



P141K

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75K141

ADDRESS: 655 PARKSIDE AVENUE, BROOKLYN, NEW YORK 11226

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75k141 **SCHOOL NAME:** P141K

DISTRICT: 75 **SSO NAME/NETWORK #:** Network 4

SCHOOL ADDRESS: 655 Parkside Avenue, Brooklyn, New York 11226

SCHOOL TELEPHONE: 718.941.0320 **FAX:** 718.941.3152

SCHOOL CONTACT PERSON: Arthur Fusco **EMAIL ADDRESS:** afusco@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Arthur Fusco

UFT CHAPTER LEADER: Kareem McCullough

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** District 75/Network 4

SSO NETWORK LEADER: _____

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
Arthur Fusco	*Principal or Designee	
Kareem McCullough	*UFT Chapter Chairperson or Designee	
Berlotte Israel	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Abigail Stephens	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Francesca Fernandez	Member/Teacher	
Deborah Harari	Member/	
Marilyn Rodriguez	Member/	
Simone Sanchez	Member/	
Maribel Cuevas	Member/	
Keisha Mack	Member/	
Martine Thomas	Member/	
Renukah Blackman		

* 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.

P141K's Mission Statement

The mission of our school is to provide our diverse student population with a meaningful educational experience in a clean, safe and challenging environment. It is our goal to move our students along a path that will help them to realize their educational and social potential, while providing opportunities that are structured for successful experiences. Through these structured activities, students will acquire the characteristics associated with good citizenship. In order to achieve our mission, we must:

- Improve student performance in ELA and Math
- Provide staff with effective professional development
- Maintain an effective system of positive behavior supports
- Engage parents as partners in the educational process.

P141K's Technology Mission Statement

Our technology mission is to provide our students with full access to rich language and literacy experiences through the effective use of high and low technology tools and assistive devices.

We intend to bring together diverse media (text, sound, pictures and), strive to draw upon children's natural impulses and expand the range of all learning experiences.

P141K is an organization of 4 cluster sites located in the borough of Brooklyn, New York. The organization has forty-three classes with a combined register of 385 students. The main site, MS2, (located in Flatbush-District 17) serves eight classes of students with emotional disturbance in a 12:1:1 staffing ratio. At P35, (located in Bedford Stuyvesant-District 16) with thirteen classes, the students' disabilities range from autism, mental retardation and emotional disturbance. The staffing ratios are 6:1:1, 8:1:1, 12:1:1. At P380, (located in Williamsburg-District 14) with seventeen classes, serves PreK, early childhood and elementary students with multiple disabilities, autism and mental retardation (6:1:1, 12:1:1, 12:1:4 special class staffing ratios and inclusion). At IS71, (located in Williamsburg-District 14), junior high school with three classes of students with multiple disabilities in a 12:1:4 staffing ratio and two inclusionary classes.

We have 223 professionals and support staff that includes 1 principal, 2 assistant principals, 68 teachers, 111 classroom and mandated 1:1 paraprofessionals, 3 secretaries, 8 speech teachers, 1 social worker, 3 guidance counselors, 2 school psychologists, 4 school safety officers, 6 school aides, 3 family workers, 5 nurses, .6 attendance teacher, 2 occupational therapists and 4 physical therapists.

According to the latest ethnicity and gender data on student population, 54.1% are Black, 33.1% are Hispanic, 10.2% are White and 1.3% are Asian and others. The student population consists of 73.2% male and 26.8% female. All of our students have Individualized Education Plans (IEPS) and receive their continuum of services. Eighty-five percent of our students are eligible for free meals.

As a school, we believe our students to be a "community of learners" and we support the Chancellor's initiative of "Children First." Teachers work toward creating an instructional model for students specific to their individual needs, as well as their Individualized Education Plan. Curriculum is presently based on Part 100 and Part 200 Regulations, incorporating the core performance indicators and learning standards. In addition to the current instructional curriculum and strategies, we will continue to implement the "Uniform Curriculum" with the necessary modifications. We have two full-time coaches who provide assistance and demonstrative lessons in the classrooms, and provide teachers with on-going professional development and support. The "Wilson Program," "Read 180" and "Lakeshore" will be three integral components of professional development in literacy. A comprehensive Teacher Resource Center/Lending Library is one of the innovative programs we intend to continue next year. We will continue to address literacy and the individual learning styles of our children through our Annual Author Study Day, computer technology, Project Arts, A.U.S.S.I.E., Renzulli Learning and Teachers and Writers' Collaborative. We believe that a balanced approach to literacy using direct instruction and a literature-based reading program fosters student achievement while supporting students in their efforts to meet the Standards. All of units of study have pacing charts to assist and direct teachers' instruction. The curriculum also provides suggestions for differentiation and how to reach students through their own learning styles.

Regular parent involvement exists at each site and we have strong parent representation on the School Leadership Team and Parent Association. Parents are invited to visit our school through Open House sessions, student of the month assemblies and are encouraged support our program. The Parent Association and Ms. Abigail Stephens, Parent Coordinator, have arranged parent workshops. These workshops are to provide support for individual parents and provide skills and strategies to support children's learning at home.

P141K students and staff continue to benefit from special programs that resulted from grants, district-sponsored activities, and other educational initiatives. Artists-In-Residencies Programs provided by Teacher's and Writer's Collaborative and Arts Horizon helped to integrate the Arts and enhance literacy across the curriculum areas. These special programs complimented our existing educational initiatives.

Positive behavior supports are integral components of the instructional day. We continue to develop and refine the writing of individualized behavior plans. The staff is being supported with continuous professional development in this area. Schedules have been reviewed in order to establish PPC meeting times where all staff working with the individual students can be involved in the process. Students lack the social and emotional compilation of skills to deal with real-life situations in an age-appropriate manner. At MS2 and MS35, we continue to implement Project Genesis. Positive attention to those performing appropriately and "catching students being good" will be used to intermittently award students to continually promote and acknowledge appropriate behavior at any given time. Staff has bought into this process creating different ways to focus on positive reactions. Double bonus points for lunch behavior, girls empowered lunch and boys lunch bash have been created. This program provides students the clinical, emotional and social strategies in order for each student to develop the necessary skills to become responsible and self-managed individuals. To be consistent with the ways we work with these students, teachers, paraprofessionals and other support staff will continue to need additional training in nonverbal and verbal intervention strategies for managing and de-escalating disruptive behaviors. In addition, staff needs to develop a better understanding of the conflict cycle and decoding behavior (Dr. Nicholas Long, "Managing Conflict in the Classroom" and "Life Space Intervention"). We will be sending staff members to TCI training throughout the school year. Monthly meetings with the school psychologists and crisis intervention teachers have been scheduled to review SWIS data, and OORS reports. Where necessary, FBAs and BIPs will be reviewed, modified and adjusted accordingly to meet the needs of the student.

P141K continues to integrate emotional literacy components into the 8:1:1 and 12:1:1 special class staffing ratio classrooms. Emotional Literacy, by Dr. Marc Brackett from Yale University, teaches children and adults the skills associated with Recognizing, Understanding, Labeling, Expressing, and Regulating emotions contributes to positive development. Dr. Brackett research focuses on measuring emotional intelligence and it links to important life outcomes, including relationship quality, mental health, and academic/work performance. The implementation plan for the school year has been established with a rollout of the curriculum on Election Day to the necessary staff. The Parent coordinator has created a plan to assist parents with follow up strategies at home.

We have been successful in the implementation of Applied Behavior Analysis and TEACCH in all of our early childhood, elementary and junior high school 6:1:1 staffing ratio classrooms.

P141K will continue to take a more conscious data-driven approach in improving student performance. Using item skills analysis, (i.e. Scantron and ITA), this information will assist teachers to identify and address student weaknesses and target areas for growth through extra instructional support and informed instructional decision-making.

An instructional after-school program was available to all students in standardized programs during the 2008 – 2009 school year. This year, the staff will continue this practice. We plan to offer Saturday workshops for the students 8 weeks prior to NYS ELA and Math exams.

P141K will be involved in a pilot assessment program. A new assessment program, sponsored by District 75, Lakeshore Assessment Program will identify and address student weaknesses in specific academic areas. This assessment will be implemented in the 12:1:4 classrooms. The teachers and coach are reviewing ways the assessment will link to IEP goals, AGLIS for NYSAA, and how it aligns to the curriculum for that population.

P141K continues to encourage, assist and develop teachers' skills in infusing technology into all curricular areas through the use of computers in the classroom. One hundred percent of our school organization has computers and printers in their classrooms. At MS2, MS35 and PS380, we have multi-media centers. Each center has Internet access, scanners, digital cameras and various media applications. We need to continue to provide staff with technical support and updated equipment. Teachers in alternate assessment programs need to be proficient in using assistive technology and alternate augmentation communication devices. The technology will reach the students through various modalities and further engage the students during classroom instruction. A technology team is needed to create a comprehensive plan of action for further integration into the classrooms. The team would evaluate the needs of the staff with regards to professional development in technology.

At P141K@ PS380, a multiple sensory class was instituted. In cooperation with Queens College Deaf-Blind Collaborative, HES and EVS, a class of nine students with dual disabilities of hearing and vision deficits will be provided support and resources in a self contained class. All related services will be conducted in the classroom. This special class will have two classroom paraprofessionals and two sign language paraprofessionals. Specialized furniture and materials have been purchased including a tactile cue system and a mini lab.

– 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:	P141				
District:	75	DBN #:	75k141	School BEDS Code #:	3075000013141

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	X Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	11	13	17		82.4/ 77.4		TBD		
Kindergarten	11	2	23						
Grade 1	14	2	29	Student Stability: % of Enrollment					
Grade 2	36	3	23	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	14	1	2		77.5		78.2		
Grade 4	8	1	2						
Grade 5	0	1	0	Poverty Rate: % of Enrollment					
Grade 6	36	40	32	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	40	48	42		85.7	86.3			
Grade 8	32	26	44						
Grade 9	1	5	2	Students in Temporary Housing: Total Number					
Grade 10	1	0	4	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		4	9	19		
Grade 12	0	0	0						
Ungraded	156	227	160	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	360	370	381		1	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	349	357	364						
No. in Collaborative Team Teaching (CTT) Classes	11	13	17	Principal Suspensions	14	8	TBD		
Number all others	0	0	0	Superintendent Suspensions	10	6	TBD		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	19	22	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	24	14	17	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	41	21	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	66	73	72
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	73	75
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	56	46
	2	1	3				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	97.0	98.6	100.0
American Indian or Alaska Native	1.4	1.4	1.3	Percent more than two years teaching in this school	60.6	57.5	66.7
Black or African American	55.0	55.7	54.1	Percent more than 5 years teaching anywhere	40.9	39.7	45.8
Hispanic or Latino	35.6	32.4	33.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.9	1.1	1.3	Percent Masters Degree or higher	82.0	77.0	79.0
White	6.1	9.5	10.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	89.7	89.7
Multi-racial							
Male	71.1	73.5	73.2				
Female	28.9	26.5	26.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes <input type="checkbox"/> No XX <input type="checkbox"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.						
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	Well Developed
Overall Score		Quality Statement Scores:	W
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry 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?
-

P141K has received an overall evaluation of well-developed for the past three years from the New York City Department of Education Quality Review reports.

During Year 2, dated January 23-24, 2008, reviewer Ronnie Solow indicated that P141K is a school that has made good progress in addressing the issues identified in 2006-2007 Quality Review Report.

P141K is a community with a culture of high expectations and the will to assist each student in reaching their fullest potential. The principal and administrative team work collegially and collaboratively with the staff, motivating them to engage in shared strategizing, planning and implementation sessions. Students are well known across sites, enabling the teachers, related service and paraprofessional staff members to share and utilize the information gathered from the individual education plans, standard assessments, alternate assessments, and informal data sources. This important information strengthens the specific, personalized education program for each emotionally challenged, mentally retarded, autistic, developmentally delayed or multiply handicapped student.

A finely tuned data collection system propels the instructional program. School-created data collection sheets, rubrics and protocols insure equity across classes, grades and sites for data collection, analysis and differentiation of instruction. Performance levels for students in English language arts and math have risen, resulting in increased numbers of students returning to community schools. The school regularly outperforms other schools in its cohort. Attendance, impacted by busing and medically fragile students, is not yet at the desired level.

The school addressed the issues identified in the last Quality Review. The English language arts curriculum guide now includes an extensive list of culturally representative books for all grade levels. The school does not analyze data for gender or all of the ethnic groups to assess their progress, but it does so around special education classification. Common planning time for staff, within and across sites, addresses specific issues and topics. Staff empowerment, achieved through the formation of committees, resulted in the development of units of study, teacher mentors and the hiring of school-based teachers as literacy, math and technology coaches.

During Year 3, dated April 21-23, 2009, reviewer Louise Kapner indicated that P141K has effective collaborations that support the school's efforts to address the needs of the diverse student population. The Quality Review Report stated:

The school has good processes for collecting and analyzing a wide range of data to monitor the performance and progress across all service categories, by grade, subject, class, cohort and subgroups. This gives a broad understanding of learning outcomes and demonstrates the growth, over the last three years, in the number of students attaining Level 2 or higher on standardized assessments. Internally, the school has created a thorough framework of formative assessments which give a broad range of information relative to students' academic and social needs. Teachers and students often reference Scantron as an effective tool for measuring academic performance and progress, and for its ability to clearly identify individual learning objectives and provide suitable leveled tasks to improve learning. Teachers administer 'The Kaleidoscope Profile' to determine each student's learning and working styles. One student said, "I'm a kinesthetic learner," and spoke proudly of being able to do his work using suitable strategies. The school places a high priority on improving student behavior. Teachers, students and parents each complete a 'Behavioral Emotional Rating Scale' that evaluates behavior. This norm-referenced tool enables teachers to develop suitable interventions. Conversations among staff and between teachers and parents are now taking place centered on strategies to improve behavior. The school is recording a decrease in incidents and fewer students are leaving classrooms. Teachers and paraprofessionals of alternative assessment students use excellent tools to carefully record, on a daily basis, small developmental steps that are used well to inform group and individual instruction.

The school supplements formal reporting at marking periods with informal outreach to individual parents and frequently scheduled workshops. Thus far, this school year, parent participation has increased by 6%. Parents receive their child's individual education program. One parent shared that she sees it as a "bible of what my child will learn and by what techniques. It sets out expectations and on-going performance." Parents of students in the alternate assessment programs receive daily updates and they regularly share relevant information with the school. The inquiry team is fully operational. The team created parent, student and staff surveys to identify apparent needs. Through an action research project, they are studying 15 students performing at Level 1 in English language arts who receive specific targeted instruction. As an added component of the study, the team created a well-designed rubric for observing these students.

The school gathers many forms of data for every student, class and grade. State examinations, Scantron results, predictive assessments, and the information from other data-driven commercial programs provide teachers with information about student achievement. Teacher-made assessments are conference notes in English language arts, math, science and social studies are additional sources of high quality data. Students in the alternate assessment programs are evaluated using the Brigance method, Behavioral Characteristics Progression, and/or the Assessment of Basic Language and Learning. Assistive technology information, used to address the communication needs of non-verbal students, is also included. For both categories, this information is effectively incorporated into the teacher's data binder. The extensive range of assessments and related services information are well used to generate the individual learning goals for each student.

Ms. Kapner's report further states that P141K follows a rigorous curriculum and sets learning goals and student outcomes based upon standards-based units of study in each core subject. Pacing calendars and student portfolio checklists clearly focus staff on activities that

must be completed each marking period. Curriculum-embedded and formative assessments monitor student performance and progress and a collection of authentic student work is a final product to show mastery. Teachers show great skill in shaping instruction to meet the needs of individual students, reflecting their learning styles, functional needs and academic levels. This results in appropriate and effective, differentiated, multi-sensory learning experiences. In conversations with the students, they often referenced their learning style and spoke of how they enjoy learning through different modalities. One student spoke proudly of his gains in reading because he is now “more focused” by being able to use the computer to support his learning. Teachers weave art and music activities into their instruction. A grade 8 class was listening to a famous artist’s rap song and following along with the printed word on the Smartboard and pre-printed handouts. This was an effective introduction to the concept of irony that they were to learn about in Langston Hughes’ writings. Students in alternate assessment classes are eager learners. Each student has defined learning objectives in each core subject. They attend to well suited tasks at workstations using the ‘Treatment and Education of Autistic and Related Communication – Handicapped Children’ (TEACCH) model. Picture symbols are used very effectively to provide guidance and to help build independence. The speech teacher’s use of pictures successfully helped a student retell a story. In conclusion, Ms. Kapner reported that there was significant evidence of direct support for the goals indicated on students’ individual education plans.

Based on the third administration of the Scantron Performance Series for the 2008-2009 school year, P141K exceeded its goal for the selected cohorts of students (African-Americans, Hispanics and Females). Overall, the three cohort groups demonstrated an average scale improvement of 511.8 with a grade level increase of 2.7.

Based on the recently released New York State ELA results, 89.4% of our students in standardized assessment programs achieved a Level 2 and above. This is an increase of 15.1% from last year’s results. From 2006 to 2009, students in standardized assessment programs achieving Level 2 and above increased by 47.9%.

In addition, based on the recently released New York State Math results, 48.6% of our students in standardized assessment programs achieved a Level 2 and above. This is an increase of 9.2% from last year’s results. From 2006 to 2009, students in standardized assessment programs achieving Level 2 and above increased by 30.7%.

Accomplishments

- Well-Developed status for the past three years.
- Annual P141K Annual Mathematics, Science and Technology Fair.
- 7% of the student population was moved into Least Restrictive Environments.
- 89.4% of standardized assessment students achieving Level 2 or Above on the NYS ELA.
- 48.6% of standardized assessment students achieving Level 2 or Above on the NYS Mathematics.
- 98% of alternate assessment students achieving Level 3 or Above on the NYSAA ELA Datafolios.
- 95% of alternate assessment students achieving Level 2 or Above on the NYSAA Math Datafolios.
- Continuation of common planning periods for teachers.
- Implementation of administrative walk-throughs utilizing the Professional Teaching Standards
- Five Inquiry Teams

- An increase in the number of collegial walk-throughs.
- For the 2008-2009 school year, less than a 2% staffing turnover rate.

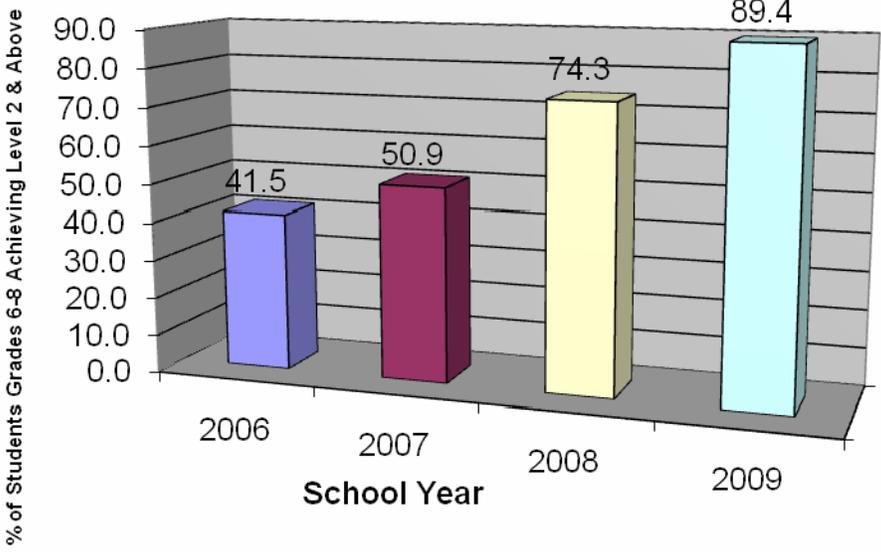
Barriers:

- An open register during the entire school year. We have had 8th graders being admitted into our organization as late as April/May.
- Significant underserving and/or unserving of students with mandated related services (Occupational Therapy, Physical Therapy and/or Speech).
- Limited access to the gymnasium and/or mutually agreed upon gym periods.
- Cafeteria schedule changes to conflict with some of our scheduling.
- Limited number of PD days that are available during the early part of the school year.
- Newly hired teaching fellows with no prior special education experience.
- Trend of teaching fellows upon completion of their masters' degree to leave the NYCDOE.
- We are faced with 2 assistant principal vacancies and need those positions to be filled with qualified people in order to achieve our highest learning potential.

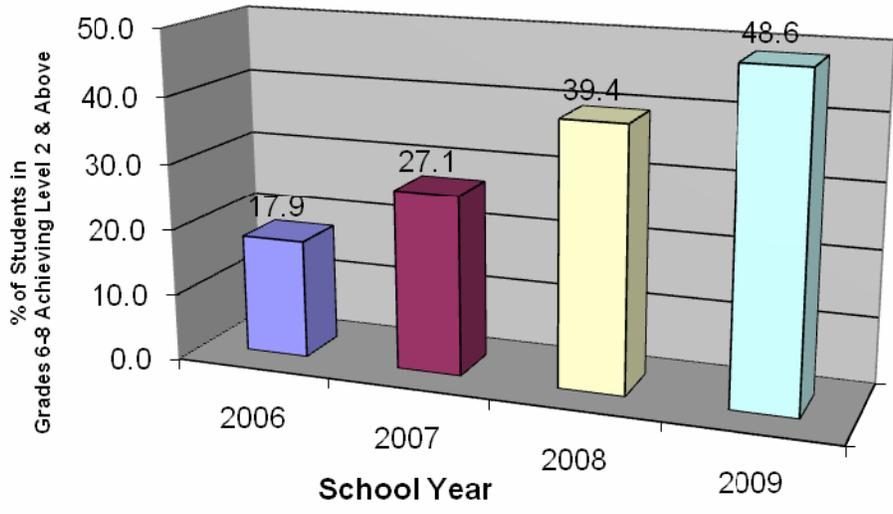
Therefore, based on the data reviewed, we will target the following areas:

- Build upon present strategies to increase parental involvement in the school life of their children.
- Increase number of standardized assessment students achieving Level 3 and above on New York State ELA.
- Increase number of standardized assessment students achieving Level 2 and above on New York State Math.
- To increase communication skills as measured through ABLLS operants and Edmark for students in alternate assessment programs.
- To continue gathering data from BERS-2 Profile in the effort to de-escalate physical aggression among students.
- To further enhance our connection with students' behavior to learning via Kaleidoscope profiles and social emotional literacy.
- Continue to provide our student population with the skills and opportunities for LREs and explore different approaches to related services.
- Strengthen teachers' responses to student work to include guiding comments and clear next steps.
- Enhance the student goal setting processes to include effective practices to monitor performance and progress.
- Explore ways to streamline teacher observation data to identify significant patterns
- Hire 2 assistant principals to fill the need to provide quality instruction and needed supervision and support.

New York State
2006-2009
ELA 4-Year Span



New York State
2006-2009
Math 4-Year Span



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, to improve P141's communication and home-to-school connection with parents/guardians, as evidenced by a 3% increase in the 2009-2010 Learning Environment Survey.

Goal 2:

By June 2010, to improve student achievement in reading comprehension in ELA, as evidenced by a 5% increase in standardized assessment students in grades 6-8 achieving Level 3 and above on the NYS ELA.

Goal 3:

By June 2010, to improve students' decoding skills and sight vocabulary, as evidenced by 5% increase in the reading achievement levels of students in alternate assessment programs.

Goal 4:

By June 2010, to increase students' social competence, including social awareness and effective communication, as evidenced by a 5% decrease in level 4 and 5 incidents on the Citywide Standards of Discipline and Intervention Measures.

Goal 5:

By June 2010, to increase by 7% the transition of students into least restrictive environments.

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, to improve P141’s communication and home-to-school connection with parents/guardians, as evidenced by a 3% increase in the 2009-2010 Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities: By December 1,2009 the following activities will take place:</p> <ul style="list-style-type: none"> • Develop and disseminate parent surveys regarding parental interests and needs • Conduct parent orientation breakfast in September and open house sessions at each site in September • Design and schedule parent support groups meeting during and after school hours • Increase alliances with community-based organizations • SLT will present at a PTA meeting in October • Develop and disseminate a parent handbook • <p>Ongoing through June 2010</p> <ul style="list-style-type: none"> • PTA executive board will make monthly telephone calls to encourage increased attendance at PTA meetings • Expand family outreach services by increasing number of home visits by attendance teacher and family workers • Provide SLT and PTA minutes and newsletters to the school community; all communications will be trilingual • Parent Coordinator will take an active role in supporting PTA activities and developing a list of tasks / time slots for parent volunteers • Invitations to all assemblies and special events will be documented

	<ul style="list-style-type: none"> • Parent liaisons recruit parent involvement in PTA, SLT and community meetings through telephones calls home • Parents are informed of upcoming events through written communications in the 3 primary languages of the school • Conduct bimonthly parent workshops at each site • Posters are placed around the school the week before the events in 3 primary languages <p>Target Population:</p> <ul style="list-style-type: none"> • School community of P141K <p>Time line:</p> <ul style="list-style-type: none"> • Yearlong, September 2009 – June 2010 • Monthly SLT meetings • Monthly PA meetings <p>Responsible Staff</p> <ul style="list-style-type: none"> • Parent Coordinator • PTA Executive Board • All Teachers • All Assistant Principals • All secretaries • Family workers
<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"> • PTA fund raising events • SLT allocation (\$3,600.00) • Tax Levy funds to support teacher per session for conducting parent workshops (\$6,000.00) • Tax Levy funds for parent stipends (\$8,000.00) • Provide workshops for teachers in conducting effective parent-teacher conferences • Provide instructional supplies (\$1,500.00)

Indicators of Interim Progress and/or Accomplishment

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

By Dec 1,2009 There will be a chart reviewed and submitted to principal by parent coordinator reflecting

- **An increase in the number of parents attending parent orientation in September**
- **An increase in the number of parents attending Open School for Parent/Teacher Conferences**

Ongoing evaluation will review chart for:

- **An increase in the number of parents attending district events**
- **An increase in the number of parents attending School Leadership Team Meetings**
- **An increase in the number of parents attending monthly PTA meetings**
- **Additional linkages made with community agencies**
- **Sign-ins and agendas**
- **An increase in parent satisfaction on our education program, as indicated on the parent surveys**

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: By June 2010, to improve student achievement in reading comprehension in ELA, as evidenced by a 5% increase in standardized assessment students in grades 6-8 achieving Level 3 and above on the NYS ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Peer support for teachers applying balanced literacy techniques • Intensive professional development will be afforded to all staff through in-service training from contracted consultants (i.e., A.U.S.S.I.E., Scholastic Learning and Renzulli Learning Co.) • All standardized assessment teachers will utilize their professional option periods for direct 1:1 academic intervention services • Utilize funds to purchase Smart Boards, lap tops, etc. • Utilize flexible scheduling for literacy blocks • Implement collaborative team teaching periods • Implement common planning periods • Teachers will organize level classroom libraries for independent, partner and author studies reading • Teachers will differentiate ELA and Math lessons using small group instruction allowing students to improve (comprehension, writing, math skills) • ELA and Math school committees will design and implement units of study, pacing charts and portfolio checklists • Provide professional development on promoting critical thinking skills using math manipulative materials • Increase the usage of journals across all content areas <p>Target Population:</p> <ul style="list-style-type: none"> • All students in standardized assessment programs

	<p>Responsible Staff:</p> <ul style="list-style-type: none"> • All staff in standardized program • Data Specialist • Assistant Principals <p>Timeline:</p> <ul style="list-style-type: none"> • Ongoing from September 2009 – May 2010 • After school hours from February 2010 – May 2010
<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"> • P141K ELA and Mathematics committees • NYSTL to purchase textbooks and library books (\$6000) • NYSTL to purchase computer software (\$2800) • FAMIS requisitions to hire outside professional consultants (\$8,000) • NYSTL to purchase computer hardware (\$3000) • Cost of teacher substitutes (\$180 x 40 days = \$7,200) • Cost of paraprofessional substitutes (\$145 x 60 days = \$8,700) • Cost of per session rate for workshop presenters (\$45.00 x 200 hours = \$9,000) • Cost of training rate after school hours (\$22.00 x 400 hours = \$8,800)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students' portfolios maintained monthly throughout the school year • Student data report updated quarterly; October, December, February and April • Rubrics for each marking period, four times a year • Teacher-made assessment • SCANTRON assessed in February with an average scale score increase of 50 points, and again in June, with an additional average scale increase of 100 points • NYS ELA/MATH Results

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, to improve students’ decoding skills and sight vocabulary, as evidenced by 5% increase in the reading achievement levels of students in alternate assessment programs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Edmark: Implement five types of instructional strategies: <ul style="list-style-type: none"> ○ Pre-reading teachers visual dissemination ○ Word recognition introduces and teaches new words ○ Direction cards assist the students in learning the meaning of words and phrases ○ Picture/phrase cards where phrases or words are paired with simple illustrations ○ Storybook introduces the student’s first 10 learned words in storybook format • Teacher will implement the On-Line Headsprout Program • Teachers will implement the Wilson Foundations Program • Teachers will receive professional development in the software version of Edmark • Teachers will assist students to create poems, stories and comic books • Implement journal writing and reading logs. <p>Target Population</p> <ul style="list-style-type: none"> • Selected students in alternate assessment programs <p>Responsible Staff:</p> <ul style="list-style-type: none"> • Assistant Principals • Alternate Assessment teachers and paraprofessionals <p>Timeline:</p> <ul style="list-style-type: none"> • September 2009 – October 2009 Edmark • November 2009 – January 2010 Wilson Foundations • February 2010 – May 2010 Headsprout

<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"> • Tax levys funds to purchase updated leveled libraries (\$3000) • NYSLT to purchase Edmark software (\$500) • Foundations (\$750.00) • Headsprout (\$1,000.00) • Professional development focusing on hard-to-address reading and academic needs for non-readers with classification identified as autism and mental retardation • Cost of presenter per session (\$45.00 x 20 hours = \$900) • Cost of training rate (\$22.00 x 100 = \$2200)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By January 2010 students who are non-readers will learn 75 sight words, reaching a 1.0 grade level • By January 2010 students who previously completed Edmark Level I will attain a reading level of 1.5-2.0, and learn an additional 100 words plus compound words • By May 2010 students who previously completed Edmark Level I will attain a reading level of 2.0-3.0, and learn an additional 200 words plus compound words • By January 2010, students utilizing the Foundations or Headsprout Program will demonstrate a 1% increase in their lexile/grade level performance • By March 2010, students utilizing the Foundations or Headsprout Program will demonstrate an additional 2% increase in their lexile/grade level performance • By May 2010, students utilizing the Foundations or Headsprout Program will demonstrate an additional 2% increase in their lexile/grade level performance • Pre- and post-tests will be conducted at selected quarterly intervals • Required recordkeeping will be conducted in each student's record book

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, to increase students’ social competence, including social awareness and effective communication, as evidenced by a 5% decrease in level 4 and 5 incidents on the Citywide Standards of Discipline and Intervention Measures.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Clinical support and intervention • Classroom-based meetings between teacher and clinician • All staff is trained and uses “Genesis” model to build community in their classroom • Implementation and consultative services of the Emotional Literacy Program by Dr. Marc Brackett • Implementation and consultative services of the Nurtured Heart Approach by Bud Weiss • “Genesis” tickets are designed and given to students for “Being caught doing the right thing” and making good choices • School store is set up based on the “Genesis” model • All JHS ED students will receive the BERS assessment; each profile will be scored and analysis summary provided by the school psychologist • All JHS ED students will have a behavioral intervention plan based on the results of an FSA, including a description of the problem behavior, global and specific hypotheses as to why the problem occurred and intervention strategies <ul style="list-style-type: none"> ○ Each plan will have a baseline measure of the problem behavior ○ Intervention strategies to include triggers and antecedent events ○ Schedule to measure effectiveness of the plan • Bi-monthly meeting with Assistant Principals, crisis intervention teachers and school psychologists to review all SWIS / OORS data <p>Target Population:</p> <ul style="list-style-type: none"> • JHS ED Standardized Students <p>Responsible Staff</p> <ul style="list-style-type: none"> • All

	<p>Timeline:</p> <ul style="list-style-type: none"> • September 2009 – May 2010 • Monthly review of the SWIS and ORRS data • Monthly meeting with clinicians and administrative staff
<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"> • Consultative services on emotional literacy from Yale University (Dr. Marc Brackett) • Consultative services on behavior interventions from Heart Approach (Mr. Bud Weiss) • Hiring of teacher subs (\$185 x 22 days = \$4,070) • Hiring of paraprofessional subs (\$145 x 10 days = \$1,450) • Purchase of school store items (\$1,500)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • SWIS Monthly report • BERS Profiles • OORS Updates • “Genesis” four-level tier • Mood Meter • By December 2009, 5% decrease in SWIS incidents • By January 2010, 2% decrease in Level 4 and 5 infractions • By April 2010, an additional decrease in Level 4/5 infractions of 2%

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: To increase by 7% the transition of students into least restrictive environments</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Coordinate a committee at each site • Design a referral form for LRE consideration • Formulate a rubric to set the perimeters and expectations for LRE considerations • Design a student data report that clearly delineates students’ progress over a two-year span (longitudinal study) • Professional development workshops on writing a quality IEP • Set up meetings with general education principals <p>Target Population:</p> <ul style="list-style-type: none"> • All students <p>Responsible Staff:</p> <ul style="list-style-type: none"> • All <p>Timeline:</p> <ul style="list-style-type: none"> • September 2009 to June 2010 • Monthly PPC meetings
<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"> • Meetings with parents (\$25 stipend x 50 parents = \$1,250) • Incentive awards (Tax Levy = \$1000)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • June 2010 ELA / Math Performance Levels • Monthly Genesis Growth Chart • Monthly SWIS / OORS Reports • Yearlong Student Data Reports • February and May SCANTRON Results

- | | |
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| | <ul style="list-style-type: none">• Monthly Review of Teachers' Logs and Anecdotal Reports• By January, evidence through SEC of a decrease in mandated related services• Type I/II CAP submissions |
|--|---|

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			N/A	N/A				
4								
5								
6	29	29	19	19	18	18	14	
7	35	35	22	22	35	8	10	
8	39	39			16	30	6	
9	1	1			1			
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 5-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Achieve 3000, Read 180, Wilson, Step Up to Writing and Scantron. An 8 week after school program will also be offered.</p>
<p>Mathematics:</p>	<p>Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 5-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Kaplan Foundations, Math Steps, Scantron performance series and Kaplan Advantage. An 8 week after school program will also be offered.</p>
<p>Science:</p>	<p>Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 5-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: Full-Option Science System</p>
<p>Social Studies:</p>	<p>Services will be provided during the teachers' professional period. Each teacher will deliver one-to-one tutoring for an "at risk" student during a 6-week, 5-times-a-week cycle. Based on formal and informal assessment, and following P141K AIS protocols, the teachers will provide the following programs: step up to writing and Scantron performance series will be used to foster vocabulary growth and Renzulli learning profile to access learning in students style.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing Educators for Social Responsibility Curriculum Guide: <u>Conflict Resolution in the Middle School</u>. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components will also be used such as the mood meter, word of the week and blueprint.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing Educators for Social Responsibility Curriculum Guide: <u>Conflict Resolution in the Middle School</u>. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components will also be used such as the mood meter, word of the week and blueprint.</p>

At-risk Services Provided by the Social Worker:	Services will be based on IEP mandates. In addition, each clinician will provide individual and whole class assistance utilizing Educators for Social Responsibility Curriculum Guide: <u>Conflict Resolution in the Middle School</u>. There will be discussions, role-playing, and journal writing to broaden each student conception of conflict, diversity and de-escalation. Emotional literacy components will also be used such as the mood meter, word of the week and blueprint.
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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.

Language Allocation Policy 2009-2010

School: P.S. 141K
District: 75
Network Leader: Arthur Fusco

December 3, 2009

LAP Committee

Michele Thornton-Mannix; Carroll Scott, Assistant Principal; Inra Quintero, Teacher; Joanne Glaski, ESL Teacher, Abigaile Stephens, Parent Coordinator and Valerie Valenti, School Psychologist

School Demographics

During the 2009-2010 school year, P141K will serve a total of 47 ELLs at four separate locations within the organization of 390 students; approximately 11.5% of our school population. There are 5 ELLs in grades 9-10 and 42 in grades K-8. The ethnic breakdown of the student population is as follows: Hispanic 32%, African American 54%, White 10%, 2% Asian and 2% other.

Total Number of ELLS

P141K has a push in/pull out ESL program at the main site and off sites and no bilingual class. There are 22 students who are x –coded and served according to their IEP. Additionally, there are 47 students in alternate programs and none in the standardized program, whom we plan to serve. P141K has 42 students in elementary grades and 5 students in middle/high school grades. The freestanding ESL population is as follows: two students in kindergarten, five in the first grade, six students in the second grade, one student in the third grade, eight students in the fourth grade, eight students in the fifth grade, three students in the sixth grade, one student in the seventh grade, eight students in the 8th grade, three students in the ninth grade and two students in the 10th grade. At present time we have one full time ESL teacher and one .4 ESL teacher. The languages spoken and number of students are as follows: 36 Spanish, 4 Arabic, 1 Polish, 2 Yiddish, 1 Urdu, 1 Haitian, 1 Chinese and 1 Russian. ELL students are identified by the CSE or ESL teacher upon entering the building through the completion of the Home Language Identification Survey upon entering the building. Students are also identified by utilizing the ATS report RLER and RLAT which identifies students who are eligible for the LAB-R and those who participated in the NYSESLAT while attending other NYC schools.

Trends in Parent Choice

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level.

Parent Community Involvement

MAY 2009

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

Patterns in Proficiency

Six students participated in the NYSESLAT in May of 2009, including one who is x-coded. All 6 students were able to complete the speaking and listening portions of the NYSESLAT. In this group of six, all completed the writing and reading as well as listening and speaking. Due to the nature of our students' disabilities the other 41 ELLs did not complete the exam. Five students scored at the beginner level on the NYSESLAT and one at the advanced level. The sixth grade student scoring at the advanced level is x coded and is served according to his IEP. Students scoring at the proficient and or advanced level on the NYSESLAT are to receive ESL services until their IEP has been changed to indicate that the service is no longer required. Based on the NYSESLAT results, speaking is the stronger modality. The standard score on speaking was higher than the reading and writing scores. The lowest scores were in writing and reading, however, progress in all four modalities has increased from previous years in completing the NYSESLAT. Students in alternate programs who participated in NYSAA scored comparable to their monolingual peers in alternate programs in the areas of ELA and Math. 29 Alternate Assessment ELLs participated in the NYSAA in 2009. The NYSAA scores range from 1-4. In both ELA and Math grade 3, two students scored a 4, and another a 3 in ELA and Math. In grade 4, 9 students participated and four scored a 4 in ELA and five scored a 3. Three scored a 3 in Math, one scored a 2, one scored a 1, and four scored a 4. For grade 5 ELA, two scored a 4 in ELA and Math, and one student scored a 2 in Math and a 3 in ELA. In grade 6, there was one student who scored a 3 in Math and a 2 in ELA. In grade 7, there were 5 students. Three scored a 3, and 2 scored 4 for ELA. In Math two scored a 3 while one scored a 4 and two a 1. In grade 8, both students scored a 3 in ELA and in Math, they each scored a 1. In grade 9, two students participated with scores as follows: Math 3, ELA 3, Science and Social Studies 4. The other student scored a 3 in Math and 4 in ELA, Science and Social Studies. Students score better in NYSAA as it correlates closer to their individual needs.

Standardized Programs

- To design and develop educational programs that emphasizes conceptually understanding, critical thinking and problem solving in a standards-based academic curriculum.
- To maximize academic and linguistic development, the scope and sequence of the curriculum should be thematically linked.
- To utilize ESL methods to teach content areas through Walqui's Model of scaffolding instructional strategies: Modeling, Bridging, Conceptualization, Schema Building, Text Re-Presentation and Metacognition.

Alternate Programs

- To continue to utilize ESL methodologies that includes total physical response, CALLA, language experience, natural approach and whole language in conjunction with multi-sensory approaches and augmentative communicate devices

Implications for LAP

During the LAP process, we have evaluated our program needs. Staffing, materials, and available program are some of the ways we meet the needs of our ELLs. We still need to cluster the students in alternate placement settings by age range and disability into the same classes in order to facilitate ESL services.

Implications for Instruction

The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs. Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction.

Transitional Bilingual Program

At this time, P141K has no Bilingual Program

English as a Second Language

ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big Mac's paired with Mayor Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in alternate program additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

Native Language Arts

Not Applicable

English Language Arts

Students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Freestanding ESL Program

Our ESL program is composed of 47 ELLs, including 27 students whose IEPs indicate ESL only 20 students in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. The ESL teacher will collaborate with the elementary cluster/classroom teachers of the ELL students during the common preparation periods that exist twice per week. During these planning periods, each teacher will create materials, plan assessments and lessons and also evaluate past lessons. At the high school level, common preparation periods are provided to enable ESL teachers to plan curriculum and units of study three times per week. The ESL teacher will provide to students using strategies such as TPR, graphic organizers, Language Experience Approach and text adaptation. Also, ESL will be provided through a combination of push in and pull out models of instruction at the elementary level, and as a push in model in the high school. Additionally, instructional materials which are both grade and age appropriate include content area books, Rigby (On Our Way To English), Penguin Adapted Novel Sets, teacher made adapted books, Mayer Johnson picture symbols as well as an array of augmentative communication devices. Such devices include cheap Talk, Step by Step, Tech Talk, Go Talk, and Communication Skills Builder. At the elementary level, trade picture books are adapted with picture symbols, textured materials, props and puppets, so that language acquisition will be fostered and meet the diverse needs of the student population.

At P141K, the two ESL teachers are New York State certified and NYC licensed in both Special Education and ESL. One teacher has an MA in TESOL, with a BS in Special Education and the other teacher has a BS and MA in Special Education with an extension in ESL. Both teachers are permanently certified from New York State with over 25 years combined teaching experience.

ESL Instruction

ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. In high school (grades 9-12), students at the Beginner level will be provided with 540 minutes of ESL per week. Those at the Intermediate level will have 360 minutes per week and Advanced students will have 180 minutes of ESL and 180 minutes of ELA. Students will be grouped according to English Language proficiency based on their score obtained on the NYSESLAT. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera, recording devices etc... will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayer Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts

Students at the advanced level will receive 1 unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

Newcomers, SIFE

Currently we have 18 newcomers they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. The classroom teacher will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to SIFE students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems. At this time we do not have SIFE students, but if and when we do we will offer communication in the Native Language in both written and verbal form, mandated ESL services, a buddy system, peer tutoring, and Title III Saturday Academy to each student.

Plan for Long Term ELLs

Students characterized Long Term ELLs have been receiving ESL services for a time more than 3 years, but less than 6. At this time we have 2 students. Such students will be supported with services from an ESL teacher, for the 4th and 5th year, will apply such teacher will provide instruction to coincide with the students IEP goals and objectives. At P141K, ELL students receive an extension of services for ESL until they score proficiently on the NYSESLAT and until the IEP reflects that they no longer have ESL for their individual program. Academic intervention is provided to these students by using various ESL methodologies, such as: Total Physical Response, Language Experience Approach and the use of picture symbols to represent words and actions. Long term ELLs will receive services including AIS, Buddy System, and or bilingual counseling and speech therapy, as indicated on their IEP.

Reading and writing skills will continue to be taught using ESL methods such as: scaffolding, Language Experience Approach, Total Physical Response, graphic organizers and the use of technology. This technology includes the Smart Board Interactive System, software programs entitled, "Reader Rabbit", "I Spy", "Teach Me Nouns", "Same and Different" and "School Zone Alphabet".

Writing will continue to be taught using conventional methods, the use of graphic organizers, charts, the Language Experience Approach, modeling and cloze exercises. Students will continue to be taught writing by using picture symbols, PECS, and formulating sentences and paragraphs.

Students will continue to practice oral communication skills through drills, song play, and communication devices such as Big Macs, Tech Speaks, Communication Builders and Cheap Talk.

The ESL teacher through consultation with the homeroom teacher, related service provider and support staff will devise an individualized academic intervention plan for students' success and achievement. Such a plan will include services as mandated on their IEP in accordance with their proficiency levels indicated on the NYSESLAT.

Transition Plan

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

Professional Development

During the 2009-2010 school year, P141K's professional development plan for all teachers and staff who provide services to ELLs will include the following: Jose P Training offered by the district in November 2009 and January 2010, CALLA Instruction in September 2009, training on the Assessment of Basic Language and Learning Skills (ABLBS) in October 2009, The Language Experience Approach in February 2010, Total Physical Response in March 2010, Strategies and Materials for Alternate Placement Instruction in April 2010, NYS ESL Standards in May 2010, and The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities in June 2010. In addition, our homeroom teachers and ESL teacher will work collaboratively in sharing best practices and methodologies with the school community

P141K's teachers and paraprofessionals serving ELLs will also be supported through Coaching services provided by the district's instructional Coaches. In addition, P141K will encourage the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city, and statewide conferences focusing on the education of ELLs.

Teachers will demonstrate self-learning and professional development by attending off-site workshops. With support, teachers will model academic language and consistently spiral language so that students' language proficiency grows. Evidence of students' work displayed in each language and class libraries are clearly defined. All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154.

Collaborative Planning

Common prep and lunch periods exist as well as team teaching situations between ELL and classroom teachers. In addition, the ELL teacher provides push in instruction and collaborates and plans with the classroom teachers. ESL teachers follow the same theme based curriculum as the rest of the school and plan units of study together to align the ESL lessons and units with the classroom teacher.

Principal's Signature

Date

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- 10 Number of Students to be served: 12 LEP _____ Non-LEP****Number of Teachers 2 Other Staff (Specify) 6 Paraprofessionals, 1 Supervisor**

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.

I. Description of Instructional Program

For the 2009-2010 school year, there are 47 ELL students in alternative assessment which is 12.4% of the total school population of 390. Methods of determining English language proficiency and/or English language skills include the NYSESLAT, Brigance, ELA NYSSA, and ABLLS-R .

ELL students to be served are in grades K- 10, ages 5 to 15. These students are classified as multiply disabled, Mental Retarded, Autistic, PDD, and Emotionally Disturbed. Student to staff ratios in classes are as follows;12:1:1, 12:1:4 and 6:1:1. The languages spoken and number of students are as follows: 36 Spanish, 4 Arabic, 1 Polish, 2 Yiddish, 1 Urdu, 1 Haitian, 1 Chinese and 1 Russian. All 47 students participated in the NYSESLAT in May 2009. Only 8 students were able to complete all the modalities of the NYSESLAT. The remainder of the students (39) was unable to complete any of the four modalities of the NYSESLAT. Due to the nature of our students' disabilities these 39 ELLs scored as 'unable to answer' on the exam. Six students scored at the beginner level on the NYSESLAT, one at the advanced level and one at the proficient level. Based on the NYSESLAT results', speaking is the stronger modality. The raw score on speaking was higher than the reading and writing scores. The lowest scores were in writing and reading, however, progress in all four modalities has increased from previous years of administering the NYSESLAT. Students in alternate programs who participated in

MAY 2009

NYSAA scored comparable to their monolingual peers in alternate programs in the areas of ELA and Math. 29 Alternate Assessment ELLS participated in the NYSAA in 2009. The NYSAA scores range from 1-4. In both ELA and Math grade 3, two students scored a 4, and another a 3 in ELA and Math. In grade 4, 9 students participated and four scored a 4 in ELA and five scored a 3. Three scored a 3 in Math, one scored a 2, one scored a 1, and four scored a 4. For grade 5 ELA, two scored a 4 in ELA and Math, and one student scored a 2 in Math and a 3 in ELA. In grade 6, there was one student who scored a 3 in Math and a 2 in ELA. In grade 7, there were 5 students. Three scored a 3, and 2 scored 4 for ELA. In Math two scored a 3 while one scored a 4 and two a 1. In grade 8, both students scored a 3 in ELA and in Math, they each scored a 1. In grade 9, two students participated with scores as follows: Math 3, ELA 3, Science and Social Studies 4. The other student scored a 3 in Math and 4 in ELA, Science and Social Studies. Students score better in NYSAA as it is more reflective of their individual needs.

The Title III program is aligned to students IEP's but also to the content area standards. During instructional time, teachers will provide students with lessons that will support the curriculum which is based on NYS learning standards. Each lesson during the Title III program will require students to listen, read, write and speak in English with the support of the bilingual paraprofessional and ESL or Bilingual teachers. Students will create books, projects, or language arts puppets related to the school based theme which will be taught from January 2010 through May 2010. In January the school based theme is about winter, followed by Multicultural People and Customs in February, then Imagination in March, and finally in May, the Environment.

Teachers and paraprofessionals will have access to the units of study, NYS ESL Standards, and will be well versed with the topics and themes being taught in the classroom. Lessons will be aligned with students' cognitive abilities, incorporating strategies such as graphic organizers, lists, charts and language experience approach techniques. Additionally, students' augmentative communication devices will be programmed to enable them to have access to the content taught during the Title III Program.

The Title III Saturday Program at P141K will occur on 5 Saturdays throughout the 2009-2010 school year from 9:00 a.m. to 1:00 p.m. Student instruction will be provided during this time. The proposed dates will be January 23, 2010, February 6, 2010, March 20, 2010, May 1 and 22, 2010. There will be five instructional sessions for students, of four hours each, while parents attend a workshop. On these Saturdays, parents will accompany their child to the school site, PS380 by 9:00 a.m. and leave by 1:00 p.m. Each parent and their child who attend will receive a \$4.50 Metro Card for transportation. Students will be grouped according to their IEP mandated service, i.e.6:1:1 or 12:1:4. Teacher(s) participating in this program will be ESL or Special Ed/Bilingual certified. There will also be one monolingual English speaking paraprofessional, one Bilingual Arabic and 4 Spanish speaking paraprofessionals in this program. Two paraprofessionals will be used as interpreters for parents during their workshop and the remaining 4 paraprofessionals will be in the classroom in order to provide the 12:1:4 and 6:1:1 ratios as mandated on student IEP's.

Each class will be staffed with a certified ESL teacher and or Special Education/Bilingual teacher. The program will address ESL standards, ELA and Science standards and appropriate AGLIs via school based themes. P141K will provide one supervisor, 6 paraprofessionals as needed based upon the population of the participating students and their parents. Students and parents will be asked to pre-register so that we can anticipate the needs of attendees.

Activities planned for students will supplement the curriculum and will be aligned with their individual needs based on the IEP and cognitive levels. The supplemental instructional services will focus on language development in English, native language, high academic achievement in math and other core areas based on individual student needs. Materials used will be differentiated and adapted to meet individual students' goals as stated on their IEP. For example, augmentative communication devices will be programmed to reflect responses pertaining to that day's lesson, as well as the use of Mayer-Johnson symbols and adapted books. Writing tasks will be adapted and student's verbal responses will be recorded by teachers or paraprofessionals to foster comprehension. Students will also benefit from Native language support given by bilingual paraprofessionals and teachers as well as the use of augmentative communication devices. .

Each of the five Saturday sessions will have theme-based lessons pertaining to the school themes. The activities during the Title III classroom will enrich and reinforce instruction provided during the school day by utilizing similar themes and materials as indicated in the school based curriculum and NYS ESL standards, as well as the AGLI's. By reviewing topics and re-reading literature books during the instructional day, students will have a better understanding of material.

As reported by Cynthia F. Dicarolo, Journal of Early Intervention, Vol. 23, No. 3, 191-199 (2000), the use of voice output devices increases language in children with disabilities. Dicarolo reports the results of a baseline study evaluating the effects of using a voice output device to facilitate communication with children who are developmentally delayed and non verbal. After the analysis of data, children in the study increased their specific initiation of communication with the use of a voice output device to that of a typically developing peer.

According to Howard Gardner, 1999, from his writing in "Frames of Mind", individuals have different strengths and weaknesses. We learn by absorbing information in a variety of ways. Some may learn better visually, auditory or physically. Each culture has unique characteristics for learning. Research has proven students benefit most when material is presented in a variety of ways. It is important that we use technology, such as: augmentative communication and recording devices (Dicarolo, 2000), audio and visual equipment, smart boards, projection screens and computer programs. These devices can address the varied learning styles of ELL students with disabilities.

Assessment techniques used to determine success and the impact of support will include a pre and post teacher-made test adapted to the students needs. Such assessment devices used during the program will assist in developing rubrics to assess student work. Teachers will use student work that is consistent to the Title III instructional program as an on-going assessment technique. The scores on a student's Brigance Assessment of Basic Language and Learning Skills will also be another form to determine the impact of the Title III program.

In addition, standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature will be incorporated into the students' lessons. We will use language literacy materials such as Fonolibros, EDL Leveled Libraries and Pequenita Celebraciones. The use of bilingual software and multimedia equipment will enhance and support the development of their native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication.

Students will be provided workbooks to supplement the instruction, and these books will be adapted to meet each child's needs. For example, a student with spastic reflexes will have the workbook pages taped to a lap desk and will receive hand over hand assistance. Highlighters will be used to emphasize printed material for the visually challenged. Mayer-Johnson picture symbols will be added to enhance and adapt the printed materials. Overhead transparencies and smart board technology will be included in the instructional process.

Methods of instruction to deliver lessons will include Language Experience Approach, CALLA, Total Physical Response, graphic organizers and scaffolding techniques. The use of technology and augmentative communication devices such as Big Macs paired with Mayer-Johnson symbols, bilingual and monolingual software programs, and adapted switches will be incorporated to give students in alternate assessment programs additional support.

II. Description of parent and community involvement.

Letters from the official Department of Education website informing parents of the Title III program will be sent home in each parent's Native language. Information about the topics of each workshop and how it will help parents with their child will be included. Additionally, parents will receive reminder letters and phone calls as the dates for workshops approach and bilingual paraprofessionals will be available to assist parents with their native language needs. To further assist parents and their native language needs, each will receive a bilingual dictionary from American Heritage at the completion of the program.

While students are attending the Title III program, parents are attending workshops, provided by QSAC, Inc. and by Godfrey Rivera, from Sinergia, Inc. These five four hour workshops will include informative topics such as Behavior and Treatment Techniques, Language and Communication, Applied Behavior Analysis and Advocacy and Guardianship. The presenter will distribute written materials, have audio/video presentations as well as incorporate a question and answer period. Two Bilingual paraprofessionals will be available to assist parents with their Native language as needed.

At the Fall ELL parent meeting parents were also informed about the Title III program. The P141K Parent coordinator was present at this meeting and available to address concerns and offer information to parents about school activities such as the PTA membership, participation and school events. After the Title III letters are distributed to parents, P141K will have an informative orientation on January 6, 2010 at 9:30 AM at site PS380, to discuss the

Title III program and explain how it can benefit parents and students. The Parent Coordinator will make written materials about Title III, and the Bilingual and ESL program, available in various languages as well as arrange for bilingual paraprofessionals to provide native language assistance .

III. Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Program

Professional development for staff participating in the Title III program will occur during six 90 minute workshops offered after school (3:00 – 4:30 PM), during the 2009-2010 school year. During the workshops on January 11, 19, 25, February 1, and Feb. 8, 2010, staff will do a book study based on the book “Learning to Learn in a Second Language” by Pauline Gibbons, 1993. **Pauline Gibbons** has published extensively in the area of English language education and is the author of three books with Heinemann Publishing. This is a resource book which elementary teachers will find both insightful and practical. Paraprofessionals, staff and teachers will gain insight and learn techniques to teach English Language Learners. As a result of the workshops, participants will expand their knowledge on techniques such as Total Physical Response, scaffolding, and the Language Experience Approach.

Each group during the professional development periods will read and report on two chapters from Gibbons book. Each group will create a graphic organizer representing the chapters they are reporting on. The information will be shared as well as ways to implement it in the classroom.

School Building Budget Summary

Allocation Amount: 15000

Budget Category	Budgeted Amount \$15000	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) -	\$ 898.02 \$469.89 \$1564.92 \$1995.60 \$1044.20 \$2318.40 \$1159.20 307.40 <u>9757.63</u>	<p><u>Professional Development</u></p> <p>2 Teachers x 6 sessions x 1.5 hrs x \$49.89 = 898.02</p> <p>1 supervisor x 6 sessions x 1.5 hrs per session x \$52.21/hr = \$469.89</p> <p>6 Ed paraprofessionals x 6 sessions x 1.5 hrs x \$28.98 = \$1564.92</p> <p><u>Instructional Saturday Program</u></p> <p><u>Professional Staff</u></p> <p>2 teachers x 5 days x 4 hrs x \$ 49.89 = \$1995.60</p> <p>1 supervisor x 5 days x 4 hrs x \$52.21 = \$ 1044.20</p> <p>4 paraprofessionals for classroom x 4 hrs x 5 days x \$28.98= \$2318.40</p> <p>2 paraprofessionals for interpretation x 4 hrs x 5 days x 28.98 = \$1159.20</p> <p>1 secretary for payroll x 5 days x 2 hrs x 30.74 = 307.40</p>

	<p>\$1400</p> <p>\$112.50</p> <p>\$150</p> <p>\$12.08</p>	<p><u>Parental Involvement</u></p> <p>1 consultant from QSAC. Inc., to deliver parent workshop x 4 hrs x 4 days x 87.50 hr = 1400</p> <p>Resources for parents- 25 Bilingual dictionaries from American Heritage x 4.50each,</p> <p>\$112.50,</p> <p>50 notebooks for note taking x \$3.00= \$150,</p> <p>3 dozen pens =\$12.08</p>
-		
Supplies and materials	<p>\$200</p>	<p><u>Supplies and Materials</u></p> <p><u>For Professional Development</u></p> <p>10 copies of book <u>Learning to Learn in the Second Language</u>, by Pauline Gibbons,</p> <p>2000, Heinemann Publishing for staff to study for</p>

		Professional Development \$20 x 10 =\$200
	\$350	12 Pens, Post Its, 1 pack of dividers, chart paper and Easel, pack of dry erase markers, 10notebooks for staff, 10binders for organization, highlighters
		<u>For Instructional Program</u>
		Supplies for student program, 5 Saturdays, 4 hours each
	\$441.29	(glue, paper, scissors, crayons, markers, craft items for hands on projects \$441.29
	\$220	Classroom leveled reading library Grades PK -2 =\$220, Holidays and Seasons Picture Book
	\$69.50	Set - \$69.50
	\$132	English/Spanish child dictionary \$11x12=\$132,
	\$460	Educational software- Rosetta Stone software 2 programs x \$230= \$460
		<u>ELL English Language programs</u>
	\$185	<u>Cornerstone Program Level K-1, Teachers edition \$75, 5 workbooks x \$22 = \$110+75=185</u>
	\$185	Cornerstone Program Level 1 Teachers edition\$ 75, 5 workbooks x \$22 = 110 +75 = 185
	\$185	Cornerstone Program Level 2 Teachers edition \$75, 5 workbooks x \$22 = 110+75= 185

Travel	\$540	48 Metro cards x 5 days x \$2.25= \$540
Other	\$600	<u>Refreshments</u> Coffee, sugar, milk, cake, juice, snacks for children, paper goods, etc.
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.**

We used data from the school demographics and the accountabilities profile, home surveys prior to child's admission into school, outreach via home telephone calls by the PA Executive Board and when necessary, home visits by our family worker.

- 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.**

Spanish is the prominent language for translation and interpretation within the P141K organization, specifically at PS380. The findings were reported to the school community via the Parent Coordinator's school's newsletter.

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.**

P141K dual language teachers have been given a calendar of all upcoming school events and functions. They will translate all in-house written correspondences between the school and home for the entire school community. Members of our PA Executive Board will provide additional assistance. Also, we have and will continue to use DOE Office of Translation and Interpretation Unit.

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.

We will provide translations from English to Spanish at various meetings and workshops, selected staff and members of the PA Executive Board can provide translation services, as well as the DOE Office of Translation and Interpretation Unit.

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>.

P141K will obtain from DOE website information in each of the covered languages. Whenever scheduled IEP meetings, Parent/Teacher Conferences, PA Meetings and other school-related functions are held, we will access the services of DOE Office of Translation and Interpretation Unit and/or our own qualified staff.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL..

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All School Improvement Schools

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.

¹ School Under Registration Review (SURR)
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.

**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

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.

products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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

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

1A.1: Describe the process your school engaged in, during the 2008-2009, to assess whether this finding is relevant to your school's educational program.

A committee of teachers and administrators reviewed the findings and identify areas that are relevant to our student population. This information will be shared at PA meetings, faculty conferences and School Leadership Team meetings.

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

X Applicable Not Applicable

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

- We serve students in alternate assessment programs with severe cognitive delays. We follow the guidelines set by the State as outlined by the AGLIs. However, our teachers continue to struggle to support their students. We have prepared units of study and pacing charts, but there is no State curriculum for alternate assessment students. The use of formative assessments has provided us with evidence that highlights deficit areas for our students.
- We serve students in standardized assessment programs with severe emotional disabilities. We follow a standards-based curriculum with pacing maps aligned to the State standards. However, it continues to be a challenge to differentiate instruction and meet the diverse needs of this population.

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.

- The responsibility of the Inquiry Team will broaden. We will continue to analyze data and formulate instruction that addresses the learning styles and specific needs of our severely cognitive delayed students. The State and City must explore the availability of a uniform curriculum. District 75 has created and incorporated the SANDI assessment inventory which will assist the teachers in setting appropriate goals to meet the needs of the students. It will be used with our 12:1:4 population this year. Students in our standardized assessment programs are classified with emotional disabilities. The majority of these students are performing 2 to 3 years below grade level due to their handicapping conditions. We will continue to differentiate instruction, work in small groups and follow a pacing guide to meet the needs of our students. We believe that they should be given the NYS assessments on their functional level. Future gains can be realistically measured.

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 2008-2009, to assess whether this finding is relevant to your school’s educational program.

Members of the Inquiry Team interpreted data from NYStart and Scantron. P141K’s school administrators will perform formal observations and walkthroughs. The findings will be shared to the school community at faculty conferences and PA meetings and email coorespondence.

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

X Applicable Not Applicable

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

- We serve students in alternate assessment programs with severe cognitive delays. We follow the guidelines set by the State as outlined by the AGLIs. However, our teachers continue to struggle to support their students. There is no State curriculum for alternate assessment students. The use of formative assessments has provided us with evidence that highlights deficit areas for our students.
- We serve students in standardized assessment programs with severe emotional disabilities. We follow a standards-based curriculum aligned to the State standards. However, it continues to be a challenge to differentiate instruction and meet the diverse needs of this population when the majority of the students are performing three or more years below grade level and lack some of the basic skills of number operations.

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.

- To design and implement adaptations and modifications to align students' specific deficits with process strands, number sense and measurement.
- Unifying technology across the school community.
- Professional development assistance is needed to assist math teachers on how to implement grade level Impact Math content strands to students with severe emotional disabilities who are functioning three or more years below grade level.
- During revision of our middle school math units of study we placed a stronger focus on measurement and geometry.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct

instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school engaged in, during the 2008-2009, to assess whether this finding is relevant to your school’s educational program.

Members of the Inquiry Team and the school’s data specialist interpreted data from NYStart, NYSAA datafolios and Scantron. P141K’s administrators will do formal observations, walkthroughs and review lesson plan books. Discussions among teachers during common planning periods will be conducted. Discussion of Professional teaching standards will highlight the need for engaging students in learning.

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?

- We serve students in standardized assessment programs with severe emotional disabilities. We follow a standards-based curriculum aligned to the State standards. However, it continues to be a challenge to differentiate instruction and meet the diverse needs of this population. P141K has the Read 180 program. Weekly pacing charts are utilized for both the reading and writing lessons that are aligned to the Standards.
- The staff in the standardized assessment programs continue to work with District 75 coaches to enhance their instructional skills.
- We serve students in alternate assessment programs with severe cognitive delays. We follow the guidelines set by the State as outlined by the AGLIs. However, our teachers continue to struggle to support their students. There is no State curriculum for alternate assessment students. We continue to engage our alternate assessment students throughout the school day. Social communication is modeled and practiced through all activities in the day –

transition from bus to school, class to cafeteria, class to bathroom, and class to various related services so communication and tasks are generalized for our students.

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.

- **The responsibility of the Inquiry Team will broaden.**
- **We will continue to analyze data and formulate instruction that addresses the learning styles and specific needs of our severely cognitive delayed students. The State and City must explore the availability of a uniform curriculum. The SANDI inventory is being created and adopted for District 75 students. WE are using it with our 12:1:4 student population. We do have a 12:1:4 curriculum guide to follow units of study.**
- **Getting Ready to Learn is being used in 8 of our classes. This sensory yoga approach is used in some alternate assessment classes to ground the students and have that at the optimum moment to learn new skills. Data is being collected and program is being assessed for results.**
- **Students in our standardized assessment programs are classified with emotional disabilities. The majority of these students are performing 2 to 3 years below grade level due to their handicapping conditions. Additional teacher support is needed to enhance instruction with appropriate adaptations and modifications for this diverse needs population.**

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 2008-2009, to assess whether this finding is relevant to your school’s educational program.

Members of the Inquiry Team and the school’s data specialist interpreted data from NYStart, Scantron and NYSAA datafolios. P141K’s administrators will do formal observations, walkthroughs and review lesson plan books. Discussions among teachers during common planning periods will be conducted.

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

X 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?

- **Differentiated instruction is a daily and common practice.**
- **Use of smartboards are used accordingly, however, they are not available in every classroom.**

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.

- **The responsibility of the Inquiry Team will broaden.**

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.

- We will continue to analyze data and formulate instruction that addresses the learning styles and specific needs of our severely cognitive delayed students. We will use SANDI inventory to focus on what is needed for students to succeed.
- Students in our standardized assessment programs are classified with emotional disabilities. Additional teacher support is needed to enhance instruction with appropriate adaptations and modifications for this diverse needs population. District 75 technology coach will provide additional training and supports to teachers to use Smartboards in classroom instruction.
- We will create a technology team and seek additional funding to upgrade technology needs.
- On site technology workshops will be offered to teachers.
- Brainpop license will be acquired to link technology and other learning styles to instruction.

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

- Reviewed galaxy TO.
- Contacted the Office of Human Resources.
- Survey staff.

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

X 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?

- This past year, we had a turnover rate of 5%. One teacher retired, one teacher moved out of state, one teacher did not meet his required teaching credentials, and another teacher requested and received a transfer.
- There appears to be a trend that after a teaching fellow achieves their masters degree they leave the NYCDOE.

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.

- We have created a new teacher support network. They meet after school to address concerns as new teachers and receive further development by school based coaches. There are 5 sessions through January then another 5 scheduled for Spring. This provides a support team and hopefully will decrease anxiety. If relationships are fostered perhaps fellows will not move on if given appropriate strategies.
 - There should be a better screening process by HR Connect in the selection of teaching fellows for special education.
 - NYCDOE should have all teaching fellows commit to a five-year longevity stay.
-

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 2008-2009, to assess whether this finding is relevant to your school's educational program.

- Survey staff.

- Confirmed which teachers have ELL students.
- Reviewed files for certifications or licenses.

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?

- Documented evidence of teachers attending district-wide professional development workshops are on file.

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.

- Scheduling of teachers to attend workshops specially designed for ELLs.
- Develop a database on all workshops attended by staff.
- Gather agendas, sign-ins and materials from all turn-key training that are conducted at the school level.
- SLT minutes will communicate further workshops that are available for teachers.
- Faculty conferences will have ELL on agendas regularly and email updates of offerings and suggested classroom activities to support ELLs.

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 2008-2009, to assess whether this finding is relevant to your school’s educational program.

- P141K’s cabinet, in collaboration with the ELL teachers, will review the data and identify areas that are relevant to our student population. This information will be shared at PA meetings, faculty conferences and School Leadership Team meetings.

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

X Applicable Not Applicable

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

- P141K’s ELL students are in alternate assessment students. All of these students are test exempt according to their IEP.
- We serve students in alternate assessment programs with severe cognitive delays. Majority of our ELLs are nonverbal. The data, if any is not relevant to the specific needs our students.

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.

- Implementation of a more relevant and reliable assessment tool to measure ELLs in alternate assessment programs.
- Data generated from CAP and ATS are not always accurate. We will continue to monitor and make necessary changes.
- Schools need to secure students’ IEPs prior to admission at their new school.
- Upon intake the necessary data will be accumulated from parent if applicable.

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 2008-2009, to assess whether this finding is relevant to your school's educational program.

- P141K collected surveys from the school community and the data was analyzed by the Inquiry Team.

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

X Applicable Not Applicable

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

- We have differentiated instruction for both standardized and alternate assessment programs (AGLIs). P141K's units of study differentiates instruction models across classrooms with different levels of students.
- All students in standardized assessment programs have a completed FBA and BIP/Page 11 plan.

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.

- To ensure that all teachers are actively involved in the implementation of BIP/Page 11 of the IEPs.
- AIS surveys will be completed by staff to record instructional strategies being used.
- Pre observation surveys will be collected prior to inquiry team observations.
- To continue our growth as special educators, PTS professional development will continue to provide teachers with more instructional strategies to continue their professional growth as educators. Teacher will create their own personal goals for the year.
- Continued collaboration between SETSS provider and general education teachers. To assist the general education teachers to better understand and utilize the IEPs accommodations in the classroom setting, as well as the BIP supports.

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

- At each site, a team led by teachers reviewed all IEPs. The information will be shared with school administrators.

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

X Applicable Not Applicable

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

- FBAs and BIPs are in place for all students in 8:1:1 and 12:1:1 standardized assessment programs. We are in the process of completing BERS-2 for this population.
- Students in alternate assessment programs, goals and objectives are aligned to the AGLIs.
- P141K uses grade level content for overall instruction for students in standardized assessment programs.
- Teachers have difficulty, at times, to continually provide accommodations during instructional time.
- Paraprofessionals provide additional instruction support during small group activities under the supervision of the teacher.
- PD modules are geared in the understanding of learning styles, multiple intelligences and diverse learners.

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.

- **Professional development workshops on how to better align IEPs with NYS Standards for students performing significantly below grade level and how to assist staff in implementing IEP accommodations during classroom instruction will be explored.**
- **IEP accommodations will be noted on the student's portfolio binder and student's tracking sheet as a reminder to use these accommodations throughout the school day.**
- **Upon supervisory walkthroughs administrators will review portfolios and note if accommodations are being used.**
- **IEP accommodations will be on cabinet and faculty conference agendas.**

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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). We have 392 students of which 13 are in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and**

attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

Language Allocation Policy 2009-2010

School: P.S. 141K
District: 75
Network Leader: Arthur Fusco

December 3, 2009

LAP Committee

Michele Thornton-Mannix; Carroll Scott, Assistant Principal; Inra Quintero, Teacher; Joanne Glaski, ESL Teacher, Abigaile Stephens, Parent Coordinator and Valerie Valenti, School Psychologist

School Demographics

During the 2009-2010 school year, P141K will serve a total of 47 ELLs at four separate locations within the organization of 390 students; approximately 11.5% of our school population. There are 5 ELLs in grades 9-10 and 42 in grades K-8. The ethnic breakdown of the student population is as follows: Hispanic 32%, African American 54%, White 10%, 2% Asian and 2% other.

Total Number of ELLS

P141K has a push in/pull out ESL program at the main site and off sites and no bilingual class. There are 22 students who are x-coded and served according to their IEP. Additionally, there are 47 students in alternate programs and none in the standardized program, whom we plan to serve. P141K has 42 students in elementary grades and 5 students in middle/high school grades. The freestanding ESL population is as follows: two students in kindergarten, five in the first grade, six students in the second grade, one student in the third grade, eight students in the fourth grade, eight students in the fifth grade, three students in the sixth grade, one student in the seventh grade, eight students in the 8th grade, three students in the ninth grade and two students in the 10th grade. At present time we have one full time ESL teacher and one .4 ESL teacher. The languages spoken and number of students are as follows: 36 Spanish, 4 Arabic, 1 Polish, 2 Yiddish, 1 Urdu, 1 Haitian, 1 Chinese and 1 Russian. ELL students are identified by the CSE or ESL teacher upon entering the building through the completion of the Home Language Identification Survey upon entering the building. Students are also identified by utilizing the ATS report RLER and RLAT which identifies students who are eligible for the LAB-R and those who participated in the NYSESLAT while attending other NYC schools.

Trends in Parent Choice

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level.

Parent Community Involvement

Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Through the school's Parent Coordinator, P141K will offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, homework and library activities, assessments, standards, and achievement of goals.

Patterns in Proficiency

Six students participated in the NYSESLAT in May of 2009, including one who is x-coded. All 6 students were able to complete the speaking and listening portions of the NYSESLAT. In this group of six, all completed the writing and reading as well as listening and speaking. Due to the nature of our students' disabilities the other 41 ELLs did not complete the exam. Five students scored at the beginner level on the NYSESLAT and one at the advanced level. The sixth grade student scoring at the advanced level is x coded and is served according to his IEP. Students scoring at the proficient and or advanced level on the NYSESLAT are to receive ESL services until their IEP has been changed to indicate that the service is no longer required. Based on the NYSESLAT results, speaking is the stronger modality. The standard score on speaking was higher than the reading and writing scores. The lowest scores were in writing and reading, however, progress in all four modalities has increased from previous years in completing the NYSESLAT. Students in alternate programs who participated in NYSAA scored comparable to their monolingual peers in alternate programs in the areas of ELA and Math. 29 Alternate Assessment ELLs participated in the NYSAA in 2009. The NYSAA scores range from 1-4. In both ELA and Math grade 3, two students scored a 4, and another a 3 in ELA and Math. In grade 4, 9 students participated and four scored a 4 in ELA and five scored a 3. Three scored a 3 in Math, one scored a 2, one scored a 1, and four scored a 4. For grade 5 ELA, two scored a 4 in ELA and Math, and one student scored a 2 in Math and a 3 in ELA. In grade 6, there was one student who scored a 3 in Math and a 2 in ELA. In grade 7, there were 5 students. Three scored a 3, and 2 scored 4 for ELA. In Math two scored a 3 while one scored a 4 and two a 1. In grade 8, both students scored a 3 in ELA and in Math, they each scored a 1. In grade 9, two students participated with scores as follows: Math 3, ELA 3, Science and Social Studies 4. The other student scored a 3 in Math and 4 in ELA, Science and Social Studies. Students score better in NYSAA as it correlates closer to their individual needs.

Standardized Programs

- To design and develop educational programs that emphasizes conceptually understanding, critical thinking and problem solving in a standards-based academic curriculum.
- To maximize academic and linguistic development, the scope and sequence of the curriculum should be thematically linked.
- To utilize ESL methods to teach content areas through Walqui's Model of scaffolding instructional strategies: Modeling, Bridging, Conceptualization, Schema Building, Text Re-Presentation and Metacognition.

Alternate Programs

- To continue to utilize ESL methodologies that includes total physical response, CALLA, language experience, natural approach and whole language in conjunction with multi-sensory approaches and augmentative communicate devices

Implications for LAP

During the LAP process, we have evaluated our program needs. Staffing, materials, and available program are some of the ways we meet the needs of our ELLs. We still need to cluster the students in alternate placement settings by age range and disability into the same classes in order to facilitate ESL services.

Implications for Instruction

The use of ESL strategies, scaffolding, classroom libraries in English, as well as the use of ESL Standards, are all an integral part of the instruction of our ELLs. Instruction is differentiated for ELLs with severe disabilities and more adapted books need to be added to the classroom libraries. Literacy in the students' native language plays a role in instruction considering students are offered the use of bilingual picture dictionaries, native language reading materials and alternate placement paraprofessionals for students whose IEP recommends bilingual instruction.

Transitional Bilingual Program

At this time, P141K has no Bilingual Program

English as a Second Language

ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big Mac's paired with Mayor Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in alternate program additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

Native Language Arts

Not Applicable

English Language Arts

Students at the advanced level will receive 1 unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Freestanding ESL Program

Our ESL program is composed of 47 ELLs, including 27 students whose IEPs indicate ESL only 20 students in Alternate Placement. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. The ESL teacher will collaborate with the elementary cluster/classroom teachers of the ELL students during the common preparation periods that exist twice per week. During these planning periods, each teacher will create materials, plan assessments and lessons and also evaluate past lessons. At the high school level, common preparation periods are provided to enable ESL teachers to plan curriculum and units of study three times per week. The ESL teacher will provide to students using strategies such as TPR, graphic organizers, Language Experience Approach and text adaptation. Also, ESL will be provided through a combination of push in and pull out models of instruction at the elementary level, and as a push in model in the high school. Additionally, instructional materials which are both grade and age appropriate include content area books, Rigby (On Our Way To English),

Penguin Adapted Novel Sets, teacher made adapted books, Mayer Johnson picture symbols as well as an array of augmentative communication devices. Such devices include cheap Talk, Step by Step, Tech Talk, Go Talk, and Communication Skills Builder. At the elementary level, trade picture books are adapted with picture symbols, textured materials, props and puppets, so that language acquisition will be fostered and meet the diverse needs of the student population.

At P141K, the two ESL teachers are New York State certified and NYC licensed in both Special Education and ESL. One teacher has an MA in TESOL, with a BS in Special Education and the other teacher has a BS and MA in Special Education with an extension in ESL. Both teachers are permanently certified from New York State with over 25 years combined teaching experience.

ESL Instruction

ELLs in our ESL program will receive the units of ESL required by CR Part 154 regardless if they are in alternate or standardized programs; for beginners and intermediate levels in grades K-8, 2 units (360 minutes); and 1 unit (180 minutes) for students at the advanced level and 1 unit (180 min.) ELA. In high school (grades 9-12), students at the Beginner level will be provided with 540 minutes of ESL per week. Those at the Intermediate level will have 360 minutes per week and Advanced students will have 180 minutes of ESL and 180 minutes of ELA. Students will be grouped according to English Language proficiency based on their score obtained on the NYSESLAT. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction will follow the NYSESLAT Standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students' cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. The use of technology i.e. a computer, digital camera, recording devices etc... will be incorporated to give the students additional instructional support. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress.

Content Area Instruction

For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology and augmentative communication devices paired with Mayor Johnson symbols, computer programs, adapted switches and F.A.C.E.S. curriculum are incorporated to give students in Alternate Assessment additional instructional support. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts

Students at the advanced level will receive 1 unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities.

Newcomers, SIFE

Currently we have 18 newcomers they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production. The classroom teacher will be offered additional support and continuous consultations with the ELL teacher. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, Title III Saturday Academy program and participation in clubs, such as student government will be offered to SIFE students. ELLs continue to receive support and reinforcement of their expressive language development through the use of Picture Exchange Communication System (PECS) and their receptive language development through the use of Goosen's Aided Language Stimulation, ALS, (integrates symbols into daily classroom and group activities). Overall, communication skills are addressed through other forms of Augmentative and Alternate Communication (AAC) systems. At this time we do not have SIFE students, but if and when we do we will offer communication in the Native Language in both written and verbal form, mandated ESL services, a buddy system, peer tutoring, and Title III Saturday Academy to each student.

Plan for Long Term ELLs

Students characterized Long Term ELLs have been receiving ESL services for a time more than 3 years, but less than 6. At this time we have 2 students. Such students will be supported with services from an ESL teacher, for the 4th and 5th year, will apply such teacher will provide instruction to coincide with the students IEP goals and objectives. At P141K, ELL students receive an extension of services for ESL until they score proficiently on the NYSESLAT and until the IEP reflects that they no longer have ESL for their individual program. Academic intervention is provided to these students by using various ESL methodologies, such as: Total Physical Response, Language Experience Approach and the use of picture symbols to represent words and actions. Long term ELLs will receive services including AIS, Buddy System, and or bilingual counseling and speech therapy, as indicated on their IEP.

Reading and writing skills will continue to be taught using ESL methods such as: scaffolding, Language Experience Approach, Total Physical Response, graphic organizers and the use of technology. This technology includes the Smart Board Interactive System, software programs entitled, "Reader Rabbit", "I Spy", "Teach Me Nouns", "Same and Different" and "School Zone Alphabet".

Writing will continue to be taught using conventional methods, the use of graphic organizers, charts, the Language Experience Approach, modeling and cloze exercises. Students will continue to be taught writing by using picture symbols, PECS, and formulating sentences and paragraphs.

Students will continue to practice oral communication skills through drills, song play, and communication devices such as Big Macs, Tech Speaks, Communication Builders and Cheap Talk.

The ESL teacher through consultation with the homeroom teacher, related service provider and support staff will devise an individualized academic intervention plan for students' success and achievement. Such a plan will include services as mandated on their IEP in accordance with their proficiency levels indicated on the NYSESLAT.

Transition Plan

Students who no longer require bilingual or ESL services based upon a score of proficient on the NYSESLAT will be supported for two years with ESL/AIS services. Students will be offered bilingual counseling and bilingual speech therapy, as indicated on their IEP. AIS services, participation in clubs, such as student government will be offered as well. Students will continue to receive support and reinforcement of their expressive and receptive language. PECS (Picture Exchange Communication System) and the AAC (Alternative Communication Devices) will continue to be used by students in accordance with their IEP.

Professional Development

During the 2009-2010 school year, P141K's professional development plan for all teachers and staff who provide services to ELLs will include the following: Jose P Training offered by the district in November 2009 and January 2010, CALLA Instruction in September 2009, training on the Assessment of Basic Language and Learning Skills (ABLLS) in October 2009, The Language Experience Approach in February 2010, Total Physical Response in March 2010, Strategies and Materials for Alternate Placement Instruction in April 2010, NYS ESL Standards in May 2010, and The Adaptation of ESL Materials for the Education of ELLs with Severe Disabilities in June 2010. In addition, our homeroom teachers and ESL teacher will work collaboratively in sharing best practices and methodologies with the school community

P141K's teachers and paraprofessionals serving ELLs will also be supported through Coaching services provided by the district's instructional Coaches. In addition, P141K will encourage the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city, and statewide conferences focusing on the education of ELLs.

Teachers will demonstrate self-learning and professional development by attending off-site workshops. With support, teachers will model academic language and consistently spiral language so that students' language proficiency grows. Evidence of students' work displayed in each language and class libraries are clearly defined. All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154.

Collaborative Planning

Common prep and lunch periods exist as well as team teaching situations between ELL and classroom teachers. In addition, the ELL teacher provides push in instruction and collaborates and plans with the classroom teachers. ESL teachers follow the same theme based curriculum as the rest of the school and plan units of study together to align the ESL lessons and units with the classroom teacher.

Principal's Signature

Date

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 141K
Principal Ms. Michele Tornton-Mannix	Assistant Principal Carroll Scott, Kuvana Jones
Coach	Coach type here
Teacher/Subject Area Joanne Glaski, ESL	Guidance Counselor Valerie Valenti
Teacher/Subject Area Inra Quintero, Special Educati	Parent type here
Teacher/Subject Area type here	Parent Coordinator Abigaile Stephens
Related Service Provider type here	SAF type here
Network Leader Arthur Fusco	Other type here

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	2	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	390	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	12.05%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)		18	Special Education	47
SIFE	0	ELLs receiving service 4-6 years		27	Long-Term (completed 6 years)	2

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	0	18	27	0	27	2	0	2	47
Total	18	0	18	27	0	27	2	0	2	47

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

Programming and Scheduling Information

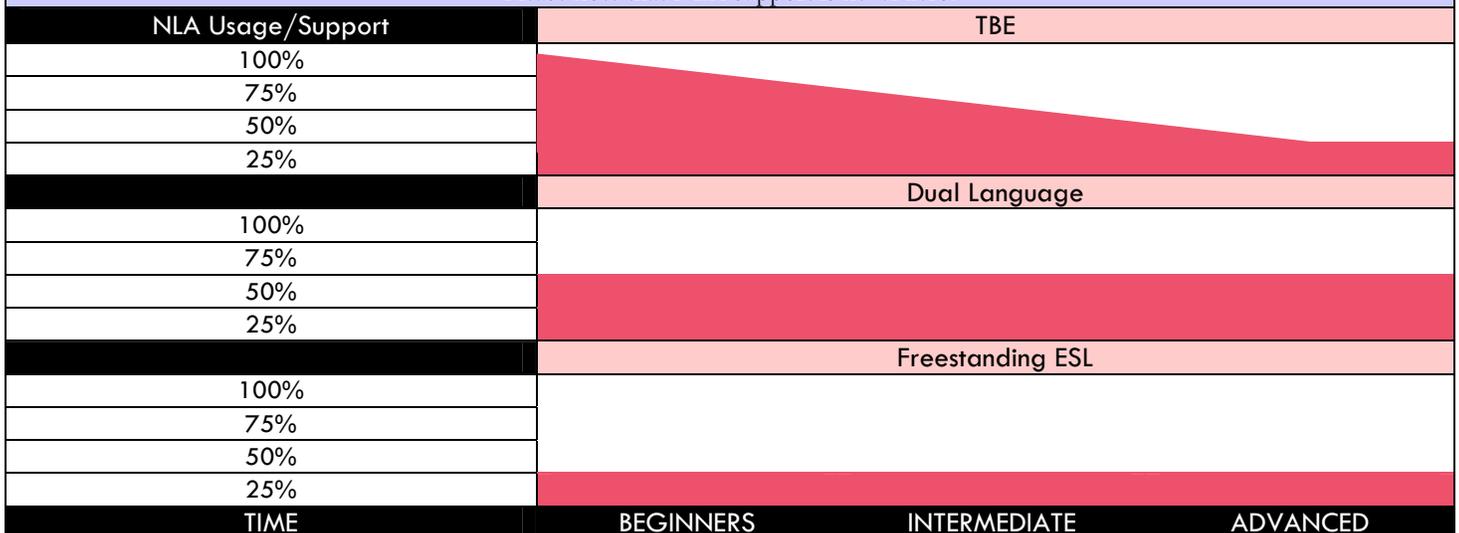
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

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

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

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

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

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

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

Part V: LAP Team Assurances

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

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

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