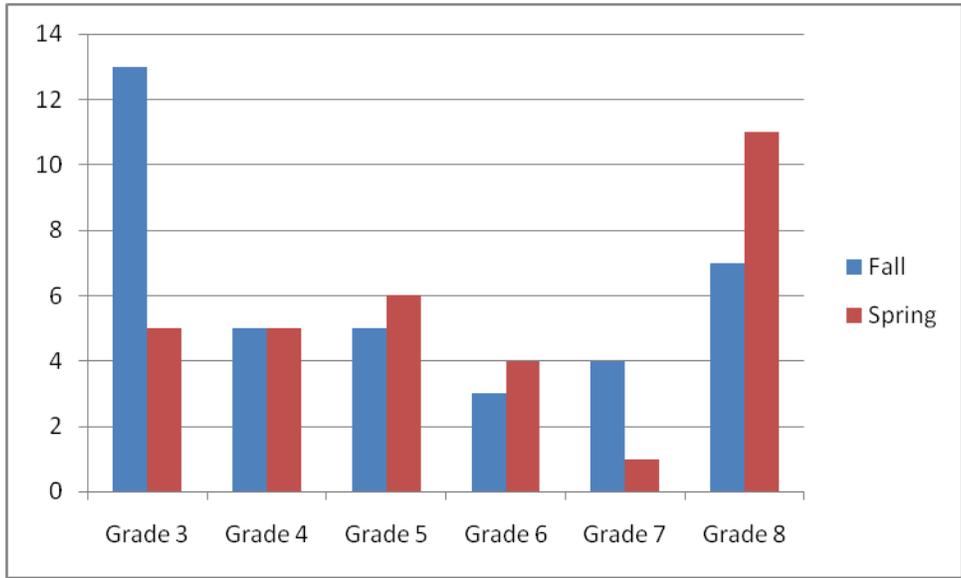
Location	Student Count	Testing Period 1 (8/17/09 to 11/22/09)		Testing Period 2 (3/1/10 to 8/15/10)		Gain	
		Mean S.S.	S.E. of Mean S.S.	Mean S.S.	S.E. of Mean S.S.	Mean S.S. Difference	S.E. of Difference
75X352, The Vida Bogart School for All Children	112	2149	(31)	2221	(35)	+72	(23)

The data above shows increases in both MATH and READING for the school year, while the charts below illustrates the national percentile rank comparison by grade from the initial assessment in the fall to the final assessment in the Spring of 2010:

READING



MATH



In ELA the chart illustrates a drop in national percentile rank for grades 3, 4, and 7 while grades 5, 6, and 8 show an increase. This is totally consistent with the changes in national percentile rank over the course of the school year in MATH.

Reasons for declines in percentile rank over the school year can only be speculated upon, however it is likely due to the nature and severity of the emotional disabilities associated with the students being assessed. Programs such as the school PBIS program and the implementation of Emotional Literacy in all classes are designed to support student growth and consistency. Further implementation of both programs in the upcoming school year will attempt to address this facet of the data. On the other hand it is encouraging to see that individual gains for students measured schoolwide show an over all gain in both MATH and READING.

For individual students in grades 2 through 8 the data shows both gains and losses in skills as measured by the performance series. Fifty-one students made significant gains in reading across all grades while 22 students showed significant loss of skill. In math, 49 showed significant gains while 12 student

showed significant loss of skill. Determining which students show loss of skill and focusing on intervention for those students should assist the school and improving the over-all gains for both the individual and the school.

ACUITY PREDICTIVE

The following data is provided by the Acuity Predictive exam. A predicted performance level on the state tests in Math and ELA is measured and given as the percent of students expected to perform at a given level. The table below shows where students were expected to perform in each grade.

ELA PREDICTIONS based on the ACUITY 2010

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3	10	36	51	3
4	32	37	29	2
5	7	50	42	0
6	1	67	37	1
7	3	64	33	0
8	8	62	30	0

MATH PREDICTIONS based on the ACUITY 2010

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3	9	21	56	13
4	28	32	34	6
5	21	45	33	2
6	26	56	19	0
7	10	50	38	2
8	14	39	43	3

Aside from the use of the Acuity skills analysis which can be used as a teaching tool to focus intervention in specific skill areas the Acuity can be used to help determine where best to focus resources in an effort to improve test scores. For example, in ELA, the majority of students in grades 4 through 8 are predicted to score on Level 2. Once again this supports the data from the progress report and helps the school to focus on the individuals most likely to move to Level 3 (proficient). Math predictions also show the same results with the majority of student predicted to perform at Level 2.

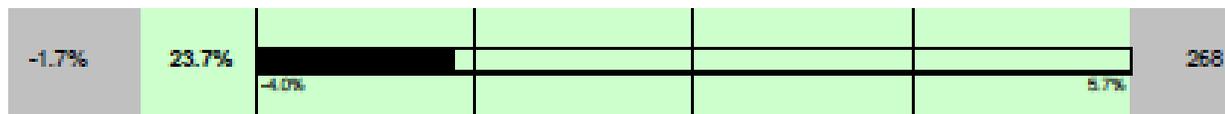
The review of the data from the sources used clearly points to the need for the school to identify specific students who are clustered within percentage points of proficiency in ELA and MATH, identify specific skills needed to reach proficiency, set goals for individuals to improve those skills, provide specific teaching to those skills in the classroom and in tutoring sessions, and move those students from Level 2 to Level 3.

ATTENDANCE

Another area addressed in the progress report is attendance. Although student attendance for the school has improved each year at 352X individual attendance has declined by -1.7%. The highest individual increase in student attendance among the peer group measured in the progress report is +5.7. The graph

below illustrates the percentile rank of the school among its peers in average change in student attendance:

Average Change in Student Attendance



In an effort to move the percentile rank and improve individual student attendance, it is important that the school identify students through ARIS who are in greatest need of improvement. Focusing efforts and effective research based strategies to maintain and improve attendance, the school can affect change. Of 226 students measured in 2008-2009 approximately 158 of those students dropped in attendance from one year to the next. Students, who have lower attendance from one year to the next, are as candidates for intervention. Additionally all student attendance should be measured against last year's performance. When a student nears the prior year attendance rate it is important to begin immediate intervention in order to prevent a negative change in attendance from year to year which will adversely affect student achievement and ultimately the results of the school progress report.

COMMUNICATION

One of the goals for the school in the past year was to increase the use of augmentative and adaptive communication devices in the classroom. The school made progress towards this goal. Early in the year teachers of alternate assessment students participated in training and students at all sites were evaluated for the need and type of communication supports. District trainers provided special professional development at the school and speech teachers were held accountable to the mandates supported by the CEP communication goals. Some of the allocated budget was used to purchase electronic and static communication devices.

It is the desire of the committee to continue the further the implementation of this goal throughout the 2010-2011 school year. Staffs have a deeper understanding of the need for students to increase both functional and social communication and are beginning to hone their skills. Teachers need to continue to provide the supports necessary for alternate assessment students to have full access to instruction and learning.

ARTS

As in the past, the Annual Arts Survey provides guidance and direction in school planning for the Arts. The school has always had a program rich in visual arts and on numerous occasions students have been awarded citywide recognition for their artistic contributions. Students regularly participate in public and private performance.

Last year the school received a large grant for technology. The technology will be installed during the 2010-2011 school year. Having the available technology potentially opens the door to new artistic exploration of media, music, and photography.

In the past, the Project Arts budget has been largely dedicated to the provision of arts supplies at the three sites. During the 2010-2011 school years it is the desire of the committee to dedicate much of the

funding towards more deeply enriching the current program with the addition of artists in residence. These artists will provide training to teachers and students in all areas of the Blueprint. Accountability for growth and achievement in the arts has been, as with most schools, a lower priority due to the rigorous needs of literacy and math, and due to over-all budget constraints. Additionally, art teachers who have been trained in the Blueprint require additional support in its full implementation.

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.

- **By June 2011, there will be an increase in student proficiency in ELA, as evidenced by a 20% increase in students achieving Level 3 or 4 on state assessments.**
- **By June 2011, there will be an increase in student proficiency in Math, as evidenced by a 20% increase in students achieving Levels 3 or 4 on state assessments.**
- **By June 2011, daily individual student attendance will increase by 5% evident through ARIS attendance reports.**
- **By June 2011, there will be a 5% increase in communication skills, of students participating in alternate assessment programs as evidence through The P352X formative/summative communication assessment system.**

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): ELA

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase levels of student progress and proficiency in English Language Arts</p> <ul style="list-style-type: none"> ● By June 2011, there will be an increase in student proficiency in ELA, as evidenced by a 20% increase in students achieving Level 3 or 4 on state assessments.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ● Review 2009-2010 school progress report—Fall 2010 ● Review 2009-2010 NY State Assessment scores—Fall 2010 ● Identify transient students-newly enrolled students—Ongoing throughout the school year ● Identify baselines in median growth percentiles—identify students with growth in raw scores within level ranges—Fall 2010 ● Target specific students on the border line of proficiency ratings—Fall 2010 ● Align budget to implement Inquiry Teams for standardized and alternate assessment programs—Fall 2010 ● Schedule common planning time—Fall 2010 ● Renew Head sprout contract—Fall 2010 ● Identify teachers in need of District 75 professional development; align budget to provide teacher coverage—Ongoing throughout the school year ● Identify teachers in need of District 75 coach support; adjust schedules for District 75 coaches to meet with teachers—Ongoing throughout the school year. ● Identify students in need of small group instruction; assign students to teachers doing small group instruction as their administrative period assignment—Fall 2010 ● Implement Mentoring Plan by September 30th, 2010 ● Schedule test preparation for students—Fall 2010 ● Purchase test preparation materials for Standard Assessment students—Fall 2010

	<ul style="list-style-type: none"> • Assess grades 3-5 standard assessment students using MONDO; purchase additional MONDO materials as needed—Fall 2010 and Spring 2011 • Assess both standard assessment and eligible alternate assessment students with ECLAS-grades K through 2—Fall 2010 and Spring 2011 • Use a variety of assessments tools for alternate assessment students, including BRIGANCE, ABLLS and LAKESHORE 's STEPS FOR SUCCESS—Ongoing throughout the school year • Assess standard assessment students, grades 6 through 8 using the Qualitative Reading Inventory; compare results with Achieve 3000 and Scantron Results—Fall 2010 and Spring 2011 • Renew Achieve 3000 contract—Fall 2010 • Assess all standard assessment students, grades 3-8, with Scantron in the Fall, Winter and Spring. • Review 2009-2010 Acuity data from ARIS; perform Predictive Exams in the fall/winter • Identify lead NYSAA teacher; coordinate meetings across sites; purchase materials in support of NYSAA completion—Fall 2010 • Administer Predictive Exams before state assessment exams—Winter and Spring 2011 • In September 2010, implement P352X Curriculum, Record Assessment and Student Portfolio system across all four sites. • Identify classrooms using and further developing the SMILES reading curriculum program—Fall 2010 • All administrative staff; principal and assistant principals will supervise all implementation of programs and curriculum to support this goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Purchase test prep books with NYSTL funding • Purchase HEADSPROUT software with NYSTL funding • Schedule D75 professional development; schedule funds to secure coverage teachers • Schedule daily common planning as reflected in teachers' schedules • Adjust budget to reflect paid preparatory periods for teachers' to meet beyond common planning administrative periods. • Align budget to support Inquiry Team per session activities • Align budget to purchase additional MONDO materials as needed. • Purchase additional BRIGANCE assessment books. • Purchase supplies needed in support of SCANTRON, ACUITY PREDICTIVE, ACHIEVE 3000, NYSAA assessments. • Purchase supplies needed to implement the P352X Curriculum, Record Assessment and Student Portfolios system across all four sites. • Purchase SMILES curriculum kits, as needed.

	<ul style="list-style-type: none"> • Adjust schedules and provide coverage for teacher peer reviews of NYSAA assessment binders.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim Scantron Assessment—Fall 2010 and Spring 2011—increase in growth median percentile • NYSAA ELA assessment reports and NYS ELA exam reports—Spring 2011 results—20% increase in students achieving level 3 and 4's. • Acuity predictive assessment—Winter 2011—5% increase in student response accuracy • Monthly progress reports through assessment records—Monthly throughout the school year—meeting IEP goal; movement to next goal • Report cards—quarterly throughout the school year—progress shown in students moving from emerging to proficiency levels. • Monthly Student portfolios—Monthly submission of portfolio items—increase in the amount of work submitted for the portfolio • Head sprout data—quarterly review—analysis done twice per year—5% of students will increase in the number of episodes completed. • Monthly Achieve3000 progress reports—analysis done twice per year—5% of students will increase in their lexile reading score • SMILE data reports—twice per year—5% of students participating will movement to the next reading module

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): **MATH**

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase levels of student progress and proficiency in MATH By June 2011, there will be an increase in student proficiency in Math, as evidenced by a 20% increase in students achieving Levels 3 or 4 on state assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Review 2009-2010 school progress report—Fall 2010 • Review 2009-2010 NY State Assessment scores—Fall 2010 • Identify transient students-newly enrolled students—Ongoing throughout the school year • Identify baselines in median growth percentiles—identify students with growth in raw scores within level ranges—Fall 2010 • Target specific students on the border line of proficiency ratings—Fall 2010 • Align budget to implement Inquiry Teams for standardized and alternate assessment programs—Fall 2010 • Schedule common planning time—Fall 2010 • Ensure that core curriculum includes Impact Math and Everyday Math current versions—Fall 2010 • Identify teachers in need of District 75 professional development; align budget to provide teacher coverage—Ongoing throughout the school year • Identify teachers in need of District 75 coach support; adjust schedules for District 75 coaches to meet with teachers—Ongoing throughout the school year • Identify students in need of small group instruction; assign students to teachers doing small group instruction as their administrative period assignment—Fall 2010 • Implement Mentoring Plan by September 30th, 2010 • Schedule test preparation for students—Fall 2010 • Purchase test preparation materials for Standard Assessment students—Fall 2010

	<ul style="list-style-type: none"> • Assess grades 3-5 standard assessment students using Everyday Math pre/post chapter assessments—Ongoing throughout the school year • Assess alternate assessment students with ECAM—Fall 2010 and Spring 2011 • Use a variety of assessments tools for alternate assessment students, including BRIGANCE, ABLLS and LAKESHORE 's STEPS FOR SUCCESS for comparison to ECAM results—Ongoing throughout the school year • Assess standard assessment students, grades 6 through 8 through Impact Math pre/post chapter assessments—Ongoing throughout the school year • Explore purchasing of intervention curriculum for students, grades 3-8, in standard assessment programs-preferably computerized—Fall 2010 • Explore purchasing ABLENET's EQUAL MATH PROGRAM for alternate assessment classrooms—Fall 2010 • Assess all standard assessment students, grades 3-8, with Scantron in the Fall, Winter and Spring • Review 2009-2010 Acuity data from ARIS; perform Predictive Exams in the fall/winter 2010-2011; ongoing throughout the school year • Identify lead NYSAA teacher; coordinate meetings across sites; purchase materials in support of NYSAA completion—Fall 2010 • Administer Predictive Exams before state assessment exams—Spring 2011 • In September 2010, implement P352X Curriculum, Record Assessment and Student Portfolio system across all four sites.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Explore the provision of funds to purchase computerized math intervention program • Purchase test prep books with NYSTL funds • Schedule D75 professional development; schedule funds to secure coverage teachers. • Schedule daily common planning as reflected in teachers' schedules • Adjust budget to reflect paid preparatory periods for teachers to meet beyond common planning administrative periods. • Align budget to support Inquiry Team per session activities • Align budget to purchase ABLENET EQUALS MATH PROGRAM • Purchase additional BRIGANCE assessment books. • Purchase supplies needed in support of SCANTRON, ACUITY PREDICTIVE, NYSAA assessments. • Purchase supplies needed to implement the P352X Curriculum, Record Assessment and Student Portfolios system across all four sites. • Adjust schedules and provide coverage for teacher peer reviews of NYSAA assessment binders. • Purchase additional math manipulative for alternate assessment classrooms.

	<ul style="list-style-type: none"> • All administrative staff; principal and assistant principals will supervise all implementation of programs and curriculum to support this goal.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim Scantron Assessment—Fall 2010 and Spring 2011—increase in growth median percentile • NYSAA Math assessment reports and NYS Math exam results—spring 2011 results—20% increase in students achieving level 3 and 4's. • Acuity predictive assessment—Winter 2011—5% increase in student response accuracy • Monthly progress reports—Monthly throughout the school year—meeting IEP goal; movement to next goal • Report cards—Quarterly throughout the school year—progress shown in students moving from emerging to proficiency levels • Monthly Student portfolios—Monthly submission of portfolio items—increase in the amount of work submitted for the portfolio • If purchased, ABLENET EQUALS MATH assessment tools—Fall 2010 and Spring 2011 results—progress to program level benchmarks • ECAM assessment results—fall 2010 and spring 2011—20% of students will show growth of one level in two out of 6 areas assessed. • Everyday Math and Impact Math pre/post chapter test assessment results—ongoing throughout the school year—20% of students will show gains from pre to post chapter assessment results

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.

ATTENDANCE

Subject/Area (where relevant):

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p align="center">Increase the average positive change in individual student attendance</p> <ul style="list-style-type: none"> • By June 2011, there will be a 5% increase in individual student attendance as evidenced through ARIS attendance reports.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Review 2009-2010 school progress report—Fall 2010 • Identify transient students and newly enrolled students—Fall 2010 • Establish individual student attendance goals—Fall 2010 and throughout the school year as new intakes arrive • Develop parent workshops geared towards increasing individual student attendance—Fall 2010 • Target students with less than 90% attendance during the 2009-2010 school year—Fall 2010 • By October 2010, actively resolve all student ‘no shows’- students on P352X rosters but non-attending • Actively address and resolve all attendance 407 reports within five days of report receipt—Ongoing throughout the school year • Meet weekly with school’s attendance teacher, family worker, parent coordinator and school unit coordinators to review individual student attendance goals across all four sites—Ongoing throughout the school year • Daily phone calls made to the homes of students who are absent; continue with school’s Phone Messenger System—Ongoing throughout the school year. • Establish counseling and speech incentive programs for students receiving these services; have students correlate attendance goals with attendance at their individual sessions—Ongoing throughout the school year. • Develop and maintain school-wide PBIS incentive program with rewards given for

	<p>meeting individual student attendance goals; communicate with all stakeholders (parents, teachers, Astor Day Treatment program, clinicians)—Ongoing throughout the school year.</p> <ul style="list-style-type: none"> • Implement and encourage protocols for family worker and attendance teacher home visits for students showing negative attendance trends—Fall 2010 • Implement Inquiry Team which will study correlation of student attendance with positive/negative gains in individual student academic performance—Fall 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Create budget for awards, assemblies and incentives in support of school-wide PBIS program • Create budget for clinicians and speech teachers for rewards and incentives given to students attending school and their sessions • Increase travel budget to meet needs of transportation costs of attendance teacher and family worker. • Meet with cabinet and unit teachers weekly; plan for coverage and site supervision • Create budget to support continuation of school's Phone Messenger System • Align budget in support of Inquiry Team per session funds • Schedule common planning time for teachers to discuss individual student attendance goals • Provide resources/materials for teachers to implement portfolio and record assessment system • Align budget to provide additional parent workshops geared towards student attendance • All administrative staff; principal and assistant principals will supervise staff, and work with the inquiry team to support the projected success of this goal.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly individual attendance charting—projected gains of 2% increase from month to month. • Weekly individual attendance charting—projected gains of 2% increase from month to month. • Monthly monitoring of ARIS attendance reports—projected gains of 5% increase in individual student attendance from last year to this year.

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.

COMMUNICATION

Subject/Area (where relevant):

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the communication skills of students in the alternate assessment program</p> <ul style="list-style-type: none"> • By June 2011, there will be a 5% increase in communication skills of students participating in alternate assessment programs as evidence through The P352X formative/summative communication assessment system.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Assessment of students by teachers to identify current skill levels—ongoing throughout the school year • Administration to facilitate collaboration of speech teachers and class teachers by scheduling joint planning time—ongoing throughout the school year. • Teachers will create individual language plans—Fall 2010 • Administration will schedule and provide professional development utilizing District 75 trainings, staff development by speech teachers and lead teachers for teachers and paraprofessionals. Trainings will focus on the following areas: PECS, TEACCH and the use of Visual Supports, Augmented Communication Devices, etc.—Ongoing throughout the school year. • Teachers will collect data in Academic Binders—Ongoing throughout the school year • Common planning time will be scheduled with administrators, lead teachers, speech teachers and class teachers to review individual students’ progress—Fall 2010 • An inventory of the number and type of current augmentative communication devices will be conducted; information will be charted—Fall 2010 • Speech teachers will initiate evaluation of students in need of augmentative communication devices throughout all four sites—Ongoing throughout the school year • Throughout the school year, targeted students in need of augmentative communication

	<p>devices and picture exchange symbols will be incorporated throughout the school day and throughout the school year; use of such devices and manipulative will be charted.</p> <ul style="list-style-type: none"> • Throughout the school year, speech teachers will provide professional development to staff, both teachers and paraprofessionals, in the use of devices and picture exchange symbols.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Schedule D75 professional development; schedule funds to secure coverage teachers. • Schedule daily common planning as reflected in teachers' schedules • Adjust budget to reflect paid preparatory periods for teachers to meet beyond common planning administrative periods. • Align budget to support Inquiry Team per session. • Align budget to reflect funds allocated to speech teachers for the purchase of supplies and additional resources in support of this goal • Purchase additional BRIGANCE assessment books. • Purchase supplies needed in support of NYSAA assessments. • Purchase supplies needed to implement the P352X Curriculum, Record Assessment and Student Portfolios system across all four sites. • Adjust schedules and provide coverage for teacher peer reviews of NYSAA assessment binders. • Provide mentoring for new speech teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The P352X formative/summative communication assessment profile—projected gains of a 5% increase in the number of students moving across the continuum as detailed in the P352X communication assessment system.

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	76	76	N/A	N/A	76	76	76	0
1	16	16	N/A	N/A	16	16	16	0
2	22	22	N/A	N/A	22	22	22	0
3	50	50	N/A	N/A	50	50	50	0
4	65	65	65	65	65	65	65	0
5	64	64	64	64	64	64	64	0
6	14	14	14	14	14	14	14	14
7	14	14	14	14	14	14	14	14
8	13	13	13	13	13	13	13	13
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
SMILE Head sprout Achieve 3000	<p><u>SMILE:</u> for students in alternate assessment classes grade K-5, develop students' speaking, reading and writing in an integrated way.</p> <p><u>Head sprout:</u> for all students in alternate assessment classes grades K-2, develop students' success at reading. Through individualized online instruction.</p> <p><u>Achieve 3000:</u> for students in SA classes, grades K-5, individual instruction during the school day to increase reading comprehension, vocabulary, and writing proficiency.</p>
Small group tutoring Individual tutoring	<p><u>Small group tutoring:</u> is based on the functioning levels of the students. The groups are determined based on individual test scores, and teacher assessments supported through the curriculum. Once students work portfolios are assessed and teacher assessments are reviewed, students are broken into small groups based on common levels. They are assigned to the AIS teacher for additional support throughout the school day.</p> <p><u>Individual tutoring:</u> Those students who are in critical need of individual support, are assessed by individual test scores, teacher observations, teacher assessments supported through the curriculum, and review of the students individual work portfolio. They are then assigned for individual AIS services throughout the school day.</p>

<p>Science: Small group tutoring Individual tutoring</p>	<p><u>Small group tutoring:</u> is based on the functioning levels of the students. The groups are determined based on individual test scores, and teacher assessments supported through the curriculum. Once students work portfolios are assessed and teacher assessments are reviewed, students are broken into small groups based on common levels. They are assigned to the science teacher for AIS services throughout the school day. <u>Individual tutoring:</u> Those students who are in critical need of individual support, are assessed by individual test scores, teacher observations, teacher assessments supported through the curriculum, and review of the students individual work portfolio. They are then assigned to the science teacher for individual AIS services throughout the school day</p>
<p>Social Studies: Small group tutoring Individual tutoring</p>	<p><u>Small group tutoring:</u> is based on the functioning levels of the students. The groups are determined based on teacher assessments supported through the curriculum. Once students work portfolios are assessed and teacher assessments are reviewed, students are broken into small groups based on common levels. They are assigned to the social studies teacher for AIS services throughout the school day. <u>Individual tutoring:</u> Those students who are in critical need of individual support, are assessed by individual test scores, teacher observations, teacher assessments supported through the curriculum, and review of the students individual work portfolio. They are then assigned to the social studies teacher for individual AIS services throughout the school day</p>
<p>t-risk Services Provided by the Guidance Counselor: TCI FBA Adaptive Communication Devices</p>	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, services provided during the school day, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are integral to this intervention services, services provided individually or in small groups of no more than three students. Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, services provided throughout the school day, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performances of students, use of devices is individualized to student needs.</p>
<p>At-risk Services Provided by the School Psychologist: TCI FBA Adaptive Communication Devices</p>	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, services provided during the school day, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are integral to this intervention services, services provided individually or in small groups of no more than three students. Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, services provided throughout the school day, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performances of students, use of devices is</p>

	individualized to student needs.
At-risk Services Provided by the Social Worker: TCI FBA Adaptive Communication Devices	Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8, services provided during the school day, both services assist students in identifying behaviors that prevent effective learning in the classroom, clinical support and follow-up are integral to this intervention services, services provided individually or in small groups of no more than three students. Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5, services provided throughout the school day, for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performances of students, use of devices is individualized to student needs.
At-risk Health-related Services: Astor Day Treatment Clinicians and Medical Professionals.	Students in the Astor Day Treatment program, grades 6-8, receive individual psychiatric and clinical support throughout the school day. Teacher schedules reflect weekly meetings with clinicians in the treatment of students with severe emotional disturbances in order to ensure positive students academic outcomes.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 3-5 Number of Students to be Served: 6 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) 1 paraprofessional; 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.

352X has a total of 336 students; 12.2% of students are ELL population (41 students); an additional 21 students are x-coded and not entitled to services. Out of the 12.2% of students deemed ELL, 92.6% speak Spanish (38 students), 2% speak Punjabi (1 student) and 4.7% Bengali (two student). 56 students NYSESLAT results were at the beginning level, and 3 were at Intermediate level and 3 Advanced. Two additional students scored a proficient on the NYSESLAT. 90.3% (56 students) of the

students are alternate assessment students either with mental retardation or autism. The number of ELL Students by grade level are 20 students are in Kindergarten; 3 student in the 1st grade; 3 students are in the 2nd grade; 10 students are in the 3rd grade; 10 students are in the 4th grade; 14 students are in the 5th grade, and 2 students are in 8th grade. Students' results in the NYSESLAT evidenced a growth in the speaking component of the test from year to year. ESL instruction is provided through both pull out and push in models in order to meet NYS ESL standards and incorporates ESL strategies such as total physical response, language experience approaches, graphic organizers and scaffolding strategies. The language of instruction is English. For students in alternate assessment programs, the use of Mayer Johnson symbols and assistive communication devices are used to meet the instructional needs of the students with limited communication. ESL instruction is in alignment with P352X's units of studies across curriculum areas (ELA, math, science and social studies). For students in grades 6-8, support is afforded to ESL students through the Astor Day Treatment Program. P352X has one ESL teacher serving all ESL students. The ESL teacher provides the students the CR Part 154 mandated minutes as follows: in both the elementary and middle school level, beginner and intermediate level students receive 360 minutes per week of ESL instruction.

The 2010-2011 TITLE III after school supplemental instructional program will be afforded to 6 students, 3-5, whose IEP classifies them with the Autism. One special education teacher and one paraprofessional will deliver the supplemental instructional services; one administrator will supervise the program, additional 4 weeks of TITLE III program administrator will be funded by per session TL Instructional budget. This is a modified change from 2009-2010 TITLE III after school supplemental instructional program which offered the program to 6 students. The program will begin on January 10th, 2011 and end May 12th, 2011 for six hours per week, tentatively from 3-5pm on Tuesdays, Wednesdays and Thursdays for sixteen weeks. Supplemental instruction will be done after school and will incorporate ESL instructional strategies within the framework of the balanced literacy components. The language of instruction will be English. The proposed curriculum to be used is NYC approved Center Stage Literacy from ETA Cuisenaire. This curriculum supports Reading First initiatives and Early Reading First initiatives. Center Stage Literacy creates a center based classroom with mini-lessons in literacy which promotes a gradual release of responsibility framework. Fun and developmentally appropriate activities provide authentic opportunities to involve students in thoughtful literacy and scaffold student learning. Each center includes plenty of unique, hands-on literacy materials to actively involve up to four students at once. Multiple centers can be set up at the same time allowing students to simultaneously rotate through independent activities.

This curriculum was developed by Miriam P. Trehearne, literacy educator, who combined balanced literacy methodologies with center based learning. Center based activities include print awareness and alphabet knowledge; Phonological Awareness; Phonics & work word center. ESL methodologies such as differentiated instruction and language experience approaches are embedded in the curriculum through materials, providing read aloud opportunities and the practicing of skills and strategies needed to comprehend the read aloud. This program will enrich and reinforce instruction provided during the day for it promotes small group and independent rotation of activities, as in the TEACCH format that is used during the instructional day. P352X uses the TEACCH model of instruction which research shows is beneficial in promoting

independence in students with autism. TEACCH was first developed by Eric Schlopper at the University of North Carolina at Chappel Hill. Student growth will be measured through the Qualitative Reading Inventory: baseline administration is February 2011; final administration 12 weeks later; student work portfolios will be established and assessed through rubrics; Center Stage Literacy will be aligned with the D75 units of study instruction that is implemented during the day.

Students targeted for this program will be selected based on performance levels in Brigance and ABLLS as well as their communication delays. The program will address several learning standards. Standard 1- Students will listen, speak, read, and write in English for information and understanding; Standard 2-students will listen, speak, read, and write in English for literary response, enjoyment and expression; and Standard 4 students will listen, speak, read, and write in English for classroom and social interaction.

Advanced level students receive 180 minutes per week of ESL instruction, and 180 minutes of ELA instruction per week. The ESL teacher meets with the principal weekly to align instruction with Scantron and Acuity Predictive results, in addition to alignment with IEP goals and objectives. All ELL students received AIS instruction which is evidenced by P352X's adoption of the workshop model of instruction across all curriculum areas and the TEACCH model of instruction for students in classrooms for students with Autism; both models emphasize one to one individualized instruction. All ELL students participate in extracurricular activities which include school assemblies, trips and school festivals. In order to meet instructional mandates, ELL students are clustered and served in accordance to levels. All students receive mathematics, social studies, science and physical education instruction; PECS and augmentative devices are used to facilitate communication across content areas. All students deemed ELL have the following student to staff ratios: 6:1:1 or 12:1:1. As per the IEP of the 41 ELL students, 26 students are mandated for bilingual instruction; 15 are mandated for monolingual instruction with ESL services only; two students are mandated for an alternate placement paraprofessional and are being serviced in English. 2009-2010 NYSESLAT results of students tested were as follows:

GRADE	Number of Students	NYSESLAT LEVEL EARNED
K	20	B
1	2	B
2	2	B
3	4	B
4	7	B
5	5	B
5	1	I

P 352X's ESL program incorporates a push-in and pull-out model in order to accommodate the learning needs of our ELL population. Students receiving ESL services need to be clustered in order to facilitate the delivery of the appropriate number of instructional hours per week. The native language does play a role in instruction for it supports the readiness of the student for content learning. The native language is used as a bridge; content areas are taught in English using ESL strategies, and the native language is used to communicate the directions necessary to complete the tasks. Native language support is provided for students designated bilingual on their IEP's by a paraprofessional in the classroom that speaks the student's native language.

The ESL teacher is fully certified. Balanced literacy strategies, as well as both ESL and special education methodologies, are utilized to instruct the diverse ELL students at our school. For the 2010-2011 school year, we will be implementing the P352X units of Study which will facilitate instruction in reading and writing strategies and vocabulary around the themes that are covered in grades K-8. The curriculum is designed to meet the cognitive needs of every student through TPR, multi-sensory activities, art, and literacy, in addition to the four modalities of language, which are incorporated into most ESL lessons; materials are teacher made and follow the pacing calendar provided by the district.

The LAP allows us to focus on the needs and strengths of the ELL students in our school. For many alternate assessment students, the focus needs to be on expressive language either through the use of PECs, Mayer Johnson symbols, or through speech therapy strategies used to encourage verbalization. In order to enhance listening skills, the use of read aloud and tasks designed to assess for comprehension will be practiced across content areas, not just the ELA block. Since data shows that all students were weak in reading and writing modalities, in the 2010-2011 school year, we will be using the P352X Units of Study as our instructional program, along with its assessment tools, to provide for regular targeted assessments of specific reading and writing skills in order to promote a more rapid acquisition of reading and writing skills in English.

Since most current ELL students are alternate assessment, most materials used are teacher made and follow specific units of studies. For ELA, students use MEVILLE to WEEVILLE from ABLENET. This curriculum emphasizes language development with specific literacy skills across 4 themes throughout the year. In addition, the P352X Units of Study in literacy are used in ESL instruction as an addition to the ELA block.

For Math, Social Studies and Science, 352X has created a Unit of Study pacing calendar for students in alternate and standard assessment classrooms. With the use of the city's core curriculum materials (Math- EVERYDAY MATH; SCIENCE and SOCIAL STUDIES- McGraw Hill Text Program) as a supplement, the Units of Study incorporates content standards and the AGL's to meet the needs of ELL students in alternate assessment programs.

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

For the 2010-2011 school year, 352X teachers will be involved in workshops offered by the district. All teachers involved in instructing students in alternate assessment classes receiving ESL will be afforded the opportunity to participate. All professional development sessions enhance instruction of the curriculum chosen for the Title III program for program participants are alternate assessment students. ABA instruction is a teaching methodology for students with Autism and can be applied across all curriculum areas and programs.

In addition to the District ELL PD sessions, 352X will have weekly planning meetings consisting of administrators and the ESL teachers. The ESL teacher will be given the opportunity to participate in common planning meetings with alternate assessment teachers in order to share assessment results from the Brigance and incorporate the AGLI’s into ESL planning. We will be scheduling PD sessions with BIRCH, which will also be facilitated with the ESL teacher—two sessions open to parents, teachers and all staff serving student s in alternate assessment classes. The tentative dates for our - Professional Development sessions are:

-Saturday, January 22nd, 2011 from 9 a.m. – 1 p.m.

-Saturday, April 2nd, 2011 from 9 a.m. – 1 p.m.

The school’s parent coordinator works with parents in participation at school assemblies, festivals, parent workshops, parent teacher conferences, PTA and SLT meetings. Monthly calendars informing parents of upcoming school events and assessments is sent home to parents; letters and phone calls to student homes informs parents of important assessment periods and attendance of students. Home visits by the school’s family worker and attendance teacher ensures full and active participation of all ELL students throughout the school year. Spanish translation is afforded

Parents are afforded orientation sessions in NYS mandates and P352X ESL program model through the school’s PTA at the beginning of the school year. As new ELL students enroll in the school, individual parent sessions will be given to parents through site’s unit coordinators and parent coordinators. In addition, as students are referred to District 75 programs, CSE offices making the initial referrals inform parents of different bilingual and ESL program models.

Parents will be informed of Title III program through DOE Title III letter, school newsletters and parent coordinator outreach;

the use of in-house translators and the DOE office of translation and interpretation services will be used. At least one parent orientation will be scheduled after school to inform parents of Title III program. The tentative date for Title III parent orientation will be January 10th 2011 at 4:00- 6:00 pm. We are expecting 12-14 parents. The facilitators will be the parent coordinator and ESL teacher. Tentative agenda items include bridging activities between the classroom and home, and best practices in managing challenging behaviors in students with Autism. ABA, as research has shown through Rutgers University and other university studies, combines instruction with positive behavior support systems- through discreet trial runs of specific, IEP driven, tasks- in order to decrease negative behaviors.

Section III. Title III Budget

School: P352X BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	10077.60	<u>Instructional</u> 1 teachers x 6 hours/week x 16weeks x 49.89= 4789.44 1 para x 6 hours/week x 16 weeks x 28.98= 2782.08 1 administrator x 4 hours/week x 12 weeks x 52.21 = 2506.08
Purchased services - High quality staff and curriculum development contracts.	2654.00	<u>Professional Development Session</u> BIRCH (two sessions) Parental Involvement Development Staff Professional Development
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	1314.50 199.80 700.10	<u>Instructional</u> Center Stage Literacy Kits (1kit @ 1314.50 kit) 6 Boxes of Paper @ 199.80 = 199.80 I-Pad
Educational Software (Object Code 199)		
Travel	54.00	Metro cards for Parent Workshop (12 parents X 4.50) = 54.00
Other		
TOTAL	15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The RHLA Home Language Report off ATS is used to determine specific need for translation services. For the 2010-2011 school year within thirty days of student's enrollment the primary language spoken by the parent will be determined through the home language survey which is part of the intake process for new students. The survey will be cross-reference with the RHLA and RPOB report off ATS. According to these two reports, the following breakdown reports the number of families reporting specific home languages. The following table supports the data:

Language	K	1	2	3	4	5	6	7	8	Totals
Bengali	1					1				2
English	56	12	19	39	48	48	14	13	11	260
French					1					1
Mandarin					1					1
Punjabi	1									1
Soninke				1						1
Spanish	18	4	3	10	15	15		1	2	68
Unknown										0
Totals	76	16	22	50	65	64	14	14	13	334

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.

The RHLA showed that for the 2010-2011 school year, in-house staff can be used to accommodate needs of Spanish and Bengali speaking families. As explained above, the following is the breakdown of our findings; out of 334 students, 68 families reported Spanish as their home language, and 2 families reported Bengali; the remaining families reported English as their primary language. The two families reporting Bengali as their home language: speak, read, and write English;

interpretation services have not been necessary, however, it as been offered to the parents through the use of school staff. Findings and constant reminder to parents that interpretation services are available are done through the school's parent coordinator via contacts, the family worker and through PTA and School Leadership Team meetings.

Part B: Strategies and Activities

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

Written translation services in Spanish and Bengali will be provided in-house by school-staff; in languages where in-house school staff cannot provide written translation services, P352X will contact DOE Translation and Interpretation Unit. Appropriate signage and forms are translated by in-house staff. Standard DOE forms that are needed in the intake process are ordered in languages necessary during the summer planning for the new school year. As documents arise during the school year in need of translation, within one week's time the documents are translated either in-house or through the office of Translation Services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services in Spanish and Bengali will be provided in-house by school-staff; in languages where in-house school staff cannot provide oral translation services, P352X will contact DOE Transition and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

For the 2010-2011 school year, 352X will notify parents in writing during the first 30 days of the school year, or 30 days from the initial intake for new students, of their rights to translation and interpretation services. The school will post this information on parent bulletin boards together with instructions on how to obtain translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NOT APPLICABLE

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

THIS IS A NON-TITLE 1 SCHOOL

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.
N/A: SCHOOLL DOES NOT RECEIVE ANY SET ASIDE FUNDS
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
 - ***N/A: As a non-geographic, administrative district, students in D75 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. D75 students are eligible to attend any programs run through the STH units at the ISC.***

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Vida Bogart School for All Children						
District:	75	DBN:	75X352	School		307500012352	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	1	3	16				
Grade 1	36	3	3	Student Stability - % of Enrollment:			
Grade 2	45	8	7	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	36	15	16			74.3	82.3
Grade 4	30	31	24	Poverty Rate - % of Enrollment:			
Grade 5	32	37	34	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	11	9	15		68.5	0.0	NA
Grade 7	20	15	14	Students in Temporary Housing - Total Number:			
Grade 8	7	17	14	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		3	12	21
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	0	0
Ungraded	64	152	197				
Total	282	290	340				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	282	290	0	Principal Suspensions	17	13	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	8	2	0
Number all others	0	0	338				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	68	68	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	51	62	0
# receiving ESL services only	11	25	TBD				
# ELLs with IEPs	16	58	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	33	27	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	0.0	60.3	0.0
				% more than 5 years teaching anywhere	33.8	33.8	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	78.0	0.0
American Indian or Alaska Native	0.4	1.4	0.9	% core classes taught by "highly qualified" teachers	95.0	88.6	0.0
Black or African American	48.9	46.2	42.1				
Hispanic or Latino	45.7	47.6	50.0				
Asian or Native Hawaiian/Other Pacific	2.1	1.7	2.9				
White	2.8	3.1	4.1				
Male	81.9	82.8	81.8				
Female	18.1	17.2	18.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	58.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 1	District 75	School Number 352	School Name Vida Bogart School
Principal Lourdes Mendez		Assistant Principal Sara Better	
Coach		Coach type here	
Teacher/Subject Area Samary Rodriguez / ESL		Guidance Counselor type here	
Teacher/Subject Area Jocelyn Hernandez		Parent Ava Coupes	
Teacher/Subject Area type here		Parent Coordinator Maribel Rivera	
Related Service Provider type here		Other type here	
Network Leader Adrienne Edelstein		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	336	Total Number of ELLs	62	ELLs as Share of Total Student Population (%)	18.45%
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Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	20	2	2	4	6	7								41
Total	20	2	2	4	6	7	0	0	0	0	0	0	0	41

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)			Special Education	62
SIFE	1	ELLs receiving service 4-6 years			Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	1	0	0	0	0	0	0	0	0
Total	0	1	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	4	3	10	15	15		1	2					68
Chinese						1								1
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French					1									1
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other				1	1									2
TOTAL	20	4	3	11	17	16	0	1	2	0	0	0	0	74

Part IV: ELL Programming

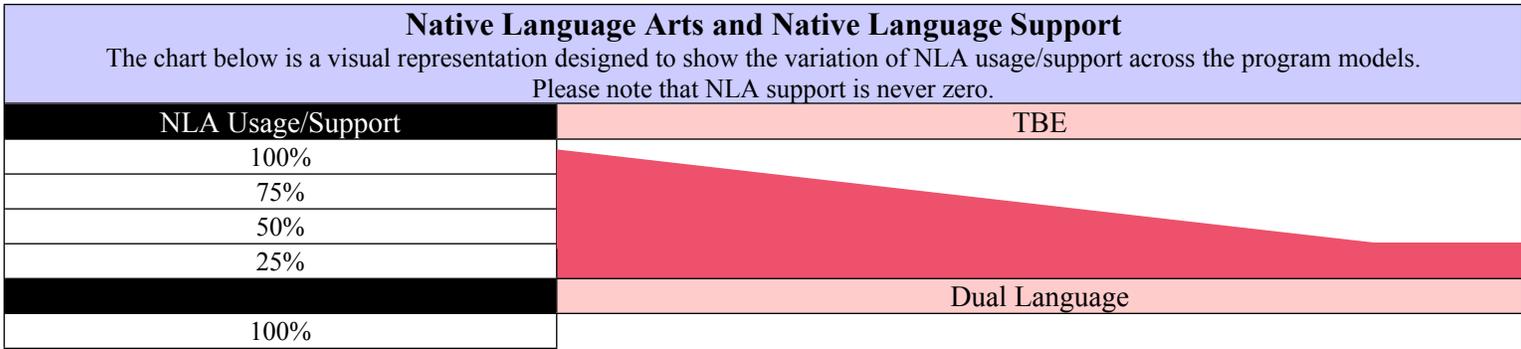
A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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)	20													20
Intermediate(I)														0
Advanced (A)														0
Total	20	0	0	0	0	0	0	0	0	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	20	2	2	3	5	3							
	I				1	5	4							
	A		1	1	4	3	4							
	P						2			2				
READING/ WRITING	B	20	2	3	8	11	11			2				

	I		1			1	1							
	A						2							
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

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

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

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

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

Paste response to questions 1-6 here

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