



P723X

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75X723

ADDRESS: 3540 BIVONA STREET, BRONX, NY 10475

TELEPHONE: 718-320-1222

FAX: 718-320-2213

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75X723 **SCHOOL NAME:** P723X

SCHOOL ADDRESS: 3540 Bivona Street, Bronx, NY 10475

SCHOOL TELEPHONE: 718-320-1222 **FAX:** 718-320-2213

SCHOOL CONTACT PERSON: Christine Walsh **EMAIL ADDRESS:** CWalsh3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lillian Edwards

PRINCIPAL: Christine Walsh

UFT CHAPTER LEADER: Ricardo Hoyen

PARENTS' ASSOCIATION PRESIDENT: Lisa Colon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 753

NETWORK LEADER: Barbara Joseph

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
Christine Walsh	*Principal or Designee	
Ricardo Hoyen	*UFT Chapter Chairperson or Designee	
Lisa Colon	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michael Campbell	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Colon	Member/Parent	
Faleisha Escort	Member/Parent	
Nancy Lenoir	Member/Parent	
Natalie Ortiz	Member/Parent	
Yesenia Minaya	Member/Parent	
Melanie Rostoker	Member/UFT	
Lillian Edwards	Member/CSA	

(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.

P723X is a District 75 school providing educational services for 480 students in grades K – 12. The organization is located in eleven separate locations throughout the Bronx. The school services students in the following categories: severely emotionally disturbed, multiple handicapped and autistic. Our program provides instruction for 110 students participating in alternate assessment and 370 students participating in standardized assessment. Two hundred fifty of our students attend day treatment programs associated with mental health organizations. Students enrolled in the day treatment programs are first admitted by the mental health organization following an intake and medical documentation, which supports the need for a therapeutic environment.

Our school's mission is to prepare our students to attain higher learning standards and reach their potential in a supportive, safe learning environment. Our school's vision is to provide the skills, opportunities and knowledge for all students so they may become lifelong learners and participate in the world of work after leaving school. It is through the collaboration of the school community that we can ensure that students expand their experiences, achieve their goals, and become lifelong learners.

Our school's curriculum is based upon the NYS Learning Standards and meeting the needs of a diverse population. A standards-based curriculum provides standardized assessment students with relevant instruction in all content areas. Instructional methods are driven by formal and informal assessment results and data analysis. Differentiated instruction is used to address the individual needs of our students including different learning styles and behavioral characteristics that interfere with learning. Our alternate assessment program uses the evidenced based TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) methodology to prepare our students for life after school and gain the skills necessary for independence. The Picture Exchange Communication System (PECS) is used to support the development of communication skills for our alternate assessment students. Social stories are an integral part of our program. The social stories are developed to assist students in dealing with stressful situations. The Get Ready to Learn Program is a movement based program that provides additional support for student learning. "A Day in the Life of a 12:1:4 Students" was introduced last year. The program is a daily plan that structures the day into learning and experience blocks in an effort to create a unified approach to instruction for a heterogeneous population of students. The basic elements of the day include: a sensory period, instructional communication lunch time practice, two curriculum blocks and independent learning/communication time and parents as partners shared activity.

Our school places a high priority on establishing clear rules of behavior to engage students academically. Current practices include the following research based programs: Positive Behavior Intervention and Support (PBIS), Girls & Boys Town Psycho-educational Model (PEM), Cornell Therapeutic Crisis Intervention (TCI). Additional school interventions include a daily advisory period, leadership clubs and career clubs. Our focus on the social emotional needs supports our students' movement to "Least Restrictive Environments". Students have been referred for general education programs with and without supports, inclusion programs, mainstreaming and special education programs in community schools.

P723X focuses on creating highly effective partnerships with our community organizations. Our strong collaboration with our mental health organizations: Bronx Children's Center, Astor Day Treatment and the Henry Ittleson Center for Childhood Research, enhance our instructional program and provide our students with critical mental health resources. Other resources include character education, advisory periods and social skills development which assist our students with developing appropriate social skills necessary for maintaining relationships with others and coping with difficult situations. Content area collaborations include Teachers & Writers Collaborative, MOMA Education Program and Urban Advantage that provide enrichment programs to assist with positive learning outcomes and address the different learning styles of our students. Community based collaborations including P.E.N.C.I.L (Public Education Needs Civic Involvement in Learning), New York Cares and the Food Bank of NYC assist in enhancing our learning environment. This school year the Food Bank of NYC is sponsoring the Cook Shop Program in three of our sites. The program encourages healthy habits, healthy choices and provides an exploration of foods through an instructional cooking program. A new initiative this school year "Emotional Literacy" (EL) is being implemented at three sites. The program is aimed at helping our staff and students recognize and understand how their emotions affect their learning. The goal of the program is to provide positive outcomes both socially and academically for our students. Our successful collaboration with Bronx Lab High School provides our inclusion high school students with greater access to the general education environment and opportunities for career and college choices after graduation. This year we began an inclusion partnership with Peace & Diversity High School and the Cornerstone Academy for Social Action, an elementary program. P723X was the recipient of several grants this school year including two grants from the Department of Health to fight obesity. The grants provided equipment and street closure for two sites without a gymnasium. Through a generous donation from the Douglas Watt Family Fund for the Performing Arts, our students at 338X will participate in a weekly dance/music therapy program. Our school was awarded the Everyday Arts for Special Education grant. The grant is a professional development project designed to improve student achievement in the areas of communication, socialization, academic learning, and arts proficiency through integrated arts-based approaches.

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				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

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	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

The SLT, Administrative Cabinet and the UFT Representative for P723X reviewed the SCEP goals and action plans set forth during the 2010 - 2011 school year and reflected upon those that we felt needed to be further developed. In addition, we reviewed the results of the 2009-2010 Progress Report, 2008-2009 Quality Review, the 2010-2011 Quality Review rubrics, 2009-2010 Learning Environment Survey, 2009-2010 Annual Arts in School Report, NYS Assessment results in ELA, Math, Science, Social Studies, and the NYSAA results for students in alternate assessment classes, along with the results of the Performance Series, Acuity and Brigance. In addition, AIS programs, the Inquiry Team focus, attendance, and OORS were reviewed to provide data sources which are pertinent to our school program.

Based on a comprehensive review of all summative and formative data available to the SCEP committee, the following performance trends have been identified:

The 2009-2010 Progress Report indicated an overall grade of C. The lowest performance area was in student performance for standardized assessment students.

Upon an analysis of the 2009-2010 NYS ELA and Math assessment data indicated a downward trend. The findings indicate the following results in the NYS ELA assessment revealing that the following percentage of students scored above a Level 1: Gr. 3 – 30%, Gr. 4 – 55%, Gr. 5 – 25%, Gr. 6 – 16%, Gr. 7 – 16%, Gr. 8 – 18%. NYS Math results revealed that the following percentage of students scored above a Level 1: Gr. 3 – 42%, Gr. 4 – 67%, Gr. 5 – 48%, Gr. 6 – 18%, Gr. 7 – 16%, Gr. 8 – 16%. NYS Science results indicate that 77% of Gr. 4 students scored between a Level 2 & 4 and 30% of Gr. 8 students scored between a Level 2 & 4. NYS Social Studies results indicate that 54% of 5th grade students scored between a Level 2 & 4 and 8% of Gr. 8 students scored between a Level 2 & 4.

The 2008-2009 Quality Review indicated that our school needed to ensure that lessons, activities and resources closely match the needs and performance levels of all students in every class. In addition, the school needs to ensure that all teachers have a yearly individual professional development plan that would support instructional best practices by using the Santa Cruz Professional Teaching Standards. While we were praised for meticulously analyzing data in various sub-groups, we need to provide a higher level of differentiated instruction and improve student outcomes. Another area of

improvement involved the writing of clear, measurable, time-framed goals for all plans and programs. The 2010-2011 Quality Review rubrics indicate the importance of instructional coherence throughout the school.

Review of 2009-2010 data for our alternate assessment students indicates the following: ELA – 91% of students scores a Level 3 & 4; Math - 95% of students scored a Level 3 & 4; Social Studies - 81% of students scored a Level 3 & 4; Science - 92% of students scored a Level 3 & 4. However, Brigance results, IEP goals progress, formal observations, and data collection sheets indicate a need for professional development in the area of communication. While growth is apparent, it is critical that we continue to work in the area of communication in order to assist our students in making a successful transition into adolescence.

Over the past year we have seen a 10% increase in parental involvement with a 44% increase in the number of activities during the 2009- 2010 school year. A close review of the sub-group of parents involved has been identified as parents of our alternate assessment students. While 75% of our students are standardized assessment it is critical that we increase parental involvement for all students in order to attain positive outcomes for all of our students. In addition, the 2009-2010 Learning Environment Survey indicates that only 19% of our parents participated in the survey. The area that was rated the lowest by parents was communication.

Upon review of mandated related services it is apparent that students are receiving many mandated services throughout their school life that hinder their independence. The 2009-2010 Progress Report indicated positive outcomes in the area of moves to Least Restrictive Environments. During the 2009-2010 school year the following changes were noted in related services: 35 students moved to a Least Restrictive Environment; 12 students were terminated for speech services; 4 Crisis Management Paraprofessionals were terminated, 4 Bus Paraprofessionals were terminated; 2 Health Paraprofessionals were terminated; 8 students were terminated for Occupational Therapy. It is critical that we provide educational services that will promote independence and the ability to generalized learning in all parts of the students' life. We need to continue our two programs "Get Ready to Learn" and the "Therapeutic Classroom Model" to assist with independence for our students.

Our Inquiry Team focused on the impact of placing students in small groups based upon functional levels in mathematics. Students were selected based upon the 2008-2009 math test results. Students were grouped by functional level. Staff members indicated that students felt more comfortable with peers on the same level. Additionally, staff members indicated that planning and implementation of lessons was improved. The team focused on sub-skills that were not mastered by the students. Post test results indicated that students showed improvement in deficit skills. Through functional grouping student improvement was noted in Gr. 3-6. On the 2010 NYS Math Assessment, 39 out of 68 students scored between a Level 2 & 4.

A review of OORS data indicates an 18% decrease in Level 4 incidents from eleven to nine and a 40% increase in Level 5 incidents from three to five.

A review of ATS attendance data shows a small increase in student attendance from 85.44% in 2008-2009 to 85.67% in 2009-2010. Attendance outreach procedures have been closely monitored and refined as needed throughout the school year. We piloted a new telephone communication system, "Global Connect" that automatically calls the home of absent students and informs parents/guardians of school events.

Greatest Accomplishments

Collaborations with mental health organizations: Astor Family Services, Bronx Children's Center, Ittleson Center for Childhood Research

Collaborations with general education programs: Bronx Lab High School, PS49X, PS/IS 218X, PS 204X, PS189X – Cornerstone Academy for Social Action, Peace & Diversity Academy

Collaborations with community-based programs: Teachers & Writers Collaborative, IN-Collaboration Inc., Food Bank of NYC, Aussies International, P.E.N.C.I.L., New York Cares, Urban Advantage, Bronx Zoo, Bronx Botanical Gardens, CHAMPS, 47th Precinct, NYPD Youth Services, Bronx Borough President Office, District 11 Assemblyman Heastie,

Collaborations with universities: Manhattan College, Mt. St. Vincent College

Annual Family Fun Day

Department of Health Street Closure and Structural Grants

EASE Grant Award

Dance/Music Program for students with autism

Celebrations of student work at literacy fairs, musical performances, VSA Festival, Ezra Jack Keats

Bookmaking and Museum of Modern Art

Very Special Arts Calendar – two pieces of art work selected from the main site and Astor Tilden site for the 2011 calendar.

International VSA Festival/Arte Postale – Astor Byron student artwork showcased in the June International Show in Washington D.C.

NYC Environmental Protection Water Resources Art & Poetry Contest student winner from Bronx Children's Day Treatment.

Chess Club

Anthology of Poetry by 3rd & 4th grade students at Astor Byron

School-wide Yearbook

Interdisciplinary collaborations at sites

School-wide curriculum based on monthly themes

Inquiry Team work that supported improved student outcomes.

Participation in new initiatives: Emotional Literacy

Barriers

Lack of continuously enrolled students

Lack of parental involvement

Not being a neighborhood school.

Students traveling on buses for more than an hour to and from school

Lack of sufficient related service providers for speech, occupational therapy and physical therapy

Lack of consistency with SBST and clerical workers from the ISC which results in non-compliance for data entry and completion of reviews in a timely fashion.

Deployment of administrators, coaches and related service providers to support students and staff at all eleven sites

Scheduling of school-wide grade level meetings due to our school being multi-sited

Scheduling of collaborative team meetings at each site due to coverage and funding issues

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. **By June 2011, there will be an increase in staff members meeting their Professional Teaching Standards goal as evidenced by a 5% increase in the average ELA and math scale scores as measured by formative and summative assessments.**

2. **By June 2011, there will be a 5% increase in student writing skill proficiency as evidenced by an increase in student performance as measured on the Developmental Writing Continuum.**

3. **By June 2011, there will be a decrease in inappropriate student behaviors with a commensurate increase in student self-assessment of social/emotional skills as measured by an average 5% increase from baseline measurement.**

4. **By June 2011, students in alternate assessment (both students identified on the autism spectrum and those with multiple-handicapping conditions) classes will increase proficiency in communication skills as evidenced by a 5% increase from baseline “choice – making skills”, evidenced by appropriate low-inference data for the specific communication system.**

5. **By June 2011, there will be an increase in parent participation evidenced by a 10% increase in school activities/workshops and a 10% increase in school/home communication offered throughout the school 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.

Subject/Area (where relevant): Professional Teaching Standards (PTS) / Staff Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase in staff members meeting their Professional Teaching Standards (PTS) goal as evidenced by a 5% increase in the average ELA and math scale scores as measured by formative and summative 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>	<p>Administrators will meet to discuss the needs of teachers at the beginning of the school year, based on walkthroughs and formal observations from the 2009-2010 school year. All staff members will meet individually with administration to discuss their PTS goal for the year & needs.</p> <p>All teachers will learn and be trained in PTS.</p> <p>School-based Coach will provide professional development to teachers on specific PTS areas including specific tools and strategies to develop their goal.</p> <p>School-based coach will conduct collaborative team meetings for teachers to review PTS and formulate strategies that will be held on a monthly basis.</p> <p>Administration will provide bi-monthly informal observations with feedback to teachers on their progress based on a PTS rubric.</p> <p>Administration will assess formal observations based on PTS rubric.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Funding/State Standards: Professional Development, Per Session and Per Diem Coverage, materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Staff will be introduced to PTS rubrics during October/November monthly staff meetings. Completion of PTS self-assessment by all teachers by November 2010. PTS walkthrough checklists will be used by administrators bi-monthly during walkthroughs: December, February, April and May. Staff attendance will be monitored on a monthly basis at PD workshops and collaborative team meetings related to teacher goals. By January 2011 there will be a 2% increase in scale scores for ELA and Math as measured by formative assessments. Bi-monthly school summary form that indicates progress towards meeting goals. Review of PTS indicators during “lunch & learn” meetings in November, December and January. By June 2011, formal observation collection indicating 80% mastery of PTS is the focus for all teachers. By June 2011 an increase of 5% in scale scores in ELA and Math as measured by summative and/or formative assessments.</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines. (continued)</i></p>	<p>These items include:</p> <ul style="list-style-type: none"> i) District 75 ELA units of Study (K-HS) j) New York City Department of Education Teacher Resource web site k) New York State Department of Education web site <ul style="list-style-type: none"> i. Comprehensive Approach to Balanced Literacy l) P 723's school-wide library with teacher instructional guides m) Writing Prompts, Developmental Writing Continuum, 5 Steps of the Writing Process, ELA Scope and Sequence, Writing Conference Sheets <p>Technology-driven supplemental instructional materials will be as follows:</p> <ul style="list-style-type: none"> n) <i>Teaching Writing in the Content Areas</i>-an ASCD e-book (\$ 20.95 membership price) o) <i>Using Writing to Learn Across the Content Areas</i>-an ASCD professional development set with resources that can be used in the classroom (\$ 139.00 membership price) p) <i>Strategies for Teaching Writing: An ASCD Tool</i> (\$ 99.00 member price) <p>A single copy of each of these items will be purchased for the entire school community. Administrators, in consultation with the school-based coach, will set up a schedule for utilization at each site. Each site will also view <i>Reading in the Content Areas: An ASCD Tool</i>, to review and reinforce the connection between reading and writing throughout the school day. School-based coach, administration and lead teachers will introduce program during Election Day Professional Development. District and School-Based Coach will provide support teachers on a bi-weekly basis. Administration will assess student growth during informal and formal observations and a review of student portfolios.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in</i></p>	<p>Tax Levy Funding: Materials, Professional Development, Per Diem and Per Session Coverage</p>

this action plan.

Indicators of Interim Progress and/or Accomplishment

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

The timeline is as follows:

- By the end of November 2010, 100% of all ELA teachers will complete the school-wide Writing assessment of all students in their classes, and identify individual strengths and areas or all students in their classes using data from State and local summative assessments, clinical evaluations, and class work.
- By the end of December 2010, 100% of all ELA teachers will conduct individual conferences with each student in their classes, and establish personalized goals, using data gathered from State and local summative assessments, the 2010-2011 Writing assessment, and class work, as evident by weekly supervisory review of conference notes.

- By the middle of January 2011, 100% of all teachers will provided parents with an overview of the expectations for Writing for their son/daughter, complete a school-wide parent survey (primary or intermediate) relating to literacy and the home, as evident in returned completed surveys, Open School classroom attendance sheets and phone logs.
- By the end of January 2011, 100% of all teachers will complete a mid-year assessment of Writing with 100% of regularly attending students, compare 12/10 results with 09/10 results and revise individual goals based upon growth and needs and inform parents accordingly, as evident in analysis of be ginning and mid-year assessments, individual student work and progress notes, outreach and conferences with parents and student teacher conferencing.
- By February 2011 there will be a 3% improvement in student writing as measured by the Developmental Writing Continuum.
- By March 2011, 100% of all teachers will incorporate NYS ELA assessment style questions into, not in lieu of, daily instructional activities and homework. This will be evident in the use of District 75 *Units of Study* (ELA curriculum), review of teacher planning, perusal of student portfolios, work folders, and displays of student work.
- By May 2011, 100% of all teachers will complete an end of year

	<p>assessment of Writing with 100% of regularly attending students, compare 05/11 data with 12/10 and 09/10, review and analyze individual growth and needs for the end of the year. Follow-up with parents and inform parents accordingly, as evident in analysis of beginning, mid-year and final term assessments, individual student work and progress notes, outreach and conferences with parents and student teacher conferencing.</p> <ul style="list-style-type: none"> • By June 2011 there will be a 5% improvement in student writing as measured by the Developmental Writing Continuum.

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): Emotional Literacy / Social Skills

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a decrease in inappropriate student behaviors with a commensurate increase in student self-assessment of social/emotional skills, as measured by an average 5% increase from the baseline measurement.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administration will meet to discuss the needs of alternate assessment students 6:1:1 students and standardized assessment students, at the beginning of the school year, based on walkthrough checklist, formal and informal observations, Brigance data, reduction of support services, and OORS reports.</p> <p>Three sites will be identified by the administrative team to implement the EL program during the 2010-2011 school year.</p> <p>Jamie Watkins will be the A.P. appointed in charge of the new “EL” program for our alternate assessment students.</p> <p>Ron Rodkin, AP, and Talia Intrator, Guidance Counselor, will be the EL leaders for standardized assessment students.</p> <p>Jamie Watkins, Ron Rodkin and Talia Intrator will attend a three day EL training during the summer 2010.</p> <p>An EL implementation team will be identified that will include staff members from each site.</p> <p>Implementation team will meet in October to design a school charter.</p> <p>Administrative team will meet with District Coaches to discuss materials needed for EL roll-out on Election Day.</p> <p>Jamie Watkins, Ron Rodkin and Talia Intrator will meet with their assigned sites to discuss assessments, data collection sheets and individual student needs.</p> <p>Professional Development on specific tools and strategies to increase EL/social skills will be provided for staff on improving EL / social skills.</p> <p>EL lead teacher & counselor will model the program and support classroom staff in the implementation of the program during our advisory period.</p> <p>District Coach will support the EL program on a monthly basis.</p> <p>Classroom staff will be trained in collecting data on a daily basis.</p> <p>Teachers will complete a survey that will measure usage of program.</p> <p>Students will be given a “Self-esteem” survey in December by counselors.</p> <p>Collaborative team meetings for 6:1:1 and 12:1:1 teacher(s) and related service providers to review data and formulate instructional strategies will be held on a monthly basis.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Funding: Professional Development, Per Diem and Per Sessions Coverage, Materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>EL team will be trained during July and September 2010. School-wide Charter will be developed by the end of November 2010. Materials will be ordered by Nov. 2010. Staff from the three identified sites will be introduced to the EL/Social Skills program at the Professional Development on November 2, 2010. Data collection summary sheets on EL/Social Skills program will be reviewed by administration on a monthly basis beginning in December 2010 through June 2011. By February 2011 there will be a 2% increase in the number of students earning levels in our PBIS program and a 2% decrease in inappropriate behavior. District Coach and Implementation team will meet monthly to discuss program implementation, progress and revisions needed using data collection sheets beginning in September 2010 through June 2011. During monthly walkthroughs beginning in December through June 2011 administration will observe that daily data collection for EL/Social Skills is being completed throughout the day. By June 2011, there will be a 5 %increase in the number of students earning levels in our PBIS program and a 5% decrease in inappropriate behavior.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Communication / Choice-Making

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in alternate assessment (both students identified on the autism spectrum and those with multiple-handicapping conditions) classes will increase proficiency in communication skills as evidenced by a 5% increase from baseline “choice – making “skills evidenced by appropriate low-inference data for the specific communication system.</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>	<p>Administration will meet to discuss the needs of alternate assessment students, at the beginning of the school year, based on walkthrough communication checklists, formal and informal observations and Brigance data. Jamie Watkins, AP, will meet with speech teachers and discuss the implementation of the generalization of “choice making/communication’ program including materials needed assessments, data collection sheets and individual student needs. Administration, speech teachers, and staff will meet to discuss the needs of the “communication block” program. Professional Development on specific tools and strategies to increase generalization will be provided for staff on improving communication skills. Speech teachers will model the program and support classroom staff in the implementation of the program during the “generalization communication block.” District support will be requested to assist with the Picture Exchange Communication System (PECS) and programmatic devices in our new alternate assessment site. Classroom staff will be trained in collecting data on a daily basis. Teachers will provide a monthly summary of progress to administration.</p>

	<p>Collaborative team meetings for 6:1:1 and 12:1:4 teachers and speech teachers to review data and formulate instructional strategies will be held on a monthly basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Funding: Professional Development, Per Session and Per Diem Coverage materials.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>A communication profile will be completed by September 2010 for all alternate assessment students. Staff will be introduced to the “generalization communication block” program at the Election Day Professional Development by the Speech Teacher. Data collection summary sheets on generalization of choice making /communication will be reviewed by administration on a monthly basis beginning in December 2010. Administration and speech teachers will meet monthly, December through May, to discuss program implementation, progress and revisions needed using data collection sheets. By January 2011 there will be a 2% increase in communication skills as measured by data collection sheets. IEP goal progress will be reviewed 4 times a year (November, January, March, June) by teachers and administration. Brigance assessment results will be reviewed twice a year by teachers and administration. During monthly walkthroughs beginning in December 2010 through May 2011, administration will observe that daily data collection for generalization of choice making/ communication is being completed throughout the day. By June 2011, a 5% increase in generalization of choice making skills during a “communication block” will be noted by a review of data by administration.</p>

VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be increased in parent participation evidenced by a 10% increase in school activities/workshops and a 10% increase in school/home communication offered throughout the school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administrative team will meet with Parent Coordinator to review the Learning Environment Survey. Individual site needs will be addressed by team. A home language report will be generated to identify translation needs. A 2010-2011 welcome back letter will be mailed home during the summer. Parent Welcome packet will be sent home during the first week of school. A parent survey indicating types of workshops, locations and times preferred by parents will be distributed in the welcome packet. Meet the Teacher dates will be set for each site during the first two months of school. Parent Coordinator will hold a variety of workshops and support groups, offered at different locations and times. All school information will be posted and updated on the school website. Global Connect telephone system will be used to inform parents of special events, school closings and student absences of more than 3 consecutive days. Daily point sheets will be sent home for all standardized assessment students. Communication notebooks will be completed and sent home on a daily basis for alternate assessment students. Bi-monthly progress reports will be sent home for middle school students. Translation services will be available for all meetings and correspondences sent home.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy funding for Parent Coordinator salary, School Leadership Stipend, OTPS for Metro cards, refreshments and materials. Translation and Title III funding for translation services, materials, professional development and refreshments.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Principal and Parent Coordinator review of parent workshop and activities on a monthly basis beginning in September. Home language report will be generated in September 2010 and checked every month throughout the school year. Monthly review of school event calendar by Principal. Monthly review of sign-in sheets for school events by administration. By November 2010 there will be a 3% increase in school/parent communication. By February 2011 there will be a 5% increase in the number of school activities/workshops. May/June a comparison of results of the 2010-2011 Learning Environment Survey from the previous school year. June 2011 a summary of parental involvement during the 2010 – 2011 school year indicating a 10% increase in parental involvement and a 10% increase in school/parent communication from the previous school year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				2
1	3		N/A	N/A				0
2	10		N/A	N/A				1
3	12		N/A	N/A	IEP Mandated	IEP Mandated	Varies	1
4	22	21			IEP Mandated	IEP Mandated	Varies	2
5	36	37			IEP Mandated	IEP Mandated	Varies	1
6	65	58		25	IEP Mandated	IEP Mandated	Varies	2
7	31	32			IEP Mandated	IEP Mandated	Varies	3
8	45	45			IEP Mandated	IEP Mandated	Varies	0
9	38	38		10				0
10	2	1	0					0
11	1	1						0
12	1	1						0

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

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

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

Part B. Description of Academic Intervention Services

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.).
<p>ELA: Wilson</p> <p>Fundations</p> <p>Achieve</p> <p>Great Leaps</p> <p>Read 180</p> <p>Headsprout</p> <p>Ramp-Up</p> <p>Vizzle</p> <p>PCI</p> <p>SMILE</p> <p>SRA</p> <p>Handwriting Without Tears</p>	<ul style="list-style-type: none"> • Small group instruction & 1-1: decoding and encoding, sight word fluency, vocabulary, comprehension skills, language development(school day) Gr. 4 -12 • Small group and 1-1: print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, handwriting, vocabulary development, critical thinking, speaking/listening skills K-3 • 1-1: web-based program, assessment of reading skills, differentiated instruction, comprehension, vocabulary development, test taking strategies, writing developments (school day and after school) • 1-1: Assessment on fluency, building fluency skills through drill and practice (school day) K-8 • Small group and 1-1: Placement test based on Lexile scores, differentiated instruction, sub-skill practice, comprehension skills, decoding, spelling, vocabulary development, writing skills development (school day) Gr. 4-12 • 1:1: Online learning lessons for letter recognition, phonics, decoding, sight word development, fluency, comprehension (school day) Gr. K -5 • Small group instruction: advanced phonics, fluency and comprehension (school day) Gr. 6-12 • Small group and 1-1: Software program designed to capitalize on students stronger visual processing skills for interpreting visually based information and their inherent interest in multimedia. The goal is to improve communication skills through a visual mode of instruction. (school day) Gr. K- 8 • 1-1: Reading program for non-readers. Teaches non-readers to recognize site words and common nouns and verbs through visual discrimination. (school day) Gr. 2- 8 • 1-1: Multi-sensory program that engages learners in a sequential program beginning with attention and imitation talk through phoneme and syllable learning, noun vocabulary, additional vocabulary including verbs, adjectives and adverbs leading to simple sentence and then short stories.(school day) PK-12 non speakers, non writers • 1-1: Phonemic awareness, phonics, fluency, vocabulary, comprehension (school day) Gr. K -6 • 1-1: Strategies for making legible and fluent handwriting easy an automatic skill for students (school day, after school) Gr. K – 5

<p>Leapfrog Pads</p> <p>Lexia Reading Software</p> <p>Boardmaker</p> <p>TEACCH</p> <p>MeVille to WeVille</p>	<ul style="list-style-type: none"> • 1-1: Phonics, phonological awareness, decoding, vocabulary (school day and after school) Gr. K – 3 • 1-1: Pre-alphabetic phonological awareness, letter knowledge, sound/symbol recognition, beginning/ending sounds, syllables, segmentation, sight words, decoding vocabulary, comprehension (school day) Gr. K -12 • 1-1: Supports for students requiring communication boards, adapted lessons, materials (school day and after school) Gr. K – 12 • 1-1: Visual schedules to facilitate communication skills across all content areas (school day) Gr. K-12 • Small group: literacy program that systematically integrates reading, writing, speaking, augmentative communicating and listening for student with cognitive disabilities.
<p>Mathematics:</p> <p>Everyday Math Games</p> <p>Math Skill Builders</p> <p>Math Steps</p>	<ul style="list-style-type: none"> • Small group and one-to-one: Drill exercises to build number facts and operational skills (during school day) Gr. K – 5 • One-to-one: Address struggling students in mastery of math skills including test preparation (during school day) Gr. 6 – 8 • Small group and one-to-one: Basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, percents (during school day) Gr. K -12
<p>Science:</p> <p>Brain Pop</p> <p>Mobile Science Cart</p> <p>Discovery Learning</p> <p>Achieve 3000</p> <p>Urban Advantage</p>	<ul style="list-style-type: none"> • Small group and one-to-one: Web-based program that reinforces science concepts through animation, vocabulary development, experiments (during school day) Gr. K- 12 • Small group and one-to-one: Hands-on experiments, computer generated program to reinforce and enhance science skills and knowledge (during school day) Gr. 6- 12 • Small group instruction: Video clips of content related materials that assists with understanding of science related concepts and vocabulary by providing a multi-sensory approach of instruction (during school day) Gr. 3 – 12 • Small group and one-to-one: Web-based program with archived Associated Press non-fiction articles that are presented on a student’s reading level, with vocabulary and comprehension questions. (during and after school day) Gr. 3 - 12
<p>Social Studies:</p> <p>Achieve 3000</p>	<ul style="list-style-type: none"> • Small group and one-to-one: Web-based program with archived Associated Press non-fiction articles that are presented on a student’s reading level with related vocabulary and comprehension questions. (during and after school day) Gr. 3 -12

<p>Weekly Reader</p> <p>Urban Advantage</p>	<ul style="list-style-type: none"> • Small group and one-to-one: Students read current events that are explained on their reading level, vocabulary and comprehension development. (during school day) Gr. K- 8 • Small group: Standard based program designed to improve student outcomes with the understanding of the scientific inquiry through a collaboration between schools and science cultural organizations. (school day and after school) Gr. 6-8
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Character Education, Social Skills, Girls Club, Family/Community Outreach, Individual and Group Counseling, Stress Management Skills and Techniques, Functional Behavior Assessments, Behavior Intervention Plans, Pupil Personnel Team Member</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Functional Behavior Assessments, Behavior Intervention Plans, Character Education, Test-taking Strategies, Crisis Intervention, De-escalation Techniques and Strategies for Students, Pupil Personnel Team Member</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Social Skills, modeling of appropriate peer interactions, Functional Behavior Assessments, Behavior Intervention Plans, Pupil Personnel Team Member, Character Education, Family/Community Outreach, Positive Behavior Intervention & Supports</p>
<p>At-risk Health-related Services:</p>	<p>Skilled Nursing Services, Toilet training, Ambulation support</p>

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

Section I. Student and School Information

Grade Level(s) K-12 Number of Students to be Served: 38 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P723X has 438 students in our school. Thirty eight students are English Language Learners (ELLs) which is 9.84% of our total population. 25 of our 38 ELL Students are x-coded students. BIS mandated students have alternate placement paraprofessionals who speak their languages (Spanish). All of our thirty eight students speak Spanish and are in the following grades: 3 in Kindergarten, 2 in First Grade, 1 in Second Grade, 2 in Third Grade, 3 in Fourth grade, 9 in Fifth Grade, 6 in Sixth grade, 3 in Seventh grade, 5 in Eighth Grade, 1 in Ninth grade, 1 in Tenth Grade, 1 in Eleventh grade and 1 in Twelfth Grade. Presently we have 1 ESL teacher. Our certified ESL teacher will provide English as a Second Language (ESL) push-in /pull out program that consists of 27 students in Standardized Assessment and 11 students in alternate assessment. 723X has both an ESL push-in and pull-out models. Thirty eight ELL students attend ESL only programs. All ELL students receive ESL as required under NYS CR Part 154. Balanced Literacy, the uniform curriculum, and an emphasis on the development of phonemic awareness and comprehension skills through literature-based and standards-based materials and activities, and scaffolding techniques are integrated into instruction at 723X. ESL instruction is aligned with the NYS ESL learning standards and content-area skills are also reinforced in ESL programs. Some LEP/ELLs in 723X will participate in alternative assessments and some students are assessed in ELA, mathematics, science, and social studies via the New York State Alternate Assessment (NYSAA). Students at 723X have the following disability classifications: autism, mental retardation, emotional disturbance, multiple disabilities.

Title III Supplemental After School Instructional Program at 723X

723X plans to begin a Title III After school instructional program that will consist of one class with 8:1:1 configuration for students in grades 6th through 8th with 1 certified ESL teacher, and 2 bilingual paraprofessionals who will address ESL standards performance indicators in ELA and content area AGLIs. This class will meet two days a week for two hours a day, on Tuesdays and Thursdays from 3:00 PM to 5:00 PM., for fifteen weeks.

The class will be conducted by certified ESL teacher who will use appropriate ESL methodologies and scaffolding techniques, supported by research, such as the natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), and Quality Teaching for English Learners (QTEL) scaffolds (Walqui, 2005). As supported by research (Diane Nelson Bryen, D.; Potts, B.D.; & Carey, A.C., 2007; Murphy, J., 1998; Cameron, L. & Murphy, J., 2002), augmentative and alternative communication (AAC) systems (e.g., single-loop voice output devices, symbols, gestures, etc.) will be used to assist LEP/ELL students who have severe communication disabilities. Our Title III after school program will consist of following 7 students; Williams Ponce (Intermediate/ standard assessment), Michelle Amador (Beginner/ alternate assessment), Emily Garcia (Beginner/ alternate assessment), Luis Then (Intermediate/ standard assessment), Florencio Objio (Intermediate/ Standard assessment), Nickoles Rodriguez (Beginner/ Standard Assessment), and Angel Caceres (Beginner/alternate assessment). Paola Suarez and Felix Diaz are placed in 8:1:1 classroom. Luis Then and Florencio Objio are placed in 8:1:1 classroom. Williams Ponce and Nickoles Rodriguez are placed in 12:1:1. Michelle Amador, Emily Garcia, and Angel Caceres are placed in 12:1:4 classrooms. There will be 4 standardized assessment students and 3 alternate assessment students. Technology will be infused into instruction to enhance student learning, and as a solution to the problem

of access and equity for ELLs with severe disabilities (Birnbaum, B., 2003). Instruction will address the New York State ESL, ELA, and content area learning standards.

The goal of instruction in the Title III after school program at 723X is to provide additional support and opportunities for LEP/ELL students with moderate to severe cognitive and multiple disabilities to increase their listening, speaking, reading, and writing skills in English. An ESL teacher will use the learning experience format to deliver instruction that is differentiated that can give our students to have an opportunity to generalize, apply, and put their skills into practice across content areas and in a variety of situations.

723X serves LEP/ELL students with autism, moderate to severe cognitive disabilities and emotional disabilities between the ages of 5 and 18. A major goal of instruction for these students is to prepare them for competitive real world situations. Possessing adequate and appropriate communication and socialization skills, self-directed supports, and the ability to make sound choices in the real world are the greatest predictors of success in the work-world for individuals with cognitive and other severe disabilities (Hughes, C. & Carter, E., 2000, Martin, J., Mithaug, D., Oliphint, J., Husch, J., & Frazier, E., 2002).

Therefore, 723X will use the following assessment results to identify ELLs for participation in the Title III supplemental instructional after school program: Brigance for Alternate Assessment, NYS ELA Interim Assessment and NYSESLAT results. This program can better prepare LEP/ELL students by addressing the students' listening, speaking, reading, and writing skills in English and their employability skills. Student performance on the New York State English as a Second Language Achievement Test (NYSESLAT), the ELA New York State Alternate Assessment (NYSAA), and the Brigance™ Employability Skills Inventory, and teacher-made pre and post checklists will be used to determine the impact of support for LEP/ELLs in the Title III after school program.

The Title III instructional after school program will support and supplement Part 154 instruction delivered during the school day by providing additional language-learning support to students that will benefit them in their everyday situations.

The theme of the after school program will be Communicating in the Real World. Instruction will be heavily weighted with language needed in the real world. Students will participate in engaging activities that help them to communicate such as:

- How to call in when you're going to be out sick
- How to ask what your assignment is
- "Help"
- "Good morning"
- No thank you
- How to use a picture symbol to communicate (non-verbal students)

The Interim assessment will be the major source of Title III assessment to insure that our students are learning actively. This program will be instructed by dividing the students into two groups, standard assessment students and alternate assessment students. For the standard assessment

students, they will have an opportunity to be a teacher for the week. Each student will take a turn to be a teacher. They will also be able to participate in adapt a book project for the alternate assessment population. Their hand made book will stay as a part of library collection for the alternate assessment population. For the alternate assessment population, each of them will have a job in a classroom for the week. They will learn how to use a computer, how to make copies, how to brush their hair, how to brush their teeth and how to dress themselves. The students will be videotaped performing all of these activities. This video will be watched by their teachers and parents.

Our after school program will enrich and reinforce instruction provided during the day by integrating technology into our classroom.

Accordingly to the research, technology integrated classroom has positive effects on the instructional process on basic and advanced skills (Bialo & Sivinkachala 1996; Dwyer, 1994).As a result, students become more independent learners and self-starters.

They also gain an ability to teach others about their new knowledge. For the alternate assessment students, technology can help them train visual attending, gaze shift, tracking and also develop receptive language skills for language delayed ELLs.

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.

Title III Supplemental Professional Development Activities at 723X

723X plans to use Title III funds to create a **Title III Study Group** for the professional development component of its plan. The professional development group will study the work-related communication needs of ELL students who will participate in the Title III after school program. The study group will be aligned to the “Inquiry Project” already in existence at the school and will focus on creating a standards-based professional development resource kit to enhance staff preparation and planning, for instruction of LEP/ELLs in preparation for students to improve the communication skills necessary for success in everyday situations.

This professional development initiative is aligned to the instructional after school program and will provide technical support and resources to teachers in after school program, as well as to other staff who work with LEP/ELL students at 723X. The study group format of our planned professional development is in alignment with research findings that equate successful professional development and application of what’s gained during PD to the classroom to teachers having a leadership role in their own training (Galbraith, P. & Anstrom, K., 1995). The Title III Study Group will meet once a week for 1 hour per day, for 7 weeks after school. One teacher, two paraprofessionals, and one administrator who works with LEP/ELLs in 723X will participate in this PD.

Title III Parental Involvement Activities at 723X

Parents of LEP/ELL students will attend a weekly parent program that will meet one of the same days that the students and PD staff meet and will be tied to the Title III instructional after school program for students and will have “accessing resources and information regarding employment” as its theme. Parents will meet once weekly, after school from 3:00 PM to 4:00 PM, for 7 weeks. They will utilize the computer and the internet to explore

information sources in English and in their native languages. Parents will have an opportunity to create and access blogs for themselves and their child, use search engines, learn about resume-writing and preparation for job interviews, in order to support and direct their child in preparation for the world of work. Parents will also have an opportunity to meet with teachers and their youngsters during Title III after school activities. Parental involvement (Kalyanpur, M. & Harry, B., 1999; Dunst, C, 2007) and integration of technology (ISTE, 2000; (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997) into instruction are both supported by research and enhance both parent and student learning, and can be used to narrow the “digital divide” between people of low socio-economic status (SES) and the more affluent (International Reading Association, 1991). A bilingual (Spanish) paraprofessional will provide interpretation and translation support for parents. We will send out a letter explaining our Title III program in English and Spanish. We will also have a bilingual personal to translate the documents and present oral information effectively to the students and their parents in their native language. In addition, parents will attend a Title III orientation meeting prior to the initiation of the program. Information regarding Title III will be distributed to parents in English and in their native languages and will be shared during after school meetings and annual review. Interpreters (bilingual paraprofessionals and/or teachers) will be available to interpret at meetings and the Parent Coordinator will assist in disseminating materials to parents in their native languages and in English. Our ELL parents will be provided with valuable information about the title III program. In this session, they will be informed about the program and how ELLs are determined in the school system. The entire document will be translated in Spanish.

Section III. Title III Budget

School: 723X BEDS Code: 307500012723

Allocation: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	Total: \$11,380.65	<p>Per session for teachers and paraprofessionals who will teach students during after school instructional program, participate in the professional development study group, and work with parents in the parent program, and supervisors who will oversee program and secretaries who will process purchases and payroll.</p> <p><u>Instruction: (\$ 9,911.00)</u> 1 teacher x 2 days per week x 2 hours per day x 15 weeks x \$49.89 = \$ 2993.40 2 paraprofessionals x 2 days per week x 2 hours per day x 15 weeks x \$28.98 = \$3477.60 1 Supervisor x 2 days per week x 2 hours per day x 15 weeks x \$52.21 = \$3132.60 1 Secretary x 1 hour per day x 10 weeks x \$30.74 = \$307.40</p> <p><u>Professional Development: (\$1,120.42)</u> 1 teacher x 1 day x 1 hour x 7 weeks x \$49.89 = \$349.23 2 paraprofessionals x 1 day x 1 hour x 7 weeks x \$28.98 = \$405.72 1 Supervisor x 1 day x 1 hour x 7 weeks x \$52.21 = \$365.47</p> <p><u>Parental Involvement: (\$349.23)</u> 1 teacher x 1 day x 1 hour x 7 weeks x \$49.89 = \$349.23</p>
Purchased services such as curriculum and staff development contracts	N/A	

Supplies and materials	\$3619.35	<p>Instructional materials, software, and supplies for after school instructional programs, PD, and parental involvement activities.</p> <p>Books (\$600)</p> <ul style="list-style-type: none"> - Read-along storytelling kits (lakeshore) FF600X = (\$89.00) - Storytelling Glove LA835 (lakeshore) = (\$8.95) - Storytelling Lapboard LA998 (lakeshore)= (\$9.95) - Tell a story nursery rhyme kid (lakeshore) = (\$29.95) - Songs to communicate (MJ) M355 = (\$13.00) - Quick Tech Magic (MJ) M321 = (\$ 35.00) - Spotlight on Reasoning & problem Solving = (\$89.70) - Just for Kids Answering Questions = (\$41.95) - 100% Language Primary = (\$43.95) - 100% Language Intermediate = (43.95) - Autism & PDD tell me about it = (\$79.95) - Scissors, glue, and Grammar, Too! = (\$41.95) - Just for me! Vocabulary = (\$27.95) - Scissors, Glue, and Concepts, too! = (\$41.95) <p>Software (\$1700)</p> <ul style="list-style-type: none"> - Spotlight on Vocabulary Interactive Software level 1&2 = (\$59.95) - No Glamour Category/Definition interactive software = (\$43.95) - Autism & PDD photos "Wh"-Questions Interactive Software =(\$89.95) - Autism & PDD Concept Development Interactive Software = (\$59.95) - Click and Create Picture Library & Activity Builder = (\$59.95) - Basic Concept Pictures Interactive Software = (\$41.95) - No glamour language Elementary on CD = (\$43.95) - Mobile Activity Player = (\$949) - Teaching by Design with Boardmaker = (\$29) - Mini Mysteries Reading Comprehension Software = (\$99) - Autism & PDD Buddy Bear Associations = (\$35.95)
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		<ul style="list-style-type: none"> - Autism & PDD Buddy Bear categories = (\$35.95) - Autism & PDD Buddy Bear Concepts = (\$35.95) - Autism & PDD Buddy Bear Opposites = (\$35.95) - Autism & PDD answering Questions = (\$63.90) - That's LIFE! = (\$39.95) <p>Supplies (\$775.24)</p> <ul style="list-style-type: none"> - Composition Notebook 5 sets = (\$27.45) - 2 Pocket Portfolios (4 portfolios per box) x 3 boxes = (\$12.00) - 4 dozen pencil = (\$4.79) - 3 big chart paper = (\$24) - 3 Small Chart paper = (\$12) - Markers 12/pk = (\$9) - Staples twist up crayons 24/pk x 3 = (\$7.00) - Crayola twistables colored pencils 18/pk x 3 = (\$21) - Construction Paper 200/pk = (\$7) - Scotch tape dispenser with 12 rolls of tape (\$33) - Scissors 3/pack x 3 = (\$30) - Glue sticks 4/pk = (\$3) - Liquid Glue 2/pk = (\$ 3) - Erasers 3/pk x 3 = (\$6) - Velcro 200/pk = (\$20) - Self-Adhesive Laminating Sheets 50/pk x 3 =(\$ 66) - Flip video Camera 1 x \$190 = \$190 - Copy paper (8 ½ x 11) 6 Boxes x \$50 = \$300 <p><u>Parental Involvement: (\$544.11)</u> Snacks \$ 544.11</p>
	N/A	
Other	N/A	
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.

We will create a 723X request for translation form. This form will be created and available to staff by the person assigned as the P723X translation coordinator.

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.

Our findings for our translation and interpretation needs indicate that all ELL parents at our school are Spanish speaking. We have 45 ELL students in total, all of which require translation and interpretation services. All staff will be notified that they must complete a request for translation form, and submit it and all materials that need to be translated, to the translation coordinator at least one month before an event.

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.

Materials will be identified that need to be translated into Spanish. The school will create postings that include one position for a bilingual teacher to review all materials translated by staff, prior to the material being sent home.

Responsibility for obtaining agendas, handouts, and other materials that will be needed to be translated must be assigned to a translation coordinator. Hard copies and an electronic archive of translated materials will be kept on file in the parent coordinator's office. Vendors will be contacted to review available native language materials that are appropriate and needed for parents of students at 723X.

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.

The school will create list of bilingual staff to see who would be interested in acting as interpreter. We will notify all staff of postings and set up a schedule for specific individuals to act as interpreters during pre-planned conferences or meeting. Set up, schedule and assigning of specific individuals to translate materials identified as needing to be translated will be completed by the translation coordinator in conjunction with the administrative team. Translated services will increase participation of bilingual parents/guardians in a variety of school activities such as PTA and IEP meetings. This will be reflected in sign-in sheet for these activities and will be supported by the availability of oral interpreters. Translation will be ongoing for the 2010-2011 school year.

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>.

723X will review the school safety plan for compliance with Chancellor's Regulations A-663 regarding parent notification of availability of language support services and accessibility to the school. We will contact the Translation and Interpretation Unit – to request copies of general notice of parents' rights to interpretation and translation services and how to access such services available in the covered languages. Translation Coordinator will contact a vendor to determine turn around time needed for interpretation and translation services from the Unit. The Translation Coordinator will set up a time frame for submission of materials.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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: _____

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>

P723X 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).

P723X has 17 students in temporary housing.

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

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

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

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

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 District75 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 as 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:	P.S. 723						
District:	75	DBN:	75X723	School		307500012723	

DEMOGRAPHICS

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

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	14	20	18				
Grade 1	15	21	25				
Grade 2	29	19	26				
Grade 3	24	25	29				
Grade 4	49	35	27				
Grade 5	42	53	60				
Grade 6	42	45	53				
Grade 7	33	40	28				
Grade 8	32	32	31				
Grade 9	14	16	17				
Grade 10	12	9	10				
Grade 11	11	2	9				
Grade 12	0	2	2				
Ungraded	68	73	83				
Total	385	392	418				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		71.8	71.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	90.4	0.0	NA

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	24	18

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	384	391	0	Principal Suspensions	14	15	4
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	7	3	6
Number all others	1	1	396				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	79	79	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	53	59	0
# receiving ESL services only	12	19	TBD				
# ELLs with IEPs	8	42	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	53	43	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
	3	1	12	% fully licensed & permanently assigned to this school	100.0	98.7	0.0
				% more than 2 years teaching in this school	48.1	72.2	0.0
				% more than 5 years teaching anywhere	58.2	63.3	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	86.0	0.0
American Indian or Alaska Native	1.3	1.8	1.4	% core classes taught by "highly qualified" teachers	100.0	100.0	0.0
Black or African American	37.1	40.3	41.9				
Hispanic or Latino	56.6	53.8	51.9				
Asian or Native Hawaiian/Other Pacific	1.3	1.0	1.4				
White	3.6	3.1	3.1				
Male	75.3	74.2	73.7				
Female	24.7	25.8	26.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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:	C	Overall Evaluation:					NR
Overall Score:	42.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3	District 75	School Number 723	School Name 723X
Principal Christine Walsh		Assistant Principal Ron Rodkin	
Coach		Coach	
Teacher/Subject Area Natalie Lim/ESL		Guidance Counselor Talia Intrator	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Jose Vasquez	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	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	386	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	9.84%
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Part II: ELL Identification Process

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

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

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

All options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level for the special education students. When ELLs first enroll in our school, our ESL teacher will administer home language questionnaire to determine their eligibility as an ELL student. Next, they will take LAB-R test to determine their placement. After the test result comes out, a student will be placed in an appropriate program. In spring, ELLs will take the NYSESLAT test. If they pass the test, they are no longer an ELL. In order for a student to be identified as an ELL, his home language has to be a language other than English. Afterwards, an informal interview is conducted in native language and English. If a student speaks language other than English and he speaks little or no English, then he needs to take LAB-R. Finally, a student is placed in either bilingual education or freestanding ESL program. All of the options will be explained to parents during the parent orientation for ELLs. Also there will be a flyer describing all the options for parents. All the documents will be translated in Spanish. We make an appointment with the parents to make sure that entitlement letters, parent survey and program selection forms are returned. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staffs know what language you use in your home. If the HLIS indicates that your child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines your child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) Some parents still requests ESL program and some parents do not want the program anymore. The program model offered at our school is aligned with parents' requests.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% →)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

75%:25%)														
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	3	2	1	2	3	9	6	3	5	1	1	1	1	38
Total	3	2	1	2	3	9	6	3	5	1	1	1	1	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	38
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	0	24	9	0	9	5	0	5	38
Total	24	0	24	9	0	9	5	0	5	38

Number of ELLs in a TBE program who are in alternate placement: 0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	1	2	3	9	6	3	5	1	1	1	1	38
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	2	1	2	3	9	6	3	5	1	1	1	1	38

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.

We have heterogeneous push-in and pull out ESL program in our school. ESL instructional minutes are delivered through providing consistent number of minutes everyday of the week. The content area in ESL is delivered in English. Sometimes, if a student is a beginner, his bilingual paraprofessional comes with him to translate for him. As an instructional approach, I use lots of visual cues along with the vocabularies for the content areas. Currently we have no Newcomers or SIFE but at such time that we do they will receive tutoring from a peer tutor to help develop their initial literacy in native language, and a nurturing environment to facilitate language production. P723X follows the English Language Arts standards as a guide to instructional planning and assessment. Our ESL teacher plans on referencing the NYS Resource Guide for the teaching of Language Arts to long term Limited Proficient/English Language Learners along with the NYS learning Standards for English. Our ESL program will focus on explicit reading instruction with consistent feedback, guided reading, teaching learning strategies, and lots of reading activities. CD ROM versions of children's books are particularly helpful for the second language learners because they can listen to the spoken English, follow the printed words, and use the pictures to facilitate meaning. Children's storybooks are now available in CD-ROM versions that offer an audio component with a good visual support. Our ESL instructions will be in collaboration with content area teachers. This instructional program will be explicitly aligned with ESL and the New York State ELA learning standards and the content-based learning standards. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizer, and Cooperative Learning. Students no longer requiring Bilingual or ESL services according to the NYSESLAT will be

supported for two years with ESL services. These proficient ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment. We strive to provide opportunities that are multi-sensory and kinesthetic in nature. The school will concentrate on reading and writing areas by providing additional help in the form of teacher collaboration. The ESL teacher will have common planning sessions with the collaborating teachers by using real objects, photographs, graphic organizer, software, ESL material, classroom libraries, inclusive of Native Language books, Foundations, Wilson reading program, Head sprout, Read 180, Achieve 3000, Ramp up, incorporating technology and digital cameras enhance student outcomes.

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

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

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

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

Native Language Arts and Native Language Support

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



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?

One of invention programs for ELL population is to developing academic language skills. It is important to distinguish academic language skills from conversational language skills. Many ELLs who struggle academically have well-developed conversational English skills. To succeed academically, students need to develop the specialized academic language, which is distinct from conversational language. This is particularly true when we consider the large number of English learners who have good word reading skills but weak comprehension skills. Many of these learners especially in the upper elementary, middle, and high school years have insufficient English vocabulary levels.

students no longer requiring Bilingual or ESL services according to the NYSESLAT will be supported for two years with services. These proficient ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment Title programs III program will be provided after school for the ELL students. There will be no ELL services discontinued this year. There will be an after school program for the ELL students in our school. As a guide to instructional planning and assessment, P723X follows the English Language Arts standards. Our ESL teachers plan on referencing the NYS Resource Guide for the teaching of Language Arts to Limited Proficient/English Language Learners along with the NYS learning Standards for English. We strive to provide opportunities that are multisensory and kinesthetic in nature by using real objects, photographs, graphic organizer, software, ESL material, classroom libraries, inclusive of Native Language books, Foundations, Achieve 3000, Lexia, Wilson reading program, Head sprout, Read 180, Ramp up, incorporating technology and digital cameras enhance student outcomes. NYSESLAT results will guide the ESL teacher's instructional plans. All students will receive the required units of instruction mandated under Commissioner's Regulation Part 154 (C.R. Part 154). For the K-8 students, beginners receive 360 minutes, Intermediate 360 minutes, and advanced students receive 180 minutes. For the high school students, beginners receive 540 minutes, intermediate students receive 360 minutes, and advanced students receive 180 minutes. The

Native language support is provided by the bilingual alternate placement paraprofessionals. The required services support and resources correspond to ELL's ages and grade levels. For the newly enrolled ELLs, I would provide a lot of modeling, tap into student's prior knowledge, use many visuals/manipulatives, teach key vocabularies, speak slowly and utilize cooperative learning methods with them. There are no language electives being offer in our school Instruction will be in collaboration with content area teachers. This instructional program will be explicitly aligned with ESL and the New York State ELA learning standards and the content-based learning standards. One student is in alternate placement setting. For this student, we are providing paraprofessionals who speak the native language. The ESL teacher and a bilingual paraprofessionals are in close collaboration with the classroom teachers. The use of software and multimedia enhances and supports the instructional program. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizer, and Cooperative Learning and the infusion of the arts and the use of technology. The classroom library contains books in English. Our ESL teacher will use the following books: Longman Photo Dictionary of American English, Get Ready to Write, and English books on folktales, fiction and non-fiction. Our teacher also uses computer and other technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City's literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities.

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)?

N/A

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.

During the school year on professional development days, the school will be incorporating workshops that will teach ESL strategies for ELL students. Teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers will work collaboratively with the ESL teacher. ESL strategies, Identification of ELLs, NYSESLAT, Title III program and ELLs in Content area will be presented to P723X staff members during professional development during 2010 – 2011 school year. Training will be on going during the school year during “push in periods” and “pull out periods” with the ESL teacher and classroom teachers. Our ESL teacher will attend all professional developments offered by the Department of Education during the school year. It is important that all staff members receive training in language acquisition, cultural awareness, and instructional strategies for ELL students. Consider structuring professional development around strengthening educational staff in the following areas: student-centered instruction, content-based sheltered English instruction (e.g., Cognitive Academic Language Learning Approach [CALLA] or Sheltered Instructional Observation Protocol [SIOP]), balanced literacy instruction, a priori teaching, and alternate assessments. Intervisitations will be arranged in order to enhance new ESL teacher's skills. It is important to develop academic English and build knowledge of content subjects. It is also important for other staff to know an effective instruction with attention to subject specific language use. Teachers should be trained to teach academic literacy and incorporate ESL methodologies. The ELLs need to know the ways to assess their knowledge accurately. We also need to help our middle and high school ELLs by knowing where they are on the path to academic literacy. We all need to practice an effective instructional practices. For example, we need to build and activate prior knowledge and vocabulary. We need to pay extra attention to language in every lesson. Most importantly, we need to unlock reading and writing processes and comprehension strategies. Non-ESL and Bilingual teachers will be exposed to theories of first and second language acquisition, ESL methodologies/ past and present, and they will experience hands-on

practice in the approaches and strategies used to foster second language acquisition.

E. Parental Involvement

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

The Parent Coordinator at P723X will offer parents of ELLs ongoing information in their home language and training on different aspects of their child's education such as, home activities to support learning, outside support in their community, and other topics identified as an area of parent's interest from a survey. Our goal is to increase parent outreach and increase parent participation. Our school will periodically describe the program to ELL parents by providing parent orientation meetings or letters sent home. Our school does not have agencies or community based organization to provide workshops or services to ELL parents. We will evaluate the needs of the parents by establishing reliable communication between parents and the school staff working with the child. Communication is important to the assessment and to ensure parents are well informed about the process and their rights as parents of children who may have learning disabilities. All English Language Learner's parents will be well informed about their educational rights under the Individuals with Disabilities Education Act. They will also be fully informed about the assessment process and its implications. The first and most important thing schools can do is to establish a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation to entice ESL parents to participate in IEP team meetings and other important school functions. It is helpful for an interpreter to be available to the school and parents. This provides immediate communication and reduces misunderstanding. Using telephone conference calls to involve interpreters in meetings and attending web-based meetings, can offer the interpreter and the family more opportunities to pick up on subtle meaning and non-verbal feedback to improve communication in ways that cannot be accomplished by telephone alone. Translate frequently used special education forms and other important school documents for the parents. This can help parents to make informed decisions and contribute to their children's Individual Education Program.

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)	3	2	1	2	3	8	5	1	2	1	0	0	1	29
Intermediate(I)	0	0	0	0	0	1	1	1	3	0	1	1	0	8
Advanced (A)	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Total	3	2	1	2	3	9	6	3	5	1	1	1	1	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	1	1	0	2	6	5	1	1	0	0	0	0
	A	0	1	0	2	0	0	0	1	2	1	0	0	1

	P	0	0	0	0	0	0	0	0	1	2	0	1	1	0
READING/ WRITING	B	0	2	1	2	2	6	5	1	3	1	0	0	0	1
	I	0	0	0	0	0	0	0	2	1	0	1	1	0	0
	A	0	0	0	0	0	0	0	0	1	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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	0	0	0	0	0	0	0	0

New York State Regents Exam					
	Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language		English	Native Language
Comprehensive English	0	0		0	0
Math	0	0		0	0
Math	0	0		0	0
Biology	0	0		0	0
Chemistry	0	0		0	0
Earth Science	0	0		0	0
Living Environment	0	0		0	0
Physics	0	0		0	0
Global History and Geography	0	0		0	0
US History and Government	0	0		0	0
Foreign Language	0	0		0	0
Other	0	0		0	0
Other	0	0		0	0
NYSAA ELA	0	0		0	0
NYSAA Mathematics	0	0		0	0
NYSAA Social Studies	0	0		0	0
NYSAA Science	0	0		0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

We use ECLAS and NYSESLAT results as our assessment tool to assess the early literacy skills of our ELLs. We also use their portfolios to assess them as well. Based on the result of NYSESLAT, all students show a higher level in listening and speaking. Reading and writing are the areas to focus. The school will concentrate on these areas by providing additional help in the form of teacher collaboration, extended minutes of instruction, and additional help provided by coaches and mentors. The data patterns across proficiency levels on the LAB-R and NYSESLAT revealed that the students need to work on their reading and writing skills. In content areas, all the students are performing comparably to their non-ELL peers. For alternate assessment students, we use portfolios, notebooks and teacher observations in addition to their NYSSA results. Academic language is developed through content area instruction in ESL. The result of the NYSESLAT will guide me to focus more on the areas most of the ELL population need to work on. Professional Development activities need to address the needs of the alternate placement paraprofessionals. The alternate placement paraprofessionals will assist teachers in incorporating reading and writing strategies. They will also incorporate study skills and organizational strategies in student’s daily lessons. For every grade levels and proficiency levels, we found that they are very strong in speaking and listening portion of the NYSESLAT. However, they need to improve on reading and writing portion of the NYSESLAT. We do not have a dual language program in our school. We evaluate the success of our ELLs by the result of NYSESLAT and other assessments such as NYSSA, ELA, State Math. State Science and State Social Studies in school. We also look at their portfolios and compare their work to what they've done previously. We will evaluate their portfolio by analyzing rubrics. Because numbers alone can not show the depth of the program, we will use individual interviews, student observations, portfolios of the student's work and the results of the assessments.

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.

N/A

Part VI: LAP Assurances

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

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