

17X

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75X017
ADDRESS: 75X017
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75X017 **SCHOOL NAME:** P.17X

SCHOOL ADDRESS: 778 Forest Avenue Bronx, NY 10456

SCHOOL TELEPHONE: 718-665-5617 **FAX:** 718-665-6372

SCHOOL CONTACT PERSON: Robin Cohen **EMAIL ADDRESS:** Rcohen3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alison Hlasny

PRINCIPAL: Robin Cohen

UFT CHAPTER LEADER: Angela Holmes

PARENTS' ASSOCIATION PRESIDENT: Angel Candelaria

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 752

NETWORK LEADER: Stephanie McCaskill

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
Robin Cohen	*Principal or Designee	
Angela Holmes	*UFT Chapter Chairperson or Designee	
Angel Candelaria	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Arias	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alison Hlasny	Member/Chairperson	
Alma Irtubide	Member/Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	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.

17X is a special education elementary/middle school in District 75 with a total population of 348 students in grades K through 8. The mission of the school is to prepare students for educational and life-long success aiming primarily to effectively transition them into community high schools and help them subsequently graduate. Our mission is to collaborate with parents and community to create a safe, supportive, nurturing environment, which respects the individuality of our students with special needs. We strive to promote high expectations and standards for the entire school community through professional development, integrated literature-based learning approaches and affirmations of cultural diversity. We seek to enable our students to reach their highest potential as valued members of the community prepared to meet the challenges of the 21st century. Our ultimate goal is to support students to become successful in the least restrictive environment.

The student body is diverse and challenging. The majority of students are Latino (55.18%) and African American (40.24%) with a high ratio of male students (85.67%). This population is in high need of specialized services and interventions as all students are classified as either students with emotional disabilities or students with autism. Our students all have an Individualized Educational Plan (IEP) and a mandate for a 12-month school year. In addition, all students receive one or more related supplemental services, such as reduced student-teacher-paraprofessional ratios and/or in the most severe cases a 1:1 paraprofessional.

Students with autism (6:1:1) are supported with Mayer Johnson Picture Symbols to assist in acquiring effective communication skills. P.17X uses TEACCH methodology (Treatment and Education of Autistic related Communication Handicapped Children) an evidence-based program that provides students with structures, routines, visual supports, independence, transitions and clear expectations throughout the instructional day.

Students with emotional disabilities (12:1:1) are provided with a structured environment that integrates standards-based instruction with positive behavior supports. “Bridge to Success” emphasizes the development of self-control, improving interactions with others and applying social behaviors needed for school and post-school adjustments. “Emotional Literacy in the Classroom” provides students with the language and strategies necessary to develop an awareness and understanding of the relationship between their emotions and actions and the means by which to regulate them.

Teachers utilize technology based programs such as Geometer Sketchpad to help students apply real world knowledge to theoretical principles. We use technology to provide interactive experiences using applications such as Garageband, I movie, PowerPoint, Photobooth and Keynote. The elementary sites have classroom computers, student laptops and computer labs which provide an opportunity to further differentiate and enhance the individual instruction and learning for all members of the school community.

The middle school has a state of the art science classroom/lab. Urban Advantage science education is another community collaborative initiative that connects middle school teachers, students and families with the process of scientific discovery in eight cultural institutions. All elementary sites have science cluster teachers to support the science initiative.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT													
School Name:													
District:	75	DBN #:	75X017	School BEDS Code:									
DEMOGRAPHICS													
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7				
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded							
Enrollment:				Attendance: % of days students attended*									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10						
Pre-K													
Kindergarten													
Grade 1				Student Stability: % of Enrollment									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10						
Grade 3													
Grade 4													
Grade 5				Poverty Rate: % of Enrollment									
Grade 6				(As of October 31)	2007-08	2008-09	2009-10						
Grade 7													
Grade 8													
Grade 9				Students in Temporary Housing: Total Number									
Grade 10				(As of June 30)	2007-08	2008-09	2009-10						
Grade 11													
Grade 12													
Ungraded				Recent Immigrants: Total Number									
				(As of October 31)	2007-08	2008-09	2009-10						
Total													
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes													

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

DEMOGRAPHICS							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
Note: NCLB/SED accountability reports are not available for District 75 schools.							
*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our CEP committee (School Leadership Team, Inquiry Team, Data Specialist, Administrative Cabinet and Extended Cabinet) met to review data from the 2009-2010 school year. The comprehensive review and analysis of all formative and summative data, Quality Review, the Learning Surveys, PBS Self Assessment Survey and the Inquiry Team action plan emphasize the school's accomplishments and areas in need of improvement.

P.17X has made positive gains in both English Language Arts and Mathematics for students in standardized assessment classes as demonstrated in both interim and summative assessments tests. Our ability to demonstrate student gains in both English Language Arts and Mathematics has earned P.17X an "A" on our New York City Progress Report for the 2009-2010 school year.

According to the Qualitative Reading Inventory (QRI), 94% of students have shown one year's growth in reading comprehension and vocabulary skills. The evidence further demonstrates that 66% of students have shown more than one year's growth in reading comprehension and 70% have shown more than one year's growth in vocabulary development. Over the course of one year our students in need of academic intervention services participated in our Read 180, System 44, and/or one-on-one pull out support services. In addition, 78% of students who completed pre and post assessments using Edperformance (Scantron) demonstrated one year's growth in English Language Arts.

In Mathematics, the evidence demonstrates that 64% of students shown one year's growth in Mathematics. The evidence further highlights that 21% of students demonstrated more than one year's growth in mathematics according to EdPerformance (Scantron).

We have seen measurable growth with our students in alternate assessments as demonstrated by the datafolio scores. 100 % of our alternate assessment (NYSAA) students in grades 3-8 scored Level 4 in English Language Arts. 97.4% of students in grades 3-8 scored Level 4 in Mathematics while 2.5 % scored Level 3. In Science 95.6% in grades 4 and 8 scored at Level 4 while 4.3% scored Level 3. In Social Studies 100% of students in grades 5 and 8 scored Level 4.

Accomplishments

- Recipient of a VH1 Music grant providing the school with keyboards to help establish a music program.
- Recipient of the ITeach/ILearn technology grant.
- Recipient of the *Campaign for Middle School Success* planning and implementation grants.
- Recipient of the RESO-A technology grant.
- Effective collaboration among teachers through monthly curricular meetings: sharing classroom management and/or instructional techniques that worked with students across all grades.
- Improvement in the school culture, climate and the learning environment upon removal from the New York State's "Persistently Dangerous School" list.
- Increase in extracurricular activities (intramural teams, student council, debate team, step team and student clubs) to promote positive sportsmanship, social interactions and student motivation.
- Increase in student attendance from 82.78% in 2007, 85.77% in 2008, 85.10% in 2009 to 86.03% in 2010.
- Increase in student participation in an after-school program that engages and enriches student learning experiences. Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional supports.
- Title III grant to support the ELL elementary students with autism in an after-school program that is technology based and provides AIS services and homework help.
- Partnering with CHAMPS organization to promote positive social interaction and sportsmanship in our after-school program.
- Received an A on 2009-2010 Progress Report

Areas of Focus

As a special education elementary/middle school, our charge is to prepare students to successfully transition into high school and subsequently graduate. Targeting the needs of each child as a whole, we want to ensure their preparedness for educational and life-long success.

Our team conducted a needs assessment to determine the highest priority student and school-level needs currently impeding our progress in moving the school forward to achieve greater outcomes. Our holistic approach to improving our school was dependent upon a coherent curriculum, social emotional growth of our students and professional development to strengthen our academic program.

It was determined that we needed to provide additional professional development to continue to support the ever growing needs of our teachers.

Additionally, we decided to integrate Emotional Literacy into our English Language Arts Curriculum for students with Autism at the elementary and middle school level. The Emotional Literacy program, which is currently utilized in our standardized assessment classrooms, will empower our students with autism to communicate their feelings through the systematic use of power words and symbols.

The school also recognized the vitality of collaboration among all of our teachers from both the alternate assessment setting and standardized educational assessment settings. In the past, the disparity in curricula hindered proper collaboration and data collection among teachers. To strengthen academic rigor and continuity, we plan to develop academic coherence by utilizing District 75 Units of Study as the curriculum for all of our students, regardless of their disability. We also plan to assess all Kindergarten to 3rd grade students using Early Childhood Assessment in Mathematics (ECAM) to remediate the lack of assessments in Mathematics in grades K-3.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. By June 2011, there will be an improvement in student assessment outcomes based on targeted instructional (classroom) practice as evidenced by a 20% increase in students gaining 1 year on EdPerformance and/or Qualitative Reading Inventory and/or NYS Exam.
2. By June 2011, students with autism will demonstrate a 20% increase in using the appropriate communication skills with a concurrent increase in the appropriate use of emotional vocabulary as evidenced by pre-post I language survey.
3. By June 2011, students in early childhood classes (K-3) will increase mathematical content knowledge in as evidenced by a 10% increase in demonstrated performance on the Early Childhood Assessment in Mathematics (ECAM).
4. By June 2011, students will increase proficiency in age/grade appropriate skills in English Language Arts by:
 - (for students who participate in NYSAA) a 20% increase in mastery of sequencing skills as evidenced by performance on the (student developed) school -wide rubric.
 - (for students in standardized assessment programs) demonstrate a 25% increase in listening comprehension skills as evidenced by pre-post ELA predictive exam.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Professional Development

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> By June 2011, there will be an improvement in student assessment outcomes based on targeted instructional (classroom) practice as evidenced by a 20% increase in students gaining 1 year on EdPerformance and/or Qualitative Reading Inventory and/or NYS Exam.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> Assistant Principals will work with the Math and ELA teams on a monthly basis to monitor progress over time. Review professional development materials at bi-weekly extended cabinet meetings. Assistant Principal meets with teachers on a bi-weekly basis to review progress. Teachers will receive professional development by Performance Series and NYC staff developers September, October, November, December and February. Teachers will receive professional development provided by ELA and Mathematics team leaders. Students will have current baseline Edperformance assessments by October 1, 2010.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> Scheduling of common planning time at least once a week for chapter review, data analysis and unit development. Allocation of \$4300 of per session funds for teacher planning and after school work of the emotional literacy team. Allocation of \$2500 of per diem funds to cover teachers for school day training sessions and inter-visitations.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By November, teachers will have completed 1 PD module, by March 3 teachers will complete 2 additional PD modules, and by June 4 teachers will complete 2 additional PD modules • By February 2011, progress will be noted by classroom observations and increase scale scores on periodic assessments. • Review logs of ELA and Math team meetings • Review Logs of team meetings at bi-weekly extended cabinet meetings • Teacher observations (formal and informal) • Feedback from Assistant Principals at weekly administrative cabinet meetings
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Emotional Literacy

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, students with autism will demonstrate a 20% increase in using the appropriate communication skills with a concurrent increase in the appropriate use of emotional vocabulary as evidenced by pre-post I language survey.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Assistant Principal will work with the Emotional Literacy team 2 on a monthly basis to monitor progress over time. • Assistant Principal meets with teachers on a bi-weekly basis to review progress. • Teachers will receive professional development by the District 75 Emotional Literacy (EL) Coach • Teachers will receive professional development provided by the EL Team 1
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Allocation of \$3500 of per session funds for teacher planning and after school work of the emotional literacy team. • Allocation of \$2500 of per diem funds to cover teachers for school day training sessions/inter-visitations. • Scheduling of common planning time at least once a week for chapter review, data analysis and unit development.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By January 2011, students will show 10% increase in using the appropriate communication skills • Review professional development materials at bi-weekly extended cabinet meetings • Review logs of Emotional Literacy team meetings • Review Logs of team meetings at bi-weekly extended cabinet meetings • Teacher observations of morning meeting (formal and informal) • Feedback from Assistant Principals at weekly administrative cabinet meeting
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, students in early childhood classes (K-3) will increase mathematical content knowledge in counting, numeration, computation and measurement as evidenced by a 10% increase in demonstrated performance on the Early Childhood Assessment in Mathematics (ECAM).
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Assistant Principal will work with the Autism team on a monthly basis to monitor progress over time. • Assistant Principal meets with teachers on a bi-weekly basis to review progress. • Teachers will receive professional development from District 75 Mathematics Coach. • Teachers will meet bi-weekly to work collaboratively with ECAM results and performance indicators.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Scheduling of common planning time at least once a week for chapter review, data analysis and unit development using flex funds. • Allocation of per session funds for teacher planning and after school work of the Math team. • Allocation of per diem funds to cover teachers for school day training sessions.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • By January 2011, students will show a 5% increase in demonstrated performance on mid-term ECAM assessments. • Review professional development materials at bi-weekly extended cabinet meetings • Review logs from district mathematics coach. • Review Logs of team meetings at bi-weekly extended cabinet meetings

	<ul style="list-style-type: none">• Teacher observations (formal and informal)• Feedback from Assistant Principals at weekly administrative cabinet meetings
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, students will increase proficiency in age/grade appropriate skills in English Language Arts by: <ul style="list-style-type: none"> • (For students who participate in NYSAA) a 20% increase in mastery of sequencing skills as evidenced by performance on the (student developed) school -wide rubric. • (For students in standardized assessment programs) demonstrate a 25% increase in listening comprehension skills as evidenced by pre-post ELA predictive exam.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Assistant Principal will work with the ELA and Autism teams on a monthly basis to monitor progress over time. • Assistant Principal meets with teachers on a bi-weekly basis to review progress. • Teachers will receive professional development from “AUSSIE Consultant”. • Teachers will meet bi-weekly to work collaboratively to discuss student progress.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Scheduling of common planning time at least once a week for chapter review, data analysis and unit development. • Allocation of \$30,000 of OTPS funds to contract services of an ELA consultant hired through the AUSSIE organization. • Allocation of per session funds for teacher planning and after school work of the Literacy Team.

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By January 2011, students (alternate) will demonstrate a 10% increase in mastery of sequencing skills • By February 2011, students (standardized) will demonstrate a 10% increase in listening comprehension as evidenced by predictive exams and/or Edperformance • Review logs from Teachers College coach • Review Logs of team meetings at bi-weekly extended cabinet meetings • Teacher observations (formal and informal) • Feedback from Assistant Principals at weekly administrative cabinet meetings
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	5	5	N/A	N/A		7		
1	4	3	N/A	N/A		9		
2	6	4	N/A	N/A		5		
3	3	5	N/A	N/A		8		
4	4	3	4	2		1		
5	2	2	2	1		5	1	
6	10	11	4	7	7		9	
7	14	10	9	9	12		12	
8	31	25	20	15	11		7	
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: <u>Elementary</u> Smile Edmark Fundations <u>Middle School</u> Systems 44 Read 180 EdPerformance Achieve 3000	<ul style="list-style-type: none"> ➤ Services are provided during the day, in small group and/or one-on-one tutoring sessions. ➤ Students receive AIS services 2X – 3X a week for 45 minutes per session using the following programs: <p>Smile: Is a multi-sensory program that teaches speech, reading and writing in an integrated way to students with severe language-learning and literacy problems.</p> <p>Edmark: Beginning reading and language development for nonreaders.</p> <p>Fundations: Print knowledge, alphabet – phonological - phonemic awareness, decoding, spelling, handwriting, vocabulary development, critical thinking, and speaking/listening skills.</p> <p>Systems 44: Phonics-based reading intervention program that provides individualized differentiated technology based instruction for Pre-primer to 400L students.</p> <p>Read 180: A comprehensive reading intervention education program that helps improve reading proficiency, reading skills and reading comprehension.</p> <p>Edperformance: A web-based program gives educators an accurate snapshot of students' performance across a range of literacy skills in far less time than traditional tests. From the data gathered, educators are able to target instruction for students in need of additional supports.</p> <p>Achieve 3000: A web-based individualized and differentiated reading and writing program for grades 6-12 that reaches every student at his or her "Lexile" level.</p>
Mathematics: <u>Elementary</u> – Everyday Math Games <u>Middle School</u> – Hot words- Hot topics Triumphs SuccessMaker EdPerformance	<ul style="list-style-type: none"> ➤ Services are provided during the day, in small group and/or one-on-one tutoring sessions. ➤ Students receive AIS services 2X- 3X a week for a 45 minute session using the following programs: <p>Everyday Math Games: Drill exercises aimed primarily at building fact and operations skills.</p> <p>Hot Words-Hot Topics: Short format practice of math terms and concepts to help build mathematics literacy.</p> <p>Triumphs: A program that provides step-by-step instruction, vocabulary support and data driven decision making to help students succeed.</p> <p>SuccessMaker: A diagnostic tool that determines the appropriate instructional level for each student. This one-on-one program is computer-based and in an environment that engages students and keeps them on task for efficient learning.</p> <p>EdPerformance: A web-based program that gives educators an accurate snapshot of students' performance across a range of mathematical skills. From data gathered, educators are able to</p>

	target instruction for students in need of additional supports in specific areas.
Science: Brain-Pops.com Research-Based Projects	<ul style="list-style-type: none"> ➤ Services are provided during the day in small groups and/or one-on-one instruction. ➤ Eighth grade students receive one additional science period per week specifically for developing science projects. ➤ Students receive services 2X a week for a 45 minute session using the following programs: <p><u>Brain-Pops</u>; A web-based program with science components that supports the additional needs of diverse learners. Brain-Pops are 3 to 5 minute animated movies that provide a clear and concise explanation of a particular topic in an engaging manner.</p>
Social Studies: Achieve 3000 News-2-You Research-Based Projects	<ul style="list-style-type: none"> ➤ Services are provided during the day in small groups and/or one-on-one instruction. ➤ Eighth grade students receive one additional social studies period per week specifically for developing social studies projects. ➤ Students receive AIS services 2X a week for a 45 minute session using the following programs: <p><u>Achieve 3000</u>: A web-based individualized and differentiated reading and writing program for grades 6-12 that reaches every student at his or her “Lexile” level.</p> <p><u>New-2-You</u>: A junior scholastic magazine that is designed to support students with Autism.</p>
At-risk Services Provided by the Guidance Counselor:	Guidance Counselors work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.
At-risk Services Provided by the School Psychologist:	School Psychologists work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.
At-risk Services Provided by the Social Worker:	Social Workers work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.
At-risk Health-related 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) K-5 **Number of Students to be Served:** 12 **LEP** _____ **Non-LEP**

Number of Teachers: 2 **Other Staff (Specify):** 1 Supervisor, 1 secretary, 4 paraprofessionals

School Building Instructional Program/Professional Development Overview

P.17X provides instruction to 330 students in grades K through 8th, with classifications in 12:1:1, 8:1:1 and 6:1:1 programs. Sixty two (62) of these students are ELLs. Twenty-seven (27) ELLs receive bilingual instructional services (Spanish) and thirty five (35) ELLs receive ESL-Only services. P.17X follows the New York State Standards for both alternate and standardized assessment students. The students at the elementary level use Everyday Mathematics and Impact Mathematics at the middle school level where applicable. All students are engaged in a Balanced Literacy program using authentic literature. Our students with Autism use Mayer Johnson symbols and the teachers are trained in TEACCH methodology to support the needs of their students. AIS services are delivered during the day as part of the professional assignment and after school as part of the extended day program. At the middle school all students have their own laptops and each classroom has the use of a Smart Board. All instruction is

differentiated for all students. All students receive the mandated units of ESL, NLA, and content area instruction in accordance with their NYSESLAT scores and IEPs. The following languages are spoken in households of students at 17X: Spanish, Arabic, and French.

Transitional Bilingual Education Program

P.17X has a Bilingual Transitional Program in which the teacher uses the students' native language, Spanish, to provide instruction for a determined percentage of the class time. The language of instruction is English. The purpose of the program is to increase the time in which the second language is spoken (English). As the students obtain a higher level of proficiency in the second language, the teacher is to increase the percentage of time in which the second language is spoken as he/she delivers instruction. In the Bilingual Transitional Program, instruction is provided in the native language with deep emphasis in English. The teacher is also responsible to provide English as a Second Language and Native Language Arts in bilingual self contained classes. He/she can choose to do so in any subject area as long as they use ESL methodologies and strategies. In the early stages of the program, 60 percent of instructional time will be in the students' native language and 40 percent in English. As the students acquire and further develop the fluency of the English language, the percentage of instruction in English will increase. Based on the NYSESLAT scores, students receive their mandated units of Native Language, English Language Arts and ESL. Students scoring at the Beginning and Intermediate Levels receive 180 minutes of NLA and 360 minutes of ESL per week. Students who scored at the advanced level received 180 minutes of NLA, 180 minutes of ESL, and 180 minutes of ELA per week.

P.17x serves 27 bilingual students in five different 6:1:1 - self contained classes. All five classes are alternate assessment with four classes housed in three different elementary sites and one class at the middle school level. The breakdown of the bilingual students for the 2010-2011 school year, is as follows:

**3 kindergarteners
3 first graders
4 second graders
3 third graders
6 fourth graders
2 fifth grader
1 sixth graders
2 seventh graders
3 eighth graders**

ESL Push in/Pull out Program

P.17X serves 35 ESL students at four different locations (sites). All students receive the mandates based on the NYSESLAT scores. Students at the beginning and intermediate levels receive 360 minutes of ESL per week. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts per week.

The students are served in a push in/pull out program. Because our school is comprised of five different sites, these students are housed in different buildings. The students are in both alternate and standardized assessment. One student in the first grade and the eighth grader are standardized. All other students in grades Kindergarten through fifth grade are alternate assessment. Sixth, seventh and eighth graders are in either standardized or alternate assessment. The breakdown of the ESL students for the 2010-2011 school year is as follows:

0 kindergartener
3 first graders (1 standardized)
8 second graders
3 third graders
12 fourth graders
0 fifth graders
5 sixth graders
3 seventh graders
1 eighth graders (1 standardized)

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.

Twelve (12) ELL students in grades K-5, will be instructed in two 6:1:1 classes during the after school program, in alignment with their class ratios during the school day. One class will be a self-contained ESL class and the other class will be a self-contained bilingual (Spanish) class. The Title III Instructional program will take place from January through April on Mondays and Thursdays from 3:00 – 5:30 (twice a week for 2 hours and 30 minutes each day for a total of 5 hours per week total). The program will run for eight weeks. The program supports technology with the use of computers, digital cameras, printers, and other technology based equipment for the students in the 6:1:1 ratio, in order to meet their special needs. Instruction will be provided by a certified ESL teacher and a certified bilingual teacher. Four paraprofessionals, of which two will be bilingual, will provide native language and cultural support, as well as assistance to ESL teacher. At least two paraprofessionals will speak the students' language (Spanish). Four paraprofessionals will work in the program rather than two to accommodate the enriched support needed for students with 1:1 needs (e.g., health, language, crisis, etc.). A secretary will be available to assist with payroll and material purchases. A bilingual administrator will be available on both days to supervise program to ensure that all compliances and instruction are conducted appropriately.

P.17X Title III will offer an after-school technology program for ELLs with disabilities that will provide a motivating, hands-on, enjoyable, supplemental and enriched opportunity for students to practice and build their listening, speaking, reading, and writing skills in English. The program will target literacy skills and social studies. The program will address ESL standard 1 (listen, speak, read and write in English for information and understanding), ESL Standard 4 (listen, speak, read, and write in English for classroom and social interaction), ESL Standard 5 (demonstrate knowledge and cross-cultural understanding), ELA alternate grade level indicators for ELA Standards 1 and 4, and social studies standard 1 (New York and US History) and 5 (civic, citizenship and government). The program will provide our ELL student population extended instruction for both standardized and alternate assessment.

Using technology such as digital cameras, computer software programs (e.g., Powerpoint, word processors), the Internet, and AAC, students will create projects that celebrate the diversity of our students, families and community, in order to practice using their listening, speaking, reading, and writing skills in English. ELL participants in the Title III after school program will also work on developing and expanding their social skills which are crucial to their overall development. They will also perform tasks that are tied to their culture, families, and communities and that address social studies AGLIs related to civics, citizenship, and history.

The after school program will deliver academic instruction and support to ELL students with a strong focus on technology. Research has shown that technology offers the students easier ways of to build vocabulary, achieve reading fluency, improve comprehension, access curriculum content, and strengthen home-school connections. Research has highlighted many benefits of using instructional technology with LEP students. Competent use of computers prevents LEP learners from "academic and social marginalization" (Murray & Kouritzin, 1997, p.187). It allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or even their own identity (Hoven, 1992). To many students, technology is motivational and nonjudgmental. It gives them prompt feedback, individualizes their learning, and tailors the instructional sequence. Technology can meet specific student needs, increase their autonomy, allow for more responsibility, promote equal opportunities in an early nonsexist environment, encourage student cooperation with peers, and encourage them to make decisions (Burgess & Trinidad, 1997). Through the use of technology, LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, expand their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). Consequently, it greatly helps build their self-esteem. The modules offered included: Content are instruction (ELA and Math), Technology and Fine Arts.

In addition, they will be in an educationally nurturing environment, which will offer them the opportunity to utilize their prior knowledge in order to increase literacy comprehension and language production. Teachers will be providing supplemental instruction through the use of visuals, Technology, phonics, and additional group activities and interaction, that will help students build their basic writing skills, recognize basic familiar words and understand main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, in order to help them move to an intermediate proficiency level. The use of technology and communication devices will be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience and multi-sensory approaches will continue to support these students and help them with the development of the English language.

ELL students will also be provided with additional support, through the use of audio-visual aids, and cooperative learning, that enhances interaction and oral communication. In addition, students benefit from social interaction and activities, which can facilitate communication in English with other students. All of these opportunities allow students to rely on native language skills, while they acquire stronger literacy skills in the second language. Teachers will use teacher-made assessments, such as an alternate assessment rubric that's based on ESL standards, checklists, and other rubrics to assess students' performance.

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.

As part of the on-going staff development for the teachers participating in Title III, we will be conducting monthly after school sessions for the bilingual and ESL teachers. Each professional development activity will be tied to and support the Title III instructional after school program. The PD program will involve: ESL strategies and skills that are aligned with ESL Learning Standards, all the components of the Workshop Model, assessment to drive instruction, i.e.: NYSESLAT and teacher assessments, unit and lesson planning, and the development of curricular and instructional material. All staff development will be geared towards meeting the academic needs of all ELL students.

The three professional developments will be held after school on three Tuesdays, 1 hour per session from 3 to 4 pm. All five bilingual teachers and ESL teacher are invited to attend the professional development. Out of all five bilingual teachers only four teachers and one ESL teacher will be able to participate in the professional development. The bilingual school administrator will supervise the PD and collects all pertinent materials, as well as timesheets/timecards. A licensed ESL and/or bilingual teacher will conduct the after school program. Materials will be bought to support the skills and strategies that will be implemented.

Professional Development (Tuesdays 3:00pm-4:30pm)

4 teachers x 1 hour x 3 Tuesdays x \$22.72 (Trainee Rate) = \$272.64

1 teacher x 1 hour x 3 Tuesdays x \$49.89 (Trainer Rate) = \$149.67

4 paraprofessionals x 1 hour x 3 Tuesdays x \$28.98 = \$347.76

1 supervisor x 1 hour x 3 Tuesdays x \$52.21 = \$156.63

Parental Involvement

Parents will receive written information in their preferred language(s) regarding the Title III supplemental after school program. P. 17X is committed to developing our ELL's parent participation through the development of activities that will help increase and develop positive communication. Some of the activities include but are not limited, to at least five main activities throughout the year, during six evening meetings on a Wednesday, once a month from 5pm to 6pm. These events will be a celebration of our P17X family, where we will celebrate accomplishments of our students. The supervisor will assist, with the help of our parent coordinator, support groups to discuss issues of concerns to our parents. Workshops are crucial to

the development and understanding of state curriculum and mandates, therefore, workshops are provided in the following areas: Understanding the IEP, Related Services, Standards and Curriculum, Understanding the ARIS parent link and Community Services.

During these six evening meetings, once a month, parents of ELLs in 12:1:1, 8:1:1 and 6:1:1 will receive information in their native language, including information on ways to assist their children at home and support school staff in the following areas: Applied Behavior Analysis, Emergent Literacy Strategies, Mayer Johnsons symbols and Bilingual Communication boards. Parents of ELL students with learning and emotional disabilities will also receive information in their native language on Conflict resolution, Emergent and Balanced Literacy, as well as list of activities for the students to follow up at home and in the community. In addition, the meetings will cover the instructional programs, units of study and areas such as technology, social studies, and science integration.

In order to increase home-school communication, activities will be conducted throughout the year in order to celebrate the diversity of our ELL families. This will be done through special activities, music programs, and holidays geared towards the acknowledgement and celebration of our English Language Learners, their families and community. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquiries. Written communication is translated into Spanish by our bilingual Assistant Principal and our Parent Coordinator. Translators are available at meetings, conferences, Title III activities and/or workshops, if needed. Teachers, related service personnel and bilingual assistant principal from P17x are available to translate in all sites. The DOE Translation and Interpretation Unit will be contacted to help us communicate with non –English speaking parents and families if our staff is unable to assist with translation and interpretation services. Parents are sent information in a timely fashion in order to make proper accommodations. Our LAP committee works on various aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, telephone calls, annual reviews, emails, etc.

Section III. Title III Budget

School: P17X BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$11, 208.24 <	

		2 sets of paper rolls @ \$14.95 \$29.90 2 sets of tabletop paper center @ \$32.95 \$65.90 2 sets of triangular pencils @ \$4.95 \$9.90 2 sets of standard pencils @ \$1.90 \$3.80 1 set of dozen jumbo crayons @ \$99.95 \$99.95 1 set of dozen regular crayons @ \$69.95 \$69.95 3 sets of 10 word journals @ \$29.95 \$89.85 2 sets of 10 print & wipe boards @ \$57.50 \$115.00 2 sets of 10 nylon bristles @ \$6.95 \$13.90 2 sets of ten natural bristles @ \$4.95 \$9.90 2 sets of 10 painting bowls @ \$8.99 \$17.98 1 set manila drawing paper @ \$13.50 \$13.50 1 set white drawing paper @ \$16.50 \$16.50 2 sets assorted paintbrushes @ \$16.95 \$33.90 8 washable paints assorted colors @ \$3.49 \$27.92 9 (1 gallon) tempera paint assorted @ \$9.99 \$89.91 1 art easel @ \$169.00 \$168.92 Total.....\$ 1,017.06
	\$1,848.00	<u>Instructional Program</u> Early Literacy Skills Builder – EL-S10W ISBN 1578616328 (2 Early Literacy Skills Builder for afterschool Title III program) \$695.00 x 2 = \$1,390.00 Early Literacy Communication Package – GT EL4W ISBN 1578617103 (2 Early Literacy Communication Package for afterschool Title III program) \$229.00 x 2 = \$458.00
Travel	0	n/a
Other	0	n/a
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In September of each year surveys are sent home and phone calls are made to parents in order to identify their language needs. In addition, a complete review of ATS and ARIS systems is conducted to obtain biographical information on each newly admitted student. This information allows us to further examine the communication needs of each parent and child. The home language survey, which is administered when new students enter our school, is also a crucial tool in identifying the primary language at home and mode of communication. All students who have been within the New York City Department of Education have a home language survey already on file. A home language survey interview is conducted for students who are newly admitted into the New York City Department of Education system. Based on these findings, information is translated into the necessary languages and distributed to the parents in a timely fashion.

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

Our ELL population consists of 62 families. Fifty nine families speak Spanish, one family speaks Arabic, one family speaks French, and one family speaks Sarahuly. Fifteen families out of sixty two families require translation. Twelve families require translation into Spanish, one into Arabic, one into French, and one into Sarahuly. These findings are reported to the school community during monthly staff meetings and to teachers individually when necessary. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. Written communications are translated into Spanish by our bi-lingual Assistant Principal and our Parent Coordinator. Written communication of materials into Mandingo, Yoruba, and French are translated by the Office of Translation and Interpretation services. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, phone calls, and annual reviews etc.

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.

One of the assistant principals translates documents into Spanish a timely fashion. Documents that must be translated into Mandingo, Yoruba, and French are sent to the Office of Interpretation and translation services. In case of school activities, meetings, workshops and parent conferences, letters are sent home in both languages and calls are made by Spanish speaking staff members. Two weeks notice is given for all documents that require translations. Staff members must give two weeks notice to the assistant principal when requesting interpretation services. Parents are asked in advance if a translator is needed. Arrangements are in place in advance to accommodate parents and meet their language needs.

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.

Written and oral translations are done by Assistant Principal and parent coordinator in advance to make sure parents are aware that a staff member will be able to assist with translation. Appointments are scheduled and confirmed with parents. Notices and crucial information is sent home in both English and Spanish to facilitate communication process.

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>.

All staff is aware of the translation and interpretation services available through the Chancellor's Regulations A-663. Arrangements are done in advance at each site to ensure that school personnel are always available to assist parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 10
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. X017						
District:	75	DBN:	75X017	School		307500012017	

DEMOGRAPHICS

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

Enrollment

<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	36	7	7
Grade 1	52	4	2
Grade 2	48	3	1
Grade 3	10	3	5
Grade 4	0	1	4
Grade 5	10	0	0
Grade 6	44	21	12
Grade 7	47	47	20
Grade 8	30	51	45
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	80	229	236
Total	357	366	332

Attendance - % of days students attended:

<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			NR

Student Stability - % of Enrollment:

<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		85.4	88.6

Poverty Rate - % of Enrollment:

<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	84.6	0.0	NA

Students in Temporary Housing - Total Number:

<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	15	9

Recent Immigrants - Total Number:

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	0

Special Education

<i>(As of October 31)</i>	2008-09	2009-10	2010-11
# in Self-Contained Classes	357	366	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0
Number all others	0	0	329

These students are included in the enrollment information above.

Suspensions (OSYD Reporting) - Total Number:

<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Principal Suspensions	0	16	21
Superintendent Suspensions	9	0	5

Special High School Programs - Total Number:

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)

<i>(As of October 31)</i>	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	26	26	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	10	28	TBD
# ELLs with IEPs	29	84	TBD

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

Number of Staff - Includes all full-time staff:

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	83	88	0
Number of Administrators and Other Professionals	63	68	0
Number of Educational Paraprofessionals	52	50	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	2	2	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	49.4	60.2	0.0
				% more than 5 years teaching anywhere	31.3	36.4	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	82.0	0.0
American Indian or Alaska Native	2.0	2.2	2.1	% core classes taught by "highly qualified" teachers	89.6	91.7	0.0
Black or African American	40.9	41.0	40.7				
Hispanic or Latino	54.1	54.4	54.2				
Asian or Native Hawaiian/Other Pacific	0.8	0.8	1.2				
White	2.2	1.6	1.8				
Male	86.8	85.8	85.2				
Female	13.2	14.2	14.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	72.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	9.2			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the				Quality Statement 5: Monitor and Revise			
Student Progress:	51.9						
(Comprises 60% of the							
Additional Credit:	3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

OFFICE OF ENGLISH LANGUAGE LEARNERS

GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 75	School Number 017	School Name 17X
Principal Robin Cohen	Assistant Principal Jacqueline T. Colon		
Coach	Coach		
Teacher/Subject Area Mr. Bonilla/ESL	Guidance Counselor		
Teacher/Subject Area Ms. J. Vargas/Bil.	Parent		
Teacher/Subject Area Ms. R. Rodriguez/Bil.	Parent Coordinator Maria Arias		
Related Service Provider Ms. G. Martinez	Other		
Network Leader Stephanie McCaskill	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	348	Total Number of ELLs	85	ELLs as Share of Total Student Population (%)	25.76%
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Part II: ELL Identification Process

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

- 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).
- 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.

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. At the school level, the pupil personnel secretary provides the bilingual assistant principal, at the end of every week, with a list of students that have been admitted to the school. After the students have been identified by administrators, the IEP and home language survey are reviewed to identify if the student is an ELL student. In addition, the bilingual assistant principal, checks CAP and ATS to identify services the students are scheduled to receive. The assistant principal checks for discrepancies and makes corrections, if necessary. Another way to ensure that the students are possible ELL students, is by administering a Home Language Survey in order to determine the language, as well as, conducting formal and informal interviews with parents and students. The majority of the students already come with a survey. Nonetheless, if none is available, we ask the parents to complete one and interview them, in order to determine spoken language(s) at home and determine if the students are recent arrivals to this country. The next step is to administer the LAB-R and Spanish LAB-R within ten days after the students have been admitted to the school. The students take the LAB-R to determine the proficiency of the English language. Mr. Bonilla, a certified ESL teacher, administers the LAB-R and Spanish LAB-R. The Spanish LAB-R is administered to students whose language of dominance is Spanish and do not do well on the LAB-R. Students placed in the bilingual program speak and understand only their native language or have limited understanding of English. Their native language is also spoken at home. Students in ESL have some domain of the English language and can succeed in a monolingual class, while they are receiving English as a Second Language. For the most part, ESL students speak and/or understand their native language, as well as English. The process continues by certified bilingual and ESL teachers evaluating and assessing students using ABLLS and E-CAM. Teachers use the data collected to plan their lesson plans in order to meet the students' individual academic needs. In order for the students to demonstrate proficiency in the NYSESLAT, teachers incorporate in each of their lessons the four components of ESL: Listening/Speaking and Reading/Writing. In the Spring, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all English Language Learners. This test is administered by trained, certified teachers: Mr. Bonilla and Ms. Vargas under the supervision of the assistant principal, Ms. Colon. This test determines whether or not the students continue to be eligible for ELL services.

At the beginning of the school year, parents of new ELL students are invited to attend a meeting in order to discuss the Transitional Bilingual and ESL programs available at P17x for our ELL population.

Transitional Bilingual Program:

Our TBP is composed of five bilingual classes: four elementary bilingual/Spanish classes and one bilingual/Spanish class in middle school for students in alternate assessment. The bilingual classes use the transitional bilingual program more proficient and the percentage of instruction in the native language decreases. All bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. Four out of the five bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs.

English as a Second Language:

All students in the bilingual classes receive the number of units of ESL instruction as required by CR Part 154. CR Part 154 provides funding and sets out the basic requirements for ELL education, ensuring that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL

Standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials (Foundations Program) are also incorporated. The use of technology with appropriate software and with Mayor Johnson symbols, computer programs, the TEACCH model and the guidance of ABBLS Inventory are incorporated in the curriculum to give the students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

During the meeting, parents are encouraged to ask questions and have an open discussion about the program components. The bilingual Assistant Principal, Jacqueline Colon, ensures that, all parents receive entitlement letters and information in their native language. Translators are also available. Parents receive ongoing information on progress of students and the programs offered at the school through communication notebooks used by teachers, mail and telephone calls by administrators and pertinent staff members working with the ELL population. Ms. Colon is responsible to collect entitlement letters, parent selection forms and language surveys which are then placed in students cumulative folders.

Assistant principal, Ms. Colon, makes every effort to stay in close contact with ELL parents; from administering the HLIS, to informing them of their children's eligibility for ELL services, as well as, collecting all the forms that indicate the parent's program choice for their children. By law, schools have to provide parents of recently admitted ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, it is crucial to get information and parents' feedback quickly and efficiently. Parents' choice, as well as with program availability, determines program placement for ELLs.

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 (60%:40% → 50%:50% → 75%:25%)	3	3	4	3	6	2	1	2	3	0	0	0	0	27
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0	3	8	3	12	0	5	3	1	0	0	0	0	35

Total	3	6	12	6	18	2	6	5	4	0	0	0	0	62
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B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	85
SIFE	2	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	
TBE		17			8			2	0	
Dual Language	0	0	0	0	0	0	0	0	0	
ESL		2	43		14			1	0	
Total	0	2	60	0	0	22	0	0	3	0

Number of ELLs in a TBE program who are in alternate placement: 3

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	3	3	4	3	6	2	1	2	3	0	0	0	0	27
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	3	3	4	3	6	2	1	2	3	0	0	0	0	27

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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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 L
Spanish	0	3	9	4	15	2	9	6	6	0	0	0	0	54
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French					1									1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian						1								1
Other			1											1
TOTAL	0	3	11	4	16	3	9	6	6	0	0	0	0	58

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The Transitional Bilingual Program is self contained. Bilingual teachers have the students the majority of the day. The classes travel together and are grouped heterogeneously. Cluster positions include Science, Art, Music and APE. Students travel to the gym, while other cluster teachers come to the students' classrooms. Our TBP is composed of five bilingual classes (Spanish) totaling 27 students: four elementary bilingual/Spanish classes and one middle school bilingual Spanish class for ELLs in Alternate Assessment.

All self contained bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. All five bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternate Assessment programs, teachers adapt the instruction to the students' individual needs.

The components of the Bilingual Programs are:

English as a Second Language: All students in the bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials (Foundations Program) are also incorporated. The use of technology with appropriate software and with Major Johnson symbols, computer

programs, the TEACCH model and the guidance of ABLLS Inventory are incorporated into the curriculum to give the students in Alternate Assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Mr. Bonilla pulls out the students but occasionally, does a push in and collaborates with classroom teachers in the development of the lessons that meet the needs of the ELL students in the class.

Native Language Arts: All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act, Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, and Strategies for Test-Taking Success: Reading. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has enrichment after school program for students in the middle school as part of the Title III federal grant. Students have computers in their rooms and access various programs to enhance instructional skills.

English Language Arts: Students at the advanced level will receive one unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are incorporated throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Proficiency (CALP), in two languages. For students at the beginning and intermediate levels of English language acquisition, content and instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math. The use of Technology and augmentative communication are incorporated into ESL and content are instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Freestanding ESL Programs: Our ESL program is composed of thirty-five ELLs; including thirty three students, whose IEPs indicate ESL only and three students in alternate placement. Students in alternate placement receive additional support in the native language from a classroom paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push in and pulls out models of instruction, according to the ratio grouping and the off site accommodations.

ESL Instruction: As stated above, ELLs receive the units of ESL required by CR Part 154. Students receive mandated minutes depending on their level Beginning, Intermediate or Advanced. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporated ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional differentiated and instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students devise cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. Intervention strategies that will be used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device will be incorporated to give the students additional instructional support. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the students in Alternate Assessment are administered the ABLLS Inventory and E-CAM assessments Bilingual teachers use El SOL assessment in order to assess the literacy skills of those

students. and identify current levels of performance and to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the students in Alternate Assessment are also administered the NYSAA data folios, according to the age. Standardized students take the E-CLAS-2 and city/state periodiodic ELA and Math assessments. The data folios at each level, elementary, middle school and high school will assess each student. Teachers will use informal methods (observations) of assessment and classroom data folios to keep records of the students' progress.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Major Johnson Sequence for Content Area teaching, as well as, the Everyday Math curriculum. The use of technology is incorporated into ESL and content areas. Instruction provide students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction.

English Language Arts: Students at the advanced level will receive one unit of ELA. 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. Teachers work collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that he serves.

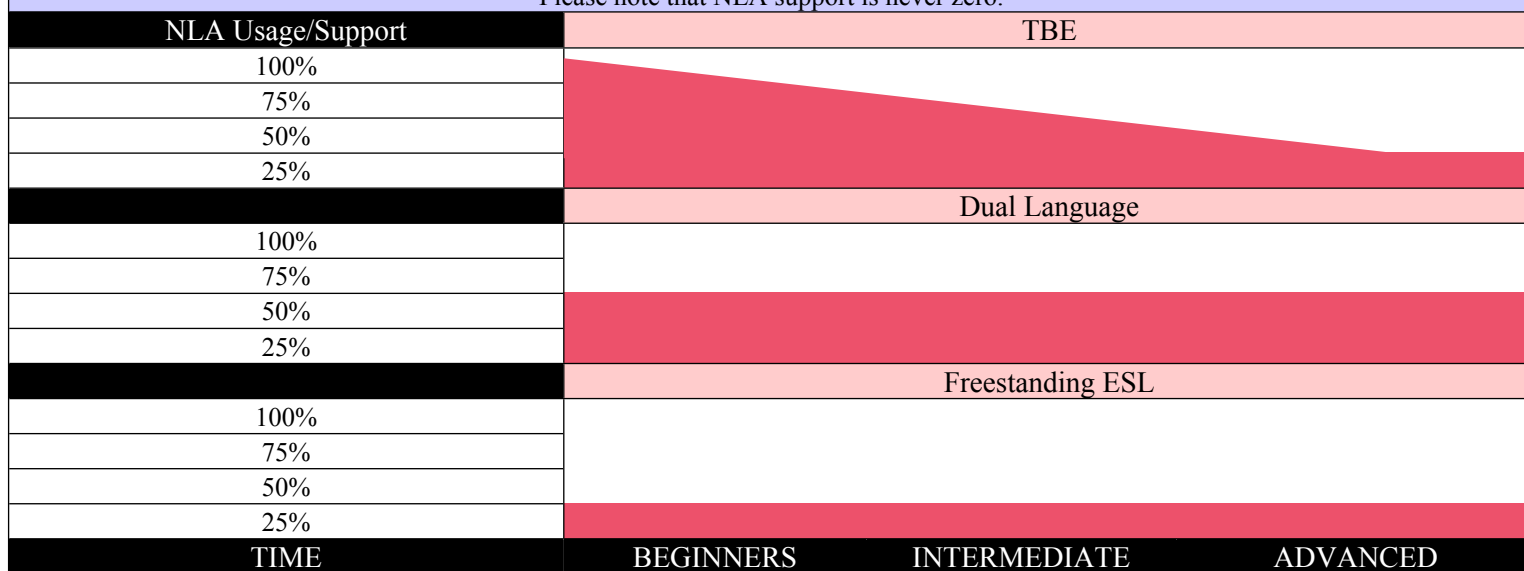
Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have two students with interrupted formal education-SIFE. These students currently receive ESL. In addition, they will get tutoring from teachers, academic and emotional support from buddy students and paraprofessionals, and development of initial literacy in native language provided by certified teachers mastering their native language. In addition, they will be in an educationally nurturing environment, which will offer them the opportunity to utilize their prior knowledge in order to increase literacy comprehension and language production. Teachers will be providing long term ELL students services that will focus in basic writing English skills, recognizing basic familiar words and understanding main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, in order to help them move to an intermediate proficiency level. The use of technology and communication devices will continue to be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience, multi-sensory approaches and D75 Units of Study, will continue to support these students and help them with the development of the English language. All long term ELL students will be supported through AIS, instructional technology, visual arts and afterschool programs. Staff will provide either push/in push/out, if necessary, in order to service all students.

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

For all elementary and middle school students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Major Johnson Sequence for Content Area teaching, as well as, the Everyday Math curriculum. The use of technology is incorporated into ESL, NLA and all content areas. Academic instruction provides all ELL students with additional support through multi-sensory activities, multicultural themes and materials which are infused through strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom libraries include a variety of books of all student academic functioning levels and grades that reflect the background, needs and strengths of ELLs. Intervention strategies that are used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device are incorporated to give the students additional instructional support in both their native language and ESL. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the students in Alternate Assessment are administered the ABLLS Inventory and

E-CAM-2 in order to identify current levels of performance and to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the students in Alternate Assessment are also administered the NYSAA data folios according to the age. The data folios at each level, elementary and middle school will assess each student. Teachers will use informal methods (observations) of assessment and classroom data folios to keep records of the students' progress.

ELL students who perform at the advanced level will receive one unit of ELA. 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. Teachers work together collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that he serves.

Students no longer requiring Bilingual or ESL services as per their IEP, will receive support for two years. They will be supported through extended day programs, AIS, Instructional Technology, and visual arts enrichment. Students will receive support for two years where assessments will be done in order to determine areas of strengths and weakness that will assist staff in identifying strategies that will help them in the development of the English Language. Push-in and/or push-out services will be also provided to students depending on their academic needs.

This year, teachers of bilingual students, will be administering the spanish version of the ABLLS in order to identify specific strengths and areas of improvement for each of their students. This assessment will also help teachers write goals and objectives in students' IEP, that will address the areas assessed, as well as monitor progress. All ELL students are encouraged by school staff to participate in all school activities offered at the school. Title III and CHAMPS are available for all ELL students. Students are also encouraged to participate in school clubs, district activities, contests and field trips that will enhance their social, academic and cultural needs.

P17X has established a Title III program that is effective in increasing English proficiency and student academic achievement. This program will begin February 15 until April 14. The Title III program has a standards-based curriculum emphasizing social and academic language proficiency. This enables all English Language Learners to use English to communicate and demonstrate academic, social, and cultural proficiency. The program contains the following components: goals; student identification; student placement; curriculum and instruction; personnel; materials of instruction; facilities; program organization.

Our curriculum includes all the four elements of second language acquisition—listening, speaking, reading and writing. Utilizing scaffolding and differentiated instruction, several tasks are repeated through instructional sequence using diverse orders, materials and variations. Learners' performance is recorded by utilizing direct observation and documentation. Students' work is organized and assessed in order to evaluate progress. In the Title III program, teachers develop a curriculum around a specific theme throughout all content areas. Goals include improving vocabulary, finding meaning of words, constructing new grammatical structures, improving pronunciation, improving decoding and analytical skills, as well as, increasing auditory receptive ability. This program helps the students develop and/or increase skills in Technology (PowerPoint presentations), and the Arts (drawing pictures, colorings, cutting, pasting, and painting). Students construct their own projects. Our curriculum includes lesson plans, which incorporates hands-on artistic activities, computer-centered presentations and analytical reading exercises. Furthermore, this program offers our ELLs the opportunity to improve their interpersonal skills by performing several guided and shared activities.

At this time, language electives are not offered at our elementary nor our middle school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here No Dual Language programs currently in place in our school.

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.

Professional development topics for teachers of ELLs include Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy., Core Curriculum and NYSAA. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternative Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. ALL P17X's staff (APs, bilingual and common branch teachers, clusters, counselors, related service providers and parent coordinators) are invited and encouraged to attend all district and city workshops and trainings. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs, and transitioning of our middle schools students to the high school. Furthermore, school administrators provide teachers whose students are transitioning from one school level to another with assistance from guidance counselors and school coach in preparing the teachers and students for transitioning. Their collaboration ensures smooth transitions for our students. Staff is provided with information on Jose P. training at the district and city. Staff that attends the training provide Ms. Colon, the AP, with a copy of agenda and hours completed. ELL compliance binder has updated information on staff that has been trained and/or are still in need of completing the hours. All are encouraged to attend and complete the necessary hours to meet requirements.

E. Parental Involvement

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

The Parent Coordinator at P17x will continue to offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. Various community agencies and organizations provide support to our parents by inviting them to participate in their workshops and providing services to the families. Our goal is to increase parent outreach and participation by offering continuous parent training at the school and District 75 level with the assistance of an interpreter and/or a translator. Translators are available for our ELL parents including materials provided to our parents. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. All written communication is translated into Spanish, by our bi-lingual Assistant Principal, Jacqueline Colon and our Parent Coordinator, Maria Arias. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, emails, phone calls, annual reviews etc. Parents of newly enrolled LEP/ELLs are provided with an orientation to inform them of NYS standards and assessments, school expectations and general program requirements for bilingual education and freestanding ESL programs. To better serve the needs of our ELL parents, the intake process is handled by a bilingual staff member, Maria

Arias, our parent coordinator or Jacqueline Colon, the bilingual administrator. Parent meetings are scheduled on a monthly basis at each of our sites for all parents to attend. At these meetings specific topics are discussed that pertain to academic, social, instructional and the physical well being of all students. This includes providing the family with all the necessary support so they can help not only their children succeed but themselves. The parent coordinator and/or assistant principal will translate for parents and help them voice their concerns and opinions. Surveys are sent to parents to determine their immediate needs as well as that of their families, such as medical insurance, afterschool programs for the children, computer literacy, GED or college courses among others. In cases, where our staff does not speak a specific language, the Office of Translations is contacted so a translator can be assigned to assist parents and facilitate communication with the school.

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)	0	1	7	4	13	4	5	4	3	0	0	0	0	41
Intermediate(I)	0	0	0	1	3	0	3	0	0	0	0	0	0	7
Advanced (A)	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Total	0	1	8	5	17	4	8	4	3	0	0	0	0	50

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	6	6
4	0	0	0	4	4
5	0	0	1	8	9
6	1	0	0	5	6

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
7	1	0	0	1	2
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	2	0	1	24	27

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		6		6
4	0		0		0		4		4
5	1		0		1		7		9
6	1		0		0		5		6
7	1		0		0		1		2
8	0		0		0		0		0
NYSAA Bilingual Spe Ed	3		0		1		23		27

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2						7		9
8									0
NYSAA Bilingual Spe Ed	2						7		9

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				

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

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

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

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

teachers gather information on mastery of language(s), strenghts and weakneses in the specific language assessed. As a result, teachers can plan both NLA and ESL lessons based on information gathered from this test. ABLLS and E-CAM assessments help teachers identify

Part VI: LAP Assurances

students increase their language skills. The ELA and Math standardized tests also provide teachers with the ability to group students according to specific activities or skills. They can also plan additional lessons for individual students or as a class.

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		
	Other		
	Other		
	Other		