



P53K

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K053

ADDRESS: 720 LIVONIA AVENUE, BROOKLYN, NY 11207

TELEPHONE: (718) 498-1190

FAX: (718) 345-2170

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P53K **SCHOOL NAME:** _____

SCHOOL ADDRESS: 720 Livonia Avenue Brooklyn, N.Y. 11207

SCHOOL TELEPHONE: (718) 498-1190 **FAX:** (718) 354-2170

SCHOOL CONTACT PERSON: Luis Quintana **EMAIL ADDRESS:** Lquinta3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Catherine Hockenjos

PRINCIPAL: Luis Quintana

UFT CHAPTER LEADER: Pierre Labissiere

PARENTS' ASSOCIATION PRESIDENT: Frederick Dumas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** _____

SSO NETWORK LEADER: Barbara Joseph

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Luis Quintana	*Principal or Designee	
Pierre Labissiere	*UFT Chapter Chairperson or Designee	
Frederick Dumas	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Hernandez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joyce Boyd	Member/	
Tania Suarez	Member/	
Lenny Negron	Member/	
Kenneth Smalls	Member/	
Angel Lopez	Member/	
Catherine Hockenjos	Member/	
	Member/	

* Core (mandatory) SLT members.

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

P.53K's mission is to promote challenging educational experiences, with equity of opportunity and access that will enable all students, commensurate with their abilities, to become participants and contributing members of a multicultural society. We are committed to supporting the development and implementation of comprehensive programs that enable students to improve their performance and maximize their potential in environments within the public schools and the larger community.

As a school organization, our heightened abilities, improved pedagogy and dedication to excellence in teaching has brought about improved student performance, increased satisfaction of teaching staff, enhanced parent participation in school/community events and overall school improvement. Our school's vision and philosophy that ***Children First*** remains responsive to the needs of individual students, has and will continue to be suitable for alignment to district, local and state initiatives, and most importantly, provides the driving force behind a most successful school organization.

P.53K is a multi-sited school within District 75 that serves approximately 365 students through the IEP process. We provide instruction to students with the following disabilities: Autism, Mental Retardation, Emotional Issues, Multiple and Learning Disabilities. Our students are served within self-contained, community-based and inclusionary programs, receive a myriad of related and support services and are entitled by IEP mandates to a twelve-month school year program.

P.53K has expanded community-based partnerships with the following organizations: Project Green Reach Program at the Brooklyn Botanical Gardens, Earth Watch Institute, New York Cares and with Artists in Residence: Communication and Socialization through the Arts for our students with Autism. Our partnership with neighborhood merchants has given our students opportunities for various work experiences. Also, our neighborhood collaboration with Project Green Thumb has expanded to include an interactive science program with shared gardening and horticultural practices. P53K is extremely excited about our new partnership with the Earth Watch Institute, in that students will be involved in conservation field trip experiences and additional opportunities to communicate with other ecological sources "Live from the Field" via web communications and telecommunications.

P.53K's literacy program continues to provide students with expanded opportunities in reading and writing that also includes literacy technology programs. The expansion of our Data Inquiry Teams to include students in standardized and alternate assessments has definitely enhanced and increased student reading and comprehension performance on the NYS ELA, NYSAA, Scantron and Achieve 3000. The primary goals of our Inquiry Teams are to evaluate the implementation plans on a monthly basis to ensure that strategies are appropriate to meet student instructional needs and increase performance outcomes.

Data collection has been an integral part of our program for both students in alternate and standardized assessment and in our effort to support and assist teachers; extensive and consistent professional development has been scheduled on an on-going basis. The positive effect is an overall increase in test results; 97% of students taking the NYSAA scored Level 3 and 4 and 34.2% of students taking the NYS ELA scored in Levels 3 (31.6%) and 4 (2.6%).

P53K was awarded the Resolution A Grant that enhanced classroom technology programs by increasing the number of laptops, printers and Smartboards at all sites. Our Technology Coach continues to provide students with basic and advanced computer instruction, accessing the websites to complete research for process books, exit projects, creating iMovies and computer problem solving.

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) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A-March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S K053						
District:	75	DBN:	75K053	School BEDS Code:	307500013053		
DEMOGRAPHICS							
Grade 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)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		86.9 / 83.7		TBD
Kindergarten	12	7	6				
Grade 1	9	5	16	Student Stability - % of Enrollment:			
Grade 2	21	5	17	{As of June 30}	2006-07	2007-08	2008-09
Grade 3	14	13	9		86.6		87.1
Grade 4	9	13	9				
Grade 5	10	6	12	Poverty Rate - % of Enrollment:			
Grade 6	13	16	13	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	29	17	18		69.8	63.3	0.0
Grade 8	25	20	17				
Grade 9	3	3	1	Students in Temporary Housing - Total Number.			
Grade 10	2	3	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	1	1	3		8	5	8
Grade 12	28	5	47				
Ungraded	210	271	200	Recent Immigrants - Total Number:			
Total	386	382	366	(As of October 31)	2006-07	2007-08	2008-09
					2	1	2
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self Contained Classes	386	382	366	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	0	TBD
Number of others	0	0	0				
These students are included in the enrollment information Above.				Special High School Program - Total Number			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	0
English Language Learners (ELL) Enrollment:				Early College HS Program Participants			
(As of October 31)	2006-07	2007-08	2008-09		0	0	0
# in Transitional Bilingual Classes	28	30	4	Number of Staff - includes all full-time staff.			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	7	4	9	Number of Teachers	73	76	77

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2009-1A-March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	28	18	8	Number of Administrators and Other Professionals	13	77	81
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	67	57
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	21	15	21	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.3	78.9	77.9
				% more than 5 years teaching anywhere	68.5	71.1	71.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or Higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.0	88.0	90.0
American Indian or Alaska Native	0.8	0.8	0.8		100.0	100.0	100.0
Black or African American	51.8	55.0	54.1				
Hispanic or Latino	33.4	28.3	29.8				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	3.9	2.7				
White	10.4	12.0	12.6				
Male	72.8	74.1	73.5				
Female	27.2	25.9	26.5				
2009-10 TITLE 1 STATUS							
✓	Title 1 School Wide Program (SWP)						
	Title 1 Targeted Assistance						
	Non-Title 1						
Years the School Received Title 1 Part A Funding				2006-07	2007-08	2008-09	2009-10
							✓
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR Identification:					
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
In Good Standing (IGS)							
School in Need of Improvement (SIN) – Year 1							
School in Need of Improvement (SIN) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year ____							
School requiring Academic Progress (SRAP) – Year ____							

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2009-1A-March 2009)

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		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade:	TBD			Overall Evaluation:	W		
Overall Score:	TBD			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment	TBD			Quality Statement 2: Plan and Set Goals	W		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	W		
School Performance:	TBD			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprise 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	W		
Student Progress:	TBD						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYA				▲ = 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			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed a 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review 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 implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

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

The School Leadership Team, the Administrative Cabinet and the UFT representative for P.53K reviewed the SCEP goals and Action Plans proposed during the 2008-2009 school year and reflected upon those that we felt needed to be further developed. In addition, we reviewed the results of the 2008-2009 Quality Review, the Learning Surveys, grants received, the results of the State Assessments in ELA, Math, Science, and Social Studies as well as the NYSAA results for the students in alternate assessment classes, along with the results of Scantron, the Periodic Assessments, the results of the Inquiry Team action plan, surveys and teacher made assessments as these data sources are pertinent to our school.

Performance Trends

Based on a comprehensive review of all Summative and Formative data available to the SCEP committee we have found that over the past three (3) years P53K has made positive gains in both ELA and Math for all students in Standardized and Alternate Assessment Instructional Classes.

Data Analysis of student performance on the New York State ELA, in all grades 3, 4, 5, 6, 7 and 8 clearly indicates a positive trend from the 2007 to the 2009 school year:

- An analysis of 3rd grade reading scores over a 3 year period indicates a 12.5% decrease of students in Level 1 a 29.2% decrease of students in Level 2, a 25 % increase in Level 3 and a 16.7% increase in level 4.
- An analysis of 4th grade reading scores over a 3 year period indicates a 5.8% decrease of students in Level 1, an 8.7% decrease of students in Level 2, a 15% increase in Level 3.
- An analysis of 5th grade reading scores over a 3 year period indicates a 6% decrease of students in Level 1, an 8.7 decrease of students in Level 2, and a 15% increase in Level 3.
- An analysis of 6th grade reading scores over a 3 year period indicates a 28.6% decrease of students in Level 1, a 5% increase of students in Level 2 and a 24.2% increase of students in Level 3.
- An analysis of 7th grade reading scores over a 3 year period indicates a 22.2% decrease of students in Level 1, a 33.3% increase of students in Level 2 and a 11.1% increase of students in Level 3.
- An analysis of 8th grade reading test results over a 3 year school year indicates a 26.9% decrease of students in Level 1, a 16.4% increase of students in Level 2 and a 19.5% increase of students in level3.

The reading performance results on the Scantron assessments indicated significant improvement from October 2008 to June 2009 for the twenty-four (24) students selected by the Inquiry Team; an average gain of 21% in the targeted areas of reading comprehension and vocabulary.

As part of our goal, we expanded the Data Inquiry Team to include twelve students in alternate assessment and based on reading performance results on the Scantron assessments, from October 2008 to June 2009 our selected students made an average overall gain of 15% in the targeted areas of; identifying main idea and supporting details.

The data analysis findings indicate several factors for improved ELA scores; the expansion of the Data Inquiry Team that analyzed and evaluated data from IEP's, Scantron, Periodic Assessments, Achieve 3000, running records, Great Leaps, Wilson and attendance logs to identify and target students strengths and limitations. This provided the Team with essential data information for appropriate student grouping, differentiation of instruction and intervention strategies to address students' specific needs and learning styles. The information gleaned from various data sources was shared with classroom teachers and Academic Intervention Supports (AIS) Team to ensure that differentiated programs were implemented during class lessons and extended instructional periods with the AIS provider. Essential to the Team's success was the extensive planning, implementation of strategies and consistent follow-up to evaluate progress and if need be, modifications to strategies and/or activities. To continue to expand the implementation of various strategies the Data inquiry Team will utilize research-based resources to address the individual needs of students.

Further data analysis clearly indicated that the following reading limitations were consistent throughout all grade levels: reading fluency, decoding skills, recognition of vocabulary words, using appropriate punctuation, reading passages for main idea and using contextual clues to support answers from previously read text. This information is extremely pertinent in that it will continue to assist the Inquiry Team, AIS Team and classroom teachers in their collaborative instructional planning for the 2009-2010 school year. To further empower our students and build ownership, the Team will meet with the selected students and through in-depth conversations, assist them in developing a personal literacy goal and an action plan to support their objective. It is through self-management and self-monitoring that students are engaged and responsible for the quality of their thinking, learning and accomplishments.

An analysis of student performance on the New York State Alternate Assessment (NYSSA) indicates the following positive results for the 2009 school year: ELA: 97% in Level 4 , a 20% increase from the 2008 school year; Mathematics, 93% in Level 4, a 22.8% increase from the 2009 school year.

For students in alternate assessment, Brigance, Assessment of Basic Language and Learning Skills (ABLLS), The Treatment and Education of Autistic and other related Communication-Handicapped Children (TEACCH), Applied Behavior Analysis (ABA) Checklists, The Picture Exchange Communication System (PECS) and Individual Educational Plans (IEP's) are all assessment tools to assist teachers in data analysis and in the development of instructional and communication goals that are aligned to the Alternate Grade Level Indicators (AGLI's) and clearly meet student individual needs while targeting independence and communications systems.

Data analysis is an integral part of our program, to ensure that all teachers in both alternate and standardized assessment are skilled in utilizing the various assessment programs, to both deepen understanding of student performance and in developing differentiated instruction, on-going professional development will continue to assist staff in improved quality of instruction and best classroom practices. To further support teachers in professional growth the Professional Teaching Standards (PTS) will provide teachers with the necessary opportunities and tools to identify their goals, assessment, self-reflection and to engage in professional conversations with colleagues and administrators so that they can make informed decisions about their ongoing professional development.

During the 2008-2009 school year we had a 36% increase in parent participation. This was truly a positive outcome for our program as evidenced by parents attending PTA meetings, participating in the School Leadership Team (SLT), our multimedia presentation, multicultural luncheon, parent computer classes and other school events. Another successful parent outcome was their follow-up at home to access the computer-based programs; Achieve 3000 and Scantron for student assessment results and additional learning opportunities. It is essential to continue to increase parent involvement at all sites and with the assistance of the Parent Coordinator and PTA President, continued outreach to parents and families will be a major goal for our program,

Therefore, based on the data reviewed, which includes the following: 2008-2009 Quality Review, 2008 Learning Survey, Learning Environment Survey, NYS Standardized Tests, NYSAA's, Formatives and Summative Assessments, Attendance Logs and in consultation with the School Leadership Team (SLT), Cabinet, Math/Technology Coach, Data Specialist and UFT representative, we decided to focus on the following areas:

- **Literacy/Data Analysis:** The results of the NYS ELA indicates that in all grade levels there has been substantial decreases in Level 1 and increases in Levels 2 and 3; however positive this trend is, it is essential to continue to increase ELA gains and move students towards high level 2's, 3's and 4's. To address this issue, it will be necessary for the Inquiry Team, Classroom Teacher, AIS Team to continue to analyze data for the development of individual instructional programs that support positive student performance outcomes. To further support the Inquiry Team with the development and implementation of varied strategies, research-based resources will be used to address individual student needs.
- **Professional Development:** To meet professional development needs as indicated from staff surveys distributed in June 2009 it has been established that teachers require additional assistance with data collection, data analysis, hands-on computer training for computer-based assessments, which includes Scantron, Acuity, ARIS, Brigance. This school year a new Individual Educational Plan (IEP) will be introduced and to support teachers with this new document, extensive professional development must be provided so that all staff is familiar with the new format for writing SMART goals. Another area that was discussed by teachers for staff development was professional and instructional growth. To move forward in this sector and to continue to support our teachers, the six Professional Teaching Standards (PTS) will be presented in small cohort meetings to develop a Goal Setting Plan to assist teachers with professional and instructional growth.
- **Technology:** P53K was awarded the Resolution A Grant for the 2008-2009 school year. This award has enabled our Technology Team to plan, expand and enhance our technology program for students in alternate and standardized assessments. It was decided that students required further instruction in various computer applications and with the assistance of our Technology Coach the areas targeted were to increase technology proficiency by independently completing a project that meets Standards and is aligned to Individual Educational Plan (IEP). The completed project will be displayed on the SMARTboard and presented at the Technology Fair. Also, with the increase of SMARTboards, several teachers have been utilizing this technology as an instructional tool; however, it is necessary to increase the number of teachers who consistently use the SMARTboard during classroom lessons. Professional development will be provided to further assist teachers with this technology,
- **Parent Engagement:** Through agendas, sign-in sheets, parent surveys we have seen a 36% increase of parent engagement at PTA meetings, Parent Teacher conferences, IEP Meetings and other school events during the 2009 school year. In an effort to continue to increase parent participation, the School Leadership Team, Executive PTA Board, Parent Coordinator, and selected Teachers have developed a parent survey requesting suggestions for meeting

topics, speakers, workshops, translation needs and school events. Parent Coordinator and PTA members will continue to call parents to follow-up on meetings: all proactive outreach to encourage parent engagement for school and home connection.

- **Transition Planning and Vocational Training:** Teacher needs assessment and parent surveys indicated more information on community-based job experiences and transition planning. During the 2008-2009 school year fifty (50) high school students in alternate assessment were involved in our work/study program; we look forward to increasing student work experiences by 15% for the 2009-10 school year. As part of our transition process we need to expand our program so that students fourteen (14) years of age and over participate in vocational assessments that will be utilized to develop transition plans and to determine long term adult outcomes. As part of the transition process parents, students, teachers, Transition Coordinator, Parent Coordinator and Guidance Counselors/Social Workers will collaborate to complete the assessment and transitional planning.

Listed are some of P53K's greatest accomplishments over the past few years:

- The recipient of the Resolution A Grant for the 2008-2009 school year, Beaumont Grant for 2006, through the Howard Golden's Office, City of New York we received a technology grant to establish a Library/ Multimedia Center, awarded the REACH Library Grant, recipient of the Parents As Art Partners (PAAP) Grant and a Target Grant to be used for extended environment opportunities/field trips.
- Art work was displayed at the Very Special Arts Festival (VSA) at the Empire State Plaza in Albany, N.Y. The mural that was exhibited was named, "Land-Sea-Sky, Our Earth and Save It!"
- Video of the P53K Inquiry Team Protocol process was developed to be used as a model for schools throughout the City. This was created and developed by Office of Accountability/Inquire CFI Inquiry Team Protocol.
- School Demographics and Accountability Snapshot indicates that 100% of core classes are taught by "highly qualified" teachers (NCLB/SED definition).
- An increase in the number of students moving to Less Restrictive Environment.
- P53K @ 384 has been involved in a Behavior Management Program, "**Teaching Little Hearts to be Big**". This program is in collaboration with general education classes. The results of teaching students compassion, understanding and appropriate behavior strategies has reduced incident reports and increased proactive choices in different situations.
- During the 2008-2009 school year a student at P384 was the recipient of the Ezra Jack Keats Award and another student at P384 was the recipient of the Samuel Stern Award.

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 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Subject Area: Literacy / Data Analysis

Annual Goal: Students in alternate and standardized assessments will demonstrate an increase of achievement in literacy

- By June 2010, 30% of students in standardized assessment, targeted for the Academic Intervention Program (AIS) in reading, will demonstrate a 15% increase in the scale score as evidenced by the English Language Arts (ELA) Assessment.
- By June 2010, 50% of the twenty-four (24) students in standardized assessment, selected by the Data Inquiry Team will demonstrate a 25% gain in comprehension with the target area: vocabulary across all genre of literature as evidenced by Scantron Assessment.
- By June 2010, 50% of the twelve (12) students in alternate assessment, selected by the Data Inquiry Team will demonstrate a 15 % gain in identifying main idea and supporting details as evidenced by the Scantron Assessment.

Subject Area: Professional Development

Annual Goal: To expand and support a school – wide professional development program that improves best classroom practices and effective instructional procedures.

- By June 2010, forty-three (43) classroom teachers, which is 65% of our teaching staff, will successfully utilize the Professional Teaching Standards (PTS) Goal Setting Plan, to support professional and instructional growth as evidenced by a satisfactory rating on formal and informal observations.
- By June 2010, sixty-four (64) pedagogical staff, which is 90% of our teaching staff who attend various professional developments, will be skilled at using assessments; Scantron, Acuity, New York State Alternate Assessment, Brigance and ARIS as evidenced by 20% of students increasing their test scores and/or performance levels on the NYSAA and ELA.

Subject Area: Technology

Annual Goal: To continue the integration of technology as an instructional and learning tool to maximize engagement.

- By June 2010, 60 % of students in 12:1:4 and 6:1:1 alternate assessment classes will access computer-based instructional programs by utilizing adaptive technology (i.e. touch window, various switches) as evidenced by completing at least one (1) technology generated multimedia project that meets Alternate Grade Level Indicators (AGLI's) and is aligned to student's Individual Educational Plan (IEP).
- By June 2010, 60% of 12:1:1 students will continue to demonstrate increased technology proficiency by independently utilizing the SMARTboard to present at least two (2) of the following computer applications: iMovie, Power Point and Photo Studio required to complete a project that meets standards and is aligned to student's Individual Education Plan (IEP).

Subject Area: Parent Engagement

Annual Goal: To continue to increase parent engagement in student's program

- By June 2010, with continued school outreach, there will a 20% increase in parent participation in student instructional, vocational and recreational programs; IEP Conferences, Transition Meetings, PTA meetings, School Leadership Team meetings, home school related activities and school special events as evidenced by agendas, sign-off sheets, survey forms and telephone logs.

Subject Area: Transition Planning and Vocational Experiences

Annual Goal: To continue to increase community-based job opportunities and transitional planning.

- By June 2010, vocational experiences for our fifty-eight (58) high school students, ages 16 and over in alternate assessment classes will increase by 15% as evidenced by two (2) additional community-based worksites.
- By June 2010, 100% of our 144 students ages 14 and older will have completed Transition Plans and an identified community-based organization (CBO) as evidenced by 60% of students completing applications to case management agencies.

	<p>inquiry team with results from Scantron, Predictive/Acuity, Achieve 3000 and READ 180.</p> <ul style="list-style-type: none"> • Teams will consist of Classroom Teachers, AIS Leaders, Math/Technology Coach, Principal and /or Assistant Principal who will meet at least two (2) times a month to monitor student progress from data collection/logs and on-line assessment results. • The teams will share/analyze/discuss the following pertinent data for targeted students and the actual implementation approaches; conditions of learning, identified learning challenges and research based strategies to assist in the development of individual instructional programs to maximize student performance outcomes. • Teams will implement a change strategy to support the work and findings of the inquiry process. The change strategy will provide the Team with the following “tools”: techniques to review conditions for learning, templates for variable maps, research-based resources that will direct the Team to evaluate strategies and plan for implementation by creating action plans. • To meet the needs of our ELL students, strategies that include: graphic organizers, word banks, “power mapping”, classification and one sentence summary will be utilized to increase the acquisition of reading and comprehension skills.
<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"> • Inquiry Team Funding from Children First Initiative (CFI); Allocated funds for planning time (before or after school) for Inquiry Team; • Monthly teacher meetings; • Weekly common planning time.
<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"> • By October 1, 2009 classroom walkthroughs will begin. The Principal and Assistant Principals will follow-up on teacher data collection, including: Scantron Reports, Predictive Assessments, ECLAS-2, student portfolios, journals, student class performance/conferences and attendance reports and accompanying data information. • In October 2009, February 2010 and June 2010, the Principal and Assistant Principals will monitor student data/progress from the Periodic Assessments using data logs and on-line assessment results, including Scantron, Acuity, Achieve 3000 and READ 180. • At least two (2) times a month the Inquiry and AIS Teams will meet to monitor student progress from data collection/logs and on-line assessment results; Principal and/or Assistant Principals will observe during at least one of these sessions the focus and manner in which teachers share information about students’ progress/limitations, brainstorm various instructional strategies and update staff on any changes in family matters or status that may have an effect on students’ class work or behavior. Agendas will be reviewed to further evaluate the program. • Beginning November 2009, Data Inquiry Team meetings will be scheduled at least two (2) times a month; Principal and /or Assistant Principals will observe at least one of these sessions, staff discussions on various topics: the documentation from the Team’s work to

	<p>design and implement a change strategy using student data results from Scantron/Acuity and various additional data collection supports, collaboration techniques to establish specific instructional approaches using research-based resources, review data results to ensure that student individual needs/goals are being addressed and follow-up with parents. Agendas will be available for review.</p> <ul style="list-style-type: none">• Beginning December 2009 during monthly meetings to further support the Data Inquiry and AIS Team, the Math/Technology Coach and the Data Specialist will assist staff in the collection, analysis and evaluation of data results from Scantron/Acuity and AIS supports.• Through monthly classroom walkthroughs, observations, lesson plans and formal conversations with staff, the Principal and/or Assistant Principals will be able to evaluate the positive outcomes of data collection as it pertains to writing IEP goals, differentiating instruction, appropriate grouping, and learning styles of students, sharing information with parents and in monitoring overall student achievements or issues.• During monthly walkthroughs in an effort to empower students to take an active role in the testing process, Principal and/or Assistant Principal will follow-up through “accountable-talk” with students about test results and feelings, expectations, academic rigor that was involved, the evaluation process and the recognition of accomplishments by teachers, peers and family.
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand and support a school – wide professional development program that improves best classroom practices and effective instructional procedures.</p> <ul style="list-style-type: none"> • By June 2010, forty-three (43) classroom teachers, which is 65% of our teaching staff, will successfully utilize the Professional Teaching Standards (PTS) Protocol: Goal Setting Plan, which will support professional and instructional growth as evidenced by a satisfactory rating on formal and informal observations. • By June 2010, sixty-four (64) pedagogical staff, which is 90% of our teaching staff who have attended various professional developments will be skilled at using assessments; Scantron, Acuity, New York State Alternate Assessment (NYSAA) and Brigance to deepen understanding of performance as evidenced by 20% of students increasing their ELA test scores and/or performance levels on the NYSAA and ELA.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling and funding.</p> <ul style="list-style-type: none"> • Continue to review and expand information as it relates to the Professional Teaching Standards (PTS) at staff conferences. • To promote team building, teachers will meet during weekly sessions in peer groups, to reflect, share ideas and/or set goals. • Continue on-going PTS professional development which will include discussion and conversation as it pertains to the Continuum of Teacher Development and the six Professional Teaching Standards. • Small teacher cohort groups will be scheduled in the morning to meet once a week with the coach or mentor to review/discuss/analyze the Continuum and the various levels of teacher development. • As part of an evaluation process the Principal/and or Assistant Principal will schedule conversations with individual teachers to develop a Goal Setting Plan. During this planning session the teacher will select a professional teaching standard from the

	<p>Continuum and with support, on-going professional development work towards meeting the identified goal.</p> <ul style="list-style-type: none"> • Our professional development will continue to be presented by “in-house” staffs who have attended training sessions offered at the District, network workshops and outside conferences. In our ongoing effort to expand teambuilding capacity we have continued to increase the number of staff who will do turn-key training during designated staff development days, cohort sessions, faculty meetings and grade conferences. • Each professional development workshop, cohort meetings, faculty meetings will have an agenda, handouts, sign-off sheets. In order to follow-up on future professional development topics, evaluation forms with comments will be disseminated
<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"> • Professional Development will be funded from our Tax Levy allocation. • Small teacher cohort groups will be scheduled in the morning to meet once a week in peer groups, with coach, and/or mentors. • As part of the goal setting plan to support teachers, the Principal and/or Assistant Principal will schedule formal conversations with teachers on a bi-monthly basis.
<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"> • By October 2009, in our efforts to support and expand teachers’ instructional and professional growth through on-going professional development, which includes; weekly small group cohort meetings, monthly faculty meetings and inter-visitations, various evaluation tools will be utilized by the Principal and/or Assistant Principals to assess teachers during formal and informal observations. The evaluation tools will consist of the following: Goal Setting Plan in which teachers selected and identified their own professional teaching goals from the Continuum, the observation rubric with attached narrative and the instructional checklist will be used to determine a satisfactory lesson • Beginning November 2009, through formal and informal observations the Principal and/or Assistant Principals will be able to monitor and review the alignment of professional development to improve quality of instruction by staff. This will be evidenced by the use of strategies and techniques from the trainings, i.e. increased knowledge of particular topics, improved staff teaching methods, data results analyzed and evaluated to differentiate instruction, appropriate small groups established, learning styles addressed, improved classroom management and observable student progress. . • Through monthly walkthroughs, Principal and/or Assistant Principals will observe the achievements students have made as evidenced by overall improved test scores, data results that clearly indicate gains, the establishment of instructional programs that use data information to meet students individual needs, small group instruction that utilizes mini lessons, differentiated instruction, hands-on materials, graphic organizers and technology to support instruction.

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): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue the integration of technology as an instructional and learning tool to maximize engagement.</p> <ul style="list-style-type: none"> • By June 2010, 60 % of students in 12:1:4 and 6:1:1 alternate assessment classes will access computer-based instructional programs as evidenced by the completion of at least one (1) technology generated multimedia project that meets alternate grade level indicators (AGLI's) and is aligned to student's Individual Educational Plan (IEP). • By June 2010, 60% of 12:1:1 students will continue to demonstrate increased technology proficiency by independently utilizing the SMART Board to present at least one (1) of the following computer applications: iMovie, Power Point and Photo Studio required to complete a project that meets standards and is aligned to student's Individual Education Plan (IEP).
<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"> • Needs assessment conducted to determine technology needs for each site. • Disseminate new computer equipment amongst the sites to ensure that students will continue to have access to technology on a daily basis. • Schedule professional development to support teachers with technology instruction including the enhancement of the Port portal website for teachers to share appropriate web sites they use to support instruction. Utilize monthly teacher meetings as a venue for sharing ideas as well. • Development of bi-monthly news letter including a timeline to support teachers to in selecting and developing their content based technology project. Newsletter will include sample projects for the teachers to refer to when planning their own project. • Classes will be scheduled for computer instruction with a Technology teacher, once a week to assist students with various technology applications that will enhance proficiency and independency. • Utilization of an interdisciplinary- team approach to instruction including the speech teachers, occupation and physical Therapist, technology teachers and classroom instructional teams to identify and specific adaptations necessary for instruction

	<ul style="list-style-type: none"> • To continue to expand the technology program, both the technology and classroom teachers will collaborate to provide the appropriate computer applications and instructional supports to the students • Students will be required to complete research/exit projects and create iMovies or Power Point slide shows with corresponding text in an independent manner. This will empower students to complete projects that meet State Standards and/or Alternate Grade Level Indicators (AGLI's). • Classes will develop a process binder select topics and develop a timeline to complete required content-based technology assignments utilizing the following guideline questions: How was the topic selected? What activities were planned to assist in achieving the end product? What sources and/or outreach were utilized to obtain the information for the product? What technology program was used to present completed project, i.e. Power Point, iMovie? What Standards were addressed for this project? • Completed projects will be displayed at the annual Technology Fair
<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>	<p>Funding:</p> <ul style="list-style-type: none"> • Technology will be funded through our Tax-Levy allocation. • Collaborative planning time for teachers will also be utilized; • At each monthly teacher meeting, the technology projects will be discussed and new additions to the Port portal website will be introduced.
<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"> • Through monthly classroom walkthroughs the Principal and/or Assistant Principals will observe students demonstrating computer functions that include the following: independently accessing the Internet for research and/or instructional information, and utilizing PowerPoint, iMovie, Photo Story, applications that clearly display increased technology proficiency in completing a project. • Through monthly classroom walkthroughs the Principal and /or Assistant Principal Will observe the interdisciplinary- team developing instructional activities in the area of technology. • Through monthly classroom walkthroughs the Principal and/or Assistant Principals will observe the progress and achievement students have made in various areas: working collaboratively and following specific directions to complete their projects, utilizing the Internet to access appropriate information for their research portion of the project, improving literacy and writing skills as evidenced by expanded written text. • Through “accountable talk” with students during monthly walkthroughs, the Principal and/or Assistant Principals will discuss the completed projects; inquire as to the academic rigor that was required to complete the technology applications/research process and the standards that were addressed. On a social emotional level, their feelings as it pertains to the recognition of their accomplishments to independently complete technology projects and the evaluation procedures to grade projects. .

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| | <ul style="list-style-type: none">• Teachers will be able to access a variety of instructional programs on the Internet for their weekly and/or monthly thematic lesson planning. |
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Parent Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to increase parent engagement in student’s program</p> <ul style="list-style-type: none"> By June 2010, with continued school outreach, there will a 20% increase in parent participation in student instructional, vocational and recreational programs; IEP Conferences, Transition Meetings, PTA meetings, School Leadership Team Meetings, home school related activities and school special events as evidenced by agendas, sign-off sheets, survey forms and telephone logs.
<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"> Small cohorts of teachers will meet to identify possible barriers for parents to participate in school community. As part of this meeting, the teachers will utilize the brainstorming process to determine possible solutions. Discussion of current parent involvement and review of data for Fall Parent-Teacher conferences, IEP/Transition conferences and attendance at school functions and PTA meetings will be reviewed. Parent Coordinator in conjunction with the PTA will develop and disseminate a survey to the parents to identify opportunities to increase parental participation in student programs including suggestion for topics for parent meetings, suggested time of day for parent meetings, suggestions for method of contact for parents-written, email, voicemail Suggestions for increased parent involvement will be brought to the parent coordinator and PTA for discussion. Implementation of suggestions will begin Parent Coordinator, in consultation with PTA and school staff, will develop and disseminate a site specific calendar, including home school connection highlights from classroom teachers. Parents of selected students for both AIS and the inquiry team will be informed by letter with an explanation of the program and their responsibilities which will include: follow-up of specific homework assignments and meetings to discuss their child’s accomplishments and challenges. Also, at these meetings parents will be given information on data and demonstration computer lessons on accessing Scantron so

	<p>that they can follow-up at home on assessment results and additional learning opportunities. Also, parents will be able to access their computers at home to see exactly what their child accomplished in a certain time period.</p> <ul style="list-style-type: none"> • Scheduling of school events to accommodate parent schedules as determined by School Leadership Team, PTA, Parent Coordinator and teachers • Workshop on school learning environment and a venue for parents becoming more acquainted with the school in an effort for parents to view themselves as valued members of the school community and have a greater sense participation in student programs.
<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>	<p>Teachers; Parent Coordinator; School Leadership Team; Parent Association Members; All collaborating to ensure that parents are aware of meeting dates; monthly calendars, newsletters and telephone reminders. Tax levy funds will be utilized.</p>
<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"> • In an effort to increase parent involvement and maintain daily communication, the classroom teacher will utilize a daily student journal which will be sent home and initialed by parent; • Beginning September 2009, review parent attendance sign-in sheets for all school monthly meetings and/or events; • In September 2009, December 2009, April 2010 and August 2010, data sheets for monthly PTA meetings to be reviewed during the PTA Executive Board meetings. The data will be used to evaluate the increase of parent engagement and if need be, expand parent outreach.

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): Transition Planning and Vocational Experiences

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to increase community-based job opportunities and transitional planning.</p> <ul style="list-style-type: none"> • By June 2010, vocational experiences for our fifty-eight (58) high school students, ages 16 and over, in alternate assessment classes will increase by 15% as evidenced by two (2) additional community-based worksites. • By June 2010, 100% of our 144 students, ages 14 and older, will have completed Transition Plans and an identified community-based organization (CBO) as evidenced by 60% of students completing applications to case management agencies.
<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"> • As part of the transition process, parents, students, teachers, Transition Coordinator and Guidance Counselors and School Social Workers will work to complete the Level 1 Vocational Assessment of students. The findings of these assessments will be utilized to develop transition plans and determine long term adult outcomes. • These findings will also be used drive instruction and the classroom teachers will develop appropriate IEP goals and objectives for the students. • An inventory of current community based jobs will be conducted to identify the types of skills students need in order to be effective at the job site. In addition, students will complete an application process whereby they use the results of the Level 1 Vocational assessment to express their worksite preferences. • Students will continue to participate in community based and school based vocational experiences. Ongoing evaluation of job matching for students • Professional development for staff to enable the job coaches to provide optimum expiries for the students. Professional development will also be conducted in linking the Alternate Grade Level Indicators (AGLI's) to the skills taught at the community based work sites.

	<ul style="list-style-type: none"> • Development of resumes and continued instruction in the area of interview skills, job and career skills. • An ongoing inventory of job sites and the skills that are necessary for the site will be maintained by the transition coordinator/job developer. In addition, new sites will be acquired and inventoried as to provide additional opportunities for more students to participate in the work program. • The transition team made up of Transition Linkage Coordinator, School Social Worker and Guidance counselor will work with parents to ensure that the students are linked with agencies which provide case management. • Transition Linkage Coordinator and Parent coordinator will assist parents in visiting and selecting a program for their child as they age out of the school system • A transition fair will be held at the school to offer parents an opportunity to learn about the various agencies they can access to provide assistance for their children. In addition the topics of guardianship and health services for students will be addressed • Ensure equal access for ELL's
<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"> • Staffing for the ongoing Transitional Planning and Vocational Experiences will consist of school transition linkage coordinator, school social worker and guidance counselor and parent coordinator; • Utilize professional development days and common planning time with teachers • Utilize parent teacher conferences, IEP/transition conferences and Parent Teacher Association (PTA) meetings. • Tax Level funds will be utilized.
<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"> • Beginning October 2009, monthly reports from vocational sites will be reviewed and data aligned to student goals; • Beginning October 2009, monthly report of transition meetings; reviewed and data used for monitoring progress of transition planning; • By April 2010, transitional plans will be completed.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><u>Mathematics:</u></p> <ul style="list-style-type: none"> • Great Leaps • Achieve It • Everyday Math Games • Apple Lap Top Carts • Focus • Buckle Down 	<p>1:1 instruction during the school day</p> <ul style="list-style-type: none"> • <u>Great Leaps</u>; building fluency in the basic facts of addition, subtraction, multiplication and division. • <u>Achieve It</u>: individualized instruction and practice enables us to work skill by skill with each student. • <u>Everyday Math Games</u>: used for drill and practice to increase fact building and operations skills. • <u>Apple Lap Top Carts</u>: technology and interactive based, provides learning links to interact with inquiry based lessons. • <u>Focus</u>: used to reinforce math skills while differentiating instruction. • <u>Buckle Down</u>: used as test formatted practice
<p><u>Science:</u></p> <ul style="list-style-type: none"> • IOpeners • Achieve 3000 • Smart Board • Star Board • Apple Lap Top Carts • Science Magazines 	<p><u>Small group in science instruction during the school day</u></p> <ul style="list-style-type: none"> • <u>IOpeners</u>: Real-life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life through science. • <u>Achieve 3000 (kidbiz & teen biz)</u>: a web-based, individualized and differentiated instruction program, students increase their knowledge of science using non-fiction reading and writing activities. • <u>Smart Board</u>: Interactive technology tool used to promote cause and effect. • <u>Star Board</u>: groups of students can simultaneously interact with digital content, working together toward problem solving and inquiry in Science. • <u>Apple Lap Top Carts</u>: technology and interactive based, provides learning links to interact with inquiry based lessons. • <u>Science Magazines</u>: hands on activities, inquiry based instruction, increase vocabulary, word recognition, comprehension and writing skills. Alternate assessment students use adaptations, adaptive communication devices, and visual cues.

<p><u>Science</u></p> <ul style="list-style-type: none"> • Science Magazines • Apple Lap Top Carts • Science Court Exploration 	<p><u>1:1 instruction during the schools day</u></p> <ul style="list-style-type: none"> • <u>Science magazines:</u> hands on activities, inquiry based instruction, increase vocabulary, word recognition, comprehension and writing skills. Alternate assessment students use adaptations, adaptive communication devices, and visual cues. • <u>Apple Lap Top Carts:</u> students access “Science Court” program for interactive science building fluency and comprehension learning new science words and facts. • <u>Science Court Exploration:</u> hands on manipulative, introduces and reinforces the scientific method and fundamental science concepts through multimedia.
<p><u>Social Studies:</u></p> <ul style="list-style-type: none"> • <u>iOpeners</u> • Star Reporter • Apple Lap Top Carts • Smart Board • Star Board • MeVille to WeVille • Life Skills/Adaptive Living Skills (ADL) • Travel Training 	<p><u>Small group in social studies instruction during the school day</u></p> <ul style="list-style-type: none"> • <u>iOpeners:</u> Real-life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life with a focus on social studies. • <u>Star Reporter:</u> A theme-based curriculum for creating a school or classroom newspaper, using assistive technology devices. Students develop editing skills. • <u>Apple Lap Top Carts:</u> technology and interactive based, provides learning links to interact with inquiry based lessons. • <u>Smart Board:</u> Interactive technology tool used to promote cause and effect. • <u>Star Board:</u> groups of students can simultaneously interact with digital content, working together on social studies content. • <u>MeVille to WeVille:</u> students in alternate assessment increase vocabulary, word recognition, comprehension and writing skills; learn about “me” in relation to self, family and community. • <u>Life Skills/Adaptive Living Skills (ADL), Community Based Vocational Instruction, and Travel Training:</u> used for students in alternate assessment to increase independence through functional experiences that include job related activities, neighborhood information, practice in utilizing public transportation, appropriate behavior, and functional vocabulary.
<p>At-risk Services Provided by the Guidance Counselor:</p> <ul style="list-style-type: none"> • Life Space Crisis Intervention • Yoga 	<p><u>1:1 during the school day as needed</u></p> <ul style="list-style-type: none"> • Students learn and practice social skills, such as, emotion management, problem solving, and cooperation • Low impact claming techniques
<p>At-risk Services Provided by the Social Worker:</p> <ul style="list-style-type: none"> • Teaching Little Hearts to be Big Hearts 	<p><u>Small group during the school day</u></p> <ul style="list-style-type: none"> • <u>Teaching Little Hearts to be Big Hearts:</u> in a collaborative program with general education this group teaches students about compassion, kindness, concern, consideration, caring and ways to integrate these concepts into everyday life.

<ul style="list-style-type: none"> • Inter-Dependence • Therapeutic Crisis Intervention (TCI) 	<ul style="list-style-type: none"> • <u>Inter-Dependence:</u> In order to get students to start caring for one another we have created an environment of dependence on one another. • <u>Therapeutic Crisis Intervention (TCI):</u> Students develop new coping skills and learn self-regulation techniques.
<p><u>At-risk Health-related Services:</u></p> <ul style="list-style-type: none"> • <u>Open Air Ways</u> 	<p><u>Small group during the school day</u></p> <ul style="list-style-type: none"> • <u>Open Air Ways:</u> School nurse provides students with asthma additional preventative services to teach the warning signs of asthma, the things that can cause an asthmatic attack and how to avoid them.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP to this CEP.

Language Allocation Policy (2009 – 2010)

Principal: Luis Quintana

Network Leader: Barbara Joseph

LAP Team Composition:

Kathy Goetemann – ESL Teacher
Angel Lopez – Bilingual Teacher
Diana Castillo – Teacher
Eleanor Tucker - Assistant Principal
Nathalie Jackman – Parent Coordinator

DEMOGRAPHICS

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 361 students, of which fifty-five (55) are English Language Learners. Of these fifty-five (55), forty (40) are recommended for bilingual services, six (6) are recommended for ESL services and nine (9) are X-coded. Of the forty (40) in the bilingual program, ten (10) students are in the 12:1:1 bilingual class and thirty (30) students are in alternate placement. These thirty (30) students in alternate placement receive ESL services. The student-to-staff ratio for these ESL students is as follows: three (3) are in 12:1:1 classes, twenty-one (21) are in 12:1:4 classes and six (6) are in 6:1:1 classes. The student-to-staff ratio of the six (6) students recommended for ESL only is one (1) 12:1:1 student, two (2) 6:1:1 students and three (3) 12:1:4 students. There is one standardized assessment student who is in a 12:1:1 class. The ELLs make up 15.24% of the total student population. The demographics are as follows

Native Language	# of Students
Spanish	30
Chinese	8
Haitian Creole	3
Urdu	1
Arab	2
Russian	1
Bengali	1

The breakdown of the English Language Learners (ELLs) by grade is as follows:

Grade	# of Students
Kindergarten	2
Third	4
Fifth	1
Sixth	3
Seventh	8
Eighth	6
Ninth	7
Tenth	2
Twelfth	13

Students receive ESL and Native Language Arts instruction either in a bilingual class or through a push-in or pull-out program by a certified English as a Second Language (ESL) teacher. Students whose IEP recommends bilingual services but for whom no bilingual class is available receive support in their native language by an alternate placement paraprofessional in accordance with CR Part 154 mandates at the same time that they receive ESL from a licensed ESL teacher. Instruction is driven by the New York State Standards and Alternate Grade Level Indicators (AGLIs) for students in alternate assessment.

PARENT CHOICE

Options and programs for Special Education English Language Learners (ELLs) are discussed with parents during the Individual Educational Planning (IEP) conference at the CSE level. This occurs after students are designated as English Language Learners according to the home language survey and results of the LAB-R tests. The RLER ATS report, which identifies students as eligible for testing (LAB-R and NYSESLAT) is also utilized to determine eligibility of those students who are list noticed from another NYC public school. English Language Learners (ELLs) are placed in programs where their specific disabilities and language needs are addressed. The bilingual self contained class is an alternate assessment class for students with learning disabilities. The English Language Learners (ELLs) have an alternate placement paraprofessional to assist them with English language acquisition and native language support. Parents are informed of this information during the IEP meeting. Translation services are always available at the meetings.

PROFICIENCY LEVELS AND CONTENT PERFORMANCE DATA

There was one standardized assessment student who took the NYSESLAT in 2009. The breakdown of his scores is:

Student Name	Grade	Speaking/ Listening	Reading / Writing	Proficiency
J.A.	2	I	B	B

The standardized assessment student scored a level 2 on the State Mathematic Assessment and a level 1 on the ELA State Assessment.

The breakdown of the NYSESLAT scores for the alternate assessment students is:

Student Name	Grade	Speaking/Listening	Reading/Writing	Proficiency
K.D.	12	I	B	B
J.D.	11	I	B	B
E.F.	11	A	B	B
E.V.	11	I	B	B
J.V	11	B	B	B
J. A.	9	B	B	B
L.R.	8	A	B	B
L.Z.	6	I	B	B
J.C.	5	I	B	B
J.H.	4	I	I	I
R.G.	2	I	B	B

*The remaining thirty-four (34) alternate assessment students were administered the test but received invalid scores because they were unable to complete the test due to their disabilities.

The scores for four (4) X coded students who were administered the NYSESLAT are as follows:

Student Name	Grade	Speaking/Listening	Reading/Writing	Proficiency
G.A.	10	I	B	B
G.F.	9	I	B	B
J.R.	7	A	B	B
O.M.	2	I	B	B

*The remaining five (5) X coded students received invalid scores because they were not able to complete the test due to their disabilities.

There were eighteen (18) ELLs who were scheduled for the New York State Alternate Assessment (NYSAA) in 2009. The scores for these students were:

Student Name	Math	ELA
K.C.	4	4
I.C.	4	4
C.C.	4	4
J.C.	4	4
H.C.	4	4
M.D.	3	3
K.D.	4	4
A.F.	4	4
K.G.	4	4
E.G.	4	4
J.H.	4	4
W.H.	4	4

B.L.	3	4
B.R.	4	4
D.S.	4	4
J.V.	2	4
J. V.	1	2
L.Z.	4	4

NYSESLAT scores indicate that the majority of students' speaking and listening skills continue to improve with 82% at the intermediate or advanced level. Reading and writing scores remain relatively at the same level. Our special education students have cognitive delays and perform several grade levels below their general education peers. The scores on the NYSESLAT do not reflect the progress many of them have made in their reading and writing because it measures progress according to the grade level of general education students. Therefore, when one of our students performs at the intermediate level it indicates a significant achievement in their English language skills.

Many of our students' basic interpersonal communications skills (BICS) are well developed in their native language and in English; this is reflected in the higher speaking and listening scores on the NYSESLAT. The daily read alouds during the ESL session has contributed to higher NYSESLAT listening scores and increased student reading comprehension as evidenced by improved participation in classroom discussions. Students have demonstrated improvement on the Brigance assessment and other diagnostic tools that teachers utilize, i.e.: running records, vocabulary and comprehension skills checklists.

English Language Learners (ELLs) consistently scored at levels 4 on all sections of the New York State Alternate Assessments (NYSAA) including: ELA, Mathematics, Social Studies and Science. In the area of mathematics, we utilize the following strategies: manipulatives, visuals, tactile-sensory materials and math related literature. Social Studies and Science lessons are also presented with visuals and hands-on objects to address the various learning styles of students. Scantron Performance Series is now being incorporated into our assessment program and the data results will be used to develop differentiated instructional programs for our ELL students.

According to teachers who have administered the NYSAA, the positive feedback indicated that an increased number of ELL students were able to perform tasks proficiently in both English and in their native language. This signifies an increased competency in students' language acquisition skills. The ESL, bilingual, and alternate placement programs continue to benefit students' English language acquisition skills by reinforcing their emergent reading and writing skills with read alouds, vocabulary building, and visual /auditory presentations utilizing the SMARTboard and other technology equipment.

The Periodic Assessment for English Language Learners (ELLs) was administered to six alternate assessment ELL students in the Fall and again in the Spring last year and it has been found to be an excellent tool to use as preparation for the NYSESLAT. The students exhibit less anxiety about taking the NYSESLAT as a result.

IMPLICATIONS FOR LAP REGARDING INSTRUCTION

As a result of our LAP meetings and findings, we will continue to utilize age appropriate native language literature for students in the bilingual program. These books contain many visuals that reflect their culture, lifestyle, and traditions with high interest text that addresses the various needs of our high school aged students with cognitive disabilities. Some of our alternate assessment students in the bilingual program have limited skills in their native language, to focus in on this issue, a structured phonics/whole language reading support program has been implemented during their Native Language Arts period. The Tesores de Lectura program by McGraw Hill is used to support the NLA program. The following approaches are used to increase English and native language proficiency: labeling items in the classroom in both languages, word walls in both languages, displaying visuals that reflect student cultures and increasing the use of Total Physical Response (TPR) in both the ESL and bilingual programs. To enhance acquisition in English, students receive an overview in their native language. The paraprofessional assists the ELLs in completing their independent work. The students have the choice of writing in their native language or in English except during ESL instruction. In the bilingual class the teacher provides materials for math that includes manipulatives, and math games in their native language. Math vocabulary and the “language of math” are being taught in both languages. The Everyday Math curriculum incorporates many of these elements and successfully reinforces previously learned math language and skills. We integrate math into all the content areas utilizing literature; Amanda Bean’s Amazing Dream is an example of a book, which is excellent to use for this purpose. We feel that the continued structure and consistency in our math program is reflected in the higher Math NYSAA scores.

The ESL teacher will continue to support classroom content instruction utilizing Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), and scaffolding with phonics, vocabulary and comprehension skills reinforcement. To expand our math program the Marilyn Burns “Classroom Math Library” is being utilized. The following books incorporate language arts skills with math skills: “Jim and the Beanstalk”, “Wilma Unlimited”, “A Cloak for the Dreamer” and “A Remainder of Chi”. Problem solving skills, numeration, and measurement are some of the math skills covered in the set. Many reading and writing skills can be taught in conjunction with the math skills. Students who are non-verbal participate in their classroom lessons and activities by using augmentative communication devices, bookworm, adapted books and computer software throughout the day. Lessons continue to reflect the various cultures represented in the school, which allow for contextualization of the subject matter. The ESL instructor creates lesson plans that address the ESL standards of speaking, listening, reading, and writing in English. The Instructional program is differentiated to meet individual student needs as indicated on the Individual Educational Plan (IEP). Students are grouped according to proficiency and literacy levels. Cooperative learning through partner reading and group projects are incorporated into the lessons in order to increase oral language skills and positive peer interaction. Collaboration between the classroom teacher, ESL teacher, and alternate placement paraprofessional is an integral part of the program and essential for lesson planning, which includes adaptations to support the acquisition of English for ELL students and address individual needs.

The Title III after school program has been incorporated and has been highly successful. Teachers have observed that those ELL students who attended the program exhibit more confidence and enthusiasm in the classroom. This is evidenced by increased participation in classroom discussions and class work. The students ability to give oral presentations in front of parents and teachers during the after school final project was especially beneficial in increasing student self esteem and English oral, written, reading and listening skills.

The Q-Read reading program has also been added to the curriculum and teachers have found it an exciting addition to their literacy program. It is well suited for our special needs high school students who perform at the emergent or early reading stages. The text is age appropriate and of high interest. The material is motivating and fun for the students.

We will continue to assess the students in their native language and or English except when English skills are being evaluated. Students who are non-verbal communicate with augmentative devices and if required, these tools can be programmed in the student's native language for assessment and instructional purposes. The teacher and paraprofessional will evaluate the status of the programmed augmentative devices and if need be, make any modifications to support and increase English language acquisition.

PLANS FOR SIFE, LONG TERM ELLs, NEWCOMERS

Presently we have no **SIFE** students; however, in the event that we do we will provide the following interventions along with mandated ESL services: peer tutoring, AIS services either before or after school, a parent school connection, aid of outside support services including "City Years" (young people from the community come into the school to provide a cultural and communal connection with the SIFE student) and a culturally enriched academic program.

ELLs who are receiving **4-6 years** of service continue to get the mandated amount of minutes of ESL or bilingual instruction in the bilingual class or ESL services with an alternate placement paraprofessional. Students are taught thematically and lessons complement the classroom content instruction. Math, science, social studies and literature are all used to access the ESL State Standards of speaking, listening, reading and writing in English. These subjects are taught through thematic units and content is contextualized to make it easily accessible to the ELL student by creating units that relate to their life and experience. Lessons are differentiated and students are placed with peers the same age or grade level. Vocabulary, phonics, comprehension and writing skills are emphasized and students are assessed weekly on content and vocabulary learned. Books and materials are adapted to meet the needs of special needs students. The use of communication boards and devices is also available for these students. Computer software is used to supplement content learning. Games and science experiments are utilized to improve the students' social and communication skills to provide hands-on learning for kinesthetic learners. Music, poems and chants are engaging ways to teach phonics, math, social studies and science. They are also used to provide enrichment for the kinesthetic and auditory ELL learners.

Long term ELLs continue in the program until they pass the NYSESLAT or in the case of alternate assessment students until the school based support team determines they no longer require the services and indicate this on the IEP. These students will continue to receive additional ESL support for a year to allow for a smooth **transition** into the ELA program and their progress will be monitored. Interventions for **long term ELLs** include the following: peer tutoring, collaborative lessons between the ESL, bilingual and classroom teacher, and intensive phonics, comprehension and literacy skills instruction. Content area instruction is taught using sheltered instruction and scaffolding techniques with visuals and realia incorporated into all lessons. Adaptive communication devices, communication books, bookworm, adapted books, and picture symbols are accessible to our **special needs** non-verbal students. Also essential are multisensory materials and computer software, which increases student engagement during the instructional process. Students are assessed regularly using the Brigance Diagnostics Inventory and the proficiency level data

gleaned from this assessment tool assists teachers in appropriate grouping for differentiated instructional lessons. Extremely important for our ELL student is to provide a supportive multicultural environment that promotes a positive and nurturing learning environment.

Newly enrolled students come with their parent(s), or guardian(s) to the school before they begin and are given a tour and description of our services by a member of the School Based Support Team. Students are given an opportunity to meet their teacher and classmates.

Services that are available to **newcomers** include tutoring buddies and the development of initial literacy in native language that utilizes consistent ESL interventions and strategies. To make **newcomers** feel supported and comfortable lessons related to their native culture are taught. Topics include the following: literature, food, music and customs of the various countries represented in the school.

Students who need to take the ELA after one year in the program will receive additional support in English and in test taking skills strategies either during the day or after school. Reading Recovery techniques will be used and adapted to allow for increased opportunities in the acquisition of English.

PROGRAM MODEL DESCRIPTION

Based on the CR Part 154 regulations students in the **bilingual program** receive the mandated 540 minutes a week of ESL and 180 minutes a week of native language instruction for high school alternate assessment students from a certified bilingual teacher. Our 12:1:1 self contained bilingual class with students in grades 9-12 is at a beginning level. The class uses a 60:40 Spanish/English model of instruction. These students receive 60% instruction in the native language and 40% instruction in English in most content areas. There are eight 50 minute periods a day beginning at 8:00 and ending at 2:50. The breakdown of how the native language and English are allocated per instructional unit a day is as follows: ESL-90, NLA-90(NL), Math-40(NL)10(English using ESL), Social Studies/Science-40(NL)10(English using ESL), Art/Music/PE-50(English using ESL). There is a bilingual paraprofessional in the class to give additional native language support.

Both Native Language Arts (NLA) and ELA programs incorporate the Balanced Literacy Program. The Caught Reading and Foundations Wilson Language Basics Programs are used to teach word attack skills, reading comprehension and vocabulary development. Tesores de Lectura by McGraw Hill is the program utilized for Native Language Arts instruction. Students also acquire phonics and comprehension skills through a variety of modalities that include: computer software, literature (both Spanish and English) and standard based instruction. A classroom library with leveled books, books on tape, and multicultural books that reflects student backgrounds and literacy levels in both English and Spanish support the program. To allow for maximum contextualization of the text, students participate in activities before, during, and after reading a passage. The data from the English and native language literacy levels are used to develop the comprehension skills and phonics instructional programs. Cooperative learning, thematic instruction, multisensory and multimedia materials enhance the program. The Arts are incorporated throughout the content areas. Special projects like the multimedia fair and theme related activities combine content area instruction with literacy, technology, and oral-visual self-expression. This supports and addresses English language acquisition through speaking, listening, reading, and writing.

Students who score proficient on the NYSESLAT and enter a monolingual class will receive additional support in English by the ESL teacher and other support services for up to two years. Test taking strategies and continued content area instructional supports will be provided. This will allow for a seamless and positive transition into the monolingual class environment.

All ELLs in the alternate placement program and those designated as **ESL** receive the required weekly minutes of **ESL** by a certified ESL teacher in either a push-in or pull-out model. Beginning level high school students receive 540 minutes a week and intermediate high school level students receive 360 minutes a week. Elementary and middle school students receive 360 minutes for students at the beginning and intermediate levels of proficiency. Presently there are no students at the advanced level of proficiency; at such time that student's progress to the advanced level, the required 1 unit of ELA and ESL will be provided. Instruction follows the New York State ESL Standards and Alternate Grade Level Indicators (AGLIs).

Lessons are adapted to address **alternate assessment special needs students** by utilizing augmentative communication devices and various types of multisensory materials including: Mayor Johnson picture symbols, the bookworm device and adapted books. ESL strategies like Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), the language experience approach and scaffolding (i.e. graphic organizers, word banks, and story maps) support content area learning. Phonics, comprehension skills, cooperative learning, and balanced literacy are also incorporated into ESL instruction. Music and art continue to enrich language development. Many lessons include singing, reading songs and poetry, which teach basic skills including the alphabet, numbers, sight words and oral expression. Instruction must be differentiated to accommodate the different learning styles (visual, kinesthetic, and auditory), age and proficiency levels. Students who are non verbal or with limited oral skills require the following adaptations: Mayor Johnson picture symbols, alternate communication systems and the bookworm device to adapt books. Students are grouped according to disability, proficiency and literacy levels. A leveled library that contains many multicultural books and visuals enhance the ESL program. Hands on manipulatives and realia are used in content area lessons to increase student engagement and augment ESL lessons.

Instructional reading programs and resources include: The All Star English Addison Wesley program, Creative Teaching Press Phonics Readers, Open Court phonics program, Lakeshore theme boxes, reading rods, alphabet games, computer software programs, "Connected to ESL" and "Interactive Academic Lessons" are all used to expand and complement ESL lessons. The ESL teacher collaborates with the classroom teachers to collect data, assess needs of students and to review content area skills to be taught during the ESL session.

In social studies and science, literature, magazines, newspapers and the performance of science experiments are instructional tools to further address content area skills.

Students functioning at a higher cognitive level receive instruction through a balanced literacy approach. Each session includes a teaching point, directed mini-lesson, shared, guided reading and writing samples that incorporates the following ESL strategies: Language Experience Approach (LEA), visuals and scaffolding. The before, during, and after reading activities clarify content material to increase reading comprehension. Test taking strategies are included in some of the ESL sessions.

Students who score proficient on the NYSESLAT and enter a monolingual class will receive additional support in English by the ESL teacher and other support services for up to two years. Test taking strategies and continued content area instructional supports will be provided. This will allow for a seamless and positive transition into the monolingual class environment.

STAFFING QUALIFICATIONS AND PROFESSIONAL DEVELOPEMENT

All staff meets certification qualifications for their positions. The ESL and Bilingual teachers have their permanent certification. There are ample alternate placement paraprofessionals to assist students in the instructional programs.

Professional development will be presented to all teachers and paraprofessionals on the contents and implications of the LAP plan. The bilingual and ESL teachers attend workshops given by the Department of Bilingual Services at District 75 on compliance issues and best instructional practices. In an effort to disseminate this information, the bilingual and ESL teachers provide turn-key training to staff during designated professional development days. Jose P training is provided to all teachers on an on-going basis. To ensure that new teaching staff receives this training; accommodations will be made for them to attend the professional development on this topic. The ESL teacher collaborates with classroom teachers to provide instructional strategies that address specific student needs and learning styles. They will meet with the classroom teachers in devising a plan for assessment and together will evaluate the progress of ELLs on a quarterly basis during common planning time. The ESL or bilingual teacher will provide professional development on the following topics on the dates listed below:

January 4, 6 - Title III planning sessions

February 23 - Best instructional practices for ELLs – Implications of LAP

April 12 - Preparation and practice for NYSESLAT Testing

All staff of students who transition from elementary to middle school or high school within our P53K sites are adequately supported by the ESL teacher as those students continue to be served at their new P53K site. The ESL teacher serves as a supportive and nurturing presence in the ELL students' learning all throughout her or his years at P53K. Many students remain at P53K from K to 12th grade. We serve all grade levels throughout our seven sites.

The ESL and Bilingual teachers assisted by the Parent Coordinator provide staff with translation and interpretation services as it relates to the needs of their students and parents. P53K continues to present staff with the appropriate cultural information and methods to assist ELLs and their families in a positive adjustment to a new country, school and language.

PARENTAL INVOLVEMENT

Activities for parents include regularly scheduled meetings with our parent coordinator and community organization representatives. Some organizations represented are the Queens Center for Progress and the Cypress Hills Local Development Corporation. Examples of issues discussed are lead paint awareness and Medicaid. Also important issues regarding their child's education including state standards and assessments are discussed. Other activities include black history month luncheon, talent show, multicultural shows and performances which are presented by outside vendors and parent luncheons. Homework help is offered though the Dial a Teacher organization who sends a representative to parent meetings. ESL and computer literacy classes will be offered through our Title III program.

Home language surveys are completed in the native language in the presence of the person administering the survey with appropriate translation and interpretation services as needed. They are reviewed by the bilingual and ESL team to determine the

translation needs of the school. Parents are contacted to determine if they prefer oral interpretation and/or written translation in their native language. Prior to the orientation meeting for newly enrolled ELL parents, the language needs of the parents are discussed so that interpreters are available to assist them during this and all meetings. For parents who request written translation, all letters and notifications are sent home in the language they understand. Oral interpretation is provided by the bilingual teacher or other staff member and written services are provided by the same staff or if necessary by the Department of Education

The Parent Coordinator and Family Worker regularly contact parents to follow up and assist with their needs as it pertains to school, home and community.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 13 LEP _____ Non-LEP _____
Number of Teachers 2 Other Staff (Specify) 2 paraprofessionals

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.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P53K has established an instructional program that addresses the academic, language, and physical needs of English Language Learners (ELLs) with disabilities in grades K – 12. There are 361 students, of which fifty-five (55) are English Language Learners. Of these fifty-five (55), forty (40) are recommended for bilingual services, six (6) are recommended for ESL services and nine (9) are X-coded. Of the forty (40) in the bilingual program, ten (10) students are in the 12:1:1 bilingual class and thirty (30) students are in alternate placement. These thirty (30) students in alternate placement receive ESL services. The student-to-staff ratio for these ESL students is as follows: three (3) are in 12:1:1 classes, twenty-one (21) are in 12:1:4 classes and six (6) are in 6:1:1 classes. The student-to-staff ratio of the six (6) students recommended for ESL only is one (1) 12:1:1 student, two (2) 6:1:1 students and three (3) 12:1:4 students. There is one standardized assessment student who is in a 12:1:1 class. The ELLs make up 15.24% of the total student population. The demographics are as follows:

Native Language	# of Students
Spanish	30
Chinese	8
Haitian Creole	3
Urdu	1
Arab	2
Russian	1

Bengali	1
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The breakdown of the English Language Learners (ELLs) by grade is as follows:

Grade	# of Students
Kindergarten	2
Third	4
Fifth	1
Sixth	3
Seventh	8
Eighth	6
Ninth	7
Tenth	2
Twelfth	13

Students receive ESL and Native Language Arts instruction either in a high school bilingual class or through a push-in or pull-out program by a certified English as a Second Language (ESL) teacher. Students whose IEP recommends bilingual services but for whom no bilingual class is available receive support in their native language by a paraprofessional who speaks their native language in accordance with CR Part 154 mandates at the same time that they receive ESL from a licensed ESL teacher. Instruction is driven by the New York State Standards and Alternate Grade Level Indicators (AGLI's) for students in alternate assessment.

PROFICIENCY LEVELS AND CONTENT PERFORMANCE DATA

There was one standardized assessment student who took the NYSESLAT in 2009. The breakdown of his scores is:

Student Name	Grade	Speaking/ Listening	Reading / Writing
J.A.	2	I	B

The standardized assessment student scored a level 2 on the State Mathematic Assessment and a level 1 on the ELA State Assessment.

The breakdown of the NYSESLAT scores for the alternate assessment students is:

Student Name	Grade	Speaking/Listening	Reading/Writing	Proficiency
K.D.	12	I	B	B
J.D.	11	I	B	B
E.F.	11	A	B	B
E.V.	11	I	B	B
J.V	11	B	B	B
J. A.	9	B	B	B
L.R.	8	A	B	B
L.Z.	6	I	B	B
J.C.	5	I	B	B
J.H.	4	I	I	I
R.G.	2	I	B	B

*The remaining thirty-four (34) alternate assessment students were administered the test but received invalid scores because they were unable to complete the test due to their disabilities.

The scores for four (4) X coded students who were administered the NYSESLAT are as follows:

Student Name	Grade	Speaking/Listening	Reading/Writing	Proficiency
G.A.	10	I	B	B
G.F.	9	I	B	B
J.R.	7	A	B	B
O.M.	2	I	B	B

*The remaining five (5) X coded students were administered the test but received invalid scores because of their disability.

There were eighteen (18) ELLs who were scheduled for the New York State Alternate Assessment (NYSAA) in 2009. The scores for these students were:

Student Name	Math	ELA
K.C.	4	4
I.C.	4	4
C.C.	4	4
J.C.	4	4
H.C.	4	4
M.D.	3	3
K.D.	4	4
A.F.	4	4
K.G.	4	4
E.G.	4	4
J.H.	4	4
W.H.	4	4
B.L.	3	4
B.R.	4	4
D.S.	4	4
J.V.	2	4
J. V.	1	2
L.Z.	4	4

*NYSAA Science and Social Studies scores were all at level 3 or 4 for ELL students.

The supplemental instructional support will be provided for thirteen (13) ELL alternate assessment students in 12:1:1 classes in grades 9-12; three (3) students are in 9th grade, three (3) students are in 10th grade, two (2) students are in eleventh grade and five (5) students are in twelfth grade. All students scored at the beginning level on the 2009 NYSESLAT. Data collected and analyzed indicated that due to similar student needs in English reading and writing, additional support should improve their academic achievement. All thirteen targeted students are verbal, alternate assessment students who have been designated to take the NYSESLAT. All students are emergent readers who have shown progress in reading and writing in English. Instruction will be provided in English by two (2) certified teachers: one (1) ESL teacher and one (1) computer teacher, with Spanish language support from two (2) paraprofessionals. The Title III

after school program will occur on Mondays and Wednesdays from 2:50-4:30 for thirteen weeks. The tentative starting date is December 7 and tentative ending date is March 22. The first week will be devoted to staff PD.

The beginning twenty minutes of each session will be devoted to NYSESLAT test prep. NYSESLAT samplers will be distributed, completed and reviewed along with test taking strategies. The rest of the session will be dedicated to completing an assigned project. Students will work with a partner or group and write a short scene, which will be adapted from a favorite book or film. Students will perform the scene before a camera and use *imovie* to input and edit the footage and sound into a finished movie. Students will also learn how to critique and analyze a film by viewing various genres of movies and discussing the elements of each. This will aid them in writing and performing their own scene. Music and dance can be incorporated into the project as this provides an excellent way to engage the kinesthetic and auditory learners. According to the findings of Sivin, Kachala and Bialo (2000), students who were engaged in technology-rich environments showed significant gains in all subject areas, increased achievement in pre-school through high school for both regular and special needs students and improved attitudes towards learning and self esteem. Therefore, students will use technology to research, type and create their movie. Students and parents as well as other school staff will be able to view the films on the final session of the program at our celebration and viewing party. Students will be taught how to use a rubric to analyze and evaluate other students' final projects as well as their own. This will occur during the session prior to the viewing of the movies by parents and staff. Teachers will assess the project by using the same rubric. Other assessments used will be teacher observation and completed NYSESLAT test prep material.

ESL Standard 1 will be addressed because the students will listen, speak, read and write in English for information and understanding by studying the various genres of movies and identifying the elements of each. ESL Standard 2 will be addressed because students will listen, speak, read and write in English for literary response and enjoyment and expression by choosing their favorite book or film and adapting it into a scene in which they read and write a script, speak their lines and listen to their acting partner. ESL Standard 3 will be addressed because students will listen, speak, read, and write in English for critical analysis and evaluation by critiquing other students' films and analyzing various films from different genres in our "film class". Technology Standard 5 - (Students will apply technological knowledge and skills to design, use, and evaluate products and systems to satisfy human and environmental needs.) is addressed throughout the program as students use the smart board, computer and video cameras to research, view and create a film. Art Standard 1 – (Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts) is addressed because students will create a scene and perform it in front of others. Art Standard 3 – (Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought) as they critique and analyze different genres of film is also addressed.

Teachers and paraprofessionals will work with an assigned group of 2 to 3 students and will serve mainly as facilitators and technology support. However, during whole group instruction, the ESL teacher and computer teacher will co teach. The computer teacher will provide instruction for the major part of the technology component and the ESL teacher will deliver the listening, speaking, reading and writing instruction as needed during the script writing and film critiquing lessons. English will be the dominant language spoken with Spanish support being provided by the Spanish bilingual paraprofessionals for additional native language support.

Additional ESL and multicultural learning experiences will be provided by an outside vendor "**LEAP Art**". Programming will be tailored to coincide with the "film studies theme" of the Title III after school sessions. Two sessions will cover "Theatre Games" which will engage the students in some fun activities to assist them with their assigned "acting roles" in the movie they will be creating. One

workshop entitled “Dramatization of Literature” will give the students knowledge of adapting a book to a play. The other workshops will cover set design, filmmaking and play writing. All these skills are necessary in the completion of their assigned after school movie project. Parents will be able to participate in these experiences along with their child. The workshops will take place on six (6) of the twenty-five (25) after school sessions. Teachers and paraprofessionals will collaborate with the **LEAP** consultants in the planning and implementation of the workshops. The knowledge and skills gained from the LEAP Art workshops and after school sessions will also transfer to the school’s annual multimedia fair because the teachers and students will have the experience and training in creating an *iMovie* and can create one for their multimedia fair presentations.

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.

The outside vendor, **LEAP Art**, will supply professional development to Title III teachers and paraprofessionals. This will occur during the six (6) of the twenty-five (25) after school sessions on Mondays from 2:50 – 4:30. The workshops will cover the skills needed for the students to complete their movie project: theatre games, script writing, filmmaking, dramatization of literature, and set design. This will benefit the staff in assisting the students with their projects. Also, additional technology professional development will be provided by the computer teacher who will be working during the after school program. This will include instruction on the use of *iMovie*. Teachers and staff will learn how to input and edit video, pictures and sound to create a movie, which will also benefit them in assisting the students with their movie project. The professional development will take place on Monday December 7 from 2:50-3:50 and Wednesday December 9 from 2:50-3:50.

Parent and Community Involvement

Title III funds will be used to increase parent and community participation by providing drama and filmmaking workshops by the outside vendor mentioned above **LEAP Art**. The workshops are also the same given to staff and students as mentioned above. This will occur during six (6) of the twenty-five (25) one (1) hour and forty (40) minute after school sessions for thirteen (13) Spanish speaking parents. Parents will attend these workshops with their child. Drama and the arts have been shown to be highly effective in teaching students to learn a second language. English skills are acquired naturally in a supportive and non - threatening way. Topics covered include theatre games, dramatization of literature, set design and filmmaking; all skills needed for their child to complete their movie making project during the rest of the after school sessions. Also parents will be invited to attend the last session to view their child’s completed *iMovie* projects. A brief tutorial on *iMovie* will be given by the computer teacher to provide parents with a basic overview of the computer program before they view the movies.

Using the DOE Title III letter, information on the availability of Title III supplemental student instruction and parent workshops will be disseminated. The letter will be translated in Spanish for Spanish speaking parents. Oral interpretation will be provided in Spanish by a Spanish speaking bilingual staff member for the parents during workshops. An orientation meeting for parents will be held regarding the Title III supplemental program with translation services made available by bilingual staff. This will occur at the December parent meeting given by the parent coordinator and ESL teacher.

Form TIII – A (1)(b)

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

Allocation: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$9,064.00	<p>Per session for one (1) supervisor, two (2) teachers, and two (2) paraprofessionals 1) secretary.</p> <p><u>Instructional Program:</u></p> <ul style="list-style-type: none"> • 2 teachers x 2 days a week x 1 hour and 40 minutes a day x \$49.89 per hour x 9 weeks = \$2,993.40 • 1 supervisor x 2 days a week x 1 hour and 40 minutes a day x \$52.21 per hour x 9 weeks = \$1,566.30 • 2 paraprofessionals x 2 days per week x 1 hour and 40 minutes a day x \$28.98 per hour x 9 weeks = \$1,738.80 <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • 2 teachers x 2 days per week x 1 hour a day x \$49.89 per hour x 1 week = \$199.56 • 2 paraprofessionals x 2 days a week x 1 hour a day x \$28.98 per hour x 1 week = \$115.92 • 1 supervisor x 2 days a week x 1 hour a day x \$52.21 per hour x 1 week = \$104.42 <p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> • 2 teachers x 1 Monday after school a week x 1 hour and 40 minutes a week x \$49.89 per hour x 6 weeks = \$997.98 • 2 paraprofessionals x 1 Monday after school a week x 1 hour and 40 minutes a week x \$28.98 per hour x 6 weeks = \$579.60 • 1 supervisor x 1 Monday after school a week x 1 hour and 40 minutes a week x \$52.21 per hour x 6 weeks = \$522.10 <p>1 secretary x 8 hours x \$30.74 per hour = \$245.92</p>
Purchased services	\$2,250.00	6 <i>LEAP ART</i> workshops x \$375 = \$2,250.00

Supplies and materials	\$2,856.50	<u>For Instructional Program</u> <ul style="list-style-type: none"> • 10 rolls of Velcro x \$1.58 per roll = \$15.80 • 10 packages of large assorted colored construction paper x \$7.50 each = \$75.00 • 13 student composition notebooks x \$1.25 each = \$16.25 • 10 packages copy paper x \$3.37 each = \$33.70 • 15 boxes #2 pencils x \$.41 each = \$6.15 • 5 boxes self laminating sheets x \$3.82 each = \$19.10 • 2 ink cartridges for C510 printer x 486.36 = \$972.72 • 1 set of Spanish books = \$24.84 • 5 sets of Spanish books x \$25.92 a set = \$129.60 • 4 sets of Spanish books x \$25.30 a set = \$101.20 • 1 set of alphabet books = \$59.95 • 1 set Beginning Phonics Books = \$59.95 • 2 Vocabulary Builder sets x \$29.95 = \$59.90 • 1 set of 10 Write and Wipe Lapboards = \$28.50 • 5 flip video camcorders x \$162.61 each = \$813.05 • 1 CD player = \$18.34 • 10 pkgs. sentence strips x \$2.71 each = \$27.10 • 10 pkgs. dry erase markers x \$5.87 = \$50.87 • 4 headphones x \$11.50 = \$46.00 • 1 Multicultural Folk Dance Treasure Chest = \$99.00 • 1 Getting Ready for NYSESLAT Grade 2 Student Pack = \$79.95 • 1 Getting Ready for NYSESLAT Grade 2 Teacher's Manual = \$39.95 • 1 box Unifix cubes = \$30.00 • 1 box lined chart tablets = \$12.34 • 3 erasers for dry erase boards x \$2.43 = \$7.29 • Find the Sound Listening Center = \$29.95 <p>Total: \$2,856.50</p>
Travel	\$409.50	<u>For Parental Involvement</u> <p>7 Metrocards for 13 parents @ \$4.50 = \$409.50</p>
Other	\$420.00	<u>For Parental Involvement</u> <ul style="list-style-type: none"> • 6 parent workshops x \$25.00 for snacks per workshop = \$150.00

		For Instructional Program • 18 instructional sessions x \$15.00 for snacks per session = \$270.00
TOTAL	\$15,000.00	

BUDGET NARRATIVE

School District 75 For Title III
 BEDS Code 307500013053

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

If Transferability is used for 2008-2009, 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.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 and Code 16 Professional and support staff salaries	<u>Instructional Program:</u> <ul style="list-style-type: none"> • 2 teachers x 2 days a week x 1 hour and 40 minutes a day x \$49.89 per hour x 9 weeks = \$2,993.40 • 1 supervisor x 2 days a week x 1 hour and 40 minutes a day x \$52.21 per hour x 9 weeks = \$1,566.30 • 2 paraprofessionals x 2 days per week x 1 hour and 40 minutes a day x \$28.98 per hour x 9 weeks = \$1,738.80 <u>Professional Development:</u> <ul style="list-style-type: none"> • 2 teachers x 2 days per week x 1 hour a day x \$49.89 per hour x 1 week = \$199.56 • 2 paraprofessionals x 2 days a week x 1 hour a day x \$28.98 per hour x 1 week = \$115.92

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Salaries cont.	<ul style="list-style-type: none"> • 1 supervisor x 2 days a week x 1 hour a day x \$52.21 per hour x 1 week = \$104.42 <p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> • 2 teachers x 1 Monday after school a week x 1 hour and 40 minutes a week x \$49.89 per hour x 6 weeks = \$997.98 • 2 paraprofessionals x 1 Monday after school a week x 1 hour and 40 minutes a week x \$28.98 per hour x 6 weeks = \$579.60 • 1 supervisor x 1 Monday after school a week x 1 hour and 40 minutes a week x \$52.21 per hour x 6 weeks = \$522.10 <p>1 secretary x 8 hours x \$30.74 per hour = \$245.92</p>
Code 40 Purchased Services	6 LEAP ART workshops x \$375 = \$2,250.00
Code 45 Supplies and Materials	<p><u>SUPPLIES AND MATERIALS For Instructional Program</u></p> <ul style="list-style-type: none"> • 10 rolls of Velcro x \$1.58 per roll = \$15.80 • 10 packages of large assorted colored construction paper x \$7.50 each = \$75.00 • 13 student composition notebooks x \$1.25 each = \$16.25 • 10 packages copy paper x \$3.37 each = \$33.70 • 15 boxes #2 pencils x \$.41 each = \$6.15 • 5 boxes self laminating sheets x \$3.82 each = \$19.10 • 1 box Unifix cubes = \$30.00 • 2 ink cartridges for C510 printer - \$972.72 • 1 set of Spanish books = \$24.84 • 5 sets of Spanish books x \$25.92 a set = \$129.60 • 4 sets of Spanish books x \$25.30 a set = \$101.20 • 1 set of alphabet books = \$59.95 • 1 set Beginning Phonics Books = \$59.25 • 2 Vocabulary Builder sets x \$29.95 = \$59.90 • 1 set of 10 Write and Wipe Lapboards = \$28.50 • 5 flip video camcorders x \$162.61 = \$813.05 • 1 CD player = \$ 18.34

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
	<ul style="list-style-type: none"> • 10 packages sentence strips x \$2.71 = \$27.10 • 10 packages dry erase markers x \$5.87 = \$50.87 • 4 sets of headphones x \$11.50 = \$46.00 • 1 Multicultural Folk Dance Treasure Chest = \$99.00 • 1 Getting Ready for NYSESLAT Grade 2 Student Pack • 1 Getting Ready for NYSESLAT Grade 2 Teacher's Manual = \$39.95 • 1 box lined chart tablets = \$12.34 • 3 erasers for dry erase boards x \$2.43 = \$7.29 • Find the Sound Listening Center = \$29.95 <p>Total: \$2,856.50</p> <p>TRAVEL <u>For Parental Involvement</u></p> <ul style="list-style-type: none"> • 7 Metrocards for 13 parents @ \$4.50 = \$409.50 <p>OTHER <u>For Parental Involvement</u></p> <ul style="list-style-type: none"> • 6 parent workshops x \$25.00 for snacks per workshop = \$150.00 <p><u>For Instructional Program</u></p> <ul style="list-style-type: none"> • 18 instructional sessions x \$15.00 for snacks per session = \$270.00 <p>TOTAL: \$15,000.00</p>

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The majority of students have a completed home language survey in his or her personal folders. Most of the students admitted to a District 75 school have already been in the Department of Education so the home language survey was completed when they first entered the school system and are sent over to us from the previous school. The home language survey is analyzed to assess the language needs of the student and parent. This data is documented: parents are contacted to determine if they prefer oral interpretation and/or written translation in their native language. Prior to parent meetings, IEP conferences, Transition meetings and Parent-Teacher Conferences, the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. For parents who request written translation, all letters and notifications are sent home in the language they understand. The Parent Coordinator and Family Worker regularly contact parents to follow up and assist with translation needs as it pertains to school, home and community.

- 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.**

Teachers and/or alternate placement paraprofessionals provide translation services to students and parents in the following languages: Spanish, Cantonese, and Haitian Creole. It has been determined from our data assessment that approximately 20% of our parents require both oral interpretation and written translation services. The ESL teacher shared this data with the school staff during a professional development segment. That training emphasized sensitivity and awareness of the needs of non-English speaking parents and the role of the school community in assisting families with oral interpretation and written translation. P53K is fortunate in its ability to accommodate parent needs; alternate placement paraprofessionals are proficient in both oral interpretation and written translation and are able to provide parents with letters, memos and documents in their native language. This has definitely expanded our capacity to communicate with parents and has established a positive relationship between family and the school community. This is evidenced by an increase of parents attending Parent meetings, IEP conferences, book fairs, multimedia presentations and various other school performances.

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.**

Written translation services will be provided by in-house school staff when available. If required, a Department of Education Translation Unit will be contacted when the school is unable to provide parents with written translation in a particular language. As previously indicated, our Bilingual teacher and alternate placement paraprofessionals are proficient in written translation and due to this fact, continue to provide parents with school letters in their native languages. These letters/documents may pertain to essential information in the following areas: community resources and issues, health matters, agencies to assist with disabilities/available supports, dates of PTA meetings, School Leadership Team Meetings (SLT), IEP conferences, open school day/ evenings and school events. The Parent Coordinator works closely with the translators to ensure that parents receive written translated notifications/documents in a timely manner. The interpreter will also follow-up with a telephone call to confirm receipt of the notifications and to inquire if further information is needed. To further assist and support families, notifications that "Translation and Interpretation Services are Available" are posted in different languages at main entrances to inform parents of these services.

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

Oral interpretation services will be provided by in-house school personnel when available. Through the home language surveys and parent interviews the needs of language assistance services will be evaluated by the ESL/bilingual teachers and Unit Coordinator. This data is documented; parents are contacted by either the Bilingual teacher or alternate placement paraprofessionals to inform them that oral interpretation services in their native language will be available at the school to assist and support them. Prior to the IEP conferences, parent meetings, Transition Meetings and Parent-Teacher conferences the language needs of the parents are discussed so that interpreters are available to assist them during the meetings/conferences. Prior to the IEP conference, the letter establishing the date of the meeting will be translated into the appropriate language and sent home, if the parent does not respond in a timely manner, the alternate placement paraprofessional will telephone home to follow-up. Once the date and time have been established, an interpreter will provide the parent with oral interpretation for the IEP conference. For parents who request written translation the IEP will be translated and sent home in the language they understand. If required a Department of Education contracted vendor will be contacted when the school is unable to provide parents with oral interpretation and/or written translation in a particular language. The Parent Coordinator and Family Worker regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

- 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>.**

During the beginning of the school year, parents who require language assistance will be invited to attend a meeting to inform them of the Chancellor's Regulations A-663 regarding parental notification requirements for written translation and oral interpretation services. Parents whose primary language is a covered language will receive written documentation regarding their rights to these services and instructions on how to obtain them. To further assist and support families, notification that "Translation and Interpretation Services are Available" are posted in different languages at the main entrance to inform parents of these services including the parent bill of rights. The Parent Coordinator and Family Worker will regularly contact parents to follow-up and assist with oral interpretation needs as it pertains to school, home and community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010 _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year _____
5. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

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

NOT APPLICABLE TO SCHOOL

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURR Area(s) of Identification: _____

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

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

**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.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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)*² 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.

² 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.

- **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The academic/instruction cabinet of P53K, which consists of Lead Teachers, Data Specialist, Coach and Administrators evaluated all the findings and identified the areas that were relevant to our students. The Administration shared the findings with the school community at staff faculty conferences, School Leadership Team (SLT) meetings, Parent Teacher Association (PTA) meetings as well as with the Inquiry Team.

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

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?

The evidence to dispel the relevance of this finding is our continued support to provide an instructional environment that consists of learning centers for small group instruction, adapted age appropriate hands-on materials, instructional accommodations and communication devices that are accessible to students. Through the Individual Educational Planning process proactive strategies to address student individual needs and learning styles were developed.

P53K has "drilled deeper" towards more intense data analysis of Scanton, Periodic Assessments, Acuity to target student strengths and limitations. Our students in standardized assessment follow the New York State ELA Standards and to address this relevant issue our school has expanded the Data Inquiry Team to three sites; this provided the Team with essential data for appropriate student groupings, differentiation of instruction, hands-on materials and intervention strategies to address specific needs and leaning styles of students. The information gleaned from the various data sources were shared with classroom teachers and the Academic Intervention Support (AIS) Team to ensure that differentiated programs were implemented during class lessons and extended instructional periods with the AIS provider. Essential to the Team's success was the extensive planning to differentiate the standards-based curriculum, implementation of

strategies, age and culturally appropriate materials and consistent follow-up to evaluate progress to ensure the alignment of curriculum, State Standards, instruction and assessments. To further ensure the alignment of the English Language Arts (ELA) curriculum to the state standards, areas addressed and extremely essential to the learning process for students with special needs were the following: range of content topics, curriculum maps that delved into teaching skills for greater understanding, taught curriculum required extensive intervention strategies to assist students in reaching higher levels of cognitive comprehension and the ELA materials utilized during instructional lessons were differentiated, hands-on, relevant to the topic being taught and most importantly, met the needs of all students.

For our English Language Learners (ELLs), instruction and assessment were aligned to the New York State Learning Standards for ESL. It is essential to plan differentiated lessons in small groups, with visual and hands-on materials that are both age and culturally appropriate. Leveled libraries provided students with literature that were in their native language to assist them in accessing their prior knowledge while providing the positive supports to increase student participation and performance.

For students in alternate assessment, Brigance, Assessment of Basic Language and Learning Skills (ABLLS), Applied Behavior Analysis (ABA) were the various assessment tools utilized by teachers for data analysis and in the development of instructional and communication goals that were aligned to the Alternate Grade Level Indicators (AGLIs) and student individualized needs that targeted independence and communication systems. All materials and adapted communication devices were teacher made to align with the curriculum, instruction and assessment. Alternate assessment students also followed the guidelines set forth by the State in the New York State Alternate Assessments (NYSAA). The formative assessment results indicated that due to the diverse learning styles of our students and their varied achievement pace we continue to recognize and acknowledge that in order to close the learning gap and to move students with special education needs forward, the following basic instructional elements must be combined into each lesson: an ELA curriculum that is aligned to State Standards, in-depth lessons that are well planned, differentiated and presented within small groups, materials that are adapted and intervention strategies that assist students in mastering skills and increasing their ability to utilize new knowledge for reflection and in-depth thought processes.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The academic/instruction cabinet of P53K, which consists of Lead Teachers, Data Specialist, Math Coach and Administrators evaluated the findings in mathematics and identified areas that are relevant to our students. The Administration shares findings with the school community at staff faculty conferences, School Leadership Team meetings (SLT) and Parent Teacher Association (PTA), as well as the Data Inquiry Team.

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

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?

The evidence to dispel the relevance of this finding is P53K continued support in addressing the relevant issues relating to the alignment of curriculum to the process strands, which is part of New York State Standards for Mathematics. Our students in Standardized Assessment follow New York State Standards for Mathematics and utilize the following mathematic instructional materials: *Everyday Mathematics* (K-5) and *Impact Mathematics* (6-8). The Math Coach assisted teachers in data collection and analysis, this information was

used to develop an instructional program that focused on the following elements: differentiation of instruction, research-based strategies, varied manipulatives and technology to further engage students in the mathematical content and process strands. It was readily understood that the implementation of a viable mathematical program that encouraged active student participation required numerous hands-on materials to help students better understand and retain mathematical information to problem solve, reason, prove, make connections and represent mathematical ideas in a variety of ways. We found the SMARTboard to be an excellent instructional tool that increased students' engagement in the mathematic process. The technology element gave students opportunities to display their model for problem solving and communicate to their peers the reasons and connections they utilized to solve the problem.

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.

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 engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

The academic/instruction cabinet of P53K, which consists of Lead Teachers, Data Specialist, Coach and Administrators, continues to evaluate all necessary findings to identify skill areas that are relevant to our students. The Administration shares findings with the school community at staff faculty conferences, School Leadership Team (SLT) meetings, Parent Teacher Association (PTA) meetings, as well as with the Inquiry Team.

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

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

The evidence to dispel the relevance of this finding is our continued support to provide an instructional environment that consists of learning centers for small group instruction, adapted age appropriate hands-on materials, instructional accommodations and communication devices that are accessible to students. Through the Individual Educational Plan (IEP) we are required to develop extensive proactive intervention strategies to address student individual needs and learning styles. Teachers planned individual and/or small group ELA lessons that provided the following: differentiated instruction whereby students were actively engaged with adapted age appropriate materials that related to the lesson. Teachers were fully aware of the significance of data analysis/evaluation from formative assessments that included Scantron, Periodic Assessments and Acuity; this information targeted student strengths and limitations and were utilized for differentiated instructional programming, groupings, and intervention strategies. The expansion of the Data Inquiry Team definitely raised the instructional bar and through analysis of various data sources the Team established research-based strategies, which were shared with the, Academic Intervention Support (AIS) Team and classroom teachers. To ensure that differentiated programs and best practice were implemented during class lessons and extended instructional periods with the AIS provider, consistent monitoring of formative data outcomes provided the evidence that strategies and intervention programming were meeting student needs.

It should be noted that due to the diverse learning styles of our students and their varied achievement pace we continue to recognize and acknowledge that in order to close the learning gap and to move students with special education needs forward, the following basic instructional elements must be combined into each lesson: in-depth teacher planning that utilizes small groups, differentiated instructional programs, adapted teaching materials and intervention strategies that proactively engage students in the instructional process.

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

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 (SOM³)* 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, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

The academic/instruction cabinet of P53K, which consists of Lead Teachers, Data Specialist, Coach and Administrators, continued to evaluate/analyze all the data findings to identify student strengths and limitations in the areas that were relevant to our students. The Administration shared the findings with the school community at staff faculty conferences, School Leadership Team (SLT) meetings, and Parent Teacher Association (PTA) meetings, as well as with the Data Inquiry Team.

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?

The evidence to dispel the relevance of this finding is our continued support to provide an instructional environment that consists of learning centers for small group instruction, age appropriate and adapted materials, instructional accommodations and communication devices accessible to students. Through the Individual Educational Plan (IEP) process, we are required to develop proactive instructional

³ 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.

programs with intervention strategies to address student individual needs and learning styles. Teachers planned individual and/or small group mathematic lessons that provided students with the following: differentiated instructional programs where students were actively involved with age appropriate materials that enhanced the level and rigor of the lesson. The Math Coach consistently assisted teachers in data collection and analysis so that instructional programs continued to be developed with an emphasis on differentiation of instruction and research-based strategies. Implementation of a viable mathematical instructional program that encouraged active student participation with hands-on materials to help students better understand and retain mathematical information to problem solve, reason, prove, make connections and represent mathematical ideas in a variety of ways were our main focus. To further actively engage students in the mathematical instructional process, we consistently utilized the SMARTboard to present small group lessons whereby students participated in representing mathematical problems in a variety of ways.

It should be noted that due to the diverse learning styles of our students and their different achievement pace we continue to recognize and acknowledge that in order to close the learning gap and to move students with special education needs forward, the following basic instructional elements must be combined into each math lesson: in-depth teacher planning that utilizes small groups, differentiated instructional programs, adapted and varied hands-on teaching manipulatives and intervention strategies to address individual student needs. We have found that the SMARTboard continues to be an extremely positive and proactive instructional tool, particularly in mathematics.

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

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Data Specialist and Administrators evaluated all their findings and identified whether this finding was relevant to our school's educational program.

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?

P53K continues to have a teaching staff with experience and stability. The evidence that dispels the relevance of this finding was P53K's School Demographics and Accountability Snapshot that indicated that as of the 2009 school year, teacher qualifications were as follows: 100% of teachers fully licensed and permanently assigned to this school, 100% of core classes were taught by "highly qualified" teachers (NCLB/SED definition), 79% of teachers have more than 2 years teaching in this school, 71.4 % of teachers have more than 5 years teaching anywhere and 90% have a Master Degree or higher. The consistency and experience of our teaching staff has enabled our school to develop a collaborative philosophy that all children can learn in a positive and interactive environment. Teaching staff has taken this to the next step and continue to develop instructional programs that meet individual needs for students in both standardized and alternate assessment classes. Teachers consistently used data to evaluate student's strengths/limitations, and developed intervention strategies that actively engaged students in completing assignments aligned to State Standards and/or the Alternate Grade Level Indicators (AGLIs). Over the years teachers continued to monitor the positive results technology had on student outcomes; increased experience, confidence, active learning and increased assessment scores for both students in standardized and alternate assessments. Staff has expanded and enhanced their instructional programs with the utilization of desktop computers, laptops, SMARTboard and digital cameras.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The academic/instruction cabinet of P53K, which consists of Lead Teachers, ESL Teacher, Data Specialist, Coach and Administrators evaluated all the findings and identified the areas that were relevant to our school's educational program.

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

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 evidence that dispels the relevance of this finding is that the English as a Second Language (ESL) Teacher continues to turn-key information from professional development trainings to staff during selected faculty meetings, common planning sessions and full-day professional development days. The ESL Teacher has provided teachers with in-class training by modeling differentiated lessons, demonstrating ESL intervention strategies, providing various types of materials for students, i.e. books on tape, visuals and introducing books relating to the various cultures to access prior student knowledge. The ESL teacher has provided professional development to parents during PTA meetings in order to disseminate pertinent information relating to the ESL program and translation/interpretation services available to them.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The academic/instruction cabinet of P53K, which consists of Lead Teachers, ESL Teacher, Data Specialist, Coach and Administrators evaluated all the findings and identified areas that are relevant to our school's educational program.

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

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 evidence that dispels the relevance of this finding is that the NYSELAT scores continue to be used as the basis to organize classes so that ESL students can be placed in appropriate classes to receive their mandated ESL services. At the beginning of each school year the ESL teacher meets with the classroom teachers to discuss the data from the NYSELAT, the language acquisition skills

form and the strengths and limitations of each ELL student in their class. The ESL teacher continues to review with classroom teachers the ESL goals and instructional program for students in standardized and alternate assessment classes. To further assist classroom teachers, the ESL teacher provided age-appropriate materials for ESL students this included; books on tape, visuals and technology software related to various countries and cultures to access prior student knowledge. The classroom teacher and ESL teacher have met during common planning time to follow-up and assess the progress students are making.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The academic/instruction cabinet of P53K, which consists of Lead Teachers, Data Specialist, Coach and Administrators evaluated the findings and identified the areas that are relevant to our school's educational program. The Administration shared the findings with the school community at staff faculty conferences, School Leadership Team (SLT) and Parent Teacher Association (PTA) meetings.

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

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?

The evidence to dispel the relevance of this finding is the continued and extensive professional development that has always been provided to all staff. District 75 continues to ensure that workshops were available to train staff in all relevant areas of Special Education; this included: behavior management, adapting and differentiating curriculum, assessments/data collection, technology, writing Individual Educational Plans (IEPs) and adaptive communication devices. In order to continue to build school-wide capacity in disseminating

information to all staff, teachers who attended professional development continued to participate in turn-key training for other staff members. On professional development days staff training on various topics was provided, this included: differentiated instruction with accommodations and its alignment to the general education curriculum for students in standardized and alternate assessment, writing appropriate Individual Educational Plans (IEPs) using SMART goals and extremely important is our continued training for the implementation of communication systems for students who have limited verbal responses and/or are non-verbal. To further enhance and provide our teachers with follow-up professional development, it is during our small group planning sessions and faculty meetings that methodology, materials and resources were discussed and shared with staff. Administration continues to encourage inter-visitations amongst teachers to actually view instructional lessons, materials and adaptations. During walkthroughs, formal and informal observations Administrators were able see the follow-up of professional development as it related to instructional planning in the classroom; lessons were modified and differentiated, materials adapted, communication devices readily available, and IEP goals were addressed throughout the day.

P53K has sites in general education schools and the Assistant Principals and Lead Teachers have continued to assist in several professional development trainings for the general educational staff. Our Guidance Counselor has presented trainings in behavior management strategies, SETSS teachers have presented workshops on ways to adapt curriculum and the Technology Teacher presented workshops on using the SMARTboard as an instructional tool.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The academic/instruction cabinet of P53K, which consists of Lead Teachers, Data Specialist, Coach and Administrators evaluated all the findings and identified the areas that are relevant to our students.

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

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?

The evidence to dispel the relevance of this finding is that all students entering a District 75 program have an Individual Educational Plan (IEP). Many times the IEP does not clearly indicate the accommodations and/or modifications for the classroom environment; however, due to the intense training that our staff received in IEP goal writing, changes in the IEPs are done by teachers in collaboration with support staff and sent to the School Based Team to make the changes official on the IEP. Parents are always informed of any anticipated changes made prior to the IEP being sent to the Team. In order to ensure that new students coming into our program have appropriate goals, teachers observe the student, collect and evaluate data in collaboration with the support team. Many goals and short term objectives require modifications and/or complete changes in order to meet the individual needs of the students. District 75 staff is well trained in writing Behavior Intervention Plans (BIPs) and if the teacher and support staff feels that a behavior goal is not appropriate, data is collected, analyzed and a behavior plan is developed in collaboration with the Team that includes the Guidance Counselor and Social Worker.

The Individual Educational Plan (IEP) is a legal document that drives the instructional program for all students in special education. In order to meet the individual needs of our students, staff evaluates goals on an on-going basis to ensure that goals are appropriate and meaningful for students.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
P.53K has seven (7) students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75studnets are eligible to attend any programs run through the STH units at the ISC.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School P53k
Principal Luis Quintana	Assistant Principal Eleanor Tucker
Coach	Coach
Teacher/Subject Area Kathy Goetemann/ESL	Guidance Counselor
Teacher/Subject Area Angel Lopez/bilingual	Parent
Teacher/Subject Area Diana Castillo/Special Ed	Parent Coordinator Nathalie Jackman
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	8

C. School Demographics

Total Number of Students in School	361	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	6.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained										0
Push-In	2			4		1	3	8	6	24
Total	2	0	0	4	0	1	3	8	6	24

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL			14			10				0
Total	0	0	14	0	0	10	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education											
Number of ELLs by Grade in Each Language Group											
	K	1	2	3	4	5	6	7	8	TOTAL	
Spanish										0	
Chinese										0	
Russian										0	
Bengali										0	
Urdu										0	
Arabic										0	
Haitian Creole										0	
French										0	
Korean										0	
Punjabi										0	
Polish										0	
Albanian										0	
Yiddish										0	
Other										0	
TOTAL	0										

Dual Language (ELLs/EPs)											
Number of ELLs by Grade in Each Language Group											
	K	1	2	3	4	5	6	7	8	TOTAL	

	ELL	EP																					
Spanish																					0	0	
Chinese																						0	0
Russian																						0	0
Korean																						0	0
Haitian Creole																						0	0
French																						0	0
Other																						0	0
TOTAL	0																						

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish				4		1		3	4	12
Chinese	1						2	3		6
Russian							1			1
Bengali	1									1
Urdu									1	1
Arabic								1		1
Haitian Creole								1	1	2
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	2	0	0	4	0	1	3	8	6	24

Programming and Scheduling Information

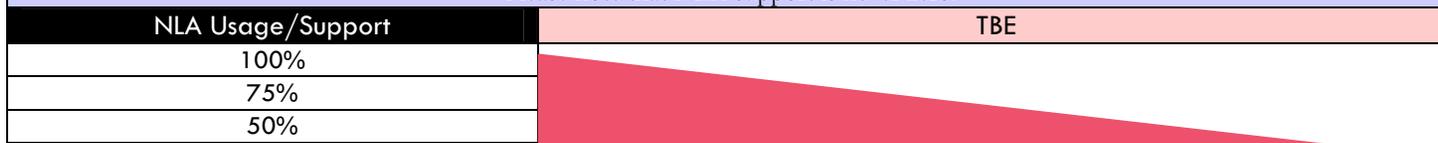
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)			3			1	1	1	1	7
Intermediate(I)					1					1
Advanced (A)										0
Total	0	0	3	0	1	1	1	1	1	8

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

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

7					0
8					0
NYSAA Bilingual Spe Ed			1	10	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					1		11		12

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

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

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

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

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

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

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

Reviewed by ELL Compliance and Performance Specialist	Date

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 75	School P53K
Principal Luis Quintana	Assistant Principal Eleanor Tucker
Coach	Coach
Teacher/Subject Area Kathy Goetemann/ESL	Guidance Counselor
Teacher/Subject Area Angel Lopez/bilingual	Parent
Teacher/Subject Area Diana Castillo/special ed	Parent Coordinator Nathalie Jackman
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	7

C. School Demographics

Total Number of Students in School	361	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	6.09%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	8				8
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In	3	1		2	6
Total	11	1	0	2	14

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			3			2			5	0
Dual Language										0
ESL			5			3			4	0
Total	0	0	8	0	0	5	0	0	9	0
Number of ELLs in a TBE program who are in alternate placement: <u>10</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	2	1		7	10
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Yiddish					0
Other					0
TOTAL	2	1	0	7	10

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____ Asian: ____ Hispanic/Latino: ____

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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	3	1		5	9
Chinese	1				1
Russian					0
Bengali					0
Urdu					0
Arabic	1				1

Haitian Creole	1				1
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	6	1	0	5	12

Programming and Scheduling Information

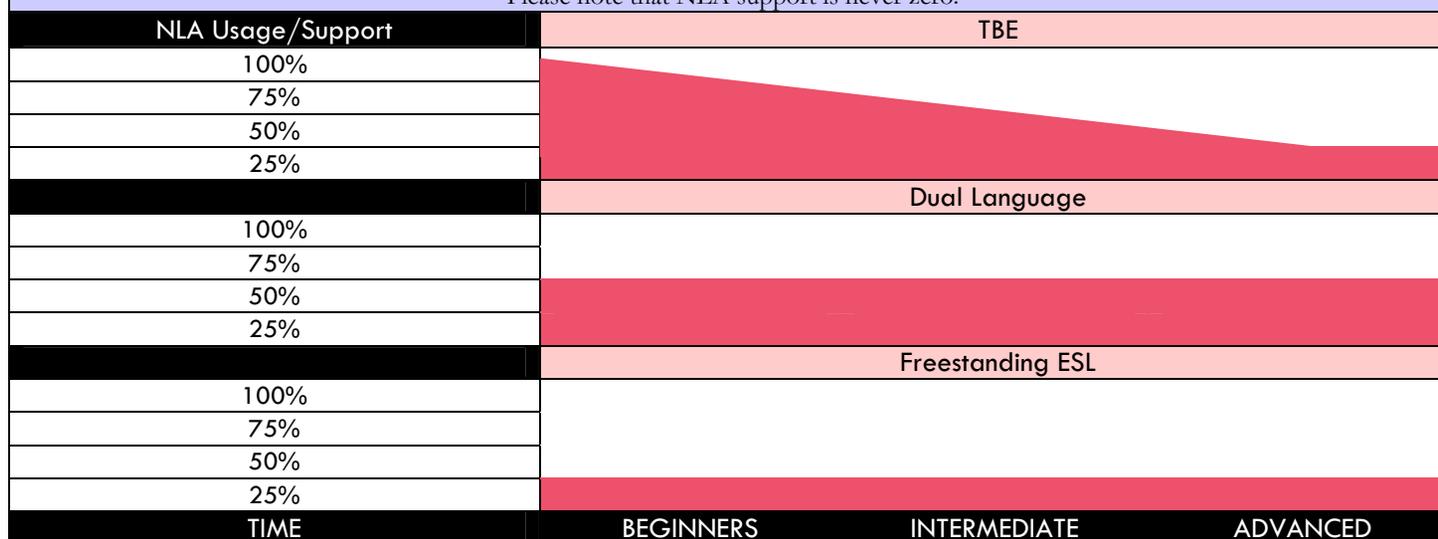
14. How is instruction delivered?
 - c. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - d. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

18. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
19. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
20. What new programs or improvements will be considered for the upcoming school year?
21. What programs/services for ELLs will be discontinued and why?

22. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs

Part IV: Assessment Analysis

language materials;

A.

24. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
25. Do required services support, and resources correspond to, ELLs' ages and grade levels?
26. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
27. What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	2	2	3	1	8
Intermediate(I)					0
Advanced (A)					0
Total	2	2	3	1	8

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	1		1	
	I	1	1	2	1
	A				
	P				
READING/WRITING	B	2	1	3	1
	I				
	A				
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				

Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA			18	
NYSAA Mathematics			18	
NYSAA Social Studies				
NYSAA Science				

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

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

7. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
8. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
9. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

10. For dual language programs, answer the following:
- How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
11. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

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

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School P53k
Principal Gloria Sorkin	Assistant Principal Eleanor Tucker
Coach	Coach
Teacher/Subject Area Kathy Goetemann/ESL	Guidance Counselor
Teacher/Subject Area Angel Lopez/bilingual	Parent
Teacher/Subject Area Diana Castillo/Special Ed	Parent Coordinator Nathalie Jackman
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	8

C. School Demographics

Total Number of Students in School	361	Total Number of ELLs	55	ELLs as Share of Total Student Population (%)	15.24%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In	2			5		1	4	8	7	27
Total	2	0	0	5	0	1	4	8	7	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)		Special Education	27
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL			15			11			1	0
Total	0	0	15	0	0	11	0	0	1	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number)	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish				5		1	1	3	5	15
Chinese	1						2	3		6
Russian							1			2
Bengali	1									0
Urdu									1	1
Arabic								1		1
Haitian Creole								1	1	2
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	2	0	0	5	0	1	4	8	7	27

Programming and Scheduling Information

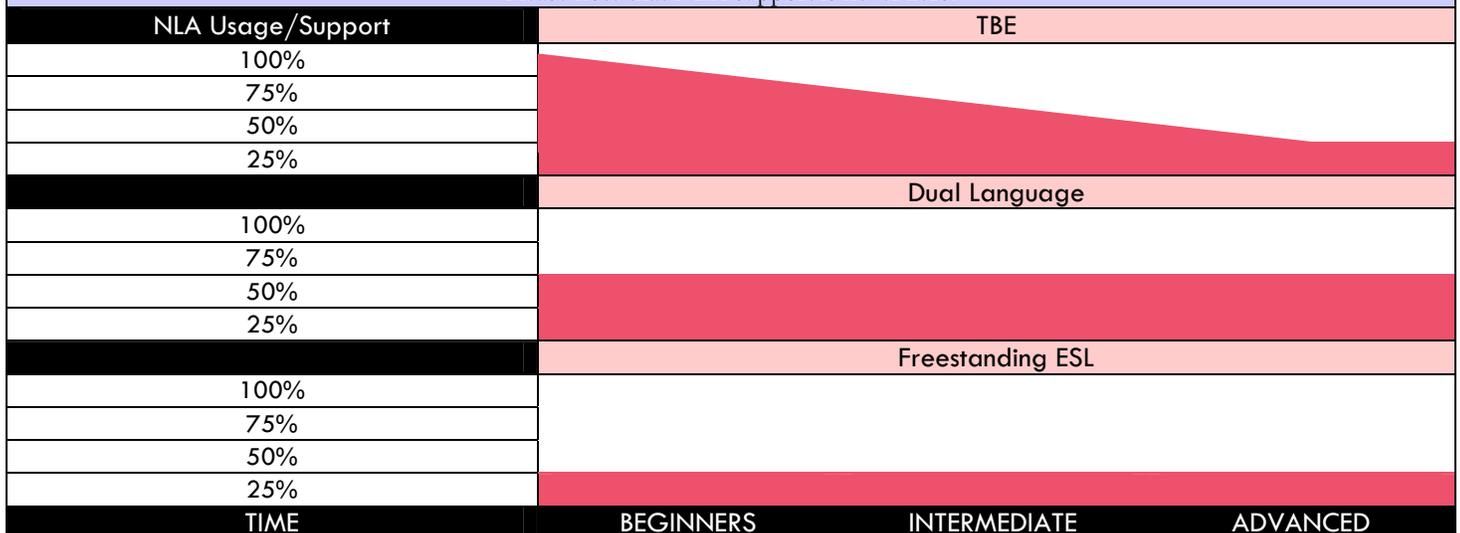
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)			3			1	1	1	1	7
Intermediate(I)					1					1
Advanced (A)										0
Total	0	0	3	0	1	1	1	1	1	8

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			1	10	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					1		11		12

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

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

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

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

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

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

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

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 75	School P53K
Principal Gloria Sorkin	Assistant Principal Eleanor Tucker
Coach	Coach
Teacher/Subject Area Kathy Goetemann/ESL	Guidance Counselor
Teacher/Subject Area Angel Lopez/bilingual	Parent
Teacher/Subject Area Diana Castillo/special ed	Parent Coordinator Nathalie Jackman
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	7

C. School Demographics

Total Number of Students in School	361	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	6.09%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	8				8
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In	3	1		2	6
Total	11	1	0	2	14

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			3			2			5	0
Dual Language										0
ESL			5			3			4	0
Total	0	0	8	0	0	5	0	0	9	0

Number of ELLs in a TBE program who are in alternate placement: 10

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	2	1		7	10
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	2	1	0	7	10

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____ Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	3	1		5	9
Chinese	1				1
Russian					0
Bengali					0
Urdu					0
Arabic	1				1
Haitian Creole	1				1
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	6	1	0	5	12

Programming and Scheduling Information

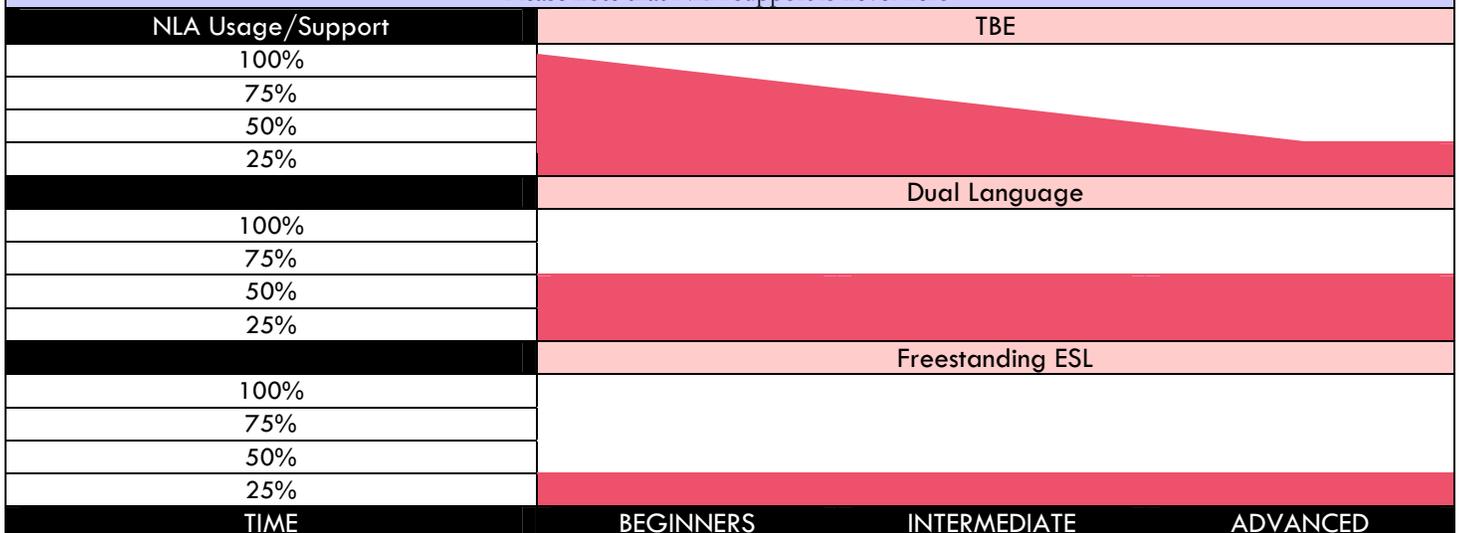
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	2	2	3	1	8
Intermediate(I)					0
Advanced (A)					0
Total	2	2	3	1	8

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	1		1	
	I	1	1	2	1
	A				
	P				
READING/WRITING	B	2	1	3	1
	I				
	A				
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA			18	
NYSAA Mathematics			18	
NYSAA Social Studies				
NYSAA Science				

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

- B. After reviewing and analyzing the assessment data, answer the following**
1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

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

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance Specialist _____ Date _____