



**JEFFREY M. RAPPORT SCHOOL**

**2010-2011**

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

**SCHOOL: 75X754**

**ADDRESS: 470 JACKSON AVENUE, BRONX, NY 10455**

**TELEPHONE: (718) 993-5581**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 75X754      **SCHOOL NAME:** Jeffrey M. Rapport School

**SCHOOL ADDRESS:** 470 Jackson Avenue, Bronx, New York 10455

**SCHOOL TELEPHONE:** (718) 993-5581      **FAX:** (718) 585-4624

**SCHOOL CONTACT PERSON:** Ellis E. Scope      **EMAIL ADDRESS:** escope@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Frank DeGennaro

**PRINCIPAL:** Ellis E. Scope

**UFT CHAPTER LEADER:** Jeff Farley

**PARENTS' ASSOCIATION PRESIDENT:** Margaret Jenkins

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Demetrius Nelms

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 75      **CHILDREN FIRST NETWORK (CFN):** 755

**NETWORK LEADER:** Ketler Louissaint

**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
<b>Ellis E. Scope</b>	*Principal or Designee	
Jeff Farley	*UFT Chapter Chairperson or Designee	
Margaret Jenkins	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Danny Reyes</b>	DC 37 Representative, if applicable	
Donald Jackson Demetrius Nelms	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sara Byas	Member/UFT	
Frank DeGennaro	Member/CSA	
Karen Marinese	Member/UFT	
Ada Martinez	Member/Parent	
Debra Roper-Dowie	Member/UFT	
Milagros Cancel	Member/Parent	
Maritza Suriel	Member/Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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The Jeffrey M. Rapport School (JMRS) serves students with moderate to severe disabilities ages 13.9 through 21 in special classes in a special school. The available staffing ratios are 12:1:1 and 8:1:1. The school prepares students in Alternate Assessment (AA) for work and the IEP diploma. Students in Standardized Assessment (SA) are prepared for the Regents diploma and, under the safety net, the local diploma. The main building has been structured into three academies. There is an off-site in the North Bronx in a co-located building with eight classes of students in alternate assessment. An additional class is located in a local agency. Here students who are over-age and under-credited participate in a pre-GED program that provides a pathway towards a diploma for students. There are 2 inclusion classes, one in the Jill Chaifetz Transfer School, the other in a GED program at Community Prep. Twelve classes are located off-site in community settings. Students enrolled in these classes learn work skills in an on-the-job setting.

Our students have a wide range of needs and to accommodate those needs, the school has been structured to offer a range of programmatic options from self-contained classes to fully departmentalized classes and classes in the community. JMRS features several shop classes including auto mechanics, recycle-a-bicycle, wood shop and ADL. These shops are available to students in all three academies. There are full and part-time community based work experiences. Students move throughout this continuum of services in order to maximize academic and social outcomes.

As students in all our programs reach the age of 18, they are expected to participate in a part-time or full-time community-based internship program at one of our twelve worksites, or in a part-time community or school-based internship experience. This transition to work/internship program is a significant strength of our school. Over time the school has built a well-developed continuum of internship opportunities for students age 18 and above. The internship opportunities range from part-time with high level of support in the school and the community to full-time with part-time coaching which is faded as skills continue to develop. The internships have developed as a result of the school's collaboration with community employers such as Lincoln Hospital, Manhattan College, Sodexo at Fordham University PS 10 for educational assistant training, and PS 188 for food service training. A number of former students have successfully secured competitive employment upon graduation. Our goals are to assist young people with getting a Regents' or local diploma and to increase the number of students with full or part time competitive employment. The ultimate goal is to secure competitive employment for the students upon graduation. Of the 81 students who graduated in June 2010 with IEP diplomas, 59 students, or 69% have secured competitive employment or are actively participating in training that leads to employment. This past year was also the first year we celebrated our first graduate with a local diploma.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b> _____				
<b>District:</b> _____	<b>DBN #:</b> _____	<b>School BEDS Code:</b> _____		

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

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>								
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>				
(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				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
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								
<b>Male</b>								

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)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

The school was rated "well-developed" during the latest Quality Review. The review set forth several areas for improvement. These were the need to continue to support the staff in extending their ability to differentiate instruction, linking classroom observation outcomes with teacher self-evaluation, and finally to continue the work of the Inquiry Teams, particularly to improve student attendance. The school community and School Leadership Team (SLT) are in agreement on the direction of these areas for improvement and these areas are folded in to our CEP.

The results of the Learning Environment Survey (LES) that was conducted during the 2009-10 school indicate that safety and respect continue to be a serious concern in our school. Both parents and staff members expressed concerns about the safety and respect in the building. Parents and teachers report that they are treated with respect by adults in the building but that students are not always respectful to adults or each other. Our school has embraced the PBIS approach. For the past three years we have implemented the universal phase of PBIS. A research based practice that has a positive impact on safety and respect is Social Emotional Learning (SEL). This year our school will add the RULER approach, which is a version of SEL to the behavioral interventions and supports that are already in place.

When student attendance is compared with that of other schools, including similar schools in District 75, it becomes clear that the attendance of many of our students is below where it needs to be. During the 2009/2010 school year the overall attendance was 68%. A closer look at the data, including student, parent and staff interviews, indicates that there are multiple reasons for student lack of attendance that include lack of prior academic achievement, school refusal, mental illness, and distractions outside of school such as issues with housing, incarceration, and drug use. These impediments to regular school attendance must be overcome. Our school makes every effort to establish a welcoming environment where students are expected to be active participants in the learning that needs to take place to allow their dreams to come true. Attendance is an area where a lot has been achieved but there is still a long way to go.

The students in our school struggle with academic achievement. Approximately 70% of the students are in alternate assessment and pursue the IEP diploma. These students follow an adapted curriculum with a focus on state standards and employment skills. The teachers are developing a school wide standards based curriculum that uses High School social studies themes to guide and

frame instruction in all areas. During the spring 2009 administration of the NYSAA, well over 90% of the seniors in alternate assessment scored at level 3 or 4 in both reading and mathematics.

Forty percent of our students pursue a local or Regents diploma. When reviewing the student data for the diploma bound students from ARIS, ATS, Scantron, and student work, it becomes clear that over 98% of these students have significant delays in academics and are achieving below grade expectancy in English Language Arts and/or Mathematics. Students in standardized assessment struggle with credit accumulation and participation in Regents and RCTs is extremely limited.

In summary, there are significant barriers to increasing student achievement in this school and these include poor prior academic achievement, poor attendance, behaviors that make others feel unsafe, and lack of participation in academic activities. Though these are difficult obstacles to overcome, the entire educational community; including parents, community partners, staff members and the students themselves have dreams and aspirations. Through focused effort the school has had a huge impact on many but not enough of the students. Our challenge is to include more of our students in our programs so they too can increase their achievement and attendance. Our entire community has to continue the work to make school a safe and welcoming place so students and families feel comfortable about attending and participating. Finally, we must continue to expand our work and internship opportunities and linkages to work so our students who pursue the IEP diploma can gain valuable work experience and the experience of the students who pursue the general education diploma can be enriched by real life work.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. **All teachers will increase proficiency in providing appropriately targeted instruction through increased mastery of the elements in the Santa Cruz Professional Teaching Standards (PTS) as evidenced by logs, reflections and classroom observations .**
2. **The attendance of students who are continuously enrolled from October 30<sup>th</sup> through June 30<sup>th</sup> will increase, on average, 3% over the prior year as evidenced by attendance data from the ATS system.**
3. **Students will develop awareness of their own emotions and develop strategies to manage their feelings and behaviors in order to increase the safety rating by 10% on the LES.**
4. **10% of students enrolled in standardized assessment will move to a less restrictive environment (LRE) by June 2011 as evidenced by data on interclass transfers and discharges to community schools in the ATS system.**

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Professional Teaching Standards

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>All teachers will increase proficiency in providing appropriately targeted instruction through increased mastery of the elements in the Santa Cruz Professional Teaching Standards (PTS) as evidenced by logs, reflections and classroom observations.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Assistant Principals will meet with teachers individually and in small groups to establish goals by mid-October.</b>  <b>By the end of October, teachers will develop a plan to achieve the goals in collaboration with the coach or the assistant principals.</b>  <b>Teachers will complete a self-assessment for PTS on the DOE website.</b>  <b>The assistant principals will re-visit the PTS at small group and individual meetings.</b>  <b>Resources such as professional development, coaching, and model lessons will be provided throughout the year.</b>  <b>The PTS goals that were established by teachers will be referenced during pre-and post observation conferences.</b>  <b>Goals will be recorded and tracked on a form throughout the school year.</b>  <b>Teachers will meet bi-weekly to engage in “looking at student work” as a strategy for implementing lessons that lead to increased student engagement and achievement.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Assistant Principals will participate in monthly meetings to discuss the infusion of PTS into lesson development and teaching.</b>  <b>The administrative team will meet on a monthly basis to conduct collegial review of classroom observations as they relate to the implementation of PTS.</b></p>

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

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

**By November 1<sup>st</sup>, summary sheets will indicate that 100% of the teachers will have selected at least one goal from the PTS.**

**By March 1<sup>st</sup> at least 50% of written classroom observations will indicate that teachers are working on the PTS goals.**

**By June 30th all teachers will develop a written record reflective of their learning.**

**Monthly review of classroom observations**

**Evidence of work towards the goal during informal and formal observations.**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The attendance of students who are continuously enrolled from October 30<sup>th</sup> through June 30<sup>th</sup> will increase, on average, 3% over the prior year as evidenced by attendance data from the ATS system.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students will participate in monthly activities to enhance school spirit and increase attendance.  <b>Recommendations from the Inquiry Team will be implemented. Specifically activities that facilitate student leadership, student voice, and staff /student collaboration.</b>  <b>Global Connect, a computerized program, will be used to contact family members when students are absent.</b>  <b>Students with low attendance will receive services, including home visits, from the attendance teacher, and related service providers.</b>  <b>Pupil Personnel Team meetings will be held with students who are excessively absent or who have declining attendance.</b>  <b>The attendance committee will meet on a bi-weekly basis to plan building wide activities. Data will be used to examine trends and to design interventions.</b>  <b>Services will include counseling, data-based interventions, home visits, referrals to community services, and credit recovery or vocational placement and training.</b>  <b>Students will be active participants in student-centered planning to address and reduce the impact of impediments to attendance.</b>  <b>Home visits will be made to the homes of students who have been excessively absent.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>1 Full-time attendance teacher.</b>  <b>1 Pupil accounting secretary to record attendance, monitor CAASS, and to generate reports.</b>  <b>1 Attendance Committee with members from all constituencies in the school.</b>  <b>Per session funding for Inquiry Team members.</b>  <b>Portfolio of community services that can support students with direct services such as counseling, housing, and access to benefits programs.</b>  <b>A one year contract for Global Connect</b></p>

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

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

**Monthly review of attendance reports in order to track the projected 3% gain in attendance for individual students**  
**Progress notes from bi-weekly committee meetings.**  
**Reports of phone calls from Global Connect that document contact with at least 80% of the families of absent students.**  
**Logs of home visits.**

**Subject/Area (where relevant):** Social Emotional Learning (RULER)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will develop awareness of their own emotions and develop strategies to manage their feelings and behaviors in order to increase the safety rating by 10% on the LES.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>An implementation team consisting of a lead teacher, assistant principal and clinician will be established. The implementation team will receive intensive training during the summer of 2010 and throughout the school year. The team will work with representatives from all constituencies to develop a school charter. School based staff members will be introduced to the elements of the RULER approach before November 5<sup>th</sup>. All school based staff members will participate in the development of charters before November 15<sup>th</sup>. The RULER approach will be introduced to parents at both sites by December 22<sup>nd</sup>. Classroom charters will be developed with students in the main building and at the off-site by December 15<sup>th</sup>. Mood meters will be used in all areas of the school by March 1<sup>st</sup>. Charters will be updated throughout the school year. Students, parents and school based staff will check in on the mood meter at least once daily.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Five thousand dollars in per session funds for implementation team to meet after school. Three thousand dollars to buy required materials from RULERapproach.org Implementation team members; one clinician, one teacher, and one assistant principal will dedicate 2 hours a week during the implementation phase. All school based staff members will participate in one full-day training during the fall term</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Charters in all classrooms and offices by December 15<sup>th</sup>. Mood meters on display and in use in all classrooms and offices by March 1<sup>st</sup>. Increase of 10% in the area of Safety and Respect on the LES</p>

**Subject/Area (where relevant):** Least Restrictive Environment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>10% of students enrolled in standardized assessment will move to a less restrictive environment (LRE) by June 2011 as evidenced by data on interclass transfers and discharges to community schools in the ATS system.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Student will look at ARIS to review their own data in terms of attendance, conduct, and achievement. Students will work with teachers and related service providers to set individual goals. Progress towards students’ goals will be monitored on a monthly basis. Students will visit general education high schools. Students who have left our school for LRE will come back to mentor other students. Intensive credit recovery including on-line learning will be available to all students. There will be a tight collaboration with the principal of the Jill Chaifetz transfer school where our inclusion class is housed. Staff members from Jeffrey M. Rapport and the Jill Chaifetz transfer school will identify skills, strategies and supports that lead to student success. Interventions and supports will be provided to students who are moving to LRE before, during and after the move.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per session for teacher and related service providers to facilitate the mentoring sessions after school. Stipends for student mentors. Funds for on-line credit recovery program.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>On February 1<sup>st</sup> ATS data on interclass transfers and discharges will be examined to ascertain that at least 8 students have moved to LRE. On February 1<sup>st</sup> credit accumulation rates and attendance rates will be reviewed to identify those students who are maintaining at least 80% for possible movement to LRE. On July 1<sup>st</sup> ATS data on interclass transfers and discharges will be examined to ascertain that at least 10% of students in SA have moved to LRE.</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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	130	113	18	64	70	92	1	122
10	101	97	31	73	43	30	2	46
11	74	71	37	61	29	8	1	31
12	65	67	49	53	12	6	5	31

**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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>SCANTRON-</b> A computer based intervention service that provides students and educators with detailed and accurate assessments of student functioning. This intervention is provided during small group instruction and regularly scheduled A.I.S. periods.</p> <p><b>RCT and Regents PREP-</b> This intervention service is provided to all students as part of their regularly scheduled A.I.S. periods during the school day. This program offers students the opportunity to prepare for upcoming Regents Competency Tests (RCT) and Regents exams.</p> <p><b>Wilson Reading-</b> Students with severe reading deficiencies are identified and assisted via this program. This program is offered throughout the course of regularly scheduled ELA classes during the school day.</p> <p><b>Ramp Up-</b> Students with severe reading difficulties, particularly with comprehension, benefit from this intervention program. It is geared toward students who are reading below grade level.</p> <p><b>Arts Electives-</b> Students choose from several arts-based classes where they work in small groups. They work on improving language skills through reading and writing while infusing the arts throughout the curriculum.</p> <p><b>Achieve 3000-</b> A web-based literacy program that provides students with literacy activities at their instructional level. This is provided during the school day.</p> <p><b>Credit Recovery/Tutoring-</b> During AIS periods and summer school students will have the opportunity to receive small group tutoring and to complete projects to make up credits for course work that they have failed.</p> <p><b>Interventions used:</b> Teaching students how to use graphic organizers to chart information. Provide students with opportunities for additional practice through the use of word games, computer lap top carts and other instructional materials.</p> <p><b>Differentiated Instruction:</b> This intervention is provided during small groups and 1:1 instruction during the school day and regularly scheduled A.I.S. periods.</p>
<b>Mathematics:</b>	<p><b>SCANTRON-</b> A computer based intervention service that provides students and educators with detailed and accurate assessments of student functioning. This intervention is provided during small group instruction and regularly scheduled A.I.S. periods.</p> <p><b>RCT and Regents PREP-</b> This intervention service is provided to all students as part of their regularly scheduled A.I.S. periods during the school day. This program offers students the opportunity to prepare for upcoming Regents Competency Tests (RCT) and Regents exams.</p> <p><b>Credit Recovery/Tutoring-</b> During AIS periods and summer school students will have the opportunity to receive small group tutoring and to complete projects to make up credits for course</p>

	<p>work that they have failed.</p> <p><b>Interventions used:</b> Teaching students how to use graphic organizers to chart information. Provide students with opportunities for additional practice through the use of math games, graphs, manipulatives, computer lap top carts and other instructional materials.</p> <p><b>Differentiated Instruction:</b> This intervention is provided during small groups and 1:1 instruction during the school day and regularly scheduled A.I.S. periods.</p>
<b>Science:</b>	<p><b>RCT and Regents PREP-</b> This intervention service is provided to all students as part of their regularly scheduled A.I.S. periods during the school day. This program offers students the opportunity to prepare for upcoming Regents Competency Tests (RCT) and Regents exams.</p> <p><b>Science credit recovery-</b> Students are offered the opportunity to recover credit that they have forfeited by lack of attendance or refusal to complete assigned coursework. Students participate in a discussion of transcript deficiencies with teachers, guidance counselors, and administrators to determine which course requirements will be met by attending AIS and summer school.</p> <p><b>Interventions used:</b> Teaching students how to use graphic organizers to chart information. Provide students with opportunities for additional practice through the use of manipulatives, computer lap top carts and other instructional materials.</p> <p><b>Differentiated Instruction:</b> This intervention is provided during small groups and 1:1 instruction during the school day and regularly scheduled A.I.S. periods.</p>
<b>Social Studies:</b>	<p><b>RCT and Regents PREP-</b> This intervention service is provided to all students as part of their regularly scheduled A.I.S. periods during the school day. This program offers students the opportunity to prepare for upcoming Regents Competency Tests (RCT) and Regents exams.</p> <p><b>Social studies credit recovery-</b> Students are offered the opportunity to recover credit that they have forfeited by lack of attendance or refusal to complete assigned coursework. Students participate in a discussion of transcript deficiencies with teachers, guidance counselors, and administrators to determine which course requirements will be met by attending AIS and summer school.</p> <p><b>Interventions used:</b> Teaching students how to use graphic organizers to chart information. Provide students with opportunities for additional practice through the use of time lines, maps, periodicals, hands on manipulatives, computer lap top carts and other instructional materials.</p> <p><b>Differentiated Instruction:</b> This intervention is provided during small groups and 1:1 instruction during the school day and regularly scheduled A.I.S. periods.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Individual and group counseling. Conflict Resolution, Peer Mediation and Transcript counseling are also provided. These services are provided to students on an as-needed basis during the school day. Development of Functional Behavior Assessments and Behavior Intervention Plans.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>Evaluations, referrals to drug programs, teen-pregnancy programs, academic/social-emotional testing. These services are offered at the behest of parents, students, teachers, counselors, and administrators. Development of Functional Behavior Assessments and Behavior Intervention Plans.</p>

<b>At-risk Services Provided by the Social Worker:</b>	Child advocacy, outreach to parents, and serving as a liaison between the school and parents are provided by Social Workers. Social Workers connect directly with counselors, teachers, and administrators in order to best serve students. Development of Functional Behavior Assessments and Behavior Intervention Plans.
<b>At-risk Health-related Services:</b>	Condom distribution, health assessment. Referral to community agencies. Follow up with physicians. Support to parents and students about health needs and strategies to address them.

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

*NCLB/SED requirement for all schools*

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

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

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

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

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

Grade Level(s) 9 – 12      Number of Students to be Served: 40 LEP \_\_\_\_\_ Non-LEP

Number of Teachers: 4 Other Staff (Specify): 4 Paraprofessionals; 1 Parent Coordinator; 1 Administrator and 1 Bilingual Social Worker

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

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

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

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## **754X's Language Instruction Program for LEP Students**

The Jeffrey M. Rapport School for Career Development (JMRSCD)/754X serves 645 special needs students in grades 9 through 12, ages 13.9 to 21. Out of the total of 645, 220, approximately 34.11% are English Language Learners; 46 are standardized assessment students and the remaining number of 174 are enrolled in our alternate assessment program. Our ELL population includes 55 students mandated for ESL per their IEP, 31 mandated for bilingual instruction, and 134 x-coded students. Of the 86 students enrolled in our TBE and Freestanding ESL programs, a total of 7 are ninth graders, 16 are tenth graders, 30 are eleventh graders, and 33 are twelfth graders.

### **Bilingual Program:**

P754x bilingual program has three Spanish bilingual 12:1:1 class with certified bilingual teachers. The special education classifications of these students are LD, MR, ED and Autism. The student to staff ratio of our students is 12:1:1. Two of our bilingual classes are for students with MR, Autism and LD classifications and one is for students with LD classification.

All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154 (Beginner 540 minutes of ESL, Intermediate 360 minutes of ESL, Advance 180 minutes of ESL and 180 of ELA). To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Great Source", and "Exploring English", books on folktales, fiction and non-fiction.

Teachers also use the following materials and resources: teacher-made tests and materials, websites like ESLimages.com and edhelper.com, construction paper, easel pads, markers, tapes, pictures and photographs. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the tenets of Balanced Literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and standards-based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as "Nacho", "Lengua Materna" by Maribel Carballo de Vidal. In mathematics, we use "Matematicas 1" by Maria de la Paz Alvarez Scherer and Oscar A. Palmas Velasco and "Matematicas 2" by Maria del Pilar Martinez Tellez and Francisco Struck Chavez. We also use "Cuanto dinero?" by Hollie J. Endres. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools. To comply with 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.

English Language Arts: Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts,

and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities. Content Area instruction within language instruction is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages.

For 9-12 ELLs, at the beginning and intermediate levels, content area is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review; and a minimum of two subjects taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experience, the Natural Approach, Total Physical Response (TPR), visual aids, cooperative learning and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

One of our bilingual classes participates in a half-day work program at Good Will Industries in Manhattan. A second bilingual class works at a local church one day a week assisting in a food pantry. The third bilingual class runs a thrift shop in the building. In addition, many of our academic classes feature an in-house work component that allows our ELL students to participate in one or more of the following: library, post office and cafeteria. All of our bilingual students participate in our physical education program and all are allowed to participate in an after school program run by the gym department on Tuesdays, Wednesdays and Thursdays from 3:10-5:10 PM.

### **ESL Program**

ESL Instruction: Students in our ESL program receive the number of units of ESL required by CR Part 154 (Beginner 540 minutes of ESL, Intermediate 360 minutes of ESL, Advance 180 minutes of ESL and 180 of ELA). To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Cloze Procedures, modeling, role playing, repeating in chorus, visual aids, Whole Language, graphic organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs.

English Language Arts: Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The use of software and multimedia enhances and supports the development of English Literacy.

Our school features many shop classes where our ELL students participate. We have the following shop classes: Dance, Plastics, Woodworking, Auto Mechanics, Recycle a Bike, Cooking and Catering. Our ESL students also participate in other work related programs such as library, part time community-based work, school-based interns and cafeteria. They are also always eligible for participation in our full time, community-based worksite program when they turn 17 ½.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers and multi-sensory materials. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology is incorporated into

ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

### **Supplemental Instructional After School Program**

The Title III supplemental instructional program will take place after school on Tuesdays, Wednesdays and Thursdays from 3:10 – 5:10 from March 1, 2011 to April 14, 2011 and Saturdays from March 5, 2011 to April 16, 2011 10:00AM to 1:00PM and will run for 7 weeks. The student to staff ratio of the students attending the program is 12:1:1. The program will address academic remediation by focusing on literacy (reading, writing, and comprehension), technology, and mathematics (consumer math) for our ELLs. The grouping of students will be age and grade appropriate. Instruction will commence after school and will be delivered by certified ESL, Spanish and/or Bilingual teachers in four classes with a 10:1:1 ratio. Instruction would be delivered in English with supplemental help in Spanish whenever needed, provided by Spanish bilingual teachers and paraprofessionals.

The instructional program will supplement content areas addressed during the school day with emphasis on Reading and Writing and Listening and Speaking. The two-hour session after school will be divided into two components: in the first 45 minutes to 1 hour, students will be instructed in literacy and the second hour will provide mathematics instruction. Students will receive additional support in literacy and mathematics using technology (computer software). Teachers will use technology (software) programs such as Rosetta Stone to provide student with additional assistance in literacy skills. Students will be exposed to real-life authentic learning experiences. The Saturday program will emulate the abovementioned with focus on language acquisition and literacy in the first two hours and mathematics instruction in the last hour. This Saturday program is structured to support students who are unable to attend the after school program and instruction will be provided by a certified ESL, Spanish and/or Bilingual teacher in two classes with a 10:1:1 ratio.

An example of a unit will consist of a baking class where students will have opportunities to enrich mathematics skills by measuring, weighing and differentiating ingredients. The technology class is an excellent opportunity to enrich student's literacy skills as well as experience with computers and the internet. During the literacy block, students will develop their literacy skills by participating in sessions using Rosetta Stone (in Spanish and English) and by writing coherent resumes and cover letters using Microsoft Word and other applications in both languages. Culminating products from these classes will include, but are not limited to, student-made Spanish-English dictionaries with vocabulary and phrases, student-made recipe books, creation of cover letters and resumes using Career Zone and development of e-books showing evidence of students' cultural history and experiences. Students will be able to develop these products and they will be able to replicate them when necessary. This will address one of the school's goals, which is to prepare students for work. The program will also address the ELA and ESL standards (as well as Performance Indicators or AGLIs) outlined below:

ELA:

- Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.
- Standard 4: Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

ESL (All ELA Standards above plus):

Standard 5. Students will demonstrate cross-cultural knowledge and understanding.

This program will be another step in work preparation for our students, the outcome of which will be students attending one of our 12 worksites. To gauge the success of the program, the teachers will design their own assessments. Teacher made assessments and teacher observation are two of our most important ways of evaluating student comprehension. By the time we do the Title III Program, SCANTRON assessments, Wilson Reading, and Brigrance will be completed as well.

The bilingual social worker will be involved in classroom instruction by working two days a week on Tuesdays and Thursdays from 3:10 to 5:10 (30 minute blocks) directly with teachers and students to support students' social needs. The social worker will also support parents by meeting with them to answer inquiries.

### **Parental Involvement Program**

Workshops will be provided by the school's Parent Coordinator with support from teaching staff and bilingual social worker. The school will continue to use Level I of Rosetta English-to help parents in second language acquisition. Support sessions will focus on the dynamic immersion of Rosetta Stone by developing speech activation, natural discovery, and native socialization to support parents when communication with school staff and supporting their children with their academics. Workshops will be provided to parents on Saturdays 10:00AM to 1:00PM for five consecutive weeks of the seven-week program commencing March 5, 2011 and terminating April 2, 2011.

Information for the Title III Program will be disseminated using the official Title III letter located on the DOE website, which will be sent home with students in a language understood by parents. The letters will be followed up by several phone calls home by the teachers to invite the parents to our program. We will also schedule a parent orientation prior to the commencement of the program on February 28, 2011 and will be provided by the parent coordinator after school. Parents will be invited to participate in their child's learning in all of the courses in the Title III Program. This should go a long way toward making the parents feel that they are being invited to a special event for them and for their young adults. Information will also be disseminated whenever parents come to the school for a meeting regarding their young adults' progress or if they come for an IEP meeting. Our Parent Coordinator will also be instrumental in inviting our parents to this special program.

**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.

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The Title III PD section for the 2010-2011 Title III Program will entail best practices using ESL methodologies presented by our certified ESL teacher and bilingual teachers. The four teachers, bilingual social worker and four paraprofessionals will participate in our Title III Program PD and will be responsible for providing differentiated lessons for all ELL students. Professional development sessions will focus on scaffolding techniques delineated in the Quality Teaching for English Learners (Q-TEL) model. All participants will engage with Aida Walqui and Leo van Lier's (2010) *Scaffolding the academic success of adolescent English Language Learners: A pedagogy of promise* during each professional development session. Each of the six chapters will be reviewed with great emphasis on: Chapter 2: Scaffolding Reframed; [Chapter 3: The Role of Language and Language Learning](#); [Chapter 4 :Principles of Quality Teaching for English Learners](#); and Chapter 6: Designing Instruction. The first four professional development sessions will focus on this text and final three sessions will focus on the development of lesson/unit plans based on concepts in the literature. The developed lessons and/or unit plans will be presented

and disseminated to teachers in academy meetings during school hours. Professional development will take place on Mondays after school from 3:10 to 5:10 for duration of the seven-week program beginning February 28, 2011. The Title III Professional development will be supplemental to the PD that our bilingual/ESL teachers attend during the school year and will focus on applying strategies (language-culture exploration, sociolinguistic exploration, culture exploration, and intercultural exploration approaches) in the book to ELLs in monolingual, ESL and bilingual classes.

**Section III. Title III Budget**

**School: Jeffrey M. Rapport School**

**BEDS Code:**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
<b>Professional salaries</b>	<b>\$27,559.45</b>	
	\$17,252.02	<u>Instructional Program (After School Instructional Learning Center)</u> 4 teachers/day x 3 days/week x 2 hrs./day x 7 weeks x \$49.89 = \$8381.52 4 paras/day x 3 days per/week x 2 hrs./day x 7 weeks x \$28.98 = \$4868.64 1 bilingual social worker for 2 days per week x 2 hrs per day x 7 weeks x \$53.63 = \$1,501.64 1 administrator for 2 hrs./day x 3 days/week x 7 weeks x \$52.21 = \$2,192.82 1 secretary for 10 hrs. x \$30.74 = \$307.40
	\$4,408.95	<u>Saturday Instructional Program</u> 2 paras x 7 days x 3 hours x 28.98 = \$1217.16 2 teachers x 7 days x 3 hours x \$49.89 = \$2095.38 1 admin x 7 days x 3 hours x \$52.21 = \$1096.41
	\$5,898.48	<u>Professional Development</u> 4 teachers x 7 sessions x 2 hrs/week x \$49.89 = \$2,793.84 4 paras x 7 sessions x 2 hrs./week x \$28.98 = \$1,622.88 1 administrator x 7 sessions x 2 hrs. per week x 52.21 = \$730.94 1 bilingual social worker x 7 sessions x 2hrs. per week x \$53.63 = \$750.82
<b>Purchased services</b>	n/a	
<b>Supplies and materials</b>	<b>\$5,210.75</b>	<ul style="list-style-type: none"> <li>• Professional Development 12 books x \$27.95 = \$335.40</li> <li>• 5 black toner cartridge x \$80.73 = \$403.65</li> <li>• 30 Spanish/English Electronic Dictionaries x \$112.28 = \$3,368.40</li> <li>• Headphones \$21 (30) -- \$630</li> <li>• <u>Art Supplies \$473.30:</u>                          4 <u>Felt</u> package x \$12.95 = \$51.80                          2 <u>Wiggly Eyes</u> x \$12.95 = \$25.90                          4 <u>Paint &amp; Collage Trays</u> x \$9.95 = \$39.80                          10 <u>Tacky Glue</u> x \$5.79 = \$57.90                          2 <u>Lakeshore Scissors Center</u> x \$29.95 = \$59.90                     </li> </ul>

		2 Safe & Simple Die-Cut Machine x \$119.00 =\$238
<b>Educational Software (Object Code 199)</b>	<b>\$2396</b>	<ul style="list-style-type: none"> <li>• Rosetta Stone Level 1 -- English \$599</li> <li>• Rosetta Stone Levels 1-3-- English \$1198</li> <li>• Rosetta Stone Level 1 – Spanish \$599</li> </ul>
<b>Travel</b>	<b>\$1845</b>	Parents 40 metro cards x 5 workshops \$4.50 (round-trip) = \$900  20 metro cards x 21 instructional sessions x \$2.25 = \$945 (the remainder of our students will travel using the OPT )
<b>Other</b>	<b>\$388.80</b>	Snacks for after school program Juice \$ 2.50 per bottle (60) = \$150 Cups and Napkins \$9.06 Fruit Cocktail \$6.99 ea (20) =\$139.80 Cookies \$14.99 (6) = \$89.94
<b>TOTAL</b>	<b>\$37,400</b>	

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

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

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

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

---

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.

School staff interviews students and their families on the day of admission. As part of this interview, the preferred language of the student and the family is determined. This information is recorded in ATS and the family is assisted with indicating it on the blue card used by the school.

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.

Fifty-eight percent (58%) of the families have reported that English is the preferred language of communication. Forty-one percent (42%) of the families have reported that Spanish is the preferred language. In addition, we have individual families who communicate in Afrikaans, Akan, Albanian, French, Fulani, Mandinka, Niger-Congo, Palauan, Slovak, Soninke and Urdu. There are two families who communicate in Bengali. All families whose primary language is other than English were issued a copy of the Bill of Parent Rights and responsibilities. This includes a section on the entitlement to translation services. The language needs of the school's families were discussed at faculty conferences, School Leadership Team meetings and the PA Executive Board meetings. Signs at the entrance of the building and in the main office notify the students and their families of their rights to translation and interpretations services.

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

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

The school has a number of bilingual staff members—teachers and paraprofessionals and office personnel. At this time, school staff members meet most of our written translation needs. We do not have any staff members who speak Afrikaans, Akan, Albanian, French, Fulani, Mandinka, Niger-Congo, Palauan, Slovak, or Soninke; however, we do have French-speaking staff members who are involved with translation needs. All written notices are issued in both Spanish and English.

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.

At this time, school staff members can meet the majority of the required oral interpretation services. In addition, there is a universal awareness of the existence of the translation and interpretation unit at the NYCDOE,

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>.

Each student or family whose language is other than English has received the Bill of Parent Rights and Responsibilities. In addition, there are signs near the entrance to the building and in the main office making students and families aware of the availability of interpretation services.

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

**N.A.**

*All Title I schools must complete this appendix.*

**Directions:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (☑)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (☑) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (☑)	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						
Tax Levy	Local						

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

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

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

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

**N.A.**

*All SURR schools must complete this appendix.*

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

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

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

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



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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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**This is a NON-TITLE 1 school**

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

15

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J. M. Rapport School Career Development						
<b>District:</b>	75	<b>DBN:</b>	75X754	<b>School</b>		307500012754	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	1	0	0				
Grade 9	224	135	131				
Grade 10	37	42	50				
Grade 11	32	9	14				
Grade 12	91	6	5				
Ungraded	231	448	414				
<b>Total</b>	<b>616</b>	<b>640</b>	<b>614</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		75.3	75.2

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	68.2	0.0	NA

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	36	29

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	16	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	616	640	0	Principal Suspensions	4	26	27
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	5	17
Number all others	0	0	607				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	22	36	TBD	Number of Teachers	73	81	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	69	74	0
# receiving ESL services only	33	43	TBD	Number of Educational Paraprofessionals	38	39	0
# ELLs with IEPs	106	200	TBD				

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

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
	93	128	269	% fully licensed & permanently assigned to this school	98.6	100.0	0.0
				% more than 2 years teaching in this school	67.1	61.7	0.0
				% more than 5 years teaching anywhere	54.8	56.8	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	77.0	0.0
American Indian or Alaska Native	1.0	1.4	1.1	% core classes taught by "highly qualified" teachers	84.0	93.2	0.0
Black or African American	37.7	35.6	36.0				
Hispanic or Latino	58.8	60.0	59.8				
Asian or Native Hawaiian/Other Pacific	1.0	1.4	1.3				
White	1.6	1.6	1.8				
<b>Male</b>	72.6	70.8	72.0				
<b>Female</b>	27.4	29.2	28.0				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>5</b>	District <b>75</b>	School Number <b>754</b>	School Name <b>Jeffrey M. Rapport S</b>
Principal <b>Dr. Ellis Scope</b>		Assistant Principal <b>Belinda Amoako</b>	
Coach		Coach <b>Amy Kriveloff</b>	
Teacher/Subject Area <b>Sissy Reynoso/Bilingual, SpEd</b>		Guidance Counselor <b>William Rivera</b>	
Teacher/Subject Area <b>Elba Valarezo/Bilingual, SpEd</b>		Parent <b>n/a</b>	
Teacher/Subject Area <b>Ayesha Faryal/ESL</b>		Parent Coordinator <b>Danny Reyes</b>	
Related Service Provider <b>Prudi Batista</b>		Other <b>Jovayra Cabrera/Bilingual/SpEd</b>	
Network Leader <b>Ketler Louissaint</b>		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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>3</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>645</b>	Total Number of ELLs	<b>220</b>	ELLs as Share of Total Student Population (%)	<b>34.11%</b>
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## Part II: ELL Identification Process

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

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

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

The Jeffrey M. Rapport School (JMRS) 754X serves 645 students with moderate to severe disabilities ages 13.9 through 21 in special classes in a special school. The available staffing ratios are 12:1:1 and 8:1:1. The school prepares students in Alternate Assessment (AA) for work and the diploma. Students in Standardized Assessment (SA) are prepared for the Regents diploma, and, under the safety net, the local diploma. Due to nature of District 75, those students who enter our school are identified by CSE with parental approval and recommended services are delineated on students IEPs.

CSE initially provides ELL recommendation services for students in District 75 in alignment with parents requests that are in the best interests of their childre.. Home Language Identification Surveys (HLIS) are provided at registration time to parents of students who are new to the New York City DOE system at the CSE level and recommendations are made based on information from the HLIS and results from the LAB-R. If there is no record at the CSE level, the school provides the HLIS to parents during registration at the school level. In addition to the HLIS, informal oral interviews and interpretation of the HLIS are conducted in English and in the native language when necessary to parents by our ESL or our Bilingual pedagogues (Ayesha Faryal, Elba Valarezo and Jovayra Cabrera. HLIS are carefully reviewed to by these professionals to determine which children are potential ELLs. LAB-R (if necessary) are administered by our certified Bilingual teachers – Elba Valarezo, Sissy Reynoso, Jovayra Cabrera and/or by our certified ESL teacher Ayesha Faryal to determine service placements for students. The Spanish LAB is administered to Spanish speaking students, whose home language is Spanish and who do not pass the LAB-R by our certified Bilingual teachers. Placement of ELL students are based on the results from the LAB-R, conversations with parents regarding the programs the school has to offer, and students’ IEP recommendations. This is done within first 10 school days when a student enters our school. The NYSESLAT is administered each year to all students requiring ELL services in addition to our X-coded students by our certified Bilingual and ESL teachers.

During registration of new students, the aforementioned bilingual professionals provide parents of ELL students with an orientation session where program choices at 754X—Transitional Bilingual Education and Freestanding ESL are clearly explained. Parents meet with the school’s bilingual counselors who gather information about the student’s social, school, and family history. The counselors give the parents a tour of the facility, showing them the various programs at the school. In addition to our registration and orientation process, parents have the opportunity to meet with our parent coordinator and are provided literature in their native language to further explain our programs.

The parent coordinator ensures that entitlement letters and Parent Surveys and Program selection forms are completed during registration and are stored in students cumulative data forms. The trend in program choices according to our current population shows that approximately 96% of ELL students at 754X have been recommended by the CSE in collaboration with parents for our Transitional Bilingual Programs. The programs offered at 754X are in direct alignment with requests rendered by parents of ELL students.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										2	8	16	5	31
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										5	8	14	28	55
<b>Total</b>	0	0	0	0	0	0	0	0	0	7	16	30	33	86

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	220	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	220
SIFE	26	ELLs receiving service 4-6 years	61	Long-Term (completed 6 years)	104

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	14	6	14	8	1	8	9	0	9	31
Dual Language										0
ESL	41	18	41	53	1	53	95		95	189
<b>Total</b>	<b>55</b>	<b>24</b>	<b>55</b>	<b>61</b>	<b>2</b>	<b>61</b>	<b>104</b>	<b>0</b>	<b>104</b>	<b>220</b>

Number of ELLs in a TBE program who are in alternate placement: 189

### 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										2	8	14	7	31
Chinese														0
Russian														0
Bengali														0
Urdu														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>14</b>	<b>7</b>	<b>31</b>								

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	12	9	22	49
Chinese														0
Russian														0
Bengali													1	1
Urdu													1	1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	2	1		4
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>14</b>	<b>10</b>	<b>24</b>	<b>55</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

The organizational model for instructional delivery at P754x is Transitional Bilingual Education and Freestanding ESL. P754x's TBE program has three self-contained Spanish bilingual 12:1:1 class with certified bilingual teachers mentioned in Part II. The special education classifications of these students are LD, MR, ED and Autism. Students are heterogeneously grouped based on their proficiency levels in alternative assessment programs (which are all ungraded). The student to staff ratio of our students is 12:1:1. Our Freestanding

ESL is a program pull-out model that serves students who receive all-English content instruction with English-acquisition-focused content instruction (ESL services) in heterogeneous grouping according to proficiency levels.

All students in Transitional Bilingual Education are self-contained, thus students in these programs receive the number of units of ESL and NLA instruction as delineated by CR Part 154. ESL instruction for all Beginning ELLs is 540 minutes per week (eleven 50 minutes classes); 360 minutes per week (eight 50min/class) for our Intermediate ELLs and 180 minutes per week (four 50min/class) for our Advanced level students. Beginning and Intermediate students receive 180 minutes per week of NLA instruction in one subject area taught in the native language (i.e. Spanish or French) and all other instruction is presented in English using ESL methodologies. Our advanced students receive 180 minutes per week in ELA as mandated by CR Part 154.

The teachers assigned to these classes hold NYS certifications in both Special Education with Extensions in Bilingual Education and/ or an ESL license. To ensure that students meet standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, Quality Teaching for English Learners (Q-TEL) and Cooperative Learning. All content area subjects in our TBE programs are delivered in English with the exception of NLA, which is delivered in Spanish.

NLA instruction follows the tenets of Balanced Literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and standards-based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by bilingual teachers utilizing native language literacy materials such as “Nacho”, “Lengua Materna” by Maribel Carballo de Vidal. In mathematics, teachers use “Matematicas 1” by Maria de la Paz Alvarez Scherer and Oscar A. Palmas Velasco, “Matematicas 2” by Maria del Pilar Martinez Tellez and Francisco Struck Chavez and “Cuanto Dinero?” by Hollie J. Endres. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools. To comply with 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. All instructional materials, service supports and resources, and adapted teacher-made materials are age and grade appropriate.

English Language Arts: Literacy instruction for ELLs follows Balanced Literacy which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. The use of software and multimedia such as Rosetta Stone enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with the aforementioned approaches coupled with Q-TEL. These ESL methods, particularly provides students with academically rigorous opportunities that are pragmatic and relevant to students language acquisition and the school's focus on career development. Methods such as Q-TEL and others mentioned above are grounded in sociocultural learning theory providing teachers the ability to promote teaching and learning by using problem based tasks to support students and their current performance and proficiency levels.

Beginning and Intermediate level students receive content area support as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review; and a minimum of two subjects taught in English through ESL methodologies. ESL strategies include: CALLA, Language Experience, the Natural Approach, Total Physical Response (TPR), cooperative learning and Q-TEL. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs.

One of our bilingual classes participates in a half-day work program at Good Will Industries in Manhattan. A second bilingual class works at a local church one day a week assisting in a food pantry. The third bilingual class runs a thrift shop in the building. In addition, many of our academic classes feature an in-house work component that allows our ELL students to participate in one or more of the following: library, post office and cafeteria.

Our ESL teacher provides a pull-out/push-in program to students at our off-sites and at our main site. As an itinerant, our ESL teacher travels to the off-site each day to support students with mandated minutes per CR Part 154 when students are not working at their internships. Students in our ESL program with IEP mandates for ESL only receive ESL services from our certified ESL teacher.

Students' with IEP recommendations for a TBE program but from whom no TBE placement exist benefit from the ESL instruction from our certified ESL pedagogue and Alternate Placement Paraprofessional who speaks students' native language and English. Students in our ESL program according to the CR part 154 are entitled and receive the following: for students at the Beginning level, 540 minutes per week of instruction using ESL methods; for students at the Intermediate level, 360 minutes per week of instruction using ESL methods; and for students at the Advanced level, 180 minutes per week of instruction using ESL methods. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Cloze Procedures, modeling, role playing, repeating in chorus, visual aids, Whole Language, graphic organizers, and Cooperative Learning.

Our school features the following shop classes: Dance, Plastics, Woodworking, Auto Mechanics, Recycle-a-Bike, Cooking and Catering. All students who attend 754X are identified as having special needs. All students including ELL subgroups (SIFE, newcomers, ELLs receiving service 4 to 6 years and Long-Term ELLs) have opportunities to participate equally in instructional programs with AIS supports and our shop. They also participate in other work related programs such as, part time and full-time community-based work and school-based internships when they turn 17 ½.

Newcomers to the ELL program (0 to 3 years of service), 754X provides additional support to build communication skills in English and in the student's native language through AIS, Title III, in addition to the mandated bilingual and ESL instruction. For those ELL students who are in years 4 through 6 of service, we provide continued development and support for continued acquisition of skills through a balanced literacy approach, enhanced communication in both Spanish and English, paraprofessionals who speak both languages, provisions of bilingual and ESL instruction at the worksites, and follow-up activities both in the community and at home. Our long-term ELLs (in excess of six years) receive services based on their IEP mandates, and in accordance with their proficiency levels as indicated on the NYSESLAT. Some of our long-term ELL students also attend our Transitional Sites where they gain additional training and job placement from AHRC. All of ELLs, including our SIFE students are well supported through individualized and differentiated instruction from all content area teachers and are encouraged to attend after school programs at the school. Prior to entering the new school year, newly enrolled students have the opportunity to participate in Chapter 683 (Summer School Program) where instruction focuses on acculturating students to the school in addition to supporting them with language acquisition.

All ELLs including students who do not pass the NYSESLAT, benefit from Wilson Reading and Achieve 3000 during the school day and also participate in all after school programs such as CHAMPS, Title III After-School Program, and other sports programs. Wilson reading provides decoding, encoding, and sight word fluency, vocabulary, oral expressive language development, comprehension. Achieve 3000 provides reading comprehension, writing skills, and vocabulary through whole language instruction based on each student's Lexile level. ELLs reaching proficiency on NYSESLAT receive the aforesaid services as a transitional support for two years.

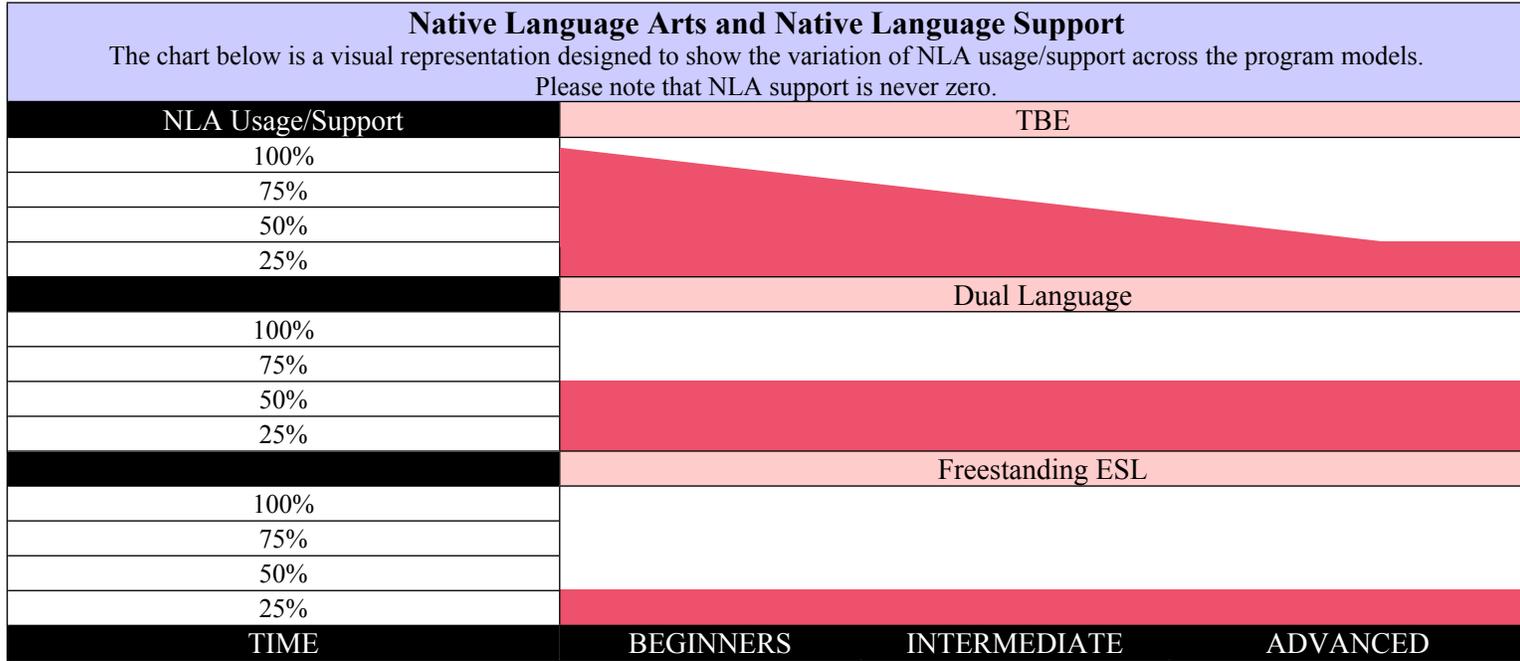
Instruction is provided by certified Special Education teachers. ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers and multi-sensory materials. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. The use of technology (i.e. Rosetta Stone) is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

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

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

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

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



**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?

Instruction is provided by certified Special Education teachers, Bilingual and/or ESL teachers for all subgroups. ESL methods used include: Q-TEL, TPR, CALLA, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers and multi-sensory materials. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. The use of technology (i.e. Rosetta Stone) is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

When students score proficient on the NYSESLAT, they are given up to two years of additional ESL/Bilingual services as individually determined by the ESL/Bilingual and content area teachers and IEP team. Students continue to benefit from the schools after school programs. For transition planning, students are assigned to work experiences throughout NYC. All Bilingual and/or ESL services continue for these students through graduation. Bilingual/ESL teachers support students in communicating in English on a daily basis at the worksites through practical experiences employing ESL strategies. Bilingual paraprofessionals are also on site to assist students and mirror instructions as needed.

The Title III supplemental instructional program will take place after school on Tuesdays, Wednesdays and Thursdays from 3:10 – 5:10 from March 1, 2011 to April 14, 2011 and Saturdays from March 5, 2011 to April 16, 2011 10:00 AM to 1:00PM and will run for 7 weeks. The student to staff ratio of the students attending the program is 12:1:1. The program will address academic remediation by focusing on literacy (reading, writing, and comprehension), technology, and mathematics (consumer math) for our ELLs. The grouping of students will be age and grade appropriate. Instruction will commence after school and will be delivered by certified ESL, Spanish and/or Bilingual teachers in four classes with a 10:1:1 ratio. Instruction would be delivered in English with supplemental help in Spanish whenever needed, provided by Spanish bilingual teachers and paraprofessionals.

The instructional program will supplement content areas addressed during the school day with emphasis on Reading and Writing and Listening and Speaking. The two-hour session after school will be divided into two components: in the first 45 minutes to 1 hour, students will be instructed in literacy and the second hour will provide mathematics instruction. Students will receive additional support in literacy and mathematics using technology (computer software). Teachers will use technology (software) programs such as Rosetta Stone to provide student with additional assistance in literacy skills. Students will be exposed to real-life authentic learning experiences. The Saturday program will emulate the abovementioned with focus on language acquisition and literacy in the first two hours and mathematics instruction in the last hour. This Saturday program is structured to support students who are unable to attend the after school program and instruction will be provided by a certified ESL, Spanish and/or Bilingual teacher in two classes with a 10:1:1 ratio.

### **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.

Teachers counselors and paraprofessionals are in constant communication both formally and informally to discuss student needs and determine the overall ELL goals and progress. Common planning preparation periods have been established within the school class schedules in order to enable ESL teachers, Bilingual teachers and content area teachers to plan curriculum and units of study that utilize ESL methodologies. Our professional development is provided by members of the ELL Team as an ongoing process throughout the school year. Some of the topics include NYSAA, NYSESLAT, ELL compliance, ESL methodologies, looking at student work, positive behavior supports, transition process for students to worksites and Emotional Literacy. Individual professional development goals for staff are discussed with the principal and APs using Professional Teaching Standards. Workshops provided by District 75 which specifically target instructional support for Special Education ELLs are attended by teachers who turnkey the information to the rest of the ELL department. Workshops are also held at the school during professional development days targeting ELL needs. P754x's teachers, paraprofessionals and all other personnel that work with ELLs will benefit from coaching services provided by the district's instructional coach.

All staff members in the Title III Program will participate in PD and will be responsible for providing differentiated lessons for all ELL students. PD sessions will focus on scaffolding techniques delineated in the Quality Teaching for English Learners (Q-TEL) model. All participants will engage with Aida Walqui and Leo van Lier's (2010) Scaffolding the academic success of adolescent English Language Learners: A pedagogy of promise during each professional development session. Each of the six chapters will be reviewed with great emphasis on: Chapter 2: Scaffolding Reframed; Chapter 3: The Role of Language and Language Learning; Chapter 4 :Principles of Quality Teaching for English Learners; and Chapter 6: Designing Instruction. The first four professional development sessions will focus on this text and final three sessions will focus on the development of lesson/unit plans based on concepts in the literature. The developed lessons and/or unit plans will be presented and disseminated to teachers in academy meetings during school hours. The Title III Professional Development will be supplemental to the PD that all personnel who work with ELLs attend during the school year and will focus on applying strategies (language-culture exploration, sociolinguistic exploration, culture exploration, and intercultural exploration approaches) in the book to ELLs in monolingual, ESL and bilingual classes. Professional Development sessions provided to during the Title III will be provided to all ELL personnel who work with students during the day. Our ESL teacher who assists ELLs as they transition from one school level to the next (i.e. off-site) will be instrumental in PDs by providing best practices and will support others with knowledge gained from other PD attended outside what's offered by the school and district.

The minimum hours for ELL training for all staff as per Jose P. in District 75 are 10 hours. The district provides a two part (five hour session each)professional development for non-ESL and Bilingual teachers to learn the history of this litigation, learn theories of first and second language acquisition, ESL methodologies/ past and present, and experience hands-on practice in the approaches and strategies used to foster second language acquisition. Participants are provided with certificates after the completion of each training session.

#### **E. Parental Involvement**

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

Parents receive monthly newsletters that contain information regarding curriculum, school events, holidays, instructional resources, and instructional issues. All parents, including our ELL population receive a brief overview of ARIS and will be assisted in going through the log-in procedure. The Parent Coordinator collaborates with the Parent Association to plan and conduct activities based on a needs analysis. Workshops are provided to parents to support them with reading and understanding the language presented in school literature and also in the US naturalization exam. Teachers additionally work with parents to advise them in the ways they can support their children with

homework. Information for the Title III Program is disseminated via the official Title III letter located on the DOE website, which is sent home with students in the language understood by parents. The letters are followed up by several phone calls home by the teachers and the parent coordinator to invite the parents to all school programs. Prior to the commencement of the Title III program, a parent orientation is provided by the parent coordinator during school hours. Parents are additionally invited to participate in their child's learning in all of the courses in the Title III Program.

In addition to the Good Will Industries in Manhattan, the school has partnerships with Kings Harbor, Lincoln Hospital, Fordham University, and Hebrew Home where students are able to intern when they reach age 17.5. Prior to turning age 17.5, all parents and students are invited to attend a workshop provided by the school's Transition Coordinator to inform them of their choices.

## 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)										10	14	18	38	80
Intermediate(I)										4	1	4	3	12
Advanced (A)										1	0	0	0	1
Total	0	0	0	0	0	0	0	0	0	15	15	22	41	93

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	6	8	28
	I										6	14	25	45
	A										18	7	7	3
	P										2	3	0	0
READING/ WRITING	B										15	25	32	66
	I										11	8	4	9
	A										1	0	1	0
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0

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

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

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

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

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

Writing and in Listening and Speaking in English for ELL students. All students enrolled in 754X have moderate to severe disabilities as a result, many tend not to perform well on standardized exams. The pedagogical practice that will be implemented is continued mandated support for ELL students with Academic Intervention Services (AIS) using researched-based programs and methodologies. The school will additionally request extension of services for students in need, coupled with the Title III supplemental instructional program which will support academic remediation for students after school hours.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		