



811X THE ACADEMY FOR CAREER AND LIVING SKILLS

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

2010-2011

SCHOOL: THE ACADEMY FOR CAREER AND LIVING SKILLS 75X811
ADDRESS: 1434 LONGFELLOW AVENUE BRONX, NY 10459
TELEPHONE: 718.589.3060
FAX: 718.589.9551

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75X811 **SCHOOL NAME:** The Academy for Career and Living Skills

SCHOOL ADDRESS: 1434 Longfellow Avenue Bronx, NY 10459

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X

SCHOOL TELEPHONE: 718.589.3060 **:** 718.589.9551

EMAIL

SCHOOL CONTACT PERSON: Caron Martin, Principal **ADDRESS:** CMartin30@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Caron Martin

PRINCIPAL: Caron Martin

UFT CHAPTER LEADER: Sybil Smith

PARENTS' ASSOCIATION PRESIDENT: Chandra Chauhan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 753

SSO 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
Caron Martin	*Principal or Designee	
Sybil Smith	*UFT Chapter Chairperson or Designee	
Chandra Chauhan	*PA/PTA President or Designated Co-President	
Yvonne Ingram	DC 37 Representative, if applicable	
Luz Ospina	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Alrick Collins	Parent Association Member	
Georgia Truell	Parent Association Member	
Melissa Martinez	UFT Member	
Jovoda Odem-Gayle	UFT Member	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Academy for Career and Living Skills, PS 811X:

HS 811X is one of the largest D75 programs in all 5 boroughs, with *over* 65 classes of junior high and high school aged students. The school primarily occupies one large building in the South Bronx, Community District 12 in addition to an Inclusion and Self Contained Site at Bronx High School of Visual Arts. We also have a satellite inclusion class at Lehman College.

Student Population:

- Ages 13-21
- Diverse in terms of disability classifications: Autism and other Pervasive Developmental Disorders, Mental Retardation, Emotional Disturbance/Handicapped, Multiply Handicapped, and Learning Disabled

Teacher – Student Instructional Ratios:

- 6:1:1 Classes for students diagnosed with Autism
- 8:1:1 Classes for high-functioning Autistic students and EH/MR Students
- 10:1:1 Classes for high-functioning Autistic students and EH/MR Students
- 8:1:4 Inclusion classes at Bronx High School for the Visual Arts and Lehman College
- 12:1:1 Classes for students with an array of diagnoses: Mental Retardation, ED, or LD
- 12:1:4 Classes for students with multiple handicaps and diagnoses of profound MR

Instructional Emphasis:

- Vocational/Technical Education, Career skills and Work-study programming
- Treatment and education of autistic and related communication handicapped children (TEACCH)
- Get Ready To Learn (GRTL)
- Instruction in the Activities of Daily Living
- Balanced Literacy
- Functional Academics Curricula: ELA, Math, Science & Technology, Social Studies, Occupational Studies, Vocational Studies, Career Development, Physical Education and the Arts
- New York State Alternate Performance Indicators and Applied Learning Standards

At HS 811X, it is our philosophy that all children have a boundless capacity for learning. We assert that all children are entitled to an appropriate, authentic, and stimulating learning experience that will maximize their quality of life. We are committed to establishing our school as a beacon of leadership in our community through sound educational practices that will foster the greatest level of independence and community integration for all of our students.

We are a special education school with several programs that serve students with a wide range of physical and cognitive disabilities. We provide services for students with Autism, learning disabilities, mental retardation, emotional disturbances, and also for students with multiple disabilities. We adhere to an educational model that is founded upon a rigorous functional academic curriculum. We advocate for a student's rights to vocational and community resources, in addition to supporting development of our students' adaptive life skills.

Through a variety of community partnerships with local hospitals, retailers and government agencies, we are able to provide our students with real world, on the job training that will later empower them towards gainful, supported or competitive employment.

We accomplish all of our goals by employing a faculty of highly qualified professionals. We have established and sustained an open door policy with our parents, provide community based resource education and create linkages and partnerships with local businesses. In addition, we collaborate with surrounding community schools in establishing inclusive relationships and service learning for all of our students. We promote excellence by actively reflecting upon professional practice and champion for the rights of our students in all areas of their lives'.

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?
-

At 811X we have celebrated many accomplishments and identified challenges we would like to address for the 2010 - 2011 School Year. In order to move our school forward from our current state to our desired state, we analyzed a variety of information collected from staff, students and our parent community. The following is a summary of our findings and the indicators that will drive us to move instruction forward for the coming year.

Quantitative information was collected via the Learning Environment Survey, our Quality Review Report [2008-2009], School Surveys and the current status of SCEP Goals from the 2009 - 2010 School Year, the following patterns emerged:

- Approximately 95% of staff have been retained for the last five consecutive years.
- There is a need to consistently improve systems for organizing, analyzing and recording data to ensure all sub groups are included.
- Expand the design of school wide goals to the entire school community.
- Student attendance has increased by approximately 2% over the past three years; this is a significant increase considering the medical fragility of our student population.
- Expansion of SMILE Program
- Based upon our responsive nature to school staff, as well as an identified need in our 08-09 Quality Review to expand our inclusion of all parties in reference to school based decision making, this year we have formally established a ***School Wide Committee*** which will be act as a governing venue for all school based decisions, represented by all school constituents.
- Our NYSAA Data has revealed a need for a more rigorous balanced literacy program, therefore we'll be establishing/implementing the Teachers College Balanced Literacy Model in all classrooms during the 2010 -2011 School Year. ***** See attached table of explanation.***

What have been the greatest accomplishments over the last couple of years?

- ***2009 – 2010 Learning Environment Survey ~ Our school had the most significant gains for D75 in reference to positive teacher support and professional growth as well as the support felt from and by administration throughout the school community. We believe this gain is due to our responsive approach to both staff and student needs.***
- Development of exemplary curriculum maps, inclusive of various learning profiles to assist staff in differentiation.
- Instituted a variety of engaging student events and extra-curricular activities such as; Special Olympics, Poem in Your Pocket Day, Career Day, Talent Show, CHAMPS, Spring Fair, Dance and Music Festivals, etc.
- Provided a week-long summer bridge program for incoming students and their families for our Inclusion Program with the Bronx High School of Visual Arts.
- Provided interventions to support our “at risk/high need” student population. These interventions include tutoring, attendance outreach, mentoring, home visits, referrals to external agencies, and individual or small-group counseling.
- 2009-2010 Capital Funding Grant Recipient (\$200,000.00) ~ SMART BOARDS in classrooms
- 2007 – 2008 Resolution A Grant Recipient (\$250,000.00) ~ 2 New Computer Labs, laptop carts
- 2009 – 2010 Data Inquiry Team~ Development of alternative assessment tool for profoundly disabled English Language Learners.
- Developed various opportunities for teacher leadership through Out of Classroom positions created through the SBO Voting Process; for the school community each year since 2005 providing teachers with support positions and expand their leadership and pedagogical capacities.
- Establishment of Grant Writing Committee 2010 – 2011.
- Efforts to increase parent involvement through family connection night, fundraisers and spring fair
- Creation of a school store through the PBIS program to reward students for their good behavior

- Establishment of a bi weekly “DATA DAY” that allows the teachers the opportunity to maintain with the rigorous paperwork the job entails as well as provide them an opportunity to collaborate and problem solve during an uninterrupted 2.5 hour time period.
- Formally implemented the F.L.A.S.H. curriculum for our adolescent and young adult population in an effort to teach appropriate responses to their physical and health needs.

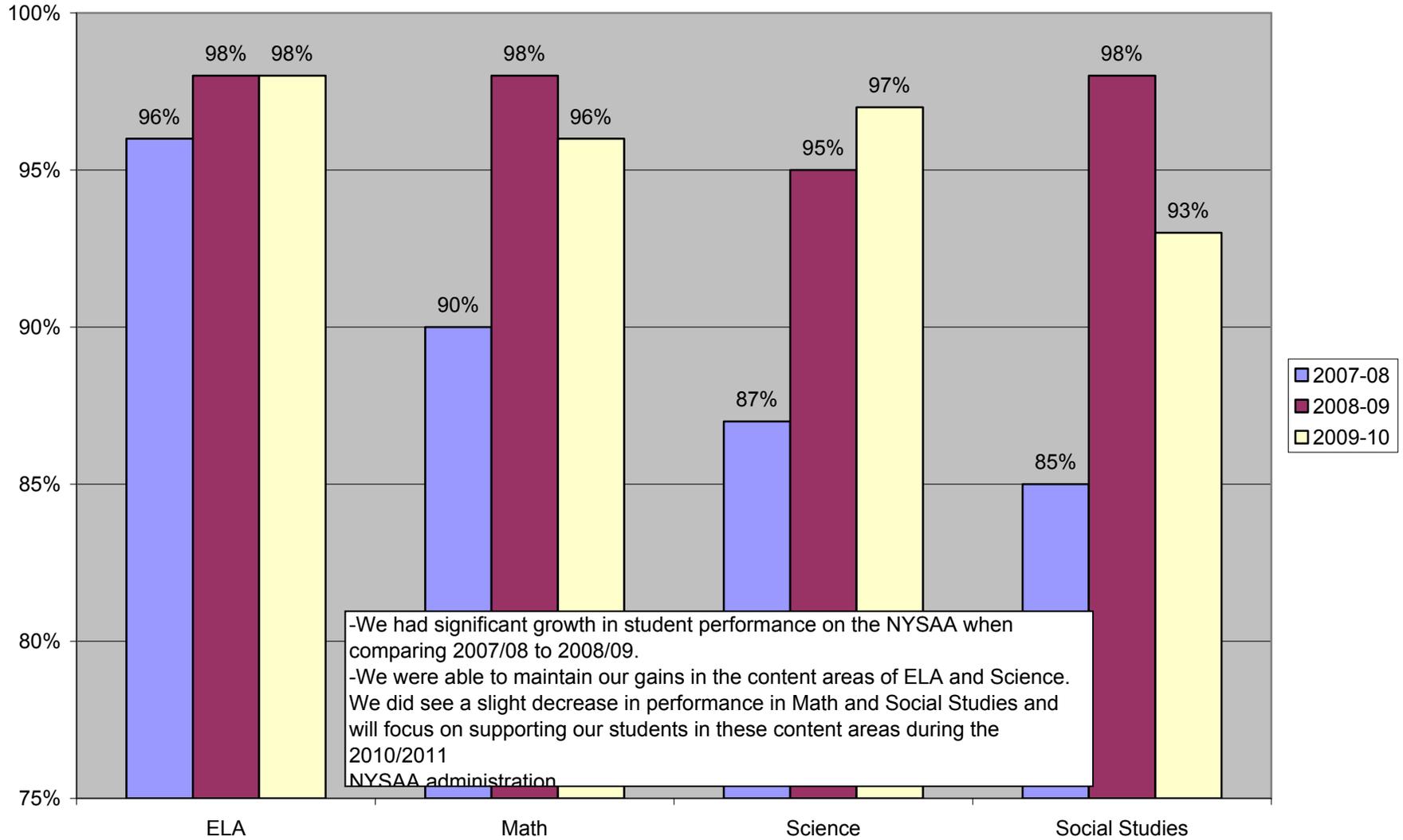
What are the most significant barriers to the school’s continuous improvement?

- ***Need to provide effective rigorous academic instruction to our profoundly autistic population.***
- Lack of parental involvement ~ 650(+) parents is a challenging number when attempting to increase
- Related Services – There is serious shortage of related service providers. We follow the DOE protocol for ascertaining providers but many of our students remain un-served or under served; specifically in the areas of Occupational Therapy and Speech Therapy.
- Movement to Least Restrictive Environment – Traditionally the majority of HS 811X students have transitioned to Day Habitation Programs, upon graduation at age 21. However, due to the current placement trends, we are seeing students that have a ‘borderline’ range of abilities where Day Habilitation Programs are not appropriate, yet VESID will not accept these students because of their perceived low functioning levels. Therefore, through the establishment of other community partnerships and expanding resources available to our families.
- Due to the nature of our students’ disabilities, often times personal care and sex education is a challenge for a families to communicate, as well as finding appropriate curricular materials that will translate into applicable content for the profoundly mentally retarded student. Therefore, our students act in inappropriate manners or have inappropriate reactions due to the lack of being exposed and taught the appropriate. It is in these instances that our students, while profoundly retarded and autistic, violate the New York City Discipline Code through sexually based or sexually natured offenses. Over the past two years, while we have experience a decrease in overall incidents in our school community, we have also experienced an increase of specific sexually based, incidents. ***Therefore it is necessary to implement a relevant and appropriate curricular framework to address this trend and assist our adolescents and young adults with appropriate responses to topics and actions of a sexual and personal care nature.***
- With a population that reaches both ends of the “disability spectrum”, ***having a unified curriculum that will demonstrate internal coherence in all classrooms has been a challenge for the program.*** 811X serves three distinct populations with multiple characteristic similarities, therefore we require an overarching instructional approach that can be easily adapted and differentiated to all of our learners. We are addressing this challenge through the process of collaborative inquiry by implementing a rigorous literacy program inclusive of functional and adaptive elements aligned with the Common Core Standards.

What are the most significant aids to the school’s continuous improvement?

- The tiered, individual level of support we receive from all District Personnel and Programs within D75 provided a significant aid to our continuous school improvement, particularly this year in the following areas:
 - Positive Behavior Interventions and Support
 - The R.U.L.E.R. Approach to social and emotional learning
 - Literacy
 - Technology
- The embedded practice that our teachers have the freedom and ability to identify their own area’s of professional growth and have multiple opportunities for staff/professional development made available to them within the district as well as throughout the Department of Education.
- We have staff committed to learning the most current information on how technology can be implemented in their classrooms and assist in student achievement. As staff learned we would be getting SMART BOARDS as a result of our latest grant, we had an overwhelming response from teachers expressing interest and commitment in using the tools in their classrooms; more responses than boards available.
- While we are always working to increase our parent participation, those parents that are consistently present in our program make significant contributions by way of suggestions and staff support when it comes to fostering student safety and achievement.

Percentage of Students Scoring 3 or Above on NYSAA for all Content Areas



SECTION V: ANNUAL SCHOOL GOALS

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

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

- By August 2011, through the implementation of the F.L.A.S.H Sexual Education and Personal Health Curriculum, Level IV Sexually Related Incidents [per the Discipline Code] will decrease by approximately 10% as students are taught appropriate ways to express their feelings and maintain their personal health.
- Through the implementation of the Common Core Standards, a comprehensive, multi-disciplinary, school wide literacy program will be established to address the various and complex needs of our school population and fully implemented in 100% of our classrooms by August 2011.
- By August 2011, all 6:1:1 classes will integrate rigorous curricular and vocational domains providing learning opportunities for all students on a weekly rotation thereby increasing communication and social skills acquisition resulting in a 10% decrease in behavioral incidents.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Subject/Area (where relevant): Curriculum/Instruction: Literacy

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Through the implementation of the Common Core Standards, a comprehensive, multi-disciplinary, school wide literacy program will be established to address the various and complex needs of our school population and fully implemented in 100% of our classrooms by August 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Self Contained Classroom Teachers</p> <ul style="list-style-type: none"> • Introduce and plan Facilitation Common Core Standards Roll Out (December 2010 through January 2011) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration and Instructional Cabinet • Facilitate Common Core Standards Roll Out using Staff Development and Curriculum as our point of entry (February 2011 through June 2011) • Facilitate monthly Staff Development Sessions ~ 90 minutes each ~ as follow up to monthly staff conference sessions. (February 2011 through June 2011) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCS School Based Facilitation Team • Facilitation of “The Daily Plan and Give Me 20” D75 Curricular Framework (January through March 2011) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional Support Coordinators • School Wide Clinics (Voluntary Staff Development Venue) (Bi Weekly December 2010 through June 2011) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional Support Coordinators and Coach
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><i>~all dollar amounts are approximations and may be adjusted as needed as well as myGalaxy.</i></p> <ul style="list-style-type: none"> • Paid Preps (Two – Four 90 minute staff development sessions November through December 2010) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> \$500.00 • Instructional Supplies <ul style="list-style-type: none"> <input checked="" type="checkbox"/> \$3000.00 • Staff Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> \$2500.00 Refreshments <input checked="" type="checkbox"/> \$300.00 Paid Preps
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Staff Attendance ~ Professional Development Sessions/Clinics (November 2010 through May 2011) • Completion of CCS Rollout Action Plan (January 2011) • Professional Development Agendas and Plans (February 2011 through June 2011) • Completion of Adapted Books Library ~all relevant classrooms (February 2011 through June 2011) • Daily Plan and Give Me 20 visible and in use in all 12:1:4 and 6:1:1 classrooms (January 2011 through August 2011).

Subject/Area (where relevant):

Student Discipline/Curriculum

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011, through the implementation of the F.L.A.S.H Sexual Education and Personal Health Curriculum, Level IV Sexually Related Incidents [per the Discipline Code] will decrease by approximately 10% as students are taught appropriate ways to express their feelings and maintain their personal health.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: 12:1;1 Students</p> <ul style="list-style-type: none"> • Facilitation and roll out of F.L.A.S.H Curriculum Staff Development (September 2010 through November 2010) <input checked="" type="checkbox"/> Coach, V House Teachers, Science/Health Clusters • Facilitation of Staff Development ~ Sexually Based Incidents per Discipline Code/Reporting Language (January through March 2011) <input checked="" type="checkbox"/> Guidance Staff, AP's, PBIS Team • Create Literature Library For School Community Corresponding to F.L.A.S.H. Curriculum (February 2011) • Monthly Parent Mail Out ~ Questions, Topics, etc. addressed through curriculum (February 2011 through August 2011) <input checked="" type="checkbox"/> Parent Coordinator & Pupil Account Secretary • Parent Workshops ~ Assisting Parents in Addressing Sexually Based Behaviors in the Home (Bi Monthly) <input checked="" type="checkbox"/> Parent Coordinator & Guidance Staff & Community Partnerships
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><i>~all dollar amounts are approximations and will be adjusted as needed as well as myGalaxy</i></p> <ul style="list-style-type: none"> • Planning Sessions for Staff Development (September – October 2010) <input checked="" type="checkbox"/> Per Session \$1000.00 • Paid Preps (Two – Four 90 minute staff development sessions (January through March 2011) <input checked="" type="checkbox"/> \$500.00 • Metro Cards for Parent Workshops \$400.00 • Literature/Books \$1000.00
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • 100% implementation [12:1:1 classrooms] of F.L.A.S.H. Curriculum • Staff attendance logs for PD on Sexually Based Incidents and Reporting Language • Monthly Parent Mailers • Agendas/Attendance for Parent Workshops • 5% decrease of sexually related/natured incidents February '11 (September – January) • 5% decrease of sexually related/natured incidents August '11 (February – August)

Organizational Development/Curriculum and Instruction

Subject/Area (where relevant):

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011, all 6:1:1 classes will integrate rigorous curricular and vocational domains providing learning opportunities for all students on a weekly rotation thereby increasing communication and social skills acquisition resulting in a 10% decrease in behavioral incidents.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students in 6:1:1 classes with 1:1 with a significant lens to those with 1:1 Crisis Paraprofessional Mandates.</p> <ul style="list-style-type: none"> • Implementation of Emotional Literacy Curriculum (October 2010 through June 2011) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> D75 EL Coaches <input checked="" type="checkbox"/> 811X Implementation Team • Formal roll out and implementation of Social Skills Curriculum; Michelle Dunn. (March 2011) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coach <input checked="" type="checkbox"/> D75 Office of Autism Support <input checked="" type="checkbox"/> Instructional Support Coordinators • Continue and expand the Get Ready to Learn Program <ul style="list-style-type: none"> <input checked="" type="checkbox"/> (7) 6:1:1 Teachers EXPANDING to (12) 6:1:1 Teachers <input checked="" type="checkbox"/> Anne Reen and School Based GRTL Facilitators • Identification of Curricular and Vocational Domains for Each Classroom ~ EDEN (October through November 2010) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coach <input checked="" type="checkbox"/> 6:1:1 Teachers and Paraprofessionals <input checked="" type="checkbox"/> Instructional Support Coordinators • Design Rotation Schedule for Classes (February 2011) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructional Support Coordinators <input checked="" type="checkbox"/> AP • Bi Weekly Strategy/Progress Meetings (March 2011 through August 2011) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 6:1:1 Teachers and Paraprofessionals <input checked="" type="checkbox"/> Instructional Support Coordinators
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Curricular and Vocational Instructional Resources <ul style="list-style-type: none"> <input checked="" type="checkbox"/> \$2000.00 • Instructional Supplies/Emotional Literacy Supplies <ul style="list-style-type: none"> <input checked="" type="checkbox"/> \$3000.00 • Paid Preps (Cohort Meetings) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> \$300.00
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • 100% Completion of Classroom Charters per Emotional Literacy Implementation (12/30/10) • Expansion of GRTL Program to 5 additional classrooms (2/28/11) • Staff attendance to support clinics • Determine curricular and vocational domains; complete rotation schedule (2/11/11) • 100% Implementation of Michele Dunn Social Skills Curriculum in 8:1:1 classrooms & 25% 6:1:1 classrooms • 5% decrease of staff-injury related incidents February '11 (September – January) • 5% decrease of staff-injury related incidents August '11 (February – August) • 10% increase [from 09-10 June SEC Report Mandates] to less restrictive environments (i.e. decrease in mandates, 6:1:1 to 8:1:1 or 10:1:1 Programs, movement from main site to Self Contained Visual Arts site)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	1	1	1	0	N/A	N/A	N/A	N/A
8	0	0	1	1	N/A	N/A	N/A	N/A
9	7	14	3	1	N/A	N/A	N/A	N/A
10	4	8	7	2	N/A	N/A	N/A	N/A
11	4	9	8	5	N/A	N/A	N/A	N/A
12	18	23	29	7	N/A	N/A	N/A	N/A

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

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: SMILE PCI	<p>(Structured Methods in Language Education) SMILE is a multisensory program that teaches speech, reading and writing to children with severe language and communication delays. 5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment. SMILE uses expressive and receptive modalities to improve the reading skills of our target populations. (5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment.)</p> <p>(PCI Reading Program) Three-level program incorporating high-frequency words and real-world words through a system of repetition, hands-on practice, errorless discrimination, controlled reading, and high-interest activities.</p> <p>5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment</p>
Mathematics: Ablenet EQUALS	<p>(Math pedagogy coupled with three levels of instructional strategies for students with disabilities.) Functional math program for 12:1:4 and 6:1:1 classes. Math pedagogy coupled with three levels of instructional strategies for students with disabilities. It encompasses pre-readiness math skills (attending, cause and effect, etc.), fundamental math skills (numbers and operations, measurement, and estimation), and higher order math skills (data analysis, probability, spatial sense, geometry, algebra, and problem solving). Each lesson provides three levels of instruction for students with mild, moderate, and severe disabilities. Instruction is delivered in both one on one assessment sessions as well as whole group lessons. (5 days a week up to 2 periods per day in whole and small group instruction.)</p>
Science: GET READY TO LEARN	<p>(A daily therapeutic classroom routine designed to address problems with self-regulation, motor planning, attention, auditory processing and motor performance.) 5 days a week up to 2 periods per day in whole and small group instruction.</p>
Social Studies: SOCIAL STORIES	<p>(Method of helping teach social behavior) 5 days a week up to 2 times per day (length TBD) in 1:1 instruction.</p>
At-risk Services Provided by the Guidance Counselor:	<p>While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP's and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have "groups" during the Indirect Service Time which is targeted at an at risk population that may change on a weekly or monthly basis.</p>
At-risk Services Provided by the School Psychologist:	<p>n/a</p>
At-risk Services Provided by the Social Worker:	<p>While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP's and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have "groups" during the Indirect Service Time which is targeted at an at risk population that may change on a weekly or monthly basis.</p>
At-risk Health-related Services:	<p>While there is not formalized AIS specifically for this area, many of our students who are part of the targeted AIS as well as those that have a variety of related service mandates on their IEP's such as counseling have health alerts.</p>

Part B. Description of Academic Intervention Services

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 30 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) 6 Paraprofessional Staff, 1 Assistant Principal

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.

Description of minor changes made to Title III found in program and budget (detailed narrative of entire program in Sections II and III)

Program- This year our program is continuing its focus on increasing our ELL students English language proficiency through the use of horticulture and drama therapy as approved in for the 2009-2010 school year. Three minor changes were made to the program related to use of technology, school theme and content area objectives.

- Technology-Last year we integrated the use of Smart boards into both the horticulture and drama components of our program. This year, while we will continue to use Smart boards as instructional tools we will also have students learn to use video cameras. Students will take turns recording drama sessions and later use these recordings as the basis for descriptive language activities.
- Content Area Objectives-One ELA and one technology content area objective was modified to detail the use of the video cameras. Similarly two Science content area objectives were added which aligned both with our use of horticulture therapy and the New York State alternate grade level indicators.
- School Theme- Last years program description made reference to our school theme for 2009-2010 which was “Man in the Mirror”. This year’s Title III program description makes reference to our current school theme which is “Connecting for the future...School, Home, Community and Adult life”

Budget- This years budget has largely remained the same when compared to 2009-2010’s approved Title III budget. There were no changes made to the budget categories of professional salaries and purchased services. Minor changes were made to the budget categories of Supplies/Materials and Educational Software.

- Supplies and Materials- Additional books and resources needed for our Title III program
- Educational Software- This year we want to purchase different technological tools to use in addition to the Smart boards we purchased with last years Title III funds.
 - Rosetta Stone will be used to enhance students English Language Proficiency in the Domain of Speaking. Parents will also be allowed to use the program after school to enhance their skills as well.
 - Students will use computers for the Rosetta Stone program and for the English for New Americans purchased under supplies and materials. Parents of our ELLs will also have access to these computers so use the software as well.
 - Video cameras will be used to document the 10 drama sessions and the plays the 3 different groups of students will create.
 - TV/DVD Will be used to for viewing of recordings

Overview of ELL Instructional Program @ 811X

The Academy for Career and Living Skills, HS 811x is the largest D75 program in all 5 boroughs, with over 60 classes of junior high and high school aged students. Our student population is very diverse in terms of disability diagnosis: Autism and other Pervasive Developmental Disorders, Mental Retardation, Emotional Disturbance, Multiple Disabled and Learning Disabled. Due to the nature of our student’s disabilities all but 13 of them follow the alternate curriculum, fall under an un-graded system and do not participate in any standardized assessments.

Our schools enrollment consists of 665 students. Of those 665 students 268 have been identified as ELLs. Of those 268, 76 are mandated for Bilingual services and 36 are mandated for ESL services. One hundred and fifty six (156) of our ELLs are X-coded and served as per their IEP. They receive support in NYSESALT test preparation and are entitled to participate in our Title III program. Of our 268 ELLs, 259 speak Spanish, 4 speak Bengali, 2 speak French, 1 speaks Arabic, 1 speaks Yoruba and 1 speaks Khmer.

Instruction is delivered through the organizational models of 3 Spanish Transitional Bilingual Education programs all three of which serve grades 9-12 and Freestanding ESL Programs run by 3 ESL teachers who do both push-in and pull-out.

Our TBE classes are organized by mandated class ratios and students level of functioning (both academic and social). This program includes ESL and NLA components (aligned with CR-Part 154 mandates) designed to develop skills in understanding speaking, reading, ESL and native language instruction incorporate strategies such as Language Experience, QTEL, Total Physical Response, Graphic Organizers, and multi-sensory approaches in conjunction with Mayer Johnson Symbols and other communication devices. Native Language Arts instruction is parallel to the literacy instruction imparted in monolingual classes using NLA materials.

The remaining bilingual students who are in alternate placements and students who are mandated for ESL services only are also placed in classes according to their classifications, mandated ratios, and level of functioning (both academic and social). We have classes where the ELL students are both heterogeneously and homogeneously grouped in reference to their English language proficiency level. ESL teachers select classes to work with, therefore maximizing group size and increasing the number of mandated minutes each

student receives as per CR Part 154. ESL minutes are delivered using the push-in and pull-out model. Students are given native language support as needed in our ESL program from either our ESL teachers who are Spanish bilingual or Paraprofessionals who are bilingual in student's native language. ELA minutes are provided by ESL students' classroom teacher incorporating ESL methodologies under the guidance of the ESL providers.

Title III program description-

Our Title III program will serve 30 students allowing for one group with a mandated ratio of 12:1:1, one group with a mandated ratio of 12:1:4 and one group with a mandated ratio of 6:1:1. The grades served will range from 9-12. As we are an un-graded school, grade designation is based solely on age and not level of performance. Instruction will be given in both English and Spanish. As mentioned above 3 teachers will be running the program. All three teachers will be licensed ESL or Bilingual providers. Support staff will include 6 paraprofessionals who are bilingual in Spanish.

The program will run from February 15th 2011 through June 2nd 2011 on Tuesdays and Thursdays from 3:00-5:00 pm for a total of 27 sessions.

The purpose of the supplemental program is to create an after-school ELL program that will not only further support our students' movement towards English Language Proficiency but provide them with opportunities to understand their roles as citizens of the world, and express themselves through the arts. This purpose has also been aligned with the current school curriculum which is based on "Connecting for the future...School, Home, Community and Adult life"

Our Title III program will entail the use of horticultural therapy as a component of the instructional program. The American Horticultural Therapy Association defines horticultural therapy as a process in which plants and gardening activities are used to improve the body, mind, and spirit (American Horticultural Therapy Association, 2005). Research done by the University of Ohio found that students who participated in this therapy increased their self-esteem, self-confidence and social participation.

In addition to horticultural therapy the ELL program will incorporate the concept of Drama. Drama is often about collaboration and negotiation, and when it is used in mixed-ability groups it can act as a bridge between children with special needs and others in their peer group. It can enable students with particular difficulties, and provides an ideal environment to encourage students to work together and to develop language, trust and friendships. According to The National Association for Drama Therapy (NADT) *Drama Therapy* is the intentional use of drama and/or theater processes to achieve therapeutic goals. Drama therapy is active and experiential. This approach can provide the context for participants to tell their stories, set goals and solve problems, express feelings, or achieve catharsis. Through drama, the depth and breadth of inner experience can be actively explored and interpersonal relationship skills can be enhanced. Participants can expand their repertoire of dramatic roles to find that their own life roles have been strengthened. Behavior change, skill-building, emotional and physical integration, and personal growth can be achieved through drama therapy in prevention, intervention, and treatment settings. In the classroom, drama therapy can help students in all the aforementioned areas, and enhancing their interpersonal and socialization skills while developing English language skills.

This program will integrate the Standards from all four content areas, using Horticultural, Drama therapies and the arts using a Balanced Literacy approach. "Many studies support a balanced literacy program as appropriate for students whose first language is not English. A balanced literacy program provides opportunities for both explicit instruction and student-directed activities." (Goldberg & Gallimore, 1991). We believe that through the content areas and the arts we will provide our students with teacher directed activities and explicit instruction in horticulture and drama. This program will provide "meaningful instructional contexts" (North Central Regional Educational Laboratory) to help students learn and which will enrich their lives and language development

Protecting our environment is fundamental to the life of our planet. We as concerned citizens have an obligation to take care of its resources. We face a challenge of preparing our ELL students to be future citizens of the world. There is no better way to prepare our ELL students than to teach English through the use of environmental issues making healthy choices and with the use of drama incorporating the horticulture topics and issues for them to become involved in the creative processes of drama while presenting real life world issues. The horticulture and drama therapies will allow for the incorporation of "real life experiences" so that we can develop English language, literacy and functional skills.

Below is an outline of all objectives and activities the students will engage in which align with the standards, the horticulture component and the drama component of our program.

The program will address ELA Standards 1 to 4 (*1—Students will read, write, listen and speak for information and understanding; 2—for literary response and expression; 3—for critical analysis and evaluation; 4—for social interaction*); and, ESL Standards 4 & 5 (*4—Students will listen, speak, read, and write in English for classroom and social interaction; 5—Students will demonstrate cross-cultural knowledge and understanding*). ELLs students need to learn to attend to readings and/or documentaries or educational videos/DVDs so that they can collect ideas about a single topic. Students at the beginning level should be able to follow along in a book reading being read and gain information from books about real things. They should also be able to watch a video/DVD (not longer than 30 minutes) and also gain information about real things. The strategies used will include: labeling, picture identification, sorting, categorizing, sequencing, word list recognition, word walls, journals, read-aloud, matching, book/documentary talks and communication boards. The three teachers will engage students in activities such:

- Students will listen to the stories of the books and/or watch documentaries in connection to the horticulture and drama concepts.
- Students will use a combination of words, pictures and/or symbols to present and organize information.
- Students will use a variety of mediums (charts, graphic organizers, computer, writing materials, art materials) to present information.
- Students will create a web chart and/or use web organizers to display the main idea and of other relevant details such as characters, plot and setting.
- Students will learn how to follow directions.
- Students will sequence pictures based on the story.
- Students will participate through collaborate learning in creating a poster illustrating the story and/or adapting the book to meet different educational and expressive and receptive language needs.
- Students will create vocabulary list based on horticulture and drama concepts.
- Students will engage in discussions about their likes and dislikes of the story, documentary and or educational videos, and will be able to transfer that information into a journal using words, pictures and/or symbols.

In Science Standards 1 and 4 (*1—Analysis, Inquiry and Design—Scientific Inquiry--Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions; 4—Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science—The Living Environment*) will be addressed. Students will recognize what organisms need to live and maintain health such as food, water and sunlight. Students will use investigation to develop understanding of how plants grow. Students will understand that plants (and therefore the world) need them to grow healthy, thus students will make connections to the real world by understanding their impact on Earth. The strategies use in science will include demonstration and experimentation (observe, measure and record data). Sensory experiences will be possible through the use of soil, seeds and water when planting. Students will learn about the parts of the plant and that we humans eat all plant parts and can get these from the local supermarket—again, making real life connections. The three teachers will engage students in activities such:

- Students will recognize ways that humans actions effect the environment
- Students will discuss and recognize the impact humans have on the Earth’s resources
- Students will identify ways that we can minimize our impact on the environment and Earth’s resources.
- Students will read books and/or watch videos/DVDs about plants and seeds.
- Students will identify the needs of plants.
- Students will discuss and make a chart on how plants make their food.
- Students will study seeds and where they come from, dispersal, types of seeds, etc.
- Students will learn about different habitats and the plants that grow in specific habitats.
- Students will make observations and will record data about the growth of seeds—life cycle of a plant.

- Students will plant and care for seeds, transplant seedlings, repot plants.
- Students will make a chart of the stages of a plant using word, pictures and/or images.
- Students will be able to make a list of different ways of taking care of plants.
- Students will discuss which plants are good for our health and which ones they like or dislike.
- Students will be able to create a herb garden and/or experience different herbs (see, touch, smell) from the local market.
- Students will be able to create a simple dish (a salad) using all the parts of the plant: leaves stems, roots, and flower/fruit.
- Students will work on developing a book recipe based on their favorite plant foods or dishes in which they (their families) use herbs to flavor meats or grains.
- Students will create and follow a schedule to take care of the classroom and school's (2nd floor hallway) plants.
- Students will plant and care for seeds in the courtyard during the springtime.
- Students will learn about the impact of season changes on plants.
- Students will watch video recordings of their drama sessions and use language skills to describe activities they were engaging in.

Math Standards 3 will be addressed—*students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry*—emphasis will be on the alternate levels of Measurement and Patterns and Functions. In the study of plants, the math section of the curriculum will be to gather data and record it on a list or chart. Organize data and represent it by using a simple graph and students will learn to compare quantities, shapes and sizes. Students will be able to use math concepts during simple meal preparation (for example, one cup of diced tomatoes, 3 cups of lettuce, 1 tsp. oregano, etc.) The strategies used will include: classifying, categorizing, identifying, sorting and measuring. The three teachers will engage students in a number of learning activities such as:

- Make a graph about the materials needed for planting.
- Create an area for gardening.
- Sort different seeds into groups that look similar in size, color and shape.
- Count seeds for different reasons.
- Create a chart or graph of different plants and vegetables.
- Measure growth of plants each day.
- Compare growth of each plant.
- Classify and measure edible plant parts to create a dish (a simple salad).
- List the names of the different seeds, plants, herbs they know and/or learn about.

In Social Studies Standards 2 and 5 (2—*Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives;* 5—*Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation*) will be addressed. Students will learn about different plants native to their country, and learn about different habitats. Through the drama piece students will learn to express their ideas and real life situations. Students will develop map skills, and follow verbal directions. The strategies used will include the use of graphic organizers, demonstrations, presentations, observations, skill building in comparing and contrasting information. The three teachers will engage students in activities such as:

- Read and/or watch videos/DVDs on information about habitats.

- Use the information from the book or DVD to create a definition for the word habitat. Post the definition and indicate what best describe the habitat they live in.
- Identify and discuss the different plant life in their habitat and other habitats.
- Make a chart comparing and contrasting these different habitats.
- Create a chart of the seasonal products they find at the local supermarket.
- Create a chart of the herbs and spices their families use at home.
- Describe the habitat, plants (national tree, flower) and or produce of their native country.
- Locate their native country on a map as opposed to where they live presently.
- Create and present a short play on human impact on habitats, on how the can make positive changes and how the can “Make the World a Better Place.”

In The Arts Standards 1, 2 and 4 will be addressed. *(Standard 1—Creating, Performing and Participating in the Arts—Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. Standard 2—Knowing and Using Arts—Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. Standard 4—Understanding the Cultural Dimensions and Contributions of the Arts—Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society).* Using the horticulture and school themes for inspiration students will create and perform a theatre piece as well as improvisational drama. They will use the basic elements of theatre in their characterizations and improvisations. Students will engage in individual and group theatrical and theatre-related tasks. In addition, students will make works of art that explore different kinds of subject matter, topics, themes and metaphors of the specific themes to use as props for their play. Students will understand and use sensory elements, organizational principles and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums and techniques, and use appropriate technologies for creating and exhibiting visual arts works. The three teachers will engage the students in activities such as:

- Students will use creative drama to communicate ideas and feelings. They will work in groups to create a short play related to the themes.
- Students will imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling and role-playing. They will pantomime the action of a narrated story.
- Students will use language, voice, gestures, and/or movement to express or communicate the play they create.
- Students will create and use basic props, simple set pieces and costume pieces to establish place, time and character for the participants of the play.
- Students will use their individual and/or group experiences to creating and performing theater pieces and improvisational drama.
- Students will discuss the selection of music (English and Native Language) to enhance their plays.
- Students will learn to name visual elements (such as shapes, textures and colors) through multi-sensory experiences. They will work in groups to plan and produce a mural of good foods.
- Students will present their play to parents as part of the culminating event at the end of the program.

We will assess the students using the following methodologies:

- Teacher will create portfolios of each student to assess progress.
- Staff will keep data to identify levels of improvement.
- Teachers will use rubrics to identify skills mastered by students.
- Teacher observations and informal assessment (feedback, asking questions) as topics are presented.

- Monitoring and guidance during creation of play, props, costumes.

Math, Science and Technology Standard 2—Information Systems--*Students will access, generate, process and transfer information using appropriate technologies* will be addressed. Students will access, generate, process and transfer information using appropriate technologies. The key idea is that information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. Students will use a variety of equipment and software packages (computer, smart board, radio, DVD players, and television) to create, display and communicate information in different forms using text, pictures, and sound. Students will access needed information from media, electronic data bases and community resources. The **three** teachers will involve students in activities such as:

- Students will use communication boards (smart board) to convey information and ideas. Students will engage in interactive learning activities using the smart board technology.
- Students will use touch pads, pointers or they keys of a computer to access and/or enter information by using a simple computer program such as word, excel or PowerPoint.
- Students will use a tape or CD player or computer to listen to music and/or to record/burn music for educational projects.
- Students will be able to set up the television and video/DVD player to properly play documentaries and/or other educational programs.
- Students will use a computer to get information and/or pictures from the Internet or a CD Rom.
- Students will use a digital camera to take pictures and record videos of the different educational activities they participate in. They will be able to transfer these pictures into the computer to create albums or collages for display.
- Students will use augmentative communication devices if needed.

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.

Professional Development Program as related to Title III

ALL staff for the Title III program will meet with IDEAS consultants to embed socio drama and creative drama into curriculum. All staff involved in the supplemental program will be provided with three days of Professional Development for two hours each day on January 18th, 20th and 25th from 3pm-5pm.

- January 18th- How to adapt drama activities for students who are English language Learners and have various disabilities.
- January 20th- Focus on imbedding drama arts into the content areas
- January 25th- Review curriculum and student outcomes and make adjustments as needed.

Professional Development Program for all staff responsible for delivery and instruction and services to limited English proficient students-

Lefkie Fradelos, The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, BESIS, and the administration of NYSESLAT. She then provided professional development bases on the information obtained to all teachers of ELL students. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. Three members of our ELL staff will also be given PD on incorporating drama into instructional practices for ELL students on January 18th, 20th and 25th as part of our Title III program. This group will then provide PD on information obtained for all ELL staff who do not participate in our Title III program.

As per Jose P. a minimum of 7.5 hours of Professional Development will be provided to all teachers as institutes during their professional development periods. PD's will be given by ELL and literacy support staff in our school that familiar with the population of students we serve in our school. The following is the schedule of PD planned for the 2010-2011 school year.

- ESL Program Model VS Bilingual Program Model-
 - Presenters- Jose Munoz, Nerlande Gilbert, Michelle Gentile (60 minute session)
- Preparing students for NYSESALT (2-60 minute sessions)
 - Presenters- Lefkie Fradelos and Edgar Bazurto
- The SIOP Model and Strategies for teaching ELLs
 - Presenters- Lefkie Fradelos , Luz Colon (3- 60 minutes sessions)
- Academic Language Proficiency VS Social Language Proficiency
 - Presenters-Eleyna Rivas and Jose Zuleta (60 minute session)
- Creating Native Language Libraries (60 minute session)
 - Latasha Ford and Yannina Fernandez

In addition, staff members are encouraged to attend conferences at the district, city, and statewide level focusing on the education of ELLs and we are presently exploring outside consultants from BETAC which can provide us with further professional development.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

Parent involvement is critical for the success of this program. However, in order for this to happen, a few steps must be taken on part of the school.

- ✓ A flyer and a letter will be distributed to parents of the ELL population inviting them to a meeting regarding the supplemental program. (All information will be translated into students' native language).
- ✓ Parents will have three Professional Development sessions with IDEAS drama program to learn about how their students socialize and communicate through the use of drama
- ✓ Those parents who not only wish for their child to attend will also be given the opportunity to volunteer to provide their expertise on the subject.

At the end of the 14 week session, there will also be a “meet and greet,” for parents to;

1. Look over student portfolios
2. A culminating performance from the students
3. Share in a multicultural experience where they will share fotos, projects etc.

Section III. Title III Budget (Minor changes from 2009-2010 budget)

School **P811X** BEDS Code: **307500012811**

Allocation Amount: \$38,380 (Pending)		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	<u>Instructional Program</u> -3 teachers x 2 hours per day x 27 days x \$49.89 per hour = \$8,082.18 -6 Paras x 2 hours per day x 27 days x \$28.98 per hour = \$9,389.52 -1 supervisor x 2 hours per day x 27 days x	<ul style="list-style-type: none"> • Staff will provide supplemental services after school for 4 hours per week from 02/02/10 through 05/20/10 (on Tuesdays and Thursdays, 27 days in total)

	<p>\$52.21 per hour = \$2,819.34 Subtotal= 20,291.04</p> <p><u>Professional Development</u> -3 teachers x 2 hours per day x 3 days x \$22.72 per hour trainee rate = 408.96 -6 Paras x 2 hours per day x 3 days x \$28.98 per hour para bulk rate = 1,043.28 -1 supervisor x 2 hours per day x 3 days x \$52.21 per hour = 313.26 Subtotal = 1,765.50</p> <p>Total= \$ 22,056.54</p>	<ul style="list-style-type: none"> Teachers, paraprofessionals and supervisor will receive 3 days of PD from IDEAS Consultants on January 18th, 20th and 25th for two hrs each day.
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<p>IDEAS Total= \$4000.00</p>	<ul style="list-style-type: none"> IDEA consultants will first provide three days of professional development on incorporating drama into the curriculum for our Title III program for all staff. Each session will be for two hours. IDEA consultants will also co-teach for 10 sessions (2hours each)
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<p><u>The Learning Connection</u></p> <ul style="list-style-type: none"> Sight Words/ESL Kit-Learning Everyday words and phrases 3x \$299= \$897 English for New Americans 3x45= \$135 Non-Fiction Science Library in English and in Spanish 3x45=\$135 Bilingual-Challenges and Childhood issues program \$179.99 Bilingual Gary Soto Hispanic heritage novels and plays 2x109.90=\$219.80 <p><u>Horticulture Supplies</u></p> <ul style="list-style-type: none"> Planters=\$500 Plants=\$500 Gardening materials=\$500 Soil=\$400.00 <p><u>Drama Supplies</u></p> <ul style="list-style-type: none"> Costume materials=\$300 Art Supplies for scenery=\$300 <p><u>Snacks for students</u> =\$254.63</p> <p>Total=\$4321.42</p>	<p>-From the Learning Connection-Supplemental materials to help enhance English Language Proficiency instruction during our Title III program.</p> <p>-Supplies will be used to for Horticulture lessons.</p> <p>-Drama supplies needed for play students will be writing and performing.</p>
<p>Educational Software (Object Code 199)</p>	<p>-Rosetta Stone Program (Level 1, 2 &3) 3x\$479=\$1437</p>	<p>-Rosetta Stone will be used to enhance students English Language Proficiency in the Domain of Speaking. Parents will also be allowed to use the program after school to</p>

	<p>-Mac Computers 4x\$1000= \$4000</p> <p>-Video Cameras 2x515.12=\$1030.24</p> <p>-TV/DVD and cart \$1534.80</p> <p>Total= \$8,002.04</p>	<p>enhance their skills as well.</p> <p>-Students will use computers for the Rosetta Stone program and for the English for New Americans purchased under supplies and materials. Parents of our ELLs will also have access to these computers so use the software as well.</p> <p>-Video cameras will be used to document the 10 drama sessions and the plays the 3 different groups of students will create.</p> <p>-Will be used to for viewing of recordings</p>
GRAND TOTAL	\$38,380	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following methods have been used to assess the school's needs for translation and interpretation services.

- a. The Home Language report on ATS indicates that close to 40% of our student population has a home language other than English.
 - b. Analysis of our Adult Preferred Language Report shows that almost 28% of our parents prefer to have communication, both written and spoken in a language other than English. Twenty Six percent of that group has indicated a preference of Spanish.
 - c. Analysis of our LEP population shows that we have 76 students who are mandated for bilingual services, 36 who are mandated for ESL services and 156 students who are X-coded and served as per their IEP.
 - d. The Ethnic Census report on ATS indicates that over 60% of our student population is of Hispanic origin.
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.

As demonstrated by our needs assessment a substantial portion of our parents require translation and interpretation of all correspondence, student information documents, notice of conferences, and referral services. Reports are shared with our parent coordinator and teachers so they are aware of the parents preferred language of communication.

Part B: Strategies and Activities

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

All school notices are sent home in English and Spanish. For parents of ELLs that require other languages, the students Alternate Placement Para will translate for that particular parent. All Spanish translation is done on-site by one of our administrators or our parent coordinator both of which are proficient in Spanish. We also have a Paraprofessional whose native language is Bengali who provides us with translations for our 3 LEPs who

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

Oral interpretation services are provided by in-house school staff. The parent coordinator, bilingual administrators, therapists, teachers, Paraprofessionals, and guidance counselors communicate with parents of ELLs by providing bilingual interpretation support to relay school related activities, and information to parents. They are available during parent teacher conferences, IEP meetings, Parent Association meetings and any other special events our school is hosting.

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>.
- We have posted a large welcome poster which is translated in the 8 languages covered by the DOE which indicates who are parent coordinator is and who our Family Advocates are.
 - A sign in the 8 covered languages has been posted in the main lobby near the welcome poster which lets that parents know that translation services are available.
 - There are copies on file of the Parents Bill of Rights and the Family Guide in the 8 covered languages in the parent coordinators office.
 - The phone number for Translation services has been distributed to all school personnel (718-752-7373)
 - The school will ensure that written communication is translated in the parent's native language within a reasonable amount of time.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Not Applicable

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide	Amount Contributed to Schoolwide Pool <i>(Refer to</i>	Check (☑) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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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

	<i>Local)</i>	Program (☑)			<i>Galaxy for FY'11 school allocation amounts)</i>	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						

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

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.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING
Not applicable

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

NCLB/SED Status:	N/A	SURR³ Phase/Group (If applicable):	N/A
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Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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

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

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

School Under Registration Review (SURR)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part 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). **Currently we have 9 students living in Temporary Housing.**

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**

2. 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.**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. X811						
District:	75	DBN:	75X811	School		307500012811	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			86.3	91.1
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	2	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.9	0.0	NA
Grade 8	1	0	0				
Grade 9	10	3	10	Students in Temporary Housing - Total Number:			
Grade 10	4	3	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	3	1	0		1	7	8
Grade 12	191	5	3				
Ungraded	414	630	640	Recent Immigrants - Total Number:			
Total	625	642	655	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	8	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	625	642	0	Principal Suspensions	3	24	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	9	1
Number all others	0	0	654				

These students are included in the enrollment information above.

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

<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	4	33	TBD	Number of Teachers	106	114	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	131	133	0
# receiving ESL services only	23	63	TBD				
# ELLs with IEPs	53	234	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	80	70	0
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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
	71	66	164	% fully licensed & permanently assigned to this school	99.1	100.0	0.0

				% more than 2 years teaching in this school	78.3	73.7	0.0
--	--	--	--	---	------	------	-----

				% more than 5 years teaching anywhere	58.5	58.8	0.0
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Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	1.6	1.2	1.7	% core classes taught by "highly qualified" teachers	80.0	100.0	0.0

Black or African American	33.4	31.3	31.1				
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Hispanic or Latino	60.2	62.1	62.0				
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Asian or Native Hawaiian/Other Pacific	2.2	2.5	2.9				
--	-----	-----	-----	--	--	--	--

White	2.6	2.8	2.3				
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Male	65.3	64.5	65.2				
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Female	34.7	35.5	34.8				
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2009-10 TITLE I STATUS

	Title I						
	Title I						
	Non-Title						

Years the School				2007-08	2008-09	2009-10	2010-11
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3	District 75	School Number 811	School Name The Academy for Care
Principal Caron Martin		Assistant Principal Eleyna Rivas	
Coach Rebecca Wheelwright (ELA)		Coach	
Teacher/Subject Area Jose Zuleta/Science		Guidance Counselor Robert Sanchez	
Teacher/Subject Area Michelle Gentile & J. Munoz/ESL		Parent	
Teacher/Subject Area Nerlande Gilbert/ESL		Parent Coordinator Miriam Luciano	
Related Service Provider Ruby Castanos		Other Lefkie Fradelos Coordinator	
Network Leader Ketler Louissaint		Other Luz Colon/ TBE teacher	

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

C. School Demographics

Total Number of Students in School	665	Total Number of ELLs	268	ELLs as Share of Total Student Population (%)	40.30%
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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.

ELL identification-

When entering District 75, parents of students who are new entrants to the NYCDOE must first meet with The Committee on Special Education (CSE) before being admitted to our school. Through administration of the Home Language Identification Survey and thorough oral interview conducted in English or the parents native language the CSE determines if a student could possibly be eligible for ELL services. At that point the CSE administers formal initial assessments (such as The Woodcock Johnson and The Vineland) LAB-R and if appropriate the Spanish LAB.

On the school level the ELL coordinator (Lefkie Fradelos) is contacted for all intakes of students who are new admits to the NYCDOE. Upon review of the student's records if the coordinator finds that a HLIS was not completed at the CSE level, licensed ESL staff that has been trained in the administration of the HILS is contacted to do so. A thorough oral interview is also conducted on the school level in English and/or the parents native language. If analysis of the survey and statements made during the oral interview shows that there is home language other than English then the licensed ESL staff, administer LAB-R and Spanish LAB (if appropriate) within 10 days of their arrival if the CSE has not already done so. The names of the teachers responsible for this in our school are Jesus Munoz, Michele Gentile and Nerlande Gilbert.

The following are the steps taken at the school level to identify ELLs who are not new entrants to The NYCDOE.

1. In the beginning of the school year all students appearing on the Cross Reference List from ATS are checked against CAP to determine if students are currently mandated for or at any point in their DOE history were mandated for ELL services.
2. Supplemental ATS reports are then run to verify information found in step 1.
3. At this point all identified ELLs have their files reviewed for a current IEP (which is checked to verify CAP information) and Home Language Survey.
4. The pupil accounting secretary and Parent Coordinator are then instructed to inform the ELL Coordinator of any new intakes.
5. As a safeguard to this step the ELL coordinator reviews weekly admit reports from ATS to ensure all ELLs are identified.
6. Students are then placed as per the recommendation in their IEP. If a student is mandated for Bilingual Education but we do not have a spot available in our TBE programs a student is given ESL services and an Alternate Placement Para who supports the student in their native language.

All students who are identified as ELLs in our school participate in the NYSESLAT annually. The following is the set of procedures taken in our school to ensure the exam is properly administered.

1. NYSESLAT exams are ordered in February. Several extra exams are ordered in case we have additional ELL students enter our program before the exam begins.
2. Students are provided with NYSESLAT test prep in March and April.
3. The ELL coordinator of our school attends all meetings and trainings pertaining to the NYSESLAT annually. She then turnkeys the information to all ELL staff and support staff who will be administering this assessment. We follow all the procedures outlined by the State. The names of the staff who will be administering the 2011 NYSESLAT exam are ESL teachers: Jesus Munoz, Nerlande Gilbert, Michele Gentile, Bi-lingual teachers Luz Colon, Edgar Bazaruto, Adelphis Rivera, and support staff, Lefkie Fradelos, Rebecca Wheelwright, and Denise Kimberg.
4. The ELL coordinator also meets with the licensed pedagogues who will be administering the test to create schedules, which ensures all students are slotted to take the exam within the administration period.

Parent choice/ program options and placement-

In District 75 program options are reviewed with parents at the CSE level. NYC DOE offers ELLs TBE, Dual Language and Freestanding ESL, however, based on current CSE recommendations only Freestanding ESL and TBE programs are provided at

present. Options for ELLs in Special Education are discussed at CSE in conjunction with parents. We then have the onus of complying with these recommendations. The CSE provides parents with information in the language which they prefer to ensure that have a thorough understanding of the decisions being made. Also, it is CSE's responsibility to inform parents about their rights and due process.

At the school level we then place students in the ELL program and class ratio determined by the CSE. When a new ELL student is admitted to our school parents receive a tour and orientation about the programs their children have been placed in. In addition to that, the ESL teachers meet with the parents of ELLs to discuss their children's educational needs and strategies that could be implemented at school and at home. Classroom teachers also administer the Brigance assessment to new and current ELL students. This assessment allows us to gauge a student's present level of performance in English and their Native language.

Since program selection is discussed at the CSE level in conjunction with the parents we do not have Parent Survey or Program Selection to review. We have however noticed that the CSE in conjunction with the parents recommend a Bilingual program placement for all students who are newcomers. It seems the CSE feels this is the best program placement considering not only their needs as ELLs but as special education students, many of which have moderate to severe learning delays. Our philosophy at the school level aligns with this choice of program placement for newcomers who we feel benefit best from have the additional native language support that a TBE program offers.

We have 3 TBE classes in Spanish and a Freestanding ESL program run by 3 ESL teachers. Currently we have 40 students who are mandated for bilingual programs but instead receive ESL services and support from an Alternate Placement Para. These 40 students range widely in terms of mandated ratios, classifications and levels of delays. We closely monitor this group of students along with any new students who come in to see if a TBE class that not only meets students ELL mandates but their ratio and learning needs can be formed. We did this late last year when we formed a new 12:1:1 Spanish bilingual class.

Introduction and demographics-

The Academy for Career and Living Skills, HS 811x is the largest D75 program in all 5 boroughs, with over 60 classes of junior high and high school aged students. Our student population is very diverse in terms of disability diagnosis: Autism and other Pervasive Developmental Disorders, Mental Retardation, Emotional Disturbance, Multiple Disabled and Learning Disabled. Due to the nature of our student's disabilities all but 13 of them follow the alternate curriculum, fall under an un-graded system and do not participate in any standardized assessments. Any breakdown of information by grade is only in reference to the student's age and not the level of performance.

Our schools enrollment consists of 665 students. Of those 665 students 268 have been identified as ELLs. Of those 268, 76 are mandated for Bilingual services with 40 being served in alternate placement classes. Thirty six are mandated for ESL services. One hundred and fifty six (156) of our ELLs are X-coded and served as per their IEP. They receive support in NYSESALT test preparation and are entitled to participate in our Title III program.

X-coded students have been included in the Part V: Assessment Analysis but not in the second chart of Part III, section B. ELL Years of Service and Programs since they are not mandated for either Bilingual or ESL programs and no longer accumulate years of service except for the first chart which only asks for All ELLs, SIFE, Special Education and YOS breakdown. In this chart we indicated the number of years the X-coded students had reached before receiving their X-Coded status. All other information in Part III, section B pertains only to our 112 ELL students who are mandated for either Bilingual or ESL Programs. Of our 268 ELLs, 259 speak and/or understand Spanish, 4 speak Bengali, 2 speak French, 1 speaks Arabic, 1 speaks Yoruba and 1 speaks Khmer.

To service the students who are mandated for Bilingual Education we have three Spanish TBE classes. The teachers who run the three classes are Edgar Bazurto, Adelphis Rivera and Luz Colon. Luz Colon currently does not have her Bilingual certification but is in process of taking course work to get her Bilingual license by 2012. To service students mandated for ESL or who currently sit in alternate placement classrooms we have three ESL teachers: Jesus Munoz, Nerlande Gilbert and Michele Gentile.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	268	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	268
SIFE	29	ELLs receiving service 4-6 years	76	Long-Term (completed 6 years)	119

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	12	6	12	9	3	9	15	5	15	36
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	16	15	2	15	45	0	45	76
Total	28	6	28	24	5	24	60	5	60	112

Number of ELLs in a TBE program who are in alternate placement: 40

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										9	3	2	22	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	9	3	2	22	36								

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	11	16	30	73
Chinese														0
Russian														0
Bengali										2			1	3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	18	11	16	31	76								

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.

Program Organization, Delivery of Instruction & Content Areas

Instruction is delivered through the organizational models of 3 Spanish Transitional Bilingual Education programs all three of which serve grades 9-12 and Freestanding ESL Programs run by 3 ESL teachers who do both push-in and pull-out. As mentioned earlier our school is a self-contained special education program where all but 13 of our students participate in Alternate Assessment and are considered ungraded. Therefore classes are comprised of students from “grade levels” 9-12 since mention of grades is only in reference to their age. Our TBE classes are self-contained and organized by mandated class ratios and students level of functioning (both academic and social). The remaining bilingual students who are in alternate placements and students who are mandated for ESL services only are also placed in self-contained classes according to their classifications, mandated ratios, and level of functioning (both academic and social). We have classes where the ELL students are both heterogeneously and homogeneously grouped in reference to their English language proficiency level. Instruction in all ELL programs is based on the New York State Alternate Assessment Standards with a heavy focus on literacy instruction. 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. Our instructional emphasis includes:

- § School created Inter- disciplinary curriculum which is differentiated into multiple levels to meet the needs of our school population
- § Career skills and Work-study programming
- § Instruction in the Activities of Daily Living
- § Functional Academics Curricula: ELA, Math, Science & Technology, Social Studies, Occupational Studies, Vocational Studies, Career Development, Physical Education and the Arts
- § New York State Alternate Performance Indicators and Applied Learning Standards

ALL 3 Spanish TBE programs have students who are all Beginners as per their NYSESLAT or LAB-R score so we therefore follow the recommended language usage ratio of 60% Native Language and 40% English. Students in our TBE program receive a minimum of 540 minutes of ESL instruction and 180 minutes of NLA as mandated by CR Part 154 for beginner ELLs at the High School level. NLA and ESL instruction follows the tenets of Balanced Literacy and is parallel to the literacy instruction imparted in monolingual classes. The certified Bilingual teacher provides all mandated minutes outlined above including ELA. The materials used include: books, flash cards, alphabet cards, Mayer-Johnson symbols, communication boards, augmentative communication devices, picture books, and workbooks. The use of bilingual software and multimedia enhances and supports the development of English and 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, multi-sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. It also includes books adapted by teachers to meet the needs of students with severe disabilities.

Our ESL program as stated earlier is run by 3 ESL teachers. ESL teachers select classes to work with, therefore maximizing group size and increasing the number of mandated minutes each student receives as per CR Part 154. As per CR Part 154 we provide: K-8: Beginning and Intermediate ELLS : 360 minutes (2 units) of ESL: Advanced level ELLs 180 minutes (1 unit) of ESL and 180 minutes (1 unit) of ELA for beginners through advanced levels. High School Beginners= 540 minutes (3 units) of ESL, Intermediate =360 minutes (2 units) and Advanced=180 minutes(1unit) of ESL. ESL minutes are delivered using the push-in and pull-out model. Students are given native language support as needed in our ESL program from either our ESL teachers who are Spanish bilingual or Paraprofessionals who are bilingual in student’s native language. ELA minutes are provided by ESL students’ classroom teacher incorporating ESL methodologies under the guidance of the ESL providers. ESL teachers use multi-sensory and multicultural materials throughout all aspects of instruction. These materials include but are not limited to multicultural and multilanguage libraries, ESL media programs, adapted materials and technology such as Smartboards and augmentative communication devices.

In our Spanish TBE program , content area instruction is given by the certified self-contained bilingual teacher. Teachers in our TBE program use elements of the SIOP model for planning and delivering instruction. When considering the SIOP model teachers first consider the approach which best fits the content being taught and the students’ cognitive abilities. The approaches most commonly used in our TBE program are Whole Language Experience, Total Physical Response and Cooperative Learning. As per the SIOP model language objectives are outlined in conjunction with content objectives to ensure that language instruction is always at the forefront. Objectives are chosen based on students’ needs, ESL standards and The New York State Alternate Assessment standards. Teachers also build background knowledge by linking objectives to students’ everyday life and information they have already been taught or exposed. Our instructional approach also outlines that teachers introduce new concepts and vocabulary words. In our TBE program a minimum of one content area is taught in students’ native language per day.

Our ESL program is similar to our TBE program in that ESL teachers use the same approaches for delivering instruction as outlined in our TBE program. (i.e. the use of the SIOP model, ESL strategies such as Whole Language Approach and Cooperative learning, the use of the Standards and building background knowledge) Content area instruction in our ESL program is determined and delivered with collaboration between the ESL teacher and the self-contained classroom teacher who is responsible for the majority of these students’ instruction. Classroom teachers choose content goals based on students current needs and the school-wide curriculum map which is updated as needed. The classroom teacher then collaborates with the ESL teacher to create a Student Instructional Priority Plan which

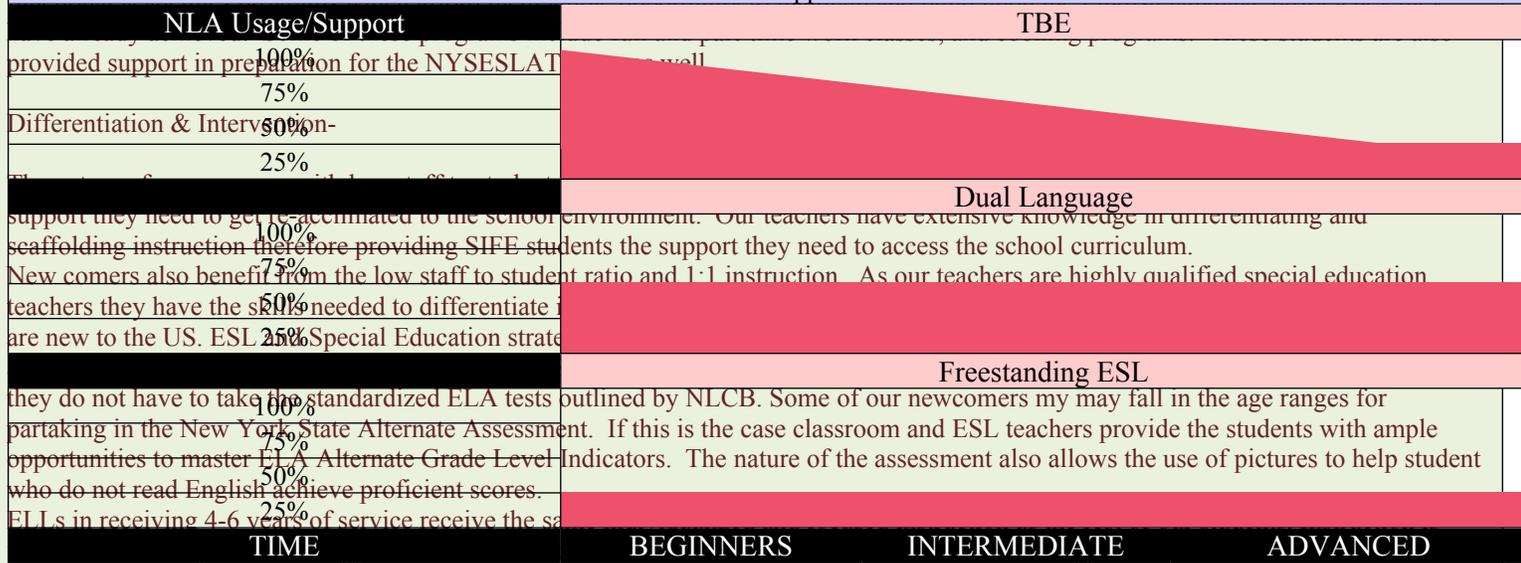
covers all content areas. The ESL teacher provided the classroom teacher with insight on incorporating language objectives into the plan

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154	Teachers are given the flexibility to adjust their prep for the day to accommodate the needs of these	These common meeting times happen during the	Teachers approximately
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



communication disabilities including Mayer Johnson and Carol Goosens symbols, and emergent literacy strategies such as The Workshop Model, centers and word walls. Opportunities for skill acquisition included Balanced Literacy approaches, creation of bilingual communication boards and bilingual story boards, augmentative and alternative communication systems in the native language and in English, total communication approaches (transition boards, photographs, paraprofessional who speaks native language and English) and the use of the New York state Alternate Assessment standards which align to the New York State Standards.

Our school provides services for long term ELLs for as long as they need it and according to their IEPs. The majority of our Long Term ELLs have made great gains in their English Language Proficiency but are unable to demonstrate this on NYSESLAT due to the nature of their disabilities. Our school also provides after school programs (Title III and Project Champs) to help foster gains in their English Language Proficiency. This year select groups of our Long Term ELLs have also been enrolled in our AIS program and as the focus of a student based data inquiry team.

As our school is entirely comprised of students with special education mandates all ELL students naturally receive accommodations for program needs for their disability diagnosis, mandated class size ratio as well as related services such as speech, counseling, physical therapy and occupational therapy. These ELLs students are placed with teachers who are highly qualified to meet their special needs.

B. Programming and Scheduling Information--Continued

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

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?

Students placement in District 75 is an intervention in it self. District 75 offers ELLs who are in special education small student to staff ratio and teachers who are highly qualified in differentiating and scaffolding objectives and curriculum to make it accessible to all types of learners. They also receive supplemental interventions as needed, such as PT, OT, Speech and counseling. These services further allow them to achieve academic and language goals. Additionally ELLs participate in several of the academic interventions used in our school. We currently use SMILE which teaches the basic elements for reading and writing to non-readers with special needs. This program is especially useful for newcomers since students need not have any phonemic awareness to participate. Picture cues are used through out the program which is a strategy which aligns perfectly with our practice for ELLs. This year we will also begin using Rosetta Stone language development software for our newcomers to help build proficiency in their speaking and listening skills. EQUALS is a math intervention we use which is aligned with needs of ELL and students in special education as it is hands-on program with concepts taught being taught in a concrete manner with the use of manipulatives.

If ELLs reach proficiency as per their NYSESLAT scores, we will continue to monitor their progress and provide transitional support through the following protocol, for a minimum of two years. Teachers with ELL students who have been deemed proficient will be asked to submit a report during our schools designated 6 marking periods. This report that will be requested will ask for the following information to be written in the form of a narrative.

1. How did the student perform in classroom assessments and assignments? (Please be specific and address all areas of Literacy (reading, writing, speaking, and listening).
2. If the student struggled, what do you feel was the cause of them not meeting the expectations set forth.
3. Do you feel the students difficulties stem from English not being their Native Language?
4. What strategies have you used to help this student overcome their difficulties?
5. Do you think your student requires additional support because of their previous status as an ELL student?

This report will be submitted to our school's ELL coordinator. The ELL coordinator will then review the reports in order to identify any of the students who have transitioned out of TBE who are in need of extra support. If a student is identified, a team consisting of the ELL coordinator, the student's teacher and ELL service providers will create an action plan which will address the additional support a student may require. The solution might be as simple as showing the classroom teacher a few techniques to use with the student, having a bi-lingual Para work one to one with the student or have an ELL service provider tutor the student in areas they need help in.

We continually strive to improve our program for ELL. This year we will begin using a school created skills assessment which will capture gains in English Language proficiency across all four domains. This assessment looks at skills which not only align with the degrees of proficiency but with students cognitive abilities as well. Therefore we will be able to analyze progress for all ELL students even those with severe physical and cognitive delays. We have also formed a professional learning community comprised of all our ELL staff to monitor progress of our ELLs, share knowledge, and discuss need as they arise. This community will also be providing professional development and support for all teachers in our school so they can better serve our ELL population. Additionally literacy support staff will be involved in preparing students for the NYSESLAT.

All ELLs in our school have access to all our supplemental programs and services. ELLs can choose from several clubs to participate in during school hours. Clubs include study in dance, art, music, technology and physical fitness. These programs allow ELL students to practice their social and communication skills with peers whose native language is English. Furthermore ELLs are also encouraged to

participate in our after school Title III program. This year the program will focus on English language instruction through drama and horticulture. Many of our ELLS participate in Project Champs which is an after school physical fitness program as well.

Native language support is naturally built into our Spanish TBE programs. NLA is taught in Spanish and is provided for a minimum of 180 minutes of instruction per week. NLA follows the guidelines of the Balanced Literacy program. The NLA instruction is provided by a bilingual teacher who adapts materials to meet the needs of cognitively delayed students who are following the alternate curriculum. The students literacy skills in their Native Language varies based on abilities and cognitive delays and the teachers uses differentiated instruction to met their individual needs. Adapted materials include books, student created projects, Mayer Johnson Symbols, workbooks, augmentative devices and communication boards. Similarly native language support is provided as needed during instruction of all content areas. In our ESL program the ESL providers, alternate placement Paraprofessionals and classroom teachers (if they speak Spanish) provide native language support. Teachers also have access to materials to help build native language libraries in the classrooms for student who are not in our TBE program.

All instructional materials used to educate ELLs in our school are age appropriate as they are often modified by our teachers to meet the cognitive needs of our students. These materials included but are not limited to school-created curriculum, adapted books, picture books, communication boards, and picture dictionaries, audio and video programs for learning English, Mayor-Johnson symbols and functional based curriculums which prepare our ELLs who will soon be transitioning out of school. Technology plays an important role in the instruction of ELLs. All teachers of ELLs have access to two media rooms where teachers can conduct lessons with student each using their own desktop computer. We also have several laptop carts which teachers can also use to conduct computer based lessons in their classroom. Additionally each Spanish TBE class has a smart board in it. This allows the teacher to incorporate hands-on, visual learning in to the students' everyday experiences. All students have access to augmentative communication devices if needed which can be programmed to speak in both English and the students' native language.

ELLs in our program which is focused on transitioning students into their adult life have the resources and support services they need to do so. We have an excellent transition team which works with students and parents to help facilitate plans for the future. Our role included connecting them with community resources and agencies for adults with disabilities in addition to helping them find appropriate program and/or job placements.

Our school operates on a 12 month calendar. Therefore parents of ELLs are welcome to come tour the school and receive orientation whenever there schedule permits during the summer before the beginning of the school year. Lastly language electives are not currently offered for students in District 75 programs.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Lefkie Fradelos, The ELL Compliance person, a member of the LAP Policy team has been designated to attend District 75 professional development on Compliance issues including, program mandates, BESIS, and the administration of NYSESLAT. She then provided professional development bases on the information obtained to all teachers of ELL students. Additionally ESL and Bilingual Teachers also attend District 75 ELL training. Three members of our ELL staff will also be given PD on incorporating drama into instructional practices for ELL students on January 18th, 20th and 25th as part of our Title III program. This group will then provide PD on information obtained

for all ELL staff who do not participate in our Title III program.

As per Jose P. a minimum of 7.5 hours of Professional Development will be provided to all personell who work with ELLs as institutes during their professional development periods. PD's will be given by ELL and literacy support staff in our school that familiar with the population of students we serve in our school. The following is the schedule of PD planned for the 2010-2011 school year.

- ESL Program Model VS Bilingual Program Model-
 - o Presenters- Jesus Munoz, Nerlande Gilbert, Michelle Gentile (60 minute session)
- Preparing students for NYSESALT (2-60 minute sessions)
 - o Presenters- Lefkie Fradelos and Edgar Bazurto
- The SIOP Model and Strategies for teaching ELLs
 - o Presenters- Lefkie Fradelos , Luz Colon (3- 60 minutes sessions)
- Academic Language Proficiency VS Social Language Proficiency
 - o Presenters-Eleyna Rivas and Jose Zuleta (60 minute session)
- Creating Native Language Libraries (60 minute session)
 - o Latasha Ford and Yannina Fernandez

Staff are also encourage to attend the 10 hours of Jose P. training that the District Office of ELLs offers.

In addition, staff members are encouraged to attend conferences at the district, city, and statewide level focusing on the education of ELLs. (Newsletters highlighting PD topics, locations and dates will be given to staff) and we are presently exploring outside consultants from BETAC which can provide us with further professional development.

As we are a High School staff does not need support in transitioning our students' middle school. As mentioned previously we have support staff that helps our ELLs transition into their adult life once they leave the school system.

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?

Parent involvement is an extremely important part of our program. Parents are invited to attend PTA meetings and support groups once a month. During these meetings our Parent Coordinator assesses the needs of our parents through written request forms and offers workshops based on their requests. Workshop topics that we have given or that are being scheduled based on the evaluation of our parents needs included social security, guardianship, Medicaid services, health benefits, employment opportunities and programs for learning English.

We partner with many agencies and community based organization that come visit our parents during these meetings or provided the workshops listed above. Some of these agencies include Life Adjustment Center, LIFESPRIE, Creative Lifestyles, AHRC, Banana Kelly Community Improvement, BOLD and YAI. All of these agencies provided information to parents about day programs that will be available to our ELL students once they transition out of High School. These agencies also provided students with after school and weekend programs as well. These activities address the needs of our parents as they prepare for the future.

The PTA in our school also hosts various luncheons and arts and crafts days throughout the year to help create and welcoming environment so parents can feel a sense of belonging to community that cares about them and their children.

Our school also hosts two major transition fairs a year. Staff coordinates to have the majority of the agencies we work with come in during our open school days and nights both in November and March. Parents are given valuable information on helping their children successfully transition to adult life and the services that are available to aid them in this difficult process.

We also will be setting up a mini computer lab in our parent association room where parents can come in to access ARIS, receive instruction using computers, and use Rosetta Stone programs to increase their own English language proficiency.

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)									1	48	28	37	130	244
Intermediate(I)										4	1	4	15	24
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	1	52	29	41	145	268

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B									1	40	25	22	119
	I										6	3	13	16
	A										5		3	5
	P										1	1	2	3
READING/ WRITING	B									1	49	28	37	127
	I										3	1	3	13
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	3	3	13	33	52

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	7		4		18		23		52

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	7		3		10		21		41

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	8		3		12		18		41

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	36		36	
NYSAA Mathematics	36		36	
NYSAA Social Studies	36		33	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science	36		35	

Native Language Tests

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

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

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

Early literacy skills of our ELLs are assessed through the use of The Brigance Inventory of Skills. This assessment is a comprehensive tool which measures literacy skills from pre-primer through grade 9. This assessment is also available in Spanish which allows us to assess early literacy skills in our students’ native language. Student performance on this assessment helps inform program placement and instructional decisions. First, with use of the assessment in both languages we able to gauge whether a student has overall delays if their performance is well below age-level expectation in their native language. Secondly analysis of students’ performance gives us insight into making program and class assignment changes if we find that a student requires a setting with less or more support. Lastly teachers establish goals and plans for student instruction based on the base-line results they have received using the Brigance assessment.

We infrequently administer the LAB-R as we are a High School and have very few ELL students who come to us as new entrants to the DOE. This year we had five ELL students who were new entrants and whose native language was determined to be Spanish. These students were given the LAB-R and the Spanish LAB. The data showed that students performed well below age level expectations in both English and Spanish. Due to their severe cognitive delays (determined during testing done at the CSE level) the students were unable to complete many of the parts administered and have entered our program as Beginners.

for 2010-2011. We will be using this data to evaluate the success of our ELL program and movement made towards English Language Proficiency for even our most challenged English Language learners.

Analysis of the student's performance across the modalities tested in NYSESLAT shows that our students score the best in speaking with listening following second. We therefore will focus our attention to building our students reading and writing skills when providing with NYSESLAT test preparation. There is no trend in scoring based on grade level but more on classification level with our students in the 12:1:1 and 8:1:1 population scoring the highest. Age/grade level will not play a role in our students advancing to the proficiency level of intermediate or advanced. Cognitive ability will play the largest role in students advancing in terms of proficiency.

None of our ELLs currently participate in standardized state or local assessments. We therefore have no data to draw from to make decisions based on English VS native language or their performance on periodic assessments. They do however participate in the New York State Alternative Assessment (NYSAA). Participation in NYSAA aligns with the grade level standardized testing done on the state level. Therefore not all ELLs participate every year since the assessment is given based on an age range. On the 7th grade level they are assessed in ELA and math, on the 8th grade level they are assessed in ELA, Math and Science and on the HS level they are assessed in all four content areas. Eighty-eight of our ELLs participated in NYSAA last year. Analysis of the results shows that 98% of our ELLs passed in ELA, 92% passed in Math, 90% passed in Science and 90% passed in Social Studies. The nature of NYSAA allows teachers to choose grade level indicators which best meet their students' current level of understanding and abilities.

We also look at data on how ELL students whose native language is Spanish fair in the Brigance given to them in English and Spanish. The data shows that students who are newcomers fair significantly better in the parts of the Brigance, which assesses their listening, and speaking skills when given the test in Spanish. Students have had more than six years of service fair only slightly better or the same when given the assessment in Spanish. Results from the sections that assess reading and writing skills show that students who are newcomers in a 12:1:1 or 6:1:1 ratio have only slightly better skills in Spanish. Students in 12:1:4 and 6:1:1 score equally in English and Spanish due to their severe cognitive delays.

On- going assessments is also an important component of our ELL program. All of our ELLs participate in assessments through out the year to gain the insight we would from the use of standardized curriculum and tests. This includes but is not limited to: School-Created checklist assessment which outlines indicators of proficiency across all four domains of language, Brigance, periodic assessments created on the school level using Brigance as a guideline, six reporting periods when teachers analyze data to make conclusions on progress and ascertain if current goals have been met or need modification, portfolios and teacher created materials.

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.

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		