



P77K

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K077

ADDRESS: 62 PARK PLACE, BROOKLYN, NY 11217

TELEPHONE: (718) 789-1191

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 77 SCHOOL NAME: P77K

SCHOOL ADDRESS: 62 Park Place, Brooklyn, NY 11217

SCHOOL TELEPHONE: (718) 789-1191 FAX: (718) 857-2667

SCHOOL CONTACT PERSON: Merryl Redner-Cohen EMAIL ADDRESS: mredner-cohen@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Reginald Colvin

PRINCIPAL: Merryl Redner-Cohen

UFT CHAPTER LEADER: Reginald Colvin

PARENTS' ASSOCIATION PRESIDENT: Nadine Marques-Cooke

STUDENT REPRESENTATIVE:
(Required for high schools) Domingo Polanco

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: D75

SSO NETWORK LEADER: Stephanie McCaskill

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
Merryl Redner-Cohen	*Principal or Designee	
Reginald Colvin	*UFT Chapter Chairperson or Designee	
Nadine Marques Cooke	*PA/PTA President or Designated Co-President	
Domingo Polanco	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amy Salant	Member/UFT	
Georgianna Dowtin	Member/UFT	
Tracy Matos	Member/UFT	
Linda Azarani	Member/UFT	
Tiffany DeBellott	Member/UFT	
Dennis Maragliano	Member/UFT	
Heather Cassimire	Member/Parent	
Grace Cuscuna	Member/Parent	
Ana Waters	Member/Parent	
Elgina Brooks	Member/Parent	
Catherine Rychalski	Member/Parent	
Patricia Davis	Member/Parent	

* 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.

P77K houses 46 classes of students on the autism spectrum ages 4.9 – 21. Our goal is to create life-long learners who are as independent as possible. To do this we strive to give each student a "voice." We incorporate the structure of Treatment and Education of Autistic and Related Communication Handicapped Children (T.E.A.C.C.H.) into our classrooms, on the school buses and at home, bridging the school home connection. Individual student schedules are created and used, routines are established and students learn to navigate their physical environments. This structure resulted in:

- 94.5% mastery of student Individual Education Plan (IEP) goals.
- Staff was further trained at University of North Carolina in Chapel Hill in T.E.A.C.C.H.
- Eighty (80) members of P77K community T.E.A.C.C.H. trained .
- Bus drivers/matrons trained in use of visual cues to ensure student safety.
- Parent workshops in T.E.A.C.C.H. culminating in the creation of personalized communication systems for use at home.
- T.E.A.C.C.H. training of agencies working with our students when they age out at 21.
- Hosted first District 75 T.E.A.C.C.H. replication of University of North Carolina with active student participation.

To foster independence staff needs to be able to assess their student's abilities. For alternate assessment student, Brigance assessment is used at the beginning and end of the year; for standardized students, Scantron is used for the older students and ECLAS for the younger. We hope to pilot ABLLS for 1-2 classes of turning 5's and see if these assessment results are more meaningful than Brigance in writing IEP goals. Students are also assessed informally through teacher observation and student portfolios. Data is kept, summarized and discussed during programmatic cohort meetings.

Students embark on their journeys of becoming life-long learners by giving each a "voice." As students disembark from their buses, they engage in a Social Integration Communication Program in the cafeteria as they make food choices.

We support least restrictive environment (LRE). Two high school students who were alternate assessment are now taking Regents exams. One student will receive a local diploma in January and is researching community colleges. Another student graduated with an IEP diploma and will be working full time for the custodial staff of Brooklyn College. In June, a student will be receiving an advanced regents diploma and graduating with 26 college credits. He is presently exploring college options. Eleven 6:1:1 were reevaluated and became 8:1:1. A middle school bridge class was created last year and 5 of the 6, 6:1:1 students were reevaluated for 8:1:1. In addition to this middle school bridge class, a high school bridge class will be created and house 6, 6:1:1 students who are on the cusps of being moved to LRE, 8:1:1. Two students at the elementary school level will slowly be primed for inclusion. After conversations with the building principal, we hope to program these students in two general education classes.

We believe in a functional academic curriculum which includes a thematic, integrated approach to learning where skills are scaffolded and appropriate communication is an integral part.

Our collaborations include:

- Best Buddies (middle and high school students) which is an organization that enhances the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships.
- New York Cares teaching yoga, 2 days per week.
- Middle school/high school inclusion: Special Education Teacher Support Services (SETSS) are:
 - Teaching theatre, nutrition and math classes.
 - Teaching resource room after school 2 days per week.
 - Coaching basketball.
 - Running nutrition clubs and student advisories.
 - Providing professional development to staff.
 - Facilitating model United Nations.

Our middle school/high school classes are grouped into small learning communities with scheduled common planning time. Data driven conversations drive instruction. Skills are taught, scaffolded and successfully generalized into the community. We work closely with our 15 worksite partnerships. One student will be apprenticing for a janitorial position at Bellevue Hospital.

Our most recent partnership is with Goodwill Industries which grew from having one class part time to having that class full time. They have rented additional space and our work class will be housed at Goodwill, Downtown Brooklyn. They will begin and end their day at this rented space. Goodwill received a grant to support my students when they age out at 21 and will continue to support and train them for different careers throughout their lives. Goodwill has also accepted a second class to work at one of their other stores in Brooklyn.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. K077								
District:	75	DBN:	75K077	School BEDS Code:	307500013077				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11	√	
	K	√	4	√	8	√	12	√	
	1	√	5	√	9	√	Ungraded	√	
	2	√	6	√	10	√			
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	5	0	4		91.7 / 90.2		TBD		
Kindergarten	13	1	19	Student Stability - % of Enrollment:					
Grade 1	14	0	14	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 2	16	0	16		95.4		94.7		
Grade 3	11	1	1	Poverty Rate - % of Enrollment:					
Grade 4	14	1	1	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 5	0	1	2		57.2	61.1	0.0		
Grade 6	2	2	3	Students in Temporary Housing - Total Number:					
Grade 7	3	1	1	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 8	3	4	1		2	5	15		
Grade 9	2	6	5	Recent Immigrants - Total Number:					
Grade 10	3	2	7	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 11	3	0	3		0	0	0		
Grade 12	36	5	56	Special Education Enrollment:					
Ungraded	165	267	146	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Total	290	291	284		0	0	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	290	291	284	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	0	0	0	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0		
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	5	3	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# receiving ESL services only	33	19	4		66	75	79		
				Number of Teachers	66	75	79		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	33	5	3	Number of Administrators and Other Professionals	9	62	62
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	48	46
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>	18	18	17	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.8	73.3	68.4
				% more than 5 years teaching anywhere	77.3	69.3	62.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.0	89.0	85.0
American Indian or Alaska Native	1.7	1.4	1.1		100.0	100.0	90.8
Black or African American	56.9	56.0	54.2				
Hispanic or Latino	18.3	20.3	18.7				
Asian or Native Hawaiian/Other Pacific Isl.	5.2	4.1	5.3				
White	17.9	18.2	20.8				
Male	81.0	81.8	82.0				
Female	19.0	18.2	18.0				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I 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 (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:

Elementary/Middle Level

ELA:
Math:
Science:

Secondary Level

ELA:
Math:
Graduation Rate:

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

Student Groups	Elementary/Middle Level			Secondary Level			Grad Rate
	ELA	Math	Science	ELA	Math		
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	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: <i>(Comprises 15% of the Overall Score)</i>	TBD	Quality Statement 2: Plan and Set Goals	W
School Performance: <i>(Comprises 30% of the Overall Score)</i>	TBD	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress: <i>(Comprises 55% of the Overall Score)</i>	TBD	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit:	TBD	Quality Statement 5: Monitor and Revise	W

KEY: AYP STATUS

√ = Made AYP
√^{SH} = Made AYP Using Safe Harbor Target
X = Did Not Make AYP
– = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
▶ = Underdeveloped with Proficient Features
√ = Proficient
W = Well Developed
◇ = Outstanding
NR = No Review Required

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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?
-

We continue to foster a culture of collaboration by housing staff in small learning communities and programmatically scheduling cohort/common planning time. During this programmatic time, staff engages in data driven conversations to determine what is and is not working and why. These conversations also include how to adapt materials and differentiate instruction to meet individual student needs. Committees have been established. Including research into best practices in writing IEP's for students with autism and a curriculum committee that has been addressing the needs of creating a viable curriculum for middle school/high school students on the autism spectrum that will teach them to be independent. Key members of both committees explain these initiatives during common planning time.

We are forming a working committee to review student data as to what has been working and incorporate this into a curriculum that meets the academic challenges that these students present. In addition, they will review the data collected last year and explore the S.M.I.L.E.S. (Structured Methods in Language Education) reading program as a possible tool to use for those few students who will benefit from a phonics based program.

We are also rethinking and enriching our elementary school curriculum. During the past two years, we have admitted six (6) classes of students who have attended preschool. They are not "autistic" in the way we have known autistic students to be. They present with not only a neurological but a behavioral component as well that borders on emotional disturbance. These students are the driving force behind P77K's rethinking and enriching our elementary school curriculum.

All staff is held accountable for students' mastery of their Individual Education Plans (IEP's). To this end, staff works diligently in assessing their students and then writing viable S.M.A.R.T. (specific, measurable, attainable, realistic and timely) goals. Ongoing training is had on writing S.M.A.R.T. goals. Data is collected, interpreted and used to move their students along toward mastery of the goals. For the more academic students, staff uses Scantron to assess what a student can do, the gaps that exist in the students learning and provides materials to teach to those gaps. Staff has found this tool to be effective and user friendly.

Students with autism tend to be visual learners. They also do not hear sounds the way neurotypical students do because of sensory dysfunction. As a result, we have not found a reading program that works for all of our students.

Student achievement in reading has improved as we introduced Edmark, a structured reading program along with two Ablenet programs, Meville to Weville and Star Reporter. Star Reporter was used in both elementary and secondary school levels. Star Reporter uses a kinesthetic approach to learning and integrates communication. We will slowly phase out Star Reporter as we introduce our new functional academic curriculum. We will review what worked with these programs and incorporate those modalities into our readers.

We will then create homogeneous reading groups, where the content and instruction has been adapted and differentiated to meet the students needs. The how and depth of the content will differ based on each students capacity using built in pre and post assessments.

With the aid of the Scantron materials, staff has been able to build a stronger foundation or base of knowledge upon which new learning is then scaffolded.

We are exploring the value of using a different assessment tool for our younger students which will give staff a clearer picture of what the students can do. To this end, we are piloting in two (2) turning 5 year old classes the Assessment of Basic Language and Learning Skills (ABLLS). Half of the students being assessed using ABLLS will also be using the Brigance Diagnostic Comprehensive Assessment Inventory. Staff will compare the information gleaned about the students and see which gives them more information and thus leads them to write S.M.A.R.T. IEP goals. ABLLS is a tool that tracks student's skills and suggests appropriate IEP objectives based on this assessment. To date, staff has shared that they have a better idea of what their students can do based by using ABLLS and therefore can formulate more exacting IEP goals.

For my students who are on the autism spectrum it is imperative that they have a way to appropriately express themselves both within and outside of the school building. In reviewing the work of the Inquiry Team, two years ago, we saw a strong correlation between increasing students' ability to "request" and a lessening of inappropriate behaviors. Last year, we mandated appropriate communication systems for our minimally verbal and non-verbal students, be used when our students go out into the community. Appropriate communication will continue to be a non-negotiable thread in everything the students do.

A review of data from the speech therapists for the self-contained 18-21 year old students revealed that their level of prompting remained constant. This was also true for the mealtime program (Social Integration Communication Program) for the same students. In digging deeper into last year's communication data, we realized that as the students aged, their communicative ability did plateau unless an intense, consistent effort was made to reshape habits. This led to the creation of C.L.A.S.S.

Students that were programmed for Communication Leading to Academic Success and Socialization (C.L.A.S.S.) for 2 to 3 periods a week showed mastery of all communicative goals set by this teacher. Appropriate communication skills were taught around fun, engaging activities that were predictable and consistent. Using Joint Action Routines (JARS) structure. In addition, 60.3% of all students program for C.L.A.S.S. appropriately communicated independently; the year before, 50% did.

In watching classes leave their buildings, whether to go to work sites or experiential learning, AAC devices/manual communication boards were not leaving with them. Staff was concerned about losing these AAC devices which are very costly. In addition, many of these devices need to be placed on a flat surface to be accessed. This is not something that can always be done. To support the whole student, we continue to expand their communicative abilities. Therefore, staff will continue to be given/create manual boards that reflect job site communicative needs that will be used to engage students in basic, appropriate conversational skills. Manual boards will continue to be mandated for any class going on a trip or doing experiential learning. This way all students will have and further develop their voice. For those students first being assessed for AAC devices, we will request that thought be given to their portability and practicalness outside the building.

For students to be successful, parents/guardians need to be active participants in their child's education. Unfortunately, due to their many other obligations, it has been difficult to engage all of the parents. We will continue to review past years data with the School Leadership Team (SLT) and we will continue to offer workshops that are of high interest to parents. Twenty (20) parents attended our first P.T.A. meeting this school year. Unfortunately, the numbers dwindled to the 4-5 committed executive board members that always are in attendance. Varying the time of day of these meetings and alternating the sites did not increase the number of parents attending. In order to meet some of our parents needs and increase turn out at meetings, we will offer parents a support group facilitated by a school psychologist after the meeting. In addition, our new Transition Coordinator will invite guest speakers to present on topics of interest to parents based on responses to surveys sent home. We will also plan a calendar of meeting dates and workshops ahead of time so families can make the

necessary arrangements to attend these meetings/workshops. Reminders will go home in a newsletter format from the Parent Coordinator, PTA and individual notices. Emails of upcoming events will be sent to those with email addresses by the Parent Coordinator. A parent on the School Leadership Team (SLT) will continue to explore ways to increase parental participation.

A hurdle that we need to surmount for the older students, who, at times, share the gym with fifty (50) of their general education peers is the issue of safety. We are meeting this challenge by having ongoing discussions at Building Council meetings and infusing the structure of T.E.A.C.C.H. (Treatment and Education of Autistic and Related Communicative Handicapped Children). Stations for warm-up exercises have been identified. Exercises are differentiated and students guided to the appropriate stations using visual cues and schedules. Students clearly understand what is expected of them and where. If running laps is part of their warm-up they are learning to run around the perimeter of the gym, removing numbered icons and placing that number in a receptacle. Once the last icon is removed, that student takes an icon that directs the student to the place for his/her next activity

Our alternate assessment students do well on the New York State Alternate Assessment (NYSAA) datafolios. Last school year 81% of those taking the ELA received a score of a level 3 and higher and 94% of those taking the math received a score of level 3 or higher. In addition, 95% of our students scored 3 or higher on Science and 93% scored 3 or higher on Social Studies. We will continue to maintain our high success rate by offering professional development for the staff, and continuing to train liaisons at each site to collect and review datafolios for each mandated student. Each liaison will be available to guide collegial review of student datafolios.

Staff working with students ages 14.9 – 21 will continue to receive extensive training on writing meaningful transition goals. Students' IEP's will include transition goals that are agreed to by all those that know the student, including the student him/herself. For the transition page to be meaningful for the student, the student needs exposure to different jobs so he/she can decide what he/she likes or dislikes. For the self-contained older students with behavioral issues, who are not working at job sites we will continue to create in-house jobs that will then be generalized out into the community. All page 6 goals will be an integral part of these "transition" goals, teaching the necessary skills.

Since an IEP is a living document, and the transition goals change as the students' needs, wants and desires change their yearly goals will reflect these changes.

We are seeing a shift in our standardized high school inclusion population. Students are taking RCTs after failing Regents exams. These students are going for local diplomas. We will continue to support these students during tutorials and after school AIS. We are also seeing a shift in some students not attending and others with a multitude of social emotional issues that need to be addressed before learning will begin. The school psychologists have been working diligently with these students and their families, creating intervention plans to move these students forward.

We agree with Quality Review that we need to continue to support staff in data collection and interpretation. Staff will create task analysis of skills involved in doing various jobs and track these skills and the necessary prompt level. This information will assist all teachers who work with these students. Embedded skills will be identified and all teachers will be reinforcing those skills using the curriculum as the tool for that student to be successful at the skill.

We will continue to support our teachers and make data driven decisions. We will move them forward in further developing their skill base in engaging their students in the learning process, working with them during their programmatic cohort/common planning time, continuously revisiting what successful engagement looks like for each student based on data.

One of the biggest barriers that the school has had to deal with is the lack of occupational therapists. Unfortunately, many students have gone unserved for years even though parents have been given the option to take their child to Department of Education approved occupational therapists.

As a result, many of our students' sensory issues have been exacerbated. Students/staff have not been taught ways that students can compensate for their sensory dysfunctions.

As a result, we are trying to implement programs to create new habits that will offset some of these sensory issues.

In order to meet the sensory and communicative needs of my students, those mandated for speech and occupational need to be served. We are still lacking the necessary number of providers

to fully service these students. Providers on staff will be asked to underserve, scheduling students in their group mandates first, in order to service as many students as possible. Providers will be asked to push in to classes, thereby modeling for that classroom staff how to effectively work with the students. In this way, that staff can incorporate the modality learned into their teaching of those students. This information will be shared with all staff working with the students during their cohort/common planning meeting scheduled time. In addition, we try to meet some of the students' sensory needs by working with New York Cares and providing yoga. We are also participating in the District 75 pilot Get Ready to Learn (GRTL), run by a certified yoga teacher who is also an occupational therapist. She worked with a small group of classes in middle school, integrating yoga techniques and giving these students a sensory diet. That data revealed a marked increase in the students' ability to pay attention, ease in transitioning between activities and needing less assistance to perform the assigned task. We will also create baseline data on students' academic ability. We will then track data to see if yoga is having an impact on students' academic growth. We will expand this program to include 2 middle school 6:1:1, 2 middle school 8:1:1 and 2 high school 6:1:1 and 2 high school 8:1:1 classes. As soon as we figure out physical space issues, we will introduce GRTL at the elementary sites. In addition, to further bridge this sensory need, we will try to purchase music artists in residency for elementary.

We hired an occupational therapist for the main building which houses our 10-21 year old students. We have identified our most sensory impaired students and asked her to put programs in place for them. Unfortunately, there are many more students that would benefit from her expertise but she has no room on her caseload.

We are also trying to get a handle on our older, bigger students who are causing staff to be injured. Data is collected on their behaviors, plans put in place, revisited and tweaked, shared with parents. Our one (1) occupational therapist is consulted. What we are finding is their aggressive behavior is a combination of hormones and sensory dysfunction which makes it difficult for them to integrate into their environment.

Our speech department is concerned about students who are not eating different types/textures of food. Parents are asking for help. In looking back at our youngest elementary school students, we have identified a dozen students with feeding issues. The speech therapists in conjunction with the classroom teachers and the parent will work collectively to get these students to try different food properties, thus resulting in better nutritional practices.

We are looking to form an affiliation with a hospital that can support the school, students and parents. We are working with Pencil to form such a partnership.

The driving force behind the desire for this affiliation includes:

- Students seen by psychiatrists who don't have hospital affiliations to admit them to regulate their medications. As a result, their parent/guardian and/or school personnel are getting injured.
- Parents are unable to take their children to outside clinicians to receive their IEP driven related services due to other responsibilities.

We continuously look to identify new job sites in the community for my students. We will also look for job sites in the student's community. The problem continues to be to find the adult to job coach with the student(s). All job coaches are either going to worksites with their class and/or are already taking students to worksites. We will continue our efforts to recruit and train additional staff members to be job coaches. We are also looking at student and class schedules to see where we can pull staff from without compromising the integrity of that instructional program nor of student safety.

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.

Goal 1: By June 2010, middle and high school-aged students participating in alternate assessment programs will improve appropriate communicative, social and academic skills as evidenced by a 10% increase in mastery of these skills (based on each student's IEP), measured by teacher-created data sheets and mastery of the skills on the administered formative assessment.

Goal 2: By June 2010, middle and high school students will demonstrate increased ability to maintain focus and remain on task as demonstrated by a 10% increase in numbers of students who maintain consistency, measured by data collection sheets and ability to complete tasks and formative assessments.

Goal 3: By June 2010, elementary-aged autistic, sensory-sensitive students will show a decrease in the refusal to try new sensory textures, smells, tastes and consistencies, demonstrated by a 10% increase in numbers and types of foods they will try, measured by individualized logs and teacher made data collection sheets.

Goal 4: By June 2010, students in the "turning-5 program" will improve their base-line communicative skills and learning from everyday experience as evidenced by a 10% increase in student skill development, measured by the Assessment of Basic Language and Learning Styles (ABLLS) formative assessment.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2010, middle and high school-aged students participating in alternate assessment programs will improve appropriate communicative, social and academic skills as evidenced by a 10% increase in mastery of these skills (based on each student’s IEP), measured by teacher-created data sheets and mastery of the skills on the administered formative assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Dissemination of research based curriculum will include units on: school code of conduct/safety rules; health/hygiene/disability awareness; circle of trust; sexuality/relationships; managing emotions; functional living; functional literacy; career exploration; recreation, with a change monthly as to the focus of the curriculum. • Cohort planning will be biweekly, monthly, summarized January and May. • Curriculum committee will meet regularly (bimonthly) for review of curriculum to supplement/implement materials based on data driven discussions as to what is working and what is not.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Meeting (cohort/common planning) is programmatic and affords the ideal time to do necessary training and have those conversations about students. • Network with speech providers, occupational/physical therapists and psychologists to support staff in implementing curriculum to meet the communicative, gross, fine motor, sensory needs, along with student emotional/behavioral issues/needs of the students. • Purchase of attainment materials using State Standards Funding Materials are not NYSTL approved.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student progress evaluated quarterly, projected change is reflected on improvement in one or two skills each quarter. This is done via classroom/cluster data sheets and portfolios. Review of Parent Feedback tri-annually (open school and end-year) with parents noting school-to-home continuation of the mastered (one or two) skills noted on data collection sheets.
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Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: By June 2010, middle and high school students will demonstrate increased ability to maintain focus and remain on task as demonstrated by a 10% increase in numbers of students who maintain consistency, measured by data collection sheets and ability to complete tasks and formative assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Ongoing training during cohort/common planning (bi-weekly). • Parent Coordinator outreach of parents (monthly group/get-togethers). • School training and follow-up for parents on GRTL (October, February, May).
<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"> • GRTL is a District program which P77K piloted during the 2008-2009 school year. We have the CD and will duplicate. • Purchase yoga mats with OTPS funding. • Cohort meeting time/common planning is programmatic in teacher schedules. This time is used to discuss students, their progress. It is used to train staff and offer any further clarification that may be necessary.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of Student Progress Data measuring time on task (projected gains: 2 minute increase per month). • Review of student progress as correlated to time per week on programs (every 15 minutes increase time per week yields 3-4 minutes on task).

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2010, elementary-aged autistic, sensory-sensitive students will show a decrease in the refusal to try new sensory textures, smells, tastes and consistencies, demonstrated by a 10% increase in numbers and types of foods they will try, measured by individualized logs and teacher made data collection sheets.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Speech therapists receive training in Sequential Oral Sensory (SOS) in September and ongoing support (bi-weekly). • Organize selected students into program (October). • Interview to home early October). • Speech therapist train and support classroom staff during October bi-weekly meetings and ongoing as needed. • Parent Coordinator outreach to parents (October). • Parent Coordinator follow-up survey with parents (January). • Speech therapists provide support training to caretakers (bi-monthly).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Speech therapists and staff meet during common planning/cohort time which is programmatic. • Speech therapists will receive training from a sister organization. • Speech department will absorb costs of any additional foods needed using Teacher’s Choice funds and/or school OTPS (SIPPS).
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Data logs reviewed weekly to determine amount of time students spend with food textures:</p> <ul style="list-style-type: none"> • Expected gains: monthly: increase in the number of texture/food type student will tolerate in all modalities. <p>Home survey results tallied to determine change/increase in feeding issues (three times during year)</p> <ul style="list-style-type: none"> • Projected change: survey will show a 3-5% decrease in inappropriate feeding behaviors from baseline in February, and a 10% decrease in June.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By June 2010, students in the “turning-5 program” will improve their baseline communicative skills and learning from everyday experience as evidenced by a 10% increase in student skill development, measured by the Assessment of Basic Language and Learning Styles (ABLLS) formative assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Staff trained during bi-weekly cohort/common planning in use of ABLLS. • Target group in each class assessed with both formative assessments (Brigance, ABLLS) to determine if appropriate baseline IEP goals are changed with different formative assessments (September-mid October). • Inter-visitations to see administration of ABLLS and alignment of teaching (extended year program). • IEP goals revised into S.M.A.R.T. format and targeted to specific communicative skills and learning from everyday experience. (ongoing during annual reviews).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Intervisitation during summer by assistant principal and speech therapists to learn ABLLS and then turnkey. • Cohort/common planning time is programmatic to train teacher and classroom staff in use of ABLLS. • Purchase of paper for copier (OTPS) to duplicate individual student assessment booklet.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student progress reflected on Quarterly Data Sheets. Projected increase of 3% each quarter in mastery of skills needed as determined by baseline ABLLS assessment. • Increase of 10% as per goal during spring formative assessment (May/June).

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Scantron RCT/Regents	Skills worked on include but are not limited to decoding, essay writing, vocabulary, comprehension and test taking strategies. This will be done during daily small group instruction. Test preps include RCT/Regents and Scantron to assess and remediate.
Mathematics: Everyday Math Scantron	Skills worked on include but are not limited to understanding and applying mathematical concepts, how to problem solve, math reasoning and mathematical equations. This will be accomplished during small group instruction during math blocks and/or tutorials. Individual weaknesses will be identified and materials provided to remediate.
Science: Regent/RCT	Skills worked on will include but are not limited to vocabulary building, understanding how to read and comprehend science materials, interpretation of diagrams and charts. This will be accomplished during small group instruction, tutorials and/or science blocks, both during and after school. Drill review of concepts and test taking techniques.
Social Studies: Junior Scholastic High school advisories	Skills worked on will include but are not limited to essay writing, synthesis of information to support an essay, interpretation of political cartoons/diagrams and/or graphs. Use of graphic organizers, timelines and outlining. Understanding of key concepts and terminology to be better able to access the content. Films and documentaries will be used to support and reinforce materials taught.
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist: LSCI PBS Counseling	Works with students to build self-esteem, instilling a can do attitude. Use of LSCI and PBS as needed. Small groups, during school day.
At-risk Services Provided by the Social Worker:	

At-risk Health-related Services:	
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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 narrative to this CEP.
(Attached at end of CEP - pages 51-56)

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) K – age 21 **Number of Students to be Served:** TBD **LEP** TBD **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** 2 paraprofessional, 1 administrator

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.

At P.S. 77, there are a total of 293 students. Of those, 31 (11 %) are English Language Learners and are served through a push-in/pull-out ESL program. Additionally, there are 13 (2%) students who are x-coded and are served as per IEP. All ELLs are mandated for 360 minutes of ESL instruction per week, as per CR Part 154, with the exception of the high school students, who are mandated 540 minutes of ESL, as per CR Part 154. All of these students are on the Autism Spectrum and their instruction is aligned with the Alternate Grade Level Indicators. All students receive formal assessments through NYSELAT and BRIGANCE. According to formal assessments, the students are designated as Beginning English Language Learners.

P.S. 77 is spread across 7 sites in the borough of Brooklyn. The elementary site, located in the neighborhood of Borough Park, serves 14 ELLs, plus 6 x-coded students; the middle school site, located in the neighborhood of Brownsville, has 3 ELLs; the main site, which houses high school and some middle school classes and is located in the neighborhood of Park Slope, has 13 ELLs plus 5 x-coded students. Of these 30 ELLs, 24 are mandated for 6:1:1 configuration, 5 are mandated for 8:1:1 configuration and 1 is in an inclusion program.

Additionally, one ELL attends an inclusion program in the neighborhood of East New York and 2 x-coded students attend inclusion

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programs in the neighborhoods of Bensonhurst and Windsor Terrace. The represented languages of the students in P.S. 77 are Russian, Spanish, Arabic, Haitian Creole, French, Polish, Bengali, Urdu and Chinese.

All ELLs, including students who receive ESL services and those who are x-coded, were invited to participate in the Title III program. In order to determine which students would participate, letters were sent home in English and in the native languages and phone calls were made to survey interest. Due to the geographic locations of the students and the fact that the large majority of them are mandated for door-to-door bussing and 6:1:1 and 8:1:1 configurations, it is difficult to design a program in which all ELLs can attend. Therefore, the program will be split between the elementary site in Borough Park and the main site in Park Slope. The Title III program will take place at the elementary off-site (P.S. 164K) after school on Tuesdays for 2 hours a day for 10 weeks. Concurrently, the program will run at the main site on Thursdays for 2 hours a day for 10 weeks. At each of the two sites, one ESL certified teacher and one bilingual paraprofessional will work in a 6:1:1 configuration in the program. To provide native language support and to translate written documents, a Spanish speaking paraprofessional will work in the program at the main site and a Russian speaking paraprofessional will work at the elementary site.

The goal of the Title III program is to increase communication and literacy skills. The mode of instruction that has been chosen is through the use of technology. According to Krashen, second language acquisition requires meaningful interaction in the target language. Computer-assisted language learning (CALL) enables ELLs to construct meaning in a digital environment. McLoughlin and Oliver (1998) explain that the computer is one way to support Vygotsky's (1978) communicative theory of learning and, if used appropriately, teachers can provide an environment in which learning is authentic and activities are interesting to students (Healey & Klinghammer, 2002). Thus, students are able to construct their own knowledge, as teachers scaffold students' learning.

When teaching both ELLs and students on the Autism Spectrum, there is no one specific method or technology that is best suited for all children. Different children and different lessons all have different needs. However, it is important to choose technology that increases student interactivity and motivation. Through the use of a SMART Board™, language acquisition is supported through student interaction and group conversation. While the use of a single computer is sometimes criticized as promoting isolation, a SMART Board creates an environment in which the teacher and students can all be engaged in a technology lesson (Gerard, F. & Widener, J., 1999).

The delivery of instruction within the program will be aligned with the students' IEP objectives in the domain of ELA. New York State Educational Standards that will be targeted will include, but not be limited to, ESL Standards 1, 2, 4 and 5 (Student will listen, speak, read and write in English for information and understanding, literary response and expression, social interaction, and Students will demonstrate cross-cultural knowledge and understanding), The Arts Standards 1, 2, and 3 (Students will create, perform and participate in the arts, will know and use art materials, and will respond to and analyze works of art), and Technology Standard 5 (Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs). These standards will be addressed through the employment of various ESL methodologies and strategies. These will include, but not be limited to, Total Physical Response, the Natural Approach, the Communicative Language Teaching, cooperative learning and scaffolding. Teacher-made rubrics and work products will be used to track data and assess attainment of students' targeted goals.

Parent Involvement

Title III information is disseminated to parents through letters written in English and respective native languages. Translators are available in all native languages represented by the ELL population for any oral information presented at meeting, workshops, etc.

An orientation has been scheduled for the first day of the program to orient the students' parents. All involved parents have received a letter of invitation to this meeting. Additionally, all ELL parents will receive information regarding the school's ESL program through outreach by the parent coordinator and ESL teachers. This will take the form of letters, phone calls and meetings. Translators will be available.

During the last day of the program, a culmination showcase will be held at each of the participating sites. Parents and family members will be invited to attend the celebration to view their students' works and an award ceremony will be held to recognize the students' achievements.

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.

In an effort to develop the ESL teacher's skills in the area of technology and, specifically the use of a Smart Board, training will be provided by the school's District 75 technology coach and liaison on a bi-weekly basis. The liaison will attend monthly formal meetings with the district and then turnkey information to the ESL teachers and paraprofessionals and also work to hone skills germane to the technology program every other Monday from 3:30 p.m. to 5:00 p.m. for 5 weeks at the main site.

Form TIII – A (1)(b)

School: 77K BEDS Code: 307500013077

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9000	INSTRUCTIONAL PROGRAM 2 teachers x 14 days x 2 hours/day x \$49.89 = \$2793.84 2 paraprofessionals x 14 days x 2 hours/day x \$28.98 = \$1622.88 2 administrators x 14 days x 2 hours/day x \$52.21 = \$2923.76 PROFESSIONAL DEVELOPMENT 1 teacher x 5 days x 1.5 hours/day x \$49.89 = \$374.18 2 teachers x 5 days x 1.5 hours/day x \$22.72 = \$340.80 2 paraprofessionals x 5 days x 1.5 hours/day x \$28.98 = \$434.70 1 administrator x 5 days x 1.5 hours/day x \$52.21 = \$391.56
Parental Involvement	\$1500	End-of-program presentation and awards ceremony for students and parents: Refreshments Decorations Awards
Supplies and materials	\$4500	\$3500 – Smart Board™ \$1000 – Laptop
Travel		
Other		
TOTAL	\$15000	

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. Home language surveys and IEP's are reviewed to determine language needs. Notes/notices sent home to families, other than English as their primary language are translated into their native language by staff members who speak, read and write those languages.
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.
Of the parents of P77K's 30 ELLs, 23 of them who speak Spanish, Haitian Creole, Russian or Chinese require oral translation. In-house staff members speak, read and write these needed languages and are made available to provide translation as needed. This information is disseminated at P.T.A. meetings. These services are made available whenever a non English speaking person visits P77K. The remaining 7 parents do not require translation; however, there are staff members available who speak French, Arabic and Polish, if necessary. Urdu and Bengali translators would be provided by an outside vendor should they be needed.

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.

P77K has translated key school documents into Spanish, Russian, Chinese and Haitian Creole by our staff for parental involvement activities (i.e., Family Support and Transition Conference held in November, Family Conference held in May, Parent/Teacher Conferences). At each of these conferences, interpreters are present to interpret for ELL parents. In the event that a new document needs translating, in-house staff members are available to translate it immediately. Additionally, should a document need translating into a language other than those mentioned, DOE Translation Unit would be utilized for this. Parents are alerted by adequate signage that translators are available for them.
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.

Among the staff members, translators are readily available for the majority of the needs of our students' parents. Identified staff members, such as teachers and paraprofessionals, will be freed from their instructional duties to translate for non-English speaking parents and will be replaced by another available staff member. In the event that a parent needs translating that is not available, an outside contractor would be utilized to satisfy this need.

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>.

P77K has had a Parent Resource Guide, Computer/Internet-related materials, software and Power Point presentations for parent activities translated into various languages for parents. In addition, P77K employs bilingual teachers and paraprofessionals, as well as having parent volunteers, to provide interpretation for parents during school-based parent involvement activities and translation of written documents.

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.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and

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 = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)
MAY 2009

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.

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

**APPENDIX 7: 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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P77K is a school for students on the autism spectrum who are predominantly alternate assessment. We have struggled and continue to struggle to find an ELA curriculum that meets the needs of these students.

Due to different degrees of sensory impairment, we use a standards-based program for K-12 that is thematic and scaffolds skills. It integrates the use of programmatic communication devices which give each student a voice. This communication piece helps the teachers with their data collection. Since many students on the autism spectrum need visual cueing, this program also supports that modality. Depending on the skill base of the staff, they use the program as a suggestion and further differentiate it, scaffolding skill building, once a strong foundation is built. We will be implementing a functional academic curriculum this year for middle school/high school students.

This standards based curriculum supports each student in taking steps towards mastery of their IEP goals. IEP goals are aligned to the standards.

Data taken reflects that the ELL students who are also on the autism spectrum benefit from this program as well because of the use of visual supports.

Scantron and Acuity are used to determine the grade levels of the standardized testing students (7%). These assessments inform their teachers which specific areas need remediation. The general education curriculum is then adapted by differentiating instruction based upon the Scantron and Acuity assessments' results and in teaching the students how to organize and conceptualize materials by using graphic organizers.

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?

We look at the individual student and their learning style. Each student is assessed using Brigance, Scantron and Acuity where applicable and teacher observations. Next steps are determined. IEP goals are aligned to the standards. The curriculum we use supports the New York State ELA Standards. Each student's capacity determines the extent to which the standards are followed with and without adaptations. (Using the alternate grade level indications for alternate assessment students participating in New York State Alternate Assessment [N.Y.S.A.A.]).

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

As an alternate assessment school for students on the autism spectrum, our focus is on functional mathematic, (time, money, measurement, numeration and operations) that is reinforced through experiential learning. Students on the autism spectrum do not generalize information learned in one setting or another. Students learn to apply those classroom taught skills into real world skills. These include jobs and/or shopping at a local store. We teach the math skills necessary to make each student as independent as possible in the real world. We differentiate what each student is taught based on assessments done to find a baseline.

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?

For the older students, we introduce them to concepts of algebra and geometry by connecting it to something they understand. The language of math, for example, line segment, will now be used when creating a map of the community and its resources in a discussion of career opportunities.

We are continuously searching for age appropriate computer programs which will reinforce skills taught to low cognition 16-21 year old students on the autism spectrum.

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

Lesson planning reflects student engagement (adaptation and differentiate instruction). Data is tracked.

Staff uses the methodology of T.E.A.C.C.H. (Treatment and Education of Autistic and Related Communication Handicapped Children) which helps students navigate their classroom. Students work in group areas, practice new learning in 1:1 area and achieve mastery at their independent work stations. They then generalize their learning into the real world.

Staff is made aware of their roles and responsibilities on a daily basis. All materials are out and available. This lessens down time and therefore behavioral outbursts are avoided.

Instruction is differentiated to meet the individual needs of each student as they move toward mastery of their IEP goals.

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?

Student engagement resulted in increased mastery of IEP goals as per various data sheets.

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

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

Direct instruction of mathematics is done in the classroom. The skills are then generalized out in the community and/or through in house jobs such as snack shop/café (sales and money skills); planting in the garden (measurement) and arriving at destinations in a timely fashion.

Technology is used for visual learners, stimulating real life scenarios. It is used to reinforce language in the realm of mathematics to promote appropriate communication skills (Alternate Augmentative Communication Devices).

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?

Data is taken and it reflects students moving toward mastery of their mathematics IEP goals as students apply what they have learned.

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

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.

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.

As a principal who has been in place for 5 years there has been a low turnover of teachers. There have been a few retirements. A couple of others realized that if they did not find other jobs they would be "U" rated.

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?

Having a small turn over of teaching staff adds to the stability of the program. Bringing new teachers on board to replace the retirees gives me the ability to support them in their development of best practices without have to undue (negative) habits and then create new ones. New teachers exude energy and creativity. This has a positive impact on their students.

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

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.

Staff is encouraged to apply for professional development offered by the District. My ESL teacher attends and has attended, may of their professional development. She pushes into classrooms, servicing her ELL students and models best practices for ELL.

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?

Data collected reflecting mastery of IEP goals of students that are ELL. These students are mastering and/or approaching mastery of their IEP goals. This indicates that staff is aware of and incorporates best practices for ELL's in their teaching.

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.

Unfortunately, when my students take the NYSESLAT, their scores are reflected on ATS as "invalid." My students are on the autism spectrum. They have many sensory impairments and this exam does not take their needs into account and therefore does not reflect their capabilities. As a result, for their entire school careers, the majority of these students continue to receive ESL sessions.

A truer measure of their capabilities is the number of students mastering and approaching mastery (need additional time) of their IEP goals.

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?

Data collected reflecting mastery/approaching mastery of IEP goals.

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 IEP's of my students in general education classes are shared with those general education teachers. The SETSS (Special Education Teacher Support Services) provider works with those general education teachers, discussing the needs of the special education (IEP goals) students and how to meet their needs while in the general education classroom by differentiating their instruction. Testing accommodations (as per page 9 of their IEPs) are also reviewed. Paraprofessionals travel with the special education students in the general education classes implementing the adaptations made by the collaboration of the general education teacher and SETSS providers. SETSS providers team teach, modeling different approaches to engage all students in learning. For those alternate assessment students who participate in NYSAA, their instruction is differentiated to reflect the Alternate Grade Level Indicators (AGLI). SETSS providers facilitate social skills development by encouraging appropriate communication and interaction between the general education students and their "included" peers. All staff involved with the student work collectively on a behavior plan, if needed, to ensure consistency and effectiveness. My teachers share their knowledge and best practices to help the general education teacher support all students.

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?

In order for my students to be successful in their general education classes, that general education teacher must be aware of the students' IEP goals and supported in helping these students achieve mastery. This can only happen through a collaborative effort with open conversations and sharing of technologies and information. The data submitted is a collaboration between general education teachers and the SETSS provider.

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.

While schools are proficient in providing students with the accommodations for assessment (a per IEP page 9), teachers often have difficulty in the classroom environment to continually provide accommodations during instructional time as well as on classroom assessment. There is also a discrepancy between the IEP goals (along with modified promotion criteria) and the assessed grade level content.

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?

Teachers and paraprofessionals regularly provide accommodations to students during the class lesson. Paraprofessionals assist in small group instruction. Under the teacher's supervision all necessary accommodations are met and all students receive equal instructional access during a lesson. Instruction is differentiated. Active participation increases because the needs of the individual students are met.

Scheduling affords common planning time. Staff meets to discuss their students and the progress they are making. The implementation of students' accommodations becomes part of these conversations. The grade level content becomes the basis for the students' instruction and their goals and objectives (IEPs). Adaptations are made to engage the students in their learning.

For those standardized assessment students, whose IEPs indicate that promotional criteria is modified, that modification becomes their standard.

For alternate assessment students participating in N.Y.S.A.A., goals and objectives are reviewed, aligned and modified to the AGLI (alternate grade level indicators).

Each site regularly reviews data collected to ensure that student behavior plans, included in their IEPs, are effective.

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

We will continue to afford staff time to meet to discuss students; professional development will be ongoing by the school based coach and administrator to work with staff to effectively understand what their students need to be successful; support staff in understanding learning styles of their students; create effective systems to collect data; review behavior plans and functional behavior analysis (FBAs).

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

This appendix will not be required for 2009-10.

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).
There are presently no 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. District 75 students are eligible to attend any programs run through the STH units at the ISC.

Region/District: 75
 School: P77K

Date: October 2009

P77K Language Allocation Policy

TEAM MEMBERS:

Principal: Merryl Redner-Cohen
Assistant Principal: Carmela Montanile
ESL Teachers: Melissa Erikson, Danny Rodriguez
Parent Coordinator: Nancy Gasparino
Teacher: Reuben Morales, literacy
Related Service Provider: Valeriya Katsnelson, speech
Parent: Nadine Marques-Cooke

School Demographics:

P77K has a total student population of two hundred ninety-three (293) students. P77K has both ESL and Bilingual Instructional Programs at the main site and the off sites. P77K serves forty-one (41) ELLs, 14% of the total school population. Presently, thirty-three (33) students receive ESL services by two (2) certified ESL teachers. The remaining eight (8) students are x-coded and served as per IEP.

LEP/ELL Demographics:

Languages	Spanish	Chinese	Russian	Bengali	Urdu	Arabic	Haitian Creole	French
# students	17	9	5	1	2	1	1	1

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Spanish			2	1	3	2	2	1	1	1	3	1	4
Chinese			3		1		1	2			1		
Russian		3			1					1			
Bengali		1											
Urdu							1	1					
Arabic			1										
Haitian Creole													1
French													1
Polish		1											

Ethnicity	American Indian/Alaskan	Black or African	Hispanic or Latino	Asian or Native	White
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		American		Hawaiian	
Percentage	.68	50.85	21.84	5.11	21.5

Gender	Male	Female
Percentage	83.27	16.72

Fifteen (15) ELLs participated in NYS Alternate Assessment Data Folio collection for the 2007-2008 school year. Their results are as follows:

Content Area	ELA	Social Studies	Science	Math
Level 4	12	7	5	11
Level 3	1	1	0	3
Level 2	2	0	0	0
Level 1	0	0	0	0
Administrative Error				

At P77K, ELLs are identified through the administration of the Home Language Identification Survey (HLIS) upon intake. When necessary, translators are provided to conduct the initial interview and HLIS is provided in the native language. The HLIS is then assessed by a licensed ESL teacher and the LAB-R is administered within ten (10) business days if home language warrants it. Once LAB-R is administered, the ESL teacher and CSE determine placement for the student. Presently, at P77K ELLs are provided with ESL services through a push-in/pull-out program. Upon identification, parents are notified and given information about the program, through the aid of a translator if necessary. If it is determined that a student should be placed in a bilingual class that is not available, he/she is served by alternate placement paraprofessional who speaks the native language and ESL services until that bilingual class is an option. Presently, six (6) students are mandated for bilingual services and are served by an alternate placement paraprofessional and ESL services.

Implications of Language Allocation Policy:

The Language Allocation Policy is implemented to meet the needs of ELL students. The goal of the LAP is for all ELL students to reach English proficiency. By utilizing Alternate Assessments and data collection portfolios, students will demonstrate proficiency in speaking, listening, reading, and writing skills in English. ELL students need further assistance in the building and applying of academic language crucial to increasing their English language proficiency. Students in alternate placement need to be grouped functionally in order to facilitate the delivery of ESL services.

Programming and Scheduling Information

Nine (9) different languages are spoken by the 41 English Language Learners (ELLs) who attend P77K. NCLB requires that local programs for ELLs comply with state mandates regarding content, frequency and direction of ESL language services. Furthermore, the regulations underscore that the goal of ESL and bilingual instruction is to ensure that ELLs become proficient in listening, speaking, reading and writing in English. New York State regulations (C.R. Part 154) require that assessment and instruction of ELLs be aligned to

the New York State Learning Standards in ESL. All ELLs in P77K receive the maximum number of units of ESL instruction possible within the staffing restraints of the school. In the ESL program, 33 ELL students are served through push-in/pull-out instruction. ESL teachers collaborate on a daily basis with classroom teachers to ensure that instruction is aligned with the needs of ELLs within the classroom. To ensure that students meet the standards and pass the required state and local assessments, ESL instructors follow the New York State ESL Standards and incorporate ESL strategies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, plus multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. Students in alternate placement receive additional support in the native language and English from a paraprofessional who speaks the student's native language and English. The use of technology is incorporated to give students additional instructional support. ESL materials are infused throughout all aspects of instruction. The school and classroom libraries include a variety of books of all levels that reflect the background, needs and strengths of ELLs. Instruction in the ESL program is delivered in English.

At P77K, all students in 6:1:1 and 8:1:1 classes receive content area instruction within the classroom through a variety of approaches, including, but not limited to, small group, individual and community-based instruction. The STAR Reporter reading program uses visual supports to teach and reinforce key concepts. Meville to Weville is a beginning literacy and communication development program that supports student development of self and a sense of belonging within a community of learners. It meaningfully and systematically integrates reading, writing, speaking, augmentative communicating and listening for elementary students with disabilities in the moderate to severe range of disabilities. The TouchMath program is used throughout our school's program. It capitalizes on the tactile/kinesthetic preferences of learners while developing their visual and auditory skills. As children engage in the multi-sensory approach they begin to internalize the connection between concrete number experiences and more abstract mathematical conceptualization. All ELLs participate in these activities with the added support of push-in and pull-out ESL services. With Title III finances, P77K will implement an after-school supplemental program for ELLs focusing on increasing literacy, writing and conversational skills.

SIFE

Presently, P77K has no Students with Interrupted Formal Education (SIFE). In the event that P77K admits a SIFE student, the goal would be to develop initial literacy and communication skills in the student's native language in a nurturing environment in order to facilitate language production. NLA would be provided with the supports necessary in the TBE program. Other strategies to be used would be, but not limited to, Total Physical Response, the Natural Approach, small-group instruction and participation in the school's Title III after-school program.

Newcomer

Newcomers admitted to P77K are worked with to develop literacy and communication skills in both English and the student's native language. With the expectation that newcomers would have some exposure to formal literature, reading and writing skills would be focused on. Newcomers would be invited to participate in the school's Title III after-school program. Various strategies used to facilitate language acquisition would include, but not be limited to, Collaborative Learning Approach, Total Physical Response, the Natural Approach, the Language Experience Approach, small-group instruction and tutoring.

Long-Term ELLS

In order to support long-term ELLs in bilingual or ESL programs at P77K, the following instructional interventions are implemented:

- LEAP – Learning through and Expanded Arts Program. Consultants work with teachers to integrate hands-on, arts-based activities in the curriculum.
- After-school programs: Consultants will work with teachers to integrate arts into the classroom curriculum, promoting creativity and literacy.
- Continuous small-group instruction

Extension of Services ELLs

Within the confines of our students' disabilities, the following interventions and strategies are used to support our ELLs who have received an extension of services:

- Total Physical Response
- Natural Approach
- Continuous small-group instruction
- Collaborative Learning Approach

Furthermore, students who no longer require bilingual or ESL services, as per NYSESLAT proficiency, will be supported for up to two years with ESL services, AIS, small-group instruction/tutoring, and Title III program.

Transition Plan

When our students no longer require bilingual or ESL services, as per NYSESLAT proficiency, they will be supported for up to two years with ESL services, AIS, small-group instruction/tutoring, and other support services.

Alternate Placement

Six (6) students are mandated for bilingual services which are not available at P77K. To accommodate these students' academic and language acquisition needs, they are placed in a monolingual class with an alternate placement paraprofessional who speaks the student's native language. In addition, these students receive ESL services, as per CR Part 154.

Freestanding ESL Program

At P77K, the ESL model used is a combined push-in/pull-out program. The ESL teacher works with the classroom teachers to support and enhance the academic needs of all ESL students within the school. On a weekly basis, classroom, cluster and ESL teachers meet to collaborate and plan for upcoming lessons to be delivered in a team-taught method. This is done during common preps and at faculty conferences. All ELLs in P77K receive the mandated number of units of ESL instruction possible within the staffing and special restraints of the school. To ensure that students meet the standards and pass the required state and local assessments, ESL instructors follow the New York State ESL Standards and incorporates ESL strategies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, plus multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. Students engage in community-based learning through field trips in order to further the development of their socialization, communication and inter-personal skills. Within the push-in/pull-out model used at P77K, all ESL teachers hold a NYS issued ESL certification.

Once students have reached proficiency on NYSESLAT and are no longer mandated for ESL services, they will continue to receive support as needed by the ESL teacher and receive other support services that are available at the school.

Instructional materials being used within the classroom include, but are not limited to, various literature in both native language and English, teacher-made materials and hands-on activities, big books, picture symbols, computer programs, puzzles and flash cards. Academic language is developed within the classroom across all content areas. All classroom teachers received ten hours of Jose P. training ESL training to help support content area instruction. Our classroom teachers are aware of the ESL strategies that work best with our population of students. In addition, ESL teachers collaborate and push-in with literacy, science, computer and art cluster teachers to support ELLs in their academic language development.

Implications for Instruction

Materials in the students' Native Language are available for all ELLs and at the students' level of performance within the confines classroom. Collections of culturally diverse literature and non-fiction books at various performance levels are also available in the classrooms' libraries. Technologies used include software in English and other languages represented by ELLs at P77K. In reviewing NYSESLAT data and due to the nature of the students' disability, LAP committee found that ELLs need continued support in all four modalities (reading, writing, speaking and listening) and receive said support across the curriculum.

Academic Language Development

In addition to teaching all students at P77K appropriate social language and skills, a large portion of the curriculum is dedicated to the development of academic language and concepts. In the area of literacy, Meville to Weville and STAR Reporter focus on the acquisition of academic language, literacy skills and comprehension across all content areas. The TouchMath program is used throughout our school's program to improve mathematic skills. It capitalizes on the tactile/kinesthetic preferences of learners while developing their visual and auditory skills. All ELLs participate fully in the school-wide curriculum.

Professional Development

P77K will continue to hold professional development for all staff members in dealing with ELL students. Professional development will be scheduled during dedicated professional development days. Professional development will be provided in small cohort meetings. Topics for discussion at cohort meetings are: October—integrating musical and linguistic intelligences across the curriculum, November—integrating bodily-kinesthetic intelligence across the curriculum, December—integrating technology into the curriculum, January—enhancing learning through the use of visual supports, February—social development through cross-cultural learning, March—integrating spatial intelligence into curriculum, April—integrating naturalistic intelligence into curriculum, May—cross-cultural exposure, June—integrating interpersonal and intrapersonal intelligences into curriculum. District Coaches will also provide support through mentoring ESL/Bilingual Teachers. In addition, ESL/Bilingual Teachers will attend District compliance meetings and professional development workshops. Teachers will receive Jose P. training as offered by the district. Currently scheduled district professional developments are: October – Multiple intelligences for ELLs, November – Content area learning for ELLs, December – Multiple intelligences for ELLs, February – Native language and culture as vehicles for promoting second language acquisition, June – Integrating technology in the ELL curriculum. After participating in the aforementioned professional developments, ESL and bilingual staff will turnkey information to school staff.

Parental Involvement

Information regarding assessments, state standards and our school program are discussed with parents during the Educational Planning Conference at the CSE level. Our school will begin to provide an orientation for parents of newly enrolled ELLs in early September 2009 and translators will be available for the event as needed. P77K's Parent Coordinator also conducts a parent interest survey. Ongoing information is offered to parents in their home language. Our goal is to increase our parent outreach and participation by offering parents training through NYSABE'S Parent Institute, in-house workshops and District 75 Parent Conference with utilization of translators. Training is conducted for parents in their home language to increase the home-school connection.

Assesment Analysis

All ELLs at P77K participate in NYSESLAT each year. Presently, 5 students have received a NYSESLAT score of beginner and the remainder scores are invalid. This invalid score is due to the nature of their disabilities and not specifically due to their language acquisition. Many ELLs have scored successfully on NYSAA due to this assessment being more aptly suited to demonstrate our students' strengths. Students are assessed through NYSAA using individualized, alternate methods rather than a standardized approach.

While NYSESLAT is not an ideal assessment for our students, progress is being made. In years prior, all students have received a score of invalid, while in 2008-09, this was not the case.

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 77k
Principal Merryl Redner-Cohen	Assistant Principal Carmela Montanile
Coach	Coach
ESL Teacher Melissa Erikson	Guidance Counselor
Teacher/Subject Area Reuben Morales/literacy	Parent Nadine Cooke
Teacher/Subject Area	Parent Coordinator Nancy Gasparino
Related Service Provider Valeriya Katsnelson	SAF
Network Leader Stephanie McCaskill	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	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	293	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	10.24%
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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.)
- 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/Pull-Out										0
Total	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	41
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	15

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	19		19	7		7	15		15	41
Total	19	0	19	7	0	7	15	0	15	41

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

C. Home Language Breakdown and ELL Programs

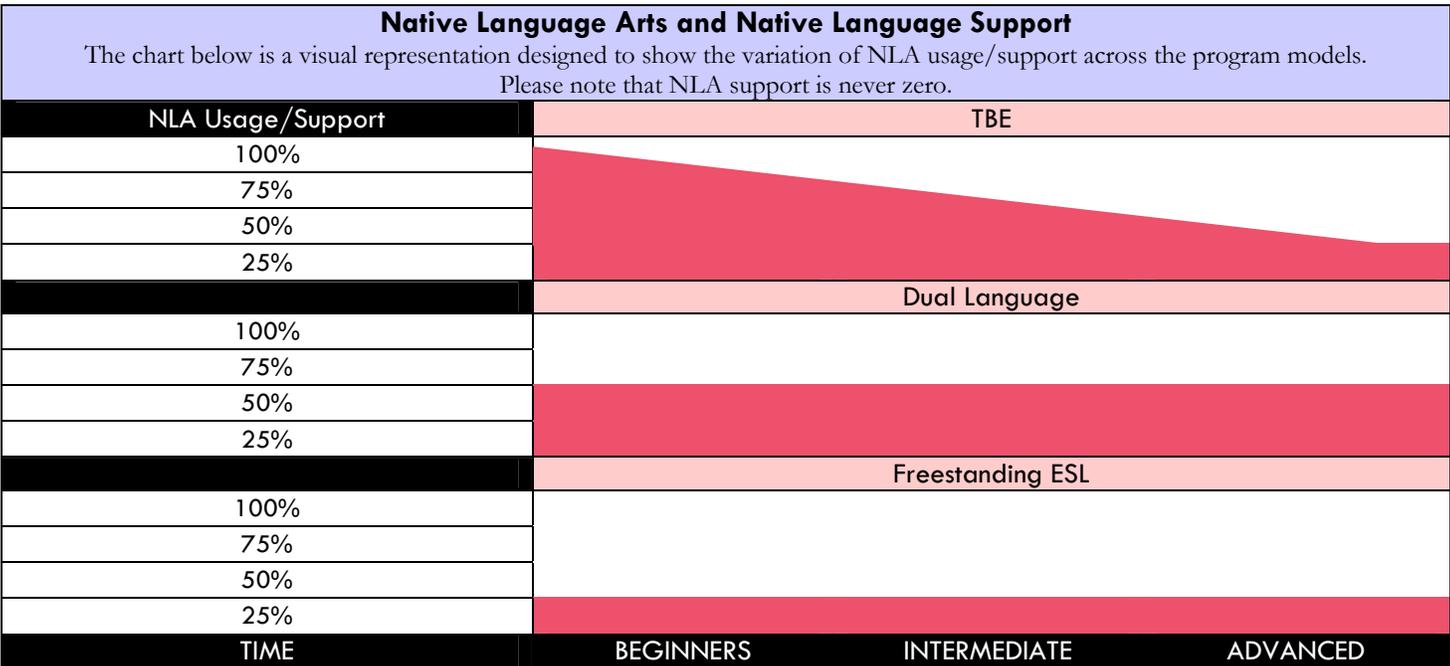
Transitional Bilingual Education

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

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - 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



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, other than those who hold ESL and bilingual licenses, 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. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

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

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

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					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYSAA Bilingual Spe Ed									0
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NYS Social Studies

	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

ECLAS-2

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

- 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)
Carmela Montanile	Assistant Principal		
Nancy Gasparino	Parent Coordinator		
Melissa Erikson	ESL Teacher		
Nadine Cooke	Parent		
Reuben Morales/Literacy	Teacher/Subject Area		
	Teacher/Subject Area		
Yana Goldstein	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Valeriya Katsnelson	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 77K
Principal Merryl Redner-Cohen	Assistant Principal Carmela Montanile
Coach Yana Goldstein	Coach
ESL Teacher Melissa Erikson	Guidance Counselor
Teacher/Subject Area Reuben Morales/Literacy	Parent Nadine Cooke
Teacher/Subject Area	Parent Coordinator Nancy Gasparino
Related Service Provider Valeriya Katsnelson	SAF
Network Leader Stephanie McCaskill	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	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	293	Total Number of ELLs	30	ELLs as Share of Total Student Population (%)	10.24%
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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.)
- 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>	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	0	0	0	0	0
Push-In/Pull-Out					0
Total	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	41
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	15

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	19		19	7		7	15		15	41
Total	19	0	19	7	0	7	15	0	15	41

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					
	9	10	11	12	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	0	0	0	0

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									

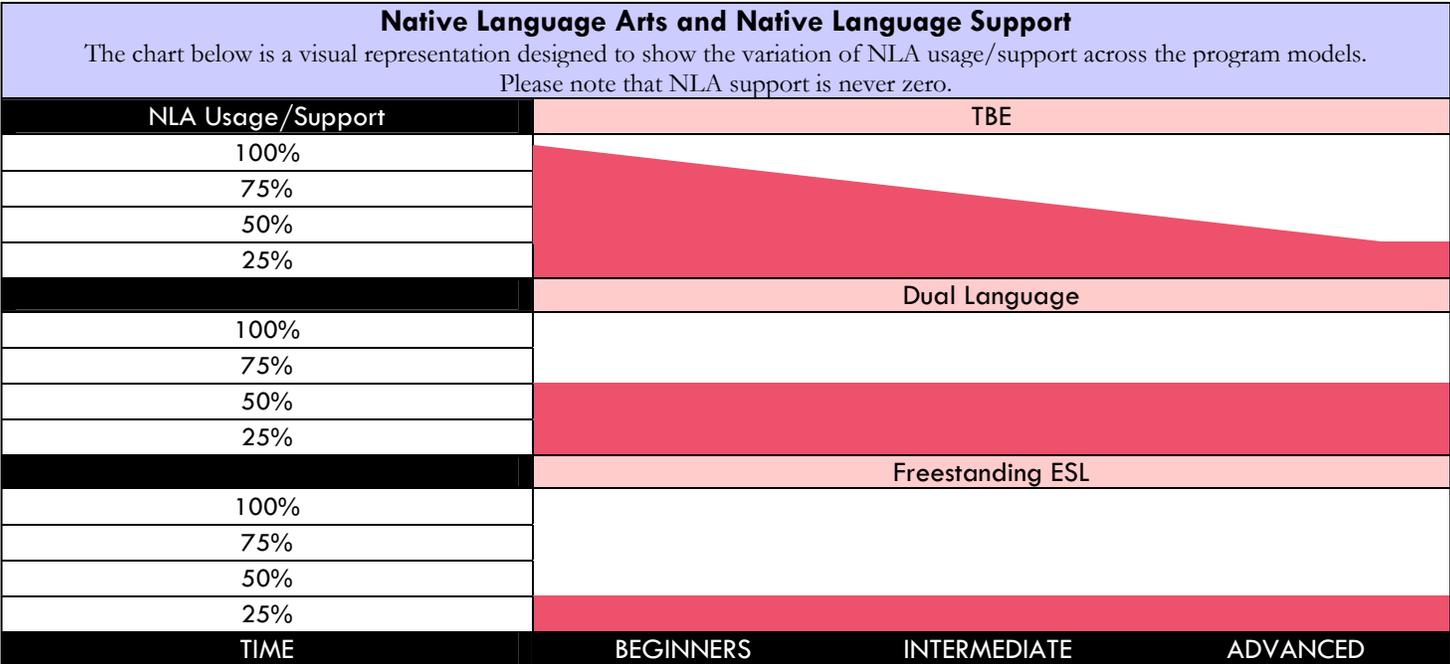
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish		2	1	4	7
Chinese		1			1
Russian	1				1
Bengali					0
Urdu					0
Arabic					0
Haitian Creole				1	1
French				1	1
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0

Programming and Scheduling Information					
TOTAL	1	3	1	6	11

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - 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



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, other than those who hold ESL and bilingual licenses, 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)			1	3	4
Intermediate(I)					0
Advanced (A)					0
Total Tested	0	0	1	3	4

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

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				
Integrated Algebra				
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%

Chinese Reading Test	%	%
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B. After reviewing and analyzing the assessment data, answer the following

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