



P94M

2008-09

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75M094

**ADDRESS: 442 EAST HOUSTON STREET
TELEPHONE: 212-533-8140
FAX: 212-228-6984**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 94 SCHOOL NAME: _____

DISTRICT: 75 SSO NAME/NETWORK #: District 75

SCHOOL ADDRESS: 442 East Houston Street
New York, New York 10002

SCHOOL TELEPHONE: 212-533-8140 FAX: 212-228-6984

SCHOOL CONTACT PERSON: Ronnie Shuster EMAIL ADDRESS: RShuste@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Ronnie Shuster

PRINCIPAL

Marci Pepper

UFT CHAPTER LEADER

PARENTS' ASSOCIATION
PRESIDENT

STUDENT REPRESENTATIVE
(Required for high schools)

COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT

Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

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.

P94M is a District 75 special education school consisting of one main site and four off-sites. We have a total of 34 classes, grades K-8 which include 13 classes for students with Autism Spectrum Disorder, 1 vision class, 2 elementary and 1 middle school inclusion class, 1 Collaborative Team Teaching class, 13 classes for students with severe emotional/behavioral needs and 2 classes for children in alternate assessment with 12:1:1 ratio classification. We are supported by Queens Children's Psychiatric Center Day Treatment and Puerto Rican Family Institute Day Treatment.

All of our buildings are in Region 9 and are co-located with general education programs. The majority of our children come to school using Office of Pupil Transportation busing and only a handful comes to school unescorted. Our students reside all over the borough of Manhattan and most come from low income families.

Our greatest accomplishments have come from a clear school vision. We have begun to provide more avenues for middle school students' success via the visual and performing arts. While beginning to assimilate the School-Wide Enrichment model, we have developed a talent development program. This led us to become the only District 75 program to participate in the Shubert/MTI Broadway Junior's grant program which allows us to launch full scale theatre production.

This Fall we began a new collaboration with our co-located school at PS 15M. As the Roberto Clemente All-Stars, we have developed an integrated program which provides collaborative team teaching opportunities in Technology, Library, Physical Education and Science. Additionally, we are launching emotional literacy throughout the school with Dr. Marc Brackett and the whole school participates in Universal PBIS. Through the use of the behavior matrix, this allows all students to share common language and expectations.

Our school firmly believes that we must offer every student the opportunity to develop high self-esteem, become responsible citizens and achieve academic excellence. Providing every student, whether standardized or alternate, a full, rigorous curriculum that mirrors general education programs, along with strong positive behavior supports, allows them to grow and become active members in the school community.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. M094								
District:	75	DBN:	75M094	School BEDS Code:	307500011094				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08		
Pre-K	0	0	0		87.3	86.7			
Kindergarten	7	9	2						
Grade 1	13	19	4	Student Mobility - % of Enrollment:					
Grade 2	16	19	9	(As of June 30)	2005-06	2006-07	2007-08		
Grade 3	31	51	21		78.3	86.3			
Grade 4	35	26	26	Poverty Rate - % of Enrollment:					
Grade 5	27	35	18	(As of October 31)	2005-06	2006-07	2007-08		
Grade 6	26	17	23		82.5	50.4	38.3		
Grade 7	13	16	13						
Grade 8	5	14	5	Students in Temporary Housing - Total Number:					
Grade 9	0	0	0	(As of June 30)	2005-06	2006-07	2007-08		
Grade 10	0	0	0		3	5	4		
Grade 11	0	0	0	Recent Immigrants - Total Number:					
Grade 12	0	0	0	(As of October 31)	2005-06	2006-07	2007-08		
Ungraded	51	30	83		1	2	0		
Total	224	236	204						
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:					
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08		
# in Self-Contained Classes	224	236	204	Principal Suspensions	2	23	0		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	8	19	5		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08		
# in Transitional Bilingual Classes	5	1	0	CTE Program Participants	0	0	0		
# in Dual Lang. Programs	0	0	0	Early College HS Program Participants	0	0	0		
# receiving ESL services only	10	19	6	Number of Staff - Includes all full-time staff:					
				(As of October 31)	2005-06	2006-07	2007-08		
				Number of Teachers	53	54	63		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	19	18	12	Number of Administrators and Other Professionals	52	9	58
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	26	TBD	25
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	<i>(As of October 31)</i>	2005-06	2006-07	2007-08
<i>(As of October 31)</i>	0	1	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	58.5	66.7	58.7
				% more than 5 years teaching anywhere	54.7	55.6	49.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
<i>(As of October 31)</i>	2005-06	2006-07	2007-08		89.0	89.0	84.0
American Indian or Alaska Native	0.9	0.0	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	42.4	43.6	36.3		89.5	79.2	82.7
Hispanic or Latino	47.8	47.5	48.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	3.4	6.9				
White	5.4	5.5	7.8				
Male	81.7	82.6	77.9				
Female	18.3	17.4	22.1				
2008-09 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
Individual Subject/Area Ratings:									
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
All Students									
Ethnicity									
American Indian or Alaska Native									
Black or African American									
Hispanic or Latino									
Asian or Native Hawaiian/Other Pacific Islander									
White									
Other Groups									
Students with Disabilities									
Limited English Proficient									
Economically Disadvantaged									
Student groups making AYP in each subject									
CHILDREN FIRST ACCOUNTABILITY SUMMARY									
Progress Report Results – 2007-08					Quality Review Results – 2007-08				
Overall Letter Grade:					Overall Evaluation:				
					√				
Overall Score:					Quality Statement Scores:				
Category Scores:					Quality Statement 1: Gather Data				
School Environment:					Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:					Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 30% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise				
Student Progress:									
<i>(Comprises 55% of the Overall Score)</i>									
Additional Credit:									
KEY: AYP STATUS					KEY: QUALITY REVIEW SCORE				
√ = Made AYP					Δ = Underdeveloped				
√ ^{SH} = Made AYP Using Safe Harbor Target					▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP					√ = Proficient				
– = Insufficient Number of Students to Determine AYP Status					W = Well Developed				
					◊ = Outstanding				
* = 2006-07 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.									

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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools 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 highlights 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?
-

As evidenced by the results of the New York State Alternate Assessment [NYSAA], P94M has made significant gains in the number of students who scored 4s in all content areas. Students have also shown improvement in their individual communication skills as measured by the D75 Assessment Consideration Checklist and Applied Behavior Analysis (ABA). Additionally more students have begun utilizing the Treatment and Education of autistic and related Communication-handicapped Children (TEAACH) methodology as evidenced by the completion of a rigorous instruction in structure – that is learning “how to” use icons, “when to” use transition cues, “how to” check schedule, and how to manipulate their environment. As a result, there has been an increase in academic skills, social interaction, and student’s proficiency in independently accessing technology.

P94M’s greatest accomplishment is the institution and sustainability of Cohort and Collegial Review Teams at all sites. The Cohort Teams were instructed to meet during common preparatory periods to discuss the complexity and specificity of the alternate grade level indicators, choose challenging Alternate Grade Level Indicators (AGLIs), assessment tasks, and have their students produce work that’s illustrative of progression over time. The Collegial Review teams were assigned to oversee the datafolio authenticity as well as give teachers direction and support on instructional strategies using the AGLIs, the Functional Academic Curriculum for Exceptional Students (FACES), the Units of Study (UOS), Every Day Math, adapted/modified Science Scope and Sequence, Meville to Weville (wherever applicable), and periodic review of the D75 Assessment Consideration Checklist for improvement in students individual communication skills. Additionally there has been a proportional increase in the number of autistic students in inclusion, teachers participating in collaborative team work, collegial networking and administrative walk-throughs. Staff is encouraged to continue to carefully review the ELA and Math assessment tasks and the corresponding verifying evidences because it is important for students to have realistic and challenging goals. Teachers must continue to motivate, promote high expectations, and equip students with the requisite tools needed to attain positive outcomes

P94M will continue to teach students “how to” express their wants and needs though the use of picture Exchange Communication Systems (PECS). Instructional breakfast and lunch will continue for early childhood and lower elementary grades with particular emphasis on the cuing systems, the complexity of the PECS symbols, and the transition period between the different Phases. Classroom use of PECS will also continue as student growth is very apparent. Alternate assessment staff will continue to use

PECS during instruction, playtime and during transition. Staff will continue to wear their aprons, which is equipped with instructional PECS icons as well as behavioral icons worn around their neck or wrist.

The most significant aids or barriers to the school's continuous improvement in alternate assessment are the transition process for students leaving the program, the number of academic proficient educational assistants to initiate and execute their responsibilities independently, and the lack of related service providers to fully service student's mandates for ESL, OT, PT, and Speech.

Standardized students in grades K-8 receive literacy instruction in the D75 Units of Study. There is a school wide Literacy Block which supports the strengthening of Readers and Writers Workshops. Teachers attend scheduled monthly grade level meetings with an administrator. This monthly meeting facilitates collaboration amongst teachers and serves to clarify issues with an administrator present. 1 additional free period was designated for teachers to be used for Professional Development by the School Based Coach or Administration. Teachers were trained in using technology software. Students in grades K-5 use Achieve 3000 and students in grades 6-8 use Read 180. Teachers are encouraged to register for District Professional Development workshops. Paraprofessionals were trained to administer Great Leaps to enhance literacy in the classrooms. ECLAS 2 assessments are administered to students in grades K-3. It is administered in the Fall and Spring. EPAL is administered to grades 2 and 3 in the spring. In addition the Predictive Assessment was administered in the Fall. Students participate in weekly rallies where they use their literacy skills performing pieces in front of their peers. There was a 10% proportionate increase in NYC and NYS English Language Arts tests at each scoring at each level.

There is a tremendous amount of data that is collected. There is a need to further develop teachers in collecting and analyzing data to maximize instruction. Administration is committed to assisting teachers in using data to plan effectively. Administration recognizes that if teachers develop confidence and proficiency in interpreting data they will be able to use it to set realistic goals. Administration will facilitate teachers developing how to use the data collected to plan effectively for maximum student outcomes.

Standardized students in grades K-5 receive math instruction in Everyday Math and students in grades 6-8 receive instruction in Impact Math. Teachers attend weekly cohort meetings and monthly grade level meetings with the School Based Coach and Administrator. 1 additional free period was scheduled for teachers to use for Professional Development. Teachers are encouraged to register for District Professional Development. Great Leaps and Everyday Math Games are used to enhance math instruction. Technology software is used with the math instruction. There was a 10% proportionate increase in the NYS/ NYC standardized test at each scoring level. There is a significant amount of data that is collected. Teachers need to further develop skills in interpreting data to maximize instruction. Administration will assist teachers in promoting high expectations for student outcomes. Professional Development on the school level and District level serve to encourage teachers to use information and strategies that will gear students toward reaching the zenith of their capacities.

P94 was placed on the persistently dangerous list after the 2005-2006 academic year. We were recognized as "a program in need of school wide interventions due to the chronic and violent nature our student incidences." Based on the analysis of hard data provided by Office Discipline Reports (ODRs) via a program called SWIS (School wide information systems) and interpretation of Online Occurrence Reporting data, we created an incident reduction plan that targeted major areas of concern: effective techniques and systems for active supervision, academic engagement and social/emotional development.

Our greatest accomplishments have grown from a clear school vision. We have begun to provide more avenues for student success via the performing and visual arts. Our SWIS data shows a 10% reduction in violent and out of location behaviors over the past year. We were the only D75 program to participate in a Broadway Jr's grant and performed a full production of ANNIE.

Staff turnover has been a consistent barrier to continuous improvement. Our behavior program is negatively affected by staff inconsistencies. The learning curve that new staff members face ultimately affects student progress. Providing ongoing opportunities for training and has proven to be successful. However, the systems for assimilating new staff members into our program needs to be more efficient.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Based on the findings and implications from the comprehensive needs assessment the following Annual School Goals have been developed for the 2008-2009 School Year.

- 1. By the end of the 2008-2009 School Year, alternate assessment students will demonstrate increased abilities in language acquisition as evidenced by a proportional 10% increase in the Brigance Diagnostic Inventory and the D75 Assessment Consideration Checklist.**

- 2. By the end of the 2008-2009 School Year alternate assessment students will demonstrate increased abilities in conceptual understanding, problem solving, and mathematical thinking as evidenced by a proportional 10% increase in the Brigance Diagnostic Inventory and the Assessment Consideration Checklist.**

- 3. By the end of the 2008-2009 School Year standardized assessment students will improve their performance in English Language Arts as evidenced by a 10% proportionate increase in the NYC/NYS standardized tests at each scoring level.**

- 4. By the end of the 2008-2009 School Year standardized assessment students will improve their performance in Math as evidenced by a 10% proportionate increase in the NYC/NYS standardized test at each scoring level.**

- 5. By the end of the 2008-2009 School Year, there will be a proportionate decrease of 10% in the number of Level 4 and Level 5 infractions as reported to OORS(On Line Occurrence Reporting System)**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA/Literacy
Alternate Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2008-2009 School Year alternate assessment students will demonstrate increased abilities in language acquisition as evidenced by a proportional 10% increase in the Brigance Diagnostic Inventory and the D75 Assessment Consideration Checklist.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Cohort for Alternate Assessment Teachers will meet weekly with school based instructional coach, lead teacher and/administration during common preps to review and discuss ELA strategies for alternate assessment students. • Alternate Assessment Teachers will meet monthly with Speech and Language Therapists to monitor and update individual student’s Picture Exchange Communication System (PECS) • Administration, teachers, and the School Based Coach will align the Brigance Diagnostic Inventory, the NYS (New York State), and the AGLIs (alternate grade level indicators) with the F.A.C.E.S.(Functional Academic Curriculum for Exceptional Students) • Daily Instructional Breakfast at P15 and P361 utilizing PECS with students by speech therapists, teachers, paraprofessionals and OT’s • Continue and expand the implementation of Meville to Weville • Review of the Alternate Assessment Consideration checklist
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Staff will attend D75 professional development workshops related to Alternate Assessment students • School based professional development provided for new teachers by school based instructional coach. • One additional PD period provided through school funding to allow Alternate Assessment Staff to meet and align assessment tools to curriculum

Indicators of Interim Progress and/or Accomplishment

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

- **Brigance Diagnostic Inventories (Early Development II and Basic Skills Revised) administered in Fall 2008 and Spring 2009 for each student in Alternate Assessment classes.**
- **Data Binders to include: Running Records, writing samples, AIS calendars, Student Interest Inventories reviewed monthly by administrators and School Based Coach**
- **Monthly review of PECS Data by Speech and Language Therapists and classroom teachers**
- **Professional Development for newly assigned teachers of Alternate Assessment classes on the Brigance Diagnostic Inventories conducted in Fall 2008 by School Based Instructional Coach.**
- **Collection of Minutes, Agendas and Sign-In Sheets of school based meetings**
- **New York State Alternate Assessment Datafolios**
- **Review of the Alternate Assessment Consideration Checklist**

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 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Math/Alternate Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At the end of the school year 2008- 2009 alternate assessment students will demonstrate increased abilities in conceptual understanding, problem solving, and mathematical thinking as evidenced by a proportional 10% increase in the Brigance Diagnostic Inventory and the Assessment Consideration Checklist.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Cohort for Alternate Assessment Teachers will meet weekly with school based instructional coach, lead teacher and/administration during common preps to review and discuss Math strategies for alternate assessment students. • Alternate Assessment Teachers, school based coach, lead teacher, and administration meet monthly to modify and adapt the Everyday Math curriculum with an emphasis on aligning the Brigance and the New York State AGLI’s (alternate grade level indicators) with F.A.C.E.S. • Functional math instruction to mirror real world experiences.
<ul style="list-style-type: none"> • Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable. 	<ul style="list-style-type: none"> • 1 extra Professional Development Period provided to teachers to meet with coach and administration to adapt and modify the EveryDay Math curriculum • Monthly meeting with District 75 Math Coach
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Everyday Math Unit periodic assessments based on the D75 Math pacing calendar. • Collection of Minutes, Agendas and Sign-In Sheets of school based meetings • Current and updated Record Books for the Brigance Diagnostic Inventories for each student in Alternate Assessment Classes • Review of the Alternate Assessment Consideration Checklist

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 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): English Language Arts Standardized Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2008-2009 School Year standardized assessment students will improve their performance in English Language Arts as evidenced by a 10% proportionate increase in the NYC/NYS standardized tests at each scoring level.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue School Wide implementation of D75 Units of Study supported by Voluntary Lunch and Learns with School Based Coach • School wide Literacy Block • Monthly Grade Level Meeting with administration • Use technology software, Achieve 3000 and Read 180, to provide data that will drive instruction • Academic Intervention Services (AIS) utilizing ELA interventions that include, Great Leaps, Foundations, and Wilson Reading Program. • Weekly Cohort meetings for Standardized Assessment Teachers with School Based Instructional Coach, lead teacher and/or administration during common preps to review and discuss ELA strategies for standardized assessment students • Technological support will be given to Teachers to familiarize them to the D75PD.org link and match Professional Development • Teachers will begin to familiarize themselves with professional teaching standards, focusing on “Engaging students in learning” • Teachers will create a section in Data Binders for tracking their own Professional Development

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Instructional funds to purchase Achieve 3000 • Common preps for Grade Level Meeting • Money allocated for substitutes to allow staff to attend D75 Professional Development • 1 additional free period for teachers to be used for Professional Development by School Based Coach and Administration •
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Sign-In Sheets and Agendas • Periodic Review of student writing samples that demonstrate evidence of improved writing through the use of TC strategies • Achieve 3000 and Read 180 data collected and entered in classroom Data Binders • Results of Scantron and periodic assessments • Predictive Tests • Monthly AIS Team Meetings to review and monitor AIS services • Monthly Calendars of direct AIS service to students maintained in Data Binders • ECLAS administration in Fall 2008 and Spring 2009 for Grade K-3 • EPAL administration in Spring 2009 for Grade 2 and 3. • 10% proportionate increase in NYC and NYS English Language Arts tests at each scoring at each level • Teachers will work with School Based Instructional Coach to review the Professional Teaching Standards and will track and self evaluate designated standards

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 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Math/Standardized Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2008-2009 School Year standardized assessment students will improve their performance in Math as evidenced by a 10% proportionate increase in the NYC/NYS standardized test at each scoring level.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monthly Grade Level Meeting with administration • School wide block scheduling facilitating the ability for homogeneous grouping for K-5 grade level instruction • Academic Intervention Services (AIS) utilizing Math interventions that include Great Leaps, Everyday Math Games. • Weekly Cohort meetings for Standardized and Alternate Assessment Teachers with School Based Instructional Coach, lead teacher and/or administration during common preps to review and discuss Math strategies for students • Technological support will be given to Teachers to familiarize them to D75PD.org link and match Professional Development
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Common preps for Grade Level Meeting • 1 additional free period for teachers to be used for Professional Development by School Based Coach and Administration • Money allocated for substitutes to allow staff to go to PD provided by D75 • Support from D75 Math Coach

Indicators of Interim Progress and/or Accomplishment

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

- **Sign-In Sheets and Agendas for Professional Development**
- **Results of Scantron and periodic assessments**
- **Predictive Tests**
- **Monthly AIS Team Meetings to review and monitor AIS services and data**
- **Monthly Calendars of direct AIS service to students maintained in Data Binders**
- **10% proportionate increase in NYC and NYS tests at each scoring at each level**

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Subject/Area (where relevant): **PBIS(Positive Behavior Instructional Supports)**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2008-2009 school year, there will be a proportionate decrease of 10% in the number of Level 4 and 5 infractions as reported to OORS (On Line Occurrence Reporting System)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Implementation of school wide PBIS Matrix • Roll-Out of the PBIS Program at all sites including introduction to program, model lessons and actual practice in each area of the Matrix • Restructure the existing Crisis Team to become the Opportunity Team at each site • Bi-weekly PBIS Rally at each site • Supports to include: School Store, Level Trips, Weekly Social, CLUBS, Gotcha Cards • Pupil Personal Team Meetings facilitated by internal PBIS coach • Functional Behavioral Analysis created for all recidivists, or any student with a Level 4 or 5 infraction • Weekly site based PBIS meetings facilitated by the internal PBIS Coach • Monthly PBIS Committee meeting facilitated by internal and external PBIS Coach • Social Skills Curriculum which includes sample lesson plans created by PBIS Coaches and disseminated at all sites • Weekly site based Clinical Meetings with administration • Monthly School Wide Clinical Meeting with administration • Weekly Meetings with site based agencies-PRFI and QCPC • Implementation of TCI, including Life Space Interview • Emotional Literacy Curriculum will be introduced and initiated at P15

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title IV Funding/Persistently Dangerous Schools Funding • District Funds to support Emotional Literacy Curriculum • District Based Coach • Per Diem Money allocated in school budget to complete TCI training for staff • Per Session Monies allocated in school budget to allow for PPT meetings • OTPS Funds to support School Store, SWIS program and CLUBS
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Sign-In Sheets and Agendas for Meetings • Review of SWIS Data for trends by PBIS Committee monthly • Review of OORS Data Monthly • Results of SED walk-thru

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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 SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

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			N/A	N/A				
1	5	5	N/A	N/A	N/A	N/A	17	N/A
2	7	7	N/A	N/A	N/A	N/A	12	N/A
3	20	20	N/A	N/A	N/A	N/A	26	N/A
4	13	15	N/A	24	1	N/A	29	N/A
5	10	14	N/A	21	7	N/A	30	N/A
6	6	5	N/A	9	4	N/A	5	N/A
7	13	12	N/A	17	14	N/A	11	N/A
8	4	3	N/A	6	4	N/A	5	N/A
9								
10								
11								
12								

Part B. Description of Academic Intervention Services

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.

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: All Academic Intervention Services are provided during the regular school day.</p>	<p><u>Fundations (Wilson) grade levels K-3:</u> print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, handwriting, vocabulary development, critical thinking, and speaking/listening skills.</p> <hr/> <p><u>Great Leaps Reading grade levels 3-8:</u> drill and practice for reading fluency.</p> <hr/> <p><u>Wilson grade levels 4-8:</u> decoding encoding and sight word fluency, vocabulary, oral expressive language development, comprehension.</p> <hr/> <p><u>Achieve 3000 grade levels K- 8:</u> reading comprehension, writing skills, vocabulary. Online summative assessment tool, to differentiate language arts instruction based on each student’s Lexile level. Each student receives the assignment tailored automatically and precisely to his or her reading level.</p> <hr/> <p><u>Read 180 grade levels 7- 8:</u> builds reading, writing, and vocabulary skills. Multi modal approach, individualized software and reports,</p> <hr/> <p><u>Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) Grade levels K-8:</u> The primary purpose of the curriculum to teach functional age appropriate skills within school and non-school settings and to base instruction on the systematic evaluation of student’s progress.</p>
<p>Mathematics: Everyday Math Games</p>	<p><u>Everyday Math Games grade levels K-5:</u> drilled exercises aimed primarily at building fact and operations skills.</p>
<p>Science:</p>	<p>N/A</p>

Social Studies:	<u>Read 180 grade levels 4-8:</u> Individualized software and reports. Social Studies incorporated in the books and computer based readings and exercises to address intervention needed.
At-risk Services Provided by the Guidance Counselor:	n/a
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	<p>The social workers have a caseload of 100 students with group mandated weekly sessions of direct student contact on the Positive Behavior Support Committee and Pupil Personnel Team.</p> <p>The social worker communicates with school staff, family; out patient and foster care providers on unanimous treatment plans for students on standardized assessment. The social worker plans and implements discussion on topics which can include: anger management, coping skills, bereavement issues, problem solving.</p>
At-risk Health-related Services:	n/a

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 (2008-2009) LAP to this CEP.

Language Allocation Policy 2008-2009

District 75

PS94M

Principal: Ronnie Shuster

Date: November 14th, 2008

Cohort Leader: Maria Custodio-Guzman

Committee Members: Ronnie Shuster, Principal
Susan Cruz, Assistant Principal
Makini Velazquez, ESL Teacher
Margarita Ballester, ESL Teacher
Halima Butler, Parent Coordinator
Catherine Fabbro, School-Based Coach
Oliva Cebrian, Instructional Support

P94 has a Freestanding ESL Program. The student population is currently 207: 2% American Indian or Alaskan Native; 8% White; 51% Spanish; 34% African American; 5 % Asian or Pacific Islander with a total of 83% males and 17% females. English Language Learners (ELL) make up 14% of the student population: 10 are Standardized Assessment and 19 are Alternate Assessment. Currently, P94M has two fully certified ESL teachers who follow a combination of push-in and pullout models of ESL instruction. English Language acquisition is emphasized in all academic areas and alternate classrooms.

The percentage of ELL’s outlined above are identified within the kindergarten through to the 8th grade and from their academic abilities, IEP recommendations, tests scores, visual impairment, and mode of communication. Our ELL students are divided into the following grades: (3) Kindergarten – [3-12:1:1 MR], (1) first grade – [1-12:1:1 MR], (2) second grade – [2-6:1:1 AU], (6) third grade- [3-12:1:1 MR & 3-6:1:1 AU], (3) fourth grade – [1-12:1:1 MR, 1-12:1:1 ED & 1-8:1:1 ED] (7) fifth grade – [1-12:1:1 EVS, 1-8:1:1 ED, 5-6:1:1 AU], (0) sixth grade, (5) seventh grade – [2-6:1:1 AU, 2-8:1:1 ED & 1-12:1:1 ED] and (2) eighth grade – [1-6:1:1 AU; 1-12:1:1 ED]. Of the identified ELL students, 23 are ESL as per the Individual Educational Plan recommendations and 6 are in Alternate Placement settings. Students in Alternate Placement settings are taught by teachers using ESL strategies with support services and have a paraprofessional that speak the student’s native language. The current NYSESLAT scores are as follows: P94M has 23 beginners, 4 intermediate and 2 advanced. The current NYSESLAT scores are as follows: P94M has 23 beginners, 4 intermediate and 2 advanced. As evidenced by the data, students have shown improvement on all four modalities on the NYSESLAT assessments. However students were better in listening and speaking than reading and writing. This shows that our instruction should focus more on improving reading and writing skills of our ELLs. Classrooms are equipped with libraries as well as the Book Room where students visit regularly for reading. Currently there are 22 students who speak and/or understand Spanish and 7 Chinese.

All ELL students receive units as per CR Part 154, 1 Unit of ESL and ELA for advanced students and 2 units of ESL for beginning/intermediate students. The ESL teacher uses the Intensive English Program by Santillana with all standardized assessment students. The program includes many scaffolding techniques such as: modeling, bridging, text representation, schema building, and contextualization. This program links oral language to reading and writing skills. Activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments such as math literacy, social studies, science, and literature. The content area scores are indicative of the total number of students tested. Of the standardized testable ELL’s, one student reached level 1 and five students reached level 2 in the City ELA Assessment and the State ELA Assessment. In the State math assessment three students reached level 1 and four students reached level 3. The math assessment is based on the Spring 2008 scores. The Alternate Assessments ELL students that were testable scored within the range of levels 3 to 4 on the ELA, Math, Social Studies and Science New York State Alternate Assessment (NYSAA) test.

Additionally, technology, multicultural activities and multi-sensory ESL materials are utilized throughout instruction for ELLs. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn

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Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to entice the students taste/style in reading.

The ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The underlying goal is to provide a school-wide program of support with strong goals and an increase focus in differentiated instruction. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day. Teachers are taught “how to” utilize data from formative assessment to modify and intensify the English language development.

English Language Arts (ELA) follows the NYC Balanced Literacy Program and the Teachers College Model along with the appropriate language development supports. The ESL program is standards-driven: the program follows the New York State ESL/ELA and content area standards ensuring that all students meet the requirements for state and local assessment. P94’s goal is to afford all students an equal opportunity to a successful education and provide them with the tools needed to function in the community; hence the ESL instruction incorporates ESL methodologies strategies to facilitate P94’s goals in all areas, including behavioral.

Newcomers, SIFE, Transition Plan, Long Term ELLs, and X-coded Students: Currently we have no Newcomers or SIFE students. However if we are presented with newcomers and SIFE students, there are systems in place such as pairing them with other students to facilitate the buddy-system to increase social skills; in addition to developing the initial literacy in native language, and to provide a nurturing environment to facilitate language production. These students will also receive one to one tutoring and instruction utilizing a variety of methodologies that address the New York State Alternate Assessment (NYSAA). **Transition Plan:** students no longer requiring Bilingual or ESL services according to the IEP will be supported for one year with ESL services. **Long term ELL students** are supported through: AIS, Instructional Technology, and alternate placement educational assistants. Students who have received an **extension of services** are also provided these supports. **X-Coded Students** receives instruction using ESL methodologies and they are assessed using the NYSESLAT assessment. They are also provided with focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day.

I. Parent/community involvement:

During the Educational Planning Conference at the CSE level, options for special education ELLs are discussed with parents. Parent and community involvement is warranted to enable success and continuity. P94’s administrative office will continue to work in concert with the Parent Coordinator, the PTA, and the Parent Support Office to engage involvement from parents and the community by distributing school information and/or correspondence in students’ home languages. Additionally, training will be provided on different aspects of their children’s education in order to effectively gauge parental involvement and participation, facilitate the school-home connection; thereby supporting learning, assessments, standards, and the successful achievement of goals.

Furthermore, translation services will be afforded to parents during Parent Teacher conferences, school-wide parent meetings, school related issues, day to day communication and school correspondence. The parent coordinator, District 75 Citywide Programs, the Parent Support Office, and the Office of Parent Engagement will continue to conduct and/or offer meaningful workshops for parents. Office of Translation Services provides translation services for conferences and written communication. P94M will continue to notify parents about upcoming events via monthly newsletters. Every Person Influences Children (EPIC) conference and the English Language Learners (ELL) conference were offered last year and as the school moves forward, the goal is to continue to utilize these resources to advocate for their rights and to heighten and keep the communication between the school and home open.

Parents are given an overview of the program options for ELLs in the school setting before the intake procedures are completed. Approximately 20% of the ELL population at P94M inquired about Transitional Bilingual education and/or Dual Language. Parents were informed of the current program at P94M; they were encouraged to observe the ESL teacher, the classroom teacher, and the alternate placement paraprofessional work in unison to create meaningful work that heightens language communication skills. P94M offers a Freestanding program, which provides instruction in English utilizing ESL methodologies and native language support. Students are given the additional support and assistance to address their deficiencies, thus affording them the opportunity to succeed and be proficient in articulating their needs and wants. ESL teachers are encouraged to conduct the push-in program model for their ELL population because of its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teacher to make their lessons more meaningful and aligned with the ESL and ELA standards as the main focus is shared support between school and home and accountability.

Patterns in proficiency: Students continue to perform better in the listening portion of the NYSESLAT than reading and writing. However there was visible improvement in reading and minimal improvement in comprehension. P94M will continue to use tools to foster reading and writing for the 2008-2009 school year. As compared to their non-ELL counterparts, appropriated mandated services per student and intensive ESL instruction is imperative to enable our ELL students to advance their skills. The ESL teacher will continue to work collaboratively with the classroom teachers to implement strategies to bridge the four skills – listening, speaking, reading and writing. The main goal is to utilize scaffolding techniques to address these areas so that our students can participate and excel in all academic areas.

After reviewing the NYSESLAT scores, the following percentages address the ELL's deficiencies and give the school specific benchmarks to inform future instruction. Eight (12) students were given the NYSESLAT assessment and of that total, 42% are at both the beginner and intermediate level with 16% at the advanced level. ELL students in standardized and alternate assessment classes were assessed in October/November using the QRI, Brigance, the predictive assessments instruments, and teacher observations.

Implications for LAP: During the LAP process we have evaluated our program needs and assessments. Our main areas of concern still remain to be staffing, materials, available professional development for classroom teams, and available programs. We concluded that our students would be able to reach their maximum potential if there is an awareness of the underserved mandated hours and continuity in the coordination of ESL instruction with the mathematics and literacy curriculum; push-in services; training for Alternate Placement Educational Assistants; and AIS that purports rigorous academics. The collaboration between the teachers and their classroom teams provide staff with the necessary tools to enhance and sustain appropriate programs such as Academic Intervention Service (AIS). However, we still need to cluster the students in Alternate Placement settings by age range and disability into the same classes in order to facilitate effective ESL services.

Implications for Instruction: The use of ESL strategies, scaffolding techniques, classroom libraries in Native Language as well as English, using ESL, NLA and ELA Standards, are all an integral part of the instruction of our ELLs. Additional exposure to various educational institutions and participation in school and community fairs gives our ELLs a voice and recognition. ELLs participate in instructional programs that are aligned with the ESL/NLA and ELA standards in conjunction with the content learning standards and the core curriculum. The NYSAA students also participates in instructional programs that connects the crux of the core curriculum to the chronological age grade tasks as modified by alternate grade level indicators (AGLIs). All content areas of instruction are aligned with the New York City and New York State standards in math, science, social studies and technology.

The NYSAA ELLs are comprised of verbal and non verbal students, hence the use of pictures exchange communication system (PECS) are used daily in instruction and during assessments as a means of communicating their needs, wants, concerns, as well as their increasing English language proficiency. ELL's are grouped heterogeneously and homogenously during targeted areas of instruction to meet the stipulated NYSESLAT assessments protocols. However, grouping facilitates lesson differentiation that aligns student's prior knowledge, learning and language needs. The lesson is designed to meet the standards while the differentiation of the lesson is proposed to meet the ELL's needs. The needs of the ELLs will be addressed through second language acquisition and the development of language through content and instructional pedagogy.

Professional Development

The ESL teacher will continue to attend district and citywide professional development activities related to the instruction of ELLs and ELLs with disabilities. In coming new teachers will register for professional development that addresses ELLs instruction so that they are better equip in their pedagogy. They will turnkey the materials to classroom teachers so that continued teaching and learning is in unison with ELL instruction and ELA standards. Our in-service Professional Development plan will include and/or target specific training on instructional strategies for ELL students, alternate placement paraprofessionals and related issues. P94 will utilize the Book Room that is fully stocked with books, items, and materials that reflect the diverse backgrounds, needs, and strengths of all ELL and non-ELL students. The LAP is revised as the level of knowledge is sustained through on-going PD.

Collaborative Planning

P94 currently holds grade level meetings every Monday second period for the standardized teachers and Wednesdays for the alternate assessment teachers. There is also a volunteer lunch-n-learn meeting for all staff during their lunch. Throughout these grade level meetings teachers that provide instruction to ELLs will get specific guidelines in the "how to" infuse strategies into an instruction to address ELL learners. Additionally ESL teachers will continue to work collaboratively with classroom teachers during push-in sessions to assist the ELL learners and administrative periods to reflect and plan.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___Bilingual ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 29
(No more than 2 pages)

II. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

P94 has a Freestanding ESL Program. The student population is currently 207: 2% American Indian or Alaskan Native; 8% White; 51% Spanish; 34% African American; 5 % Asian or Pacific Islander with a total of 83% males and 17% females. English Language Learners (ELL) make up 14% of the student population: 10 are Standardized Assessment and 19 are Alternate Assessment. Currently, P94M has two fully certified ESL teachers who follow a combination of push-in and pullout models of ESL instruction. English Language acquisition is emphasized in all academic areas and alternate classrooms.

The percentage of ELL's outlined above are identified within the kindergarten through to the 8th grade and from their academic abilities, IEP recommendations, tests scores, visual impairment, and mode of communication. Our ELL students are divided into the following grades: (3) Kindergarten – [3-12:1:1 MR], (1) first grade –[1-12:1:1 MR], (2) second grade –[2-6:1:1 AU], (6) third grade- [3-12:1:1 MR & 3-6:1:1 AU], (3) fourth grade –[1-12:1:1 MR, 1-12:1:1 ED & 1-8:1:1 ED], (7) fifth grade –[1-12:1:1 EVS, 1-8:1:1 ED, 5-6:1:1 AU], (0) sixth grade, (5) seventh grade – [2-6:1:1 AU, 2-8:1:1 ED & 1-12:1:1 ED] and (2) eighth grade – [1-6:1:1 AU; 1-12:1 ED]. Of the identified ELL students, 23 are ESL as per the Individual Educational Plan recommendations and 6 are in Alternate Placement settings. Students in Alternate Placement settings are taught by teachers using ESL strategies with support services and have a paraprofessional that speak the student's native language. The current NYSESLAT scores are as follows: P94M has 23 beginners, 4 intermediate and 2 advanced. As evidenced by the data, students have shown improvement on all four modalities on the NYSESLAT assessments. However students were better in listening and speaking than reading and writing. This shows that our instruction should focus more on improving reading and writing skills of our ELLs. Classrooms are equipped with libraries as well as the Book Room where students visit regularly for reading. Currently there are 22 students who speak and/or understand Spanish and 7 Chinese.

All ELL students receive units as per CR Part 154, 1 Unit of ESL and ELA for advanced students and 2 units of ESL for beginning/intermediate students. The ESL teacher uses the Intensive English Program by Santillana with all standardized assessment students. The program includes many scaffolding techniques such as: modeling, bridging, text representation, schema building, and contextualization. This program links oral language to reading and writing skills. Activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments such as math literacy, social studies, science, and literature. The content area scores are indicative of the total number of students tested. Of the standardized testable ELL's, one student reached level 1 and five students reached level 2 in the City ELA Assessment and the State ELA Assessment. In the State math assessment three students reached level 1 and four students reached level 3. The math assessment is based on the Spring 2008 scores. The Alternate Assessments ELL students that were testable scored within the range of levels 3 to 4 on the ELA, Math, Social Studies and Science New York State Alternate Assessment (NYSAA) test.

Additionally, technology, multicultural activities and multi-sensory ESL materials are utilized throughout instruction for ELLs. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to entice the students taste/style in reading.

The ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The underlying goal is to provide a school-wide program of support with strong goals and an increase focus in differentiated instruction. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day. Teachers are taught “how to” utilize data from formative assessment to modify and intensify the English language development.

English Language Arts (ELA) follows the NYC Balanced Literacy Program and the Teachers College Model along with the appropriate language development supports. The ESL program is standards-driven: the program follows the New York State ESL/ELA and content area standards ensuring that all students meet the requirements for state and local assessment. P94’s goal is to afford all students an equal opportunity to a successful education and provide them with the tools needed to function in the community; hence the ESL instruction incorporates ESL methodologies strategies to facilitate P94’s goals in all areas, including behavioral.

Newcomers, SIFE, Transition Plan, Long Term ELLs, and X-coded Students: Currently we have no Newcomers or SIFE students. However if we are presented with newcomers and SIFE students, there are systems in place such as pairing them with other students to facilitate the buddy-system to increase social skills; in addition to developing the initial literacy in native language, and to provide a nurturing environment to facilitate language production. These students will also receive one to one tutoring and instruction utilizing a variety of methodologies that address the New York State Alternate Assessment (NYSAA). **Transition Plan:** students no longer requiring Bilingual or ESL services according to the IEP will be supported for one year with ESL services. **Long term ELL students** are supported through: AIS, Instructional Technology, and alternate placement educational assistants. Students who have received an **extension of services** are also provided these supports. **X-Coded Students** receives instruction using ESL methodologies and they are assessed using the NYSESLAT assessment.

III. Parent/community involvement:

During the Educational Planning Conference at the CSE level, options for special education ELLs are discussed with parents. Parent and community involvement is warranted to enable success and continuity. P94’s administrative office will continue to work in concert with the Parent Coordinator, the PTA, and the Parent Support Office to engage involvement from parents and the community by distributing school information and/or correspondence in students’ home languages. Additionally, training will be provided on different aspects of their children’s education in order to effectively gauge parental involvement and participation, facilitate the school-home connection; thereby supporting learning, assessments, standards, and the successful achievement of goals.

Furthermore, translation services will be afforded to parents during Parent Teacher conferences, school-wide parent meetings, school related issues, day to day communication and school correspondence. The parent coordinator, District 75 Citywide Programs, the Parent Support Office, and the Office of Parent Engagement will continue to conduct and/or offer meaningful workshops for parents. Office of Translation Services provides translation services for conferences and written communication. P94M will continue to notify parents about upcoming events. Every Person Influences Children (EPIC) conference and the English Language Learners (ELL) conference were offered last year and as the school moves forward, the goal is to continue to utilize these resources to advocate for their rights and to heighten and keep the communication between the school and home open.

Parents are given an overview of the program options for ELLs in the school setting before the intake procedures are completed. Approximately 20% of the ELL population at P94M inquired about Transitional Bilingual education and/or Dual Language. Parents were informed of the current program at P94M; they were encouraged to observe the ESL teacher, the classroom teacher, and the alternate placement paraprofessional work in unison to create meaningful work that heightens language communication skills. P94M offers a Freestanding program, which provides instruction in English utilizing ESL methodologies and native language support. Students are given the additional support and assistance to address their deficiencies, thus affording them the opportunity to succeed and be proficient in articulating their needs and wants. ESL teachers are encouraged to conduct the push-in program model for their ELL population because of its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teacher to make their lessons more meaningful and aligned with the ESL and ELA standards as the main focus is shared support between school and home and accountability.

IV. Project Jump Start (Programs and activities to assist newly enrolled LEP students): N/A

V. Staff Development (2008-2009 activities):

The ESL teacher will continue to attend district and citywide professional development activities related to the instruction of ELLs and ELLs with disabilities. They will turnkey the materials to classroom teachers so that continued teaching and learning is in unison with ELL instruction. Our in-service Professional Development plan will include and/or target specific training on: September: how to differentiate instruction for all students using the IEP as the driving force to address individualized learning. November: Expanding the roles and responsibilities of teachers to work collaboratively together in the classroom to complete New York State Alternate Assessments with emphasis on working **together** on lesson plans so that students are instructed using the Team-Teaching perspective instead of working in a vacuum. March [tentatively]: How to work with ESL teachers in the classroom to promote language development, understanding of content and sociocultural insights among **all** students and looking at thematic approaches to learning activities with a focus on language development through meaningful interactions and communications rather than on grammatical skill building. April [tentatively]: Identifying Newcomers and adding the necessary services needed immediately and also equipping the support service staff (Alternate Placement Paraprofessionals) with work that goes beyond language translation. May [tentative]: Understanding policies and identifying practices that are most effective and understanding the integration of home culture and practices. Additionally all P94M teachers will utilize the Book Room and classroom libraries that are fully stocked with books, manipulatives and other materials that reflect the diverse backgrounds, needs, and strengths of all ELL and non-ELL students.

VI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. AIS (students receive additional instruction in writing and reading from coverage teachers and their homeroom teachers during their administrative period, and paraprofessionals during daily instruction with a specific focus), instructional technology in the classroom and during technology periods, during daily social skill intervention activities facilitated by the counselors, and from speech sessions to address students deficits. These supports are tailored according to teacher observation and ESL collaboration.

VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

N/A

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08

School District: District 75

School Building P94M @ 188

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																			1		1
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																			7		7
Vietnamese (VIE)																					
SUB TOTALS →																			7	1	8

Total Number of LEP students **Identified** in the Building in 2007-08
(Do not include long-term LEPs)

Total Number of LEP students **Served** in the Building in 2006-07
(Do not include long-term LEPs) Bilingual 1 ESL 7

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08

School District: District 75

School Building P94M @ 15

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																			3	1	4
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																			4		4
Vietnamese (VIE)																					
SUB TOTALS →																			7	1	8

Total Number of LEP students **Identified** in the Building in 2007-08
(Do not include long-term LEPs)

Total Number of LEP students **Served** in the Building in 2006-07
(Do not include long-term LEPs) Bilingual ESL 8

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08

School District: District 75

School Building P94M @ 41

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)			
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served		
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL	
Arabic (ARB)																						
Bengali (BEN)																						
Bosnian (BOS)																						
Chinese (CMN)																						
French (FRA)																						
H. Creole (HAT)																						
Hindi (HIN)																						
Japanese (JPN)																						
Korean (KOR)																						
Polish (POL)																						
Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)																					1	1
Vietnamese (VIE)																						
SUB →																						
TOTALS																					1	1

Total Number of LEP students **Identified** in the Building in 2007-08
(Do not include long-term LEPs)

Total Number of LEP students **Served** 1 in the Building in 2006-07
(Do not include long-term LEPs) Bilingual ESL 1

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Number of Teachers and Support Personnel for 2007-08

School Building: _____ District _____

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2007-2008				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
P94M @ 188 & 15		1				2	3
P94M @ 361 & 41		1				6	7
TOTALS		2				8	Grand Total 10

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2007-2008 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: ___ Free-Standing Push-in ___ Pull-out
 Indicate Proficiency Level: Beginning ___ Intermediate ___ Advanced

School District: 75

School Building: P94@P361

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 8:30	Inst. Breakfast	Inst. Breakfast	Inst. Breakfast	Inst. Breakfast	Inst. Breakfast
2	From: 8:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:20	AM Routines Meetings Social Skills	AM Routines Meetings Social Skills	AM Routines Meetings Social Skills	AM Routines Meetings Social Skills	AM Routines Meetings Social Skills
3	From: 9:20	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:10	Gym	Reader's Workshop	Reader's Workshop	Science	Sensory
4	From: 10:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:00	Reader's Workshop	Sensory	Work Station Snacks Choice Time OT	Reader's Workshop	Reader's Workshop
5	From: 11:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:50	Work Station Snacks Choice Time OT	Work Station Snacks Choice Time	Gym	Work Station Snacks Choice Time	Work Station Snacks Choice Time
6	From: 11:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:40	Math	Math	Math	Math	Math
7	From: 12:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
8	From: 1:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:15	Art	Gym	Activity Based Learning ESL (Push-In)	Sensory ESL (Push-In)	Cooking Activity Based Learning ESL (Push-In)
9	From: 2:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:40	Homework Music	Homework Music	Homework Music	Homework Music	Homework Music ESL (Push-In)
10	From: 2:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free Standing Push in ___ Pull out
 Indicate Proficiency Level: ___ Beginning Intermediate ___ Advanced

School District: 75

School Building: P94@P361

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
2	From: 8:30	Subject (Specify) Reader's Workshop	Subject (Specify) Reader's Workshop	Subject (Specify) Reader's Workshop	Subject (Specify) Reader's Workshop	Subject (Specify) Movement
	To: 9:20					
3	From: 9:20	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:10	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
4	From: 10:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:00	Health	Art	Science	Math	Math
5	From: 11:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:50	Math	Math	Math	Art	Art
6	From: 11:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:40	Social Studies	Social Studies ESL (Push-In)	Social Studies ESL (Push-In)	Movement	Social Studies ESL (Push-In)
7	From: 12:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
8	From: 1:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:15	Gym	Social Skills	Gym	Social Studies	Gym
9	From: 2:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:40	Science	Health	Science	Science	Social Skills
10	From: 2:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

SAMPLE STUDENT SCHEDULE 2008-09 ESL

ESL Program Type: ___ Free-Standing X Push-in ___ Pull-out
 Indicate Proficiency Level: X Beginning ___ Intermediate ___ Advanced

School District: 75

School Building: P94@188

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10 to 8:30	Subject (Specify) Breakfast	Subject (Specify) Breakfast	Subject (Specify) Breakfast	Subject (Specify) Breakfast	Subject (Specify) Breakfast
	8:30 to 9:15	Morning Conference	Morning Conference	Morning Conference	Morning Conference	Morning Conference
2	From: 9:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:00	HEALTH	Reader's Workshop ESL (push-in)	Reader's Workshop	Reader's Workshop	Reader's Workshop
3	From: 10:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:45	Reader's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
4	From: 10:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:30	ART	SCIENCE	ART	SCIENCE	ART
5	From: 11:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From: 12:20	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:10	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES ESL (push-in)	SOCIAL STUDIES	MUSIC
7	From: 1:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:00	MATH	MATH ESL (push-in)	MATH ESL (push-in)	MATH	MATH
8	From: 2:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:45	SOCIAL SKILLS (review)	SOCIAL SKILLS (review)	SOCIAL SKILLS (review)	SOCIAL SKILLS (review)	SOCIAL SKILLS (review)
9	From: 2:45	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free Standing Push in ___ Pull out
 Indicate Proficiency Level: ___ Beginning Intermediate ___ Advanced

School District: 75

School Building: P94@188

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10 to 8:30 8:30 to 9:15	Subject (Specify) BREAKFAST ELA	Subject (Specify) BREAKFAST ELA	Subject (Specify) BREAKFAST GYM	Subject (Specify) BREAKFAST ELA	Subject (Specify) BREAKFAST GYM
2	From: 9:15 To: 10:00	Subject (Specify) ELA	Subject (Specify) DRAMA	Subject (Specify) ELA	Subject (Specify) SCIENCE	Subject (Specify) ELA
3	From: 10:00 To: 10:45	Subject (Specify) MATH	Subject (Specify) ELA	Subject (Specify) SCIENCE	Subject (Specify) ELA	Subject (Specify) ELA
4	From: 10:45 To: 11:30	Subject (Specify) MATH	Subject (Specify) SOCIAL STUDIES	Subject (Specify) ELA	Subject (Specify) ART	Subject (Specify) MATH
5	From: 11:30 To: 12:20	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 12:20 To: 1:10	Subject (Specify) SOCIAL STUDIES	Subject (Specify) ART ESL (push in)	Subject (Specify) MATH	Subject (Specify) SOCIAL STUDIES ESL (push in)	Subject (Specify) MATH ESL (push-in)
7	From: 1:10 To: 2:00	Subject (Specify) MUSIC	Subject (Specify) MATH	Subject (Specify) DRAMA	Subject (Specify) MATH	Subject (Specify) ART
8	From: 2:00 To: 2:45	Subject (Specify) MUSIC	Subject (Specify) MATH	Subject (Specify) DRAMA	Subject (Specify) MATH	Subject (Specify) ART
9	From: 2:45 To: 3:00	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

Bilingual Program Type: ___ Free Standing Push in ___ Pull out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate Advanced

School District: 75

School Building: P94@15

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10 to 8:40 Bkfast 8:40 to 9:25	Subject (Specify) Social Skills & Yoga	Subject (Specify) Social Skills & Yoga	Subject (Specify) Social Skills & Yoga ESL (push-in)	Subject (Specify) Social Skills & Math	Subject (Specify) Social Skills & Yoga
2	From: 9:25 To: 10:10	Subject (Specify) Reader's Workshop/Library	Subject (Specify) Physical Education	Subject (Specify) Reader's Workshop/Library ESL (push-in)	Subject (Specify) Math	Subject (Specify) Reader's Workshop/Math ESL (push -in)
3	From: 10:10 To: 10:55	Subject (Specify) Reader's Workshop/Math	Subject (Specify) Reader's Workshop/Math	Subject (Specify) Reader's Workshop/Math	Subject (Specify) Reader's Workshop/Theater	Subject (Specify) Math
4	From: 10:55 To: 11:45	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Writer's Workshop/Social Studies	Subject (Specify) Reader's Workshop/Science
5	From: 11:45 To: 12:35	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 12:35 To: 1:25	Subject (Specify) Social Skills/ Reader's Workshop/Social Studies	Subject (Specify) Reader's Workshop/ Social Studies	Subject (Specify) Reader's & Writer's Workshop/ Handwriting	Subject (Specify) Reader's Workshop/Science	Subject (Specify) Reader's Workshop/ Science
7	From: 1:25 To: 2:10	Subject (Specify) Reader's Workshop/Science	Subject (Specify) Writer's Workshop/Art	Subject (Specify) ADL	Subject (Specify) Social Skills/Writer's Workshop/Art	Subject (Specify) Social Skills/ADL
8	From: 2:10 To: 2:55	Subject (Specify) Reader's & Writer's Workshop/ Handwriting	Subject (Specify) Social Skills (recap)	Subject (Specify) Social Skills (recap)	Subject (Specify) Physical Education	Subject (Specify) Physical Education
9	From: 2:55 To: 3:00	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Part C: For schools that will receive Title III ELL Supplemental Services for 2007-08:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) _____ **Number of Students to be Served:** _____ **LEP** _____ **Non-LEP**
Number of Teachers _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- | | |
|---|--|
| ✓ school's language instruction program for limited English proficient (LEP) students | ✓ language(s) of instruction |
| ✓ type of program/activities to improve mathematics, native and/or English language learning | ✓ rationale for the selection of program/activities |
| ✓ number of students to be served | ✓ times per day/week |
| ✓ grade level(s) | ✓ program duration |
| | ✓ service provider and qualifications |

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

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

Form TIII – A (1)(b)

**Title III LEP Program
 School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		

Supplies and materials		
Travel		
Other		
TOTAL		

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District _____ For Title **III**

BEDS Code _____

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

This entire section must be completed for each budget submitted.

School District _____ For Title III
BEDS Code _____

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

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.

100% of the New York State Alternate Assessment parent survey is distributed to parent in their native language. On-going notes and correspondence is done by school staff as needed. P94M is aware of these services and has shared this information with staff and parents/guardians. Language cards are visible throughout the school and parents feel supported by the mode of communication the school informs them of events as evidenced by the success of our communication. P94M is compliant in referring information to be translated through translation services and found out that the turn-a-round time is not always practical. Parent feedback was not positive; they communicated that they could not read/understand the information. Therefore, it is evidence that although parents understands spoken communication in their native language available through on-site interpretation services, they have difficulties understanding written communication – most parents complained culturally, the dialect in which the information was translated was not clear to them- the meaning is confusing. P94M will make continue to use the translations services but additionally, we will continue to use on-site services since statistically this has proven to be more successful. P94M translates information to parents < 80% of the day using on-site interpretation services. P94M utilizes the expertise of the paraprofessionals, secretary, ESL teachers, and classroom teachers during French, Croatian, Spanish, Cantonese, and Mandarin translations. On some occasions, P94M has utilized the family support services agent at DOE regional office to translate information to the parent in French and Croatian when the paraprofessional is absent.

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.

P94M communicates to parents/guardian on a daily basis and on scheduled appointments, annual reviews and triennials. P94M have found that on-site oral interpretation services are more acceptable and warranted by/for our parents on the premise that they do not understand the mode of communication due to the fact that the element of meaning is not understood (for example bus in Spanish is autobus but parents understand la guagua). At this time the written mode of communication needs to be communicated to the translation services department for possible tweaking. The school will have to be consistent in the written work sent to translation services. The work must be written in plain language. P94M's main objective is to make communication accessible to all non-English speaking parents/guardians consistent, understandable, and in a timely manner.

Most of the universal forms that require translating are accessible on the DOE website and the New York State website. However, if needed, all other translation services must be prepared in advance and sent to translation services for quick turn-a-round. P94M also received parent information documents in the beginning of the school year in languages other than English, which was distributed to parents by the Parent Coordinator. The parent coordinator needs to be more active in the utilization of these services. Although most of the work is sent to the parent office at the district, P94M will need to also send documents to translation services. Administration at P94M needs to be more vigilant in accessing the over-the-phone interpretation services after school hours at (718)-752-7373 x4 when there are parent calls to be made and/or received that warrants a response.

Staff was informed of these services during our professional development meeting. They were also given the DOE websites. Parents were informed during parent meetings, telephone communication, and through their support services, if applicable.

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.

P94M will make all attempts to be concise and specific in the written work sent to translation services. Conversations with parents, school personnel, and the parent office at the district regarding different cultural ideologies, dialect and misconceptions as they pertain to language will be discussed prior to the delivery of services. Meanwhile, P94M will continue to translate via telephone using in-house school staff. P94M's objective is having the ability to include all parents in their child's progress, the school's mission/vision, changes directly related to their child's educational instruction and well being, change in services (if applicable), daily correspondence, and emergencies regardless of the mode of communication.

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.

P94M will continue to use in-school staff to translate information to parents and personnel directly related to the student's per parent's request. The organization will be utilizing over-the-phone services after school hours to inform parents of immediate meeting(s) following their child's school day, incident issues, accident (if applicable), or any other school related information.

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>.

P94M organization is fully aware of the interpretation services afforded by the translation interpretation unit. The organization has by no means used these services at Citywide events or suspension hearing in the past. Designated staff members were sent to represent the organization and assist the parent during suspension hearings proceedings that were affluent in the student's native language.

Written communication afforded by the translation services is currently at halt for the P94M organization until the organization finalizes "how to" meet the needs of parents who speak a language other than English; the goal is to have the receiver understand the message to its entirety without making assumptions and/or conclusions. The P94M organization is aware that these services are very important but at this time prefers to translate orally using in-school staff because the meaning within the message is lost due to inconsistencies in word usage as it pertains to a culture when the translation services is utilized. These findings support the organization initial concerns regarding the interpretation and meaning of the messages that were translated. P94M organization understands that each culture receives information differently due to the dialect used in the regional area of their country of origin and as a school; it is incumbent on us to seek out these inconsistencies and make every attempt to address the situation for all stakeholders involved. The organization will continue to use the translation services as soon as these inconsistencies are identified. Meanwhile the organization will continue to use in-school services and the parent office at the district office to translate information for parents.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine which areas are relevant to our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school exhibits areas of need that are described in the report. We follow a standard-based curriculum for all standardized assessment students. It is a constant challenge to develop curriculum maps that differentiate the curriculum and meet the needs of our diverse learners with severe emotional disturbance and learning disabilities. It is also extremely challenging for our students with significant cognitive delays who follow the standards set by the state and measure progress through the NYSAA. We find our teachers find it challenging to support their students. Formative assessments, as well, provide evidence that highlights the deficit areas in our educational program.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P94M has begun to work toward examining data more closely. We continue to identify skill areas in need in increase our inquiry process to include multiple teams across sites.

Since all of our students are special needs and the majority is two or more years below grade level due to the severity of their handicapping conditions, we recognize that our students will not achieve proficiency on NYS exams. We do believe that we can move our students forward at their pace. It is necessary for us to look at Special Schools Curriculum Frameworks as well as other published curricula for students with special needs to move our students forward.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State

Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine which areas are relevant to our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school exhibits areas of need that are described in the report. We follow a standard-based curriculum for all standardized assessment students. It is a constant challenge to develop curriculum maps that differentiate the curriculum and meet the needs of our diverse learners with severe emotional disturbance and learning disabilities. It is also extremely challenging for our students with significant cognitive delays who follow the standards set by the state and measure progress through the NYSAA. We find our teachers find it challenging to support their students. Formative assessments, as well, provide evidence that highlights the deficit areas in our educational program.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P94M has begun to work toward examining data more closely. We continue to identify skill areas in need in increase our inquiry process to include multiple teams across sites.

Since all of our students are special needs and the majority is two or more years below grade level due to the severity of their handicapping conditions, we recognize that our students will not achieve proficiency on NYS exams. We do believe that we can move our students forward at their pace. It is necessary for us to look at Special Schools Curriculum Frameworks as well as other published curricula for students with special needs to move our students forward.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine which areas are relevant to our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

DRAFT – MAY 12, 2008

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through monitoring of student work and observation it is evident that when given the opportunity to engage in ELA activities that are taught through Readers and Writers Workshop model, Read 180 at the middle school level and other technology based programs, including Edmark and MeVile to WeVile for alternate assessment students engagement is high. It is, however, difficult for our students to progress at the rate necessary for adequate success based on their grade level.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to review data, and propose multiple Inquiry reflections. Additionally, we will continue to secure high interest, low level book such as graphic novels to engage our students in academic endeavors.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine which areas are relevant to our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network.

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our students struggle to maintain the pace required to be successful in completing the necessary units in both Everyday Math and Impact at the middle school level. Additionally, there is no adequate curriculum for alternate assessment students.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P94M has begun to review data that addresses student success in mathematics. Additionally, P94M is working with our collegial counterpart, PS15M to look at the EveryDay Math curriculum and extrapolate the most important units for student success.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine whether or not high teacher turnover is relevant to the success of our educational program. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P94M is a school that serves students with severe emotional disturbance and learning disabilities as well as students with alternate assessment and autism spectrum disorders. In order to be successful, this requires highly trained and motivated teachers with specialties in behavior management and social/emotional areas as well as academic instructional expertise. With high turnover and many brand new

teachers, it is difficult to maintain high levels of academic excellence as we train teachers in all of the areas necessary for success in our schools.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P94M will continue to provide ongoing professional development as well as support for school based coaches and instructional specialists. Additionally, the Hiring Committee for P94M will continue to search out highly qualified candidates with a commitment to our school.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. New teachers received information regarding "how to "access the district professional development -Jose. P. Training. Older teachers in the program were encouraged to view the websites and register for several workshops directly related to ELLs. There were many challenges the organization faced when registering the new teachers that was logistically impossible due to Human Resource. Most of our new teachers are New Teaching fellows and they did not have email addresses thus making the process very complicated. There were many opportunities for other staff to register for those teachers but often times their workshop dates conflicted with the available dates. When our new teachers got their information, the workshops were full. All of the organization is aware of these workshops; but the number of classroom instructional workshops for the Special Education Teacher that are directly related to ELLs are very limited. < 6 teachers within the organization are aware of the QTEL methodologies. Of these staff members, two are ESL providers, one is the school-based coach, and the others are speech and classroom teachers. Due to the high magnification of test scores and the number of non-ELLs most teachers gravitate to the Literacy and Mathematics workshop. The ESL teachers gravitate towards the compliance workshops more so than any other workshop. The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators are charged with reviewing these findings to determine the areas that are relevant to our teachers as instructors and "what" areas of concentration would best suit our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The lack of registered workshop participants supports the findings indicated above. As an organization, the administration needs to dispel the myth of "who" should attend specific workshops and why. It is very relevant to the success of our students. The organization favors push-in services over pull-out, hence the need for classroom teachers to be knowledgeable of the ESL terminologies, methodologies, and scaffolding techniques.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Administration needs to assign specific staff members to specific workshops. However, if the organization encounters road blocks along the way, it is up to the organization to inquire from the presenters if there's additional room and/or make every attempt to remedy any and/or all HR issues ahead of time. Moreover P94M will need additional support from the district regarding the number of workshop sessions offered because it is imperative that the organization have most of the staff trained. Currently there are many unserved mandated hours. As a result, P94M requests that schedules should reflect push-in services. Having most of the staff trained would facilitate the organization's goal of providing every child with the opportunity to learn, especially the ELLs and these strategies are effective for all academic instruction.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine which areas are relevant to our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network. P94M ESL teachers utilizes the data from the NYSESLAT, E-Clas, E-Pal, and State/City assessments to inform instruction and set annual goals and short term objectives for each student they service. However, this information is not shared with classroom teachers. The organization will direct ESL teachers to share this information during grade level meetings with classroom teachers so that everyone can be prepared. The organization also needs to determine "why" students who are in the program for many years are still testing at a beginner level in the NYSESLAT assessment. These students need to be tracked to see whether the instructional strategies used are appropriate and

consistent. Student's data must be looked at closely to see connections, deficiencies, and the method by which students are assessed must be looked at closely.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The lack of ESL teachers sharing student's data and instructional strategies with classroom teachers supports the findings. Teacher registration is also lacking; teachers need to register for workshops under the ELL category since the organization is so diverse.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P94M will need additional support to understand the data by sharing "how to" disaggregate the data by proficiency level. Incoming students with bilingual IEPs need to be looked at programmatically. The organization places an alternate placement paraprofessional (APP) in the classroom to address the student's need for all bilingual students. However, there is very little training offered for APPs. Assistance is needed in this area to address these deficits.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine which areas are relevant to our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although P94M is an all special education school with an IEP for every student, it is difficult to differentiate the instruction for all students at every level. Additionally, as a persistently dangerous school, we constantly struggle with improving our positive behavior supports program to increase student engagement and decrease out of classroom behaviors.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P94M worked strenuously to develop models of differentiated instruction for both standardized and alternate assessment students. Having a collegial review group for alternate assessment assists the teachers in choosing AGLIs that are most appropriate for them to show their success in the NYSAA. Standardized assessment teachers are work together to departmentalize mathematic instruction so that students are taught at the correct instructional level.

In our CTT classrooms and Inclusion classes there is a collaborative approach between the general and special education teachers to differentiate curriculum to meet the needs of our diverse learners.

Our Positive Behavior Supports programs employs a universal matrix of expectations, PPT meetings, FBA and secondary and tertiary interventions to ensure that students get the supports that they need in the social/emotional areas to be successfully academically.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine which areas are relevant to our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While our school is proficient in providing students with the necessary accommodations indicated on the IEP, page 9, teachers often have difficulty with continuous provision of the accommodations during instructional time and on classroom assessments. It is also difficult to align the IEP goals and the modified promotional criteria with the assessed grade level content.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our instructional support team works with teachers and paraprofessionals in developing a better understanding of the IEP process and implementation. In alternate assessment classrooms, a classroom responsibility matrix is developed that includes specific details for instruction of every student, including all classroom stakeholders throughout the day. IEP goals and objective are included in the creation and development of this matrix. Teachers and paraprofessionals provide small group instruction to allow for a variety of accommodations for students based on their individual needs. When new student arrive IEPs are reviewed for FBA and BIP. Our PBIS committee regularly reviews student SWIS data to determine the need for an FBA. Additionally, our counselors meet weekly to have clinical conversations by site and once a month there are grand rounds where all clinicians meet to review any PPT request or referrals to our CBOs, Puerto Rican Family Institute and Queens Children's Psychiatric Center. These reviews allow us to develop the best plans and most appropriate IEPS for our students with high incidence and behavior recidivists.