



**370K  
JIM THORPE SCHOOL**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 75K370**

**ADDRESS: 3000 WEST 1<sup>ST</sup> STREET BROOKLYN NY 11224**

**TELEPHONE: 718-372-3777**

**FAX: 718-449-4082**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 75K370 SCHOOL NAME: Jim Thorpe School

SCHOOL ADDRESS: 3000 West 1<sup>st</sup> Street Brooklyn NY 11224

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A

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SCHOOL TELEPHONE: 718-372-3777 : 718-449-4082

SCHOOL CONTACT PERSON: Susan Goldberg EMAIL ADDRESS: SGoldbe6@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Charlayne Williams

PRINCIPAL: Susan Goldberg

UFT CHAPTER LEADER: Hector Montalvo

PARENTS' ASSOCIATION PRESIDENT: Cecilia Fortune

STUDENT REPRESENTATIVE:  
(Required for high schools) Andre Pierce

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 75 SSO NAME: \_\_\_\_\_

SSO NETWORK LEADER: Ketler Louissaint

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
<b>Susan Goldberg</b>	*Principal	
<b>Hope Smith</b>	Assistant Principal	
<b>Hector Montalvo</b>	*UFT Chapter Chairperson or Designee	
<b>Cecilia Fortune</b>	*PA/PTA President or Designated Co-President	
<b>Abiodun Banjo</b>	DC 37 Representative, if applicable	
<b>Andre Pierce</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Jacquan Person</b>		
<b>Charlayne Williams</b>	Chairperson / Teacher	
<b>George David</b>	Member/ Teacher	
<b>Jeannie Alexander</b>	Member/ Parent	
<b>Cathy Wolf</b>	Member/ Parent	
<b>Felicia Wint</b>	Member/ Parent	
<b>Martine Merkin</b>	Member/ Parent	
<b>Majorie Samuels</b>	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The mission of the Jim Thorpe School is to provide an environment that addresses our students' social emotional as well as their academic needs. Social emotional learning will be developed through advisory and teaming between guidance and teaching staff. An integrated approach to social growth and academic learning will facilitate students' ability toward meeting the NYS performance standards. It is our belief that our students can achieve, and become life-long learners. They will develop the decision-making skills necessary to become productive citizens. The staff is committed to working along with our students and their families in preparing them for a less restrictive environment.

The Jim Thorpe School – 370K is located on the periphery of Coney Island and Brighton Beach, a stone's throw away from the Coney Island boardwalk and the Atlantic Ocean. We are a District 75 school serving students with severe and profound special needs and geographically located in Community School District 21. Our eighty-seven-year-old building is flanked by the Trump Houses and Warbasse Housing Development. Just a short walk down Brighton Beach Avenue you will find a thriving business community. Serving children from Kindergarten through Twelfth grade, 370K provides classes for special education youngsters with classifications of emotional disturbance, mental retardation and students on the autistic spectrum. Our class ratios are 12:1:1, 8:1:1 and 6:1:1. The main building houses our older children from grades six to twelve. We have two elementary school programs (grades kindergarten to fifth) in shared space, one is across the street in community school PS 100K and the other is in PS/IS 237K campus. We have two inclusion programs, one in New Utrecht High School and the other in William E. Grady Career and Technical Education High School. We have three work study programs, two in the medical industry and one with retail training. The Veterans Administration Hospital and Haym Salomon Home for the Aged provide our students with vocational training in the medical field from clerical work to janitorial services to patient transport. Goodwill Department Store offers our students with autism vocational training in sorting and stacking goods for the shelves, preparing pricing tickets for sales items and learning interpersonal relation skills when greeting customers to the store. We have begun two part time vocational training programs this year, one at the local CVS store and the other is through the Dept. of Sanitation.

We are in our third year of having a number of collaborations. One partnership that we are fortunate to have through our United Way Attendance Improvement and Drop-out Prevention (AIDP) grant is Vacamas, Programs For Youth. Through this collaborative we can provide out-reach to families, support and motivate our students to have more consistent school attendance habits. They afford our students with monthly weekend camping experiences. Students are also offered weekly reward trips, such as visits to museums, art displays or other cultural events. Another important initiative that we have is our after school partners. We have three partners that support our after school program, InCollaboration Inc., The Leadership Group, and the Teachers and Writers Collaborative. These three organizations, provided for us through an Extended School Day – Violence Prevention Grant with our

district, broaden our students' learning through the arts. The programs provide them with Technology, Arts, Dance, and Creative Writing supports to enrich the learning that happens through out their days.

### **SECTION III – Cont’d**

#### **Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 370								
<b>District:</b>	75	<b>DBN:</b>	75K370	<b>School BEDS Code:</b>	307500013370				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11	√	
	K	√	4	√	8		12	√	
	1	√	5	√	9	√	Ungraded	√	
	2	√	6		10	√			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		87.1 / 66.1				
Kindergarten	3	2	5	<b>Student Stability - % of Enrollment:</b>					
Grade 1	2	4	5	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 2	16	11	10		78.8		78.1		
Grade 3	11	11	11	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	8	11	11	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 5	8	4	11		39.7		59.1		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	3	1	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 8	3	1	0		4		6		
Grade 9	67	84	47	<b>Recent Immigrants - Total Number:</b>					
Grade 10	30	31	28	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 11	7	13	7		1		0		
Grade 12	11	6	21	<b>Special Education Enrollment:</b>					
Ungraded	74	77	41	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Total	243	256	197		1		0		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	243	256	197	Principal Suspensions	11		1		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9		14		
Number all others	0	0	0	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A		N/A		
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0		0		
# in Transitional Bilingual Classes	4	1	0	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# receiving ESL services only	2	3	0	Number of Teachers	45		51		
							43		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	15	8	Number of Administrators and Other Professionals	10	53	51
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	25	21
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	29	29	21	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	62.2	62.7	69.8
				% more than 5 years teaching anywhere	51.1	52.9	53.5
<b>Ethnicity and Gender - % of Enrollment:</b> (As of October 31)				% Masters Degree or higher	80.0	69.0	70.0
American Indian or Alaska Native	1.6	1.2	1.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	71.4	87.2	97.1
Black or African American	67.9	68.4	62.9				
Hispanic or Latino	13.2	13.3	15.2				
Asian or Native Hawaiian/Other Pacific Isl.	4.5	3.9	4.1				
White	12.8	13.3	16.2				
<b>Male</b>	85.2	82.8	82.2				
<b>Female</b>	14.8	17.2	17.8				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
In Good Standing (IGS)							
School in Need of Improvement (SINI) – Year 1							
School in Need of Improvement (SINI) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year ____							
School Requiring Academic Progress (SRAP) – Year ____							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>			
				√			
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:							
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not 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? -- school yard --
- What are the most significant aids or barriers to the school's continuous improvement?

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Drawing upon the results of students' test scores, (NYS Assessments and NYC Periodic Assessments), the performance of our teachers, our formal and informal observations, the results from our 2009 Quality Review, and Inquiry Team action research, we have reflected on where as a school community we need to further develop. Based upon a comprehensive review of all summative and formative data we have found that over the past few years, 370K has made positive gains in both ELA and Math for our students in standardized instruction classes. Approximately 19% of our students in grades 3 through 5 increased one performance level in the ELA test and 63% of our students increased a performance level in the Math test.

In ELA 15% of our students moved from performance level 1 to performance level 2 thus moving all of our students successfully out of level 1 performance. We also saw an increase in our students who performed on a level 3 by 29% from 2008 – (26% of our students performed on a level 3 in 2008 - 55% of our students performed on a level 3 in 2009.) A review of our formative tests of our incoming ninth graders (performance series) reveals that our students are starting their high school careers with a mean reading scaled score of 2678 (grade level equivalence of 5.9). An analysis of these results indicates that students are lacking in critical analysis skills and strategies to improve comprehension skills.

Our Math results have shown a decrease during the 2009 testing year. We have seen a 3% return for our students performing in level 1. Our students' performing on a level 2 increased from 7% in 2008 to 29% in 2009. The majority (53%) of our students are still performing at level 3 and 15% performing at level 4 which is a 2% increase from 2008. A review of our formative tests of our incoming ninth graders (performance series) reveals that our students are starting their high school careers with a mean math scaled score of 2474 (grade level equivalence of 5.0).

For our students that participate in the NYS Alternate Assessment (NYSAA) we see from the data that there is little consistency in results from year to year. For our elementary students that participate in the NYSAA we have students that perform in level 2 one year then the next year scored in level 4, or the converse, students that scored in level 4 one year then scored in level 1 the following year. 12 of our students have begun vocational training through the

GoodWill Department Stores. Students develop skills in the school setting and then go to the Dept store three times per week to practice these in a real world experience. Out of the 12 students that had this training last year, 2 of them have supportive employment through GoodWill.

When we look at what is needed to continue on our journey to improving student outcomes we see that having our students with us on a consistent daily basis is a challenge. Due to high rates of transient conditions, such as hospitalizations, incarcerations, family court issues, and change of foster care situations, among a few of the reasons, our students have a tendency to develop behavior patterns that are not conducive to building routines that include a regular presence in school. Although we have made slight increases in certain months we see that these are the months that our after school program was in effect. Upon further review of the subgroup of students that had the increase of attendance it was those involved in the after school program. On average our student attendance increased 2.12% during these months as compared to the previous year. In order to make the needed gains gleaned from the above data in ELA and Mathematics, we need to motivate our students earlier on in the school year and sustain their attendance throughout the year.

Another obstacle that we have encountered, which increases exponentially due to inconsistent daily attendance of the students, has been getting each student to have a clear understanding of the expectation of their unit completion performance requirement and how their grades are impacted by this. This has remained an identified area of improvement in our 2009 Quality Review.

A review of our 2009 Learning Environment Surveys (LES) has indicated that our staff has scored the school low in the area of communication. The results show that staff is unsure of required timelines, expectations, and would like to have more shared decision making.

Another area in which we still have lacking is Parental Involvement. During our Parent Teacher Conferences 42 of our 200 students have a family member that comes up to the school to have an in person conference with the teachers. We will be scheduling events for parents based on interest that indicated in a parent survey being distributed.

## 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.

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As a result of the data reviewed and reflected upon, we have decided to focus on the following areas:

### ELA:

From the data we reviewed we see that our students need more strategies to build their skills and close the gap so that they are more ready and prepared to move on to high school and beyond. With this as our goal:

By June 2010, students in standardized assessment will show a 5% increase in English Language Arts performance as evidenced by NYS ELA test data.

### MATH:

From the data we reviewed we see that our students need more strategies to build their skills and close the gap so that they are more ready and prepared to build upon their elementary skill base and knowledge. With this as our goal:

By June 2010 9<sup>th</sup> grade students will show improvement in Mathematics in the area of mathematical concepts, in specific computational skills, by showing a gain of 6 months as evident in Scantron and by a 5% increase in those passing the Regents and/or RCTs

### ALTERNATE ASSESSMENT:

From the data we reviewed we see that our students need more strategies to build their skills and close the gap so that they are better equipped to progress on required tasks in the following grade levels.

With this as our goal:

By June 2010, we will increase the number of students scoring at performance levels 3 and 4 on the NYSAA test by 5% as evidenced by NYSAA test results.

### ATTENDANCE:

In order to have the opportunity to sustain our students' progress and increase their outcomes we must increase their daily attendance. We will support them through the use of our partnerships. With this as our goal:

By June 2009 we will increase our student attendance by 2% as evinced by the PAR.

### LEARNING ENVIRONMENT SURVEY:

As identified in our 2008-2009 Learning Environment Survey (LES) our school will improve in the area of communication so that all constituents are aware of expectations, time lines, and share in the decision making process. With this as our goal:

By June 2010, we will improve communication within all school sites and throughout the organization so that our LES score increase by an average of 2 points.

**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):** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, students in standardized assessment will show a 5% increase in English Language Arts performance as evidenced by NYS ELA test data.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action plan will include periodic review of data to determine baseline and progress. Short term and year long goals will be established and reassessed on a quarterly basis. Discussion planning will be conducted on a consistent pace to maintain identified goals. Data collection summary sheets have been created and disseminated to staff. Staff will use Bloom’s Taxonomy level of questioning to improve students critical thinking skills in order to be able to answer higher order thinking questions.</p> <p>Data is reviewed by staff during bi-monthly common planning meetings and interventions are suggested to meet student needs based on assessments. Assistant Principal and Data Specialist will review existing data to determine baseline – starting data point. Inquiry team meets and reviews patterns – student groups are created for Achieve 3000 intervention or Wilson’s work. Interim Assessments are given three times per year to evaluate progress. Meet with English Language Arts department and other subject area teachers to review data. AP will monitor student performance every six weeks by looking at data collection sheets to see if students have met benchmarks. Intervention strategies will be discussed between AP and team during grade meetings.</p> <p>Interventions provided will be:</p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Wilson’s</li> <li>• Small group pull out/push in by AIS teacher</li> </ul> <p>Provide needed professional development to further instruction. PD will be provided by AP, District PDs, and by our Data Specialist.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for this is provided through Inquiry Team and Data Coordinator funds and Tax Levy Instructional Programming.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim Progress Indicators that will be utilized are: Monthly Running Records of Fountas&amp;Pinnell reading levels. Expected gains will be one level increase per month. Achieve 3000 pre(Sept) and post(June) assessments will be utilized. Expected gains will be a lexile level increase of at least 150. Scantron assessments will be given 3 times during the school year. An increase in ELA performance scores.</p>

**Subject/Area (where relevant): Mathematics**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 9<sup>th</sup> grade students will show improvement in Mathematics in the area of mathematical concepts, specifically computational skills, by showing a gain of 6 months as evident in Scantron and by a 5% increase in those passing the Regents and/or RCTs</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action plan will include periodic review of data to determine baseline and progress. Short term and year long goals will be established and reassessed on a quarterly basis. Discussion planning will be conducted on a consistent pace to maintain identified goals. Assistant Principal and Data Specialist will review existing data to determine baseline – starting data point. Meet with Mathematics department and other subject area teachers to review data. AP will monitor student performance every six weeks by looking at data collection sheets to see if students have met benchmarks. Intervention strategies will be discussed between AP and team during grade meetings. Interventions provided will be:</p> <ul style="list-style-type: none"> <li>• First in Math – work time in computer lab</li> <li>• Small group pull out/push in by AIS teacher</li> </ul> <p>Create specific goals to address student needs with 6 week benchmarks to measure success. With three new math teachers being added to our HS staff these meetings will also act as new teacher PD sessions. Provide needed professional development to further instruction. PD will be provided by AP, District PDs, District Coach and by our Data Specialist.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy – Instructional Programming money will provide for salaries and if needed paid prep coverages for team meetings with Assistant Principal and Data Specialist.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Team Meeting Agendas --- Planning notes Data – Data Analysis – Review of available data to determine baseline, periodic progress and gain of 6 months for 9<sup>th</sup> graders as evident in Scantron throughout the 2009-2010 school year Goal sheets with benchmark measures of success. Areas of weaknesses are reflected which will inform instructional practices and programs offered. Increase in the number of students passing the Math Regents/RCT.</p>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will increase the number of students scoring at performance levels 3 and 4 on the NYSAA test by 5% as evidenced by NYSAA test results.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action plan will include taking baseline data with the ABBLs-R for our new elementary alternate site and the Brigance for our HS site.</p> <p>Teachers will receive professional development from district provided workshops and coaches. They will also meet bi-weekly with the AP and our NYSAA liaison. We will have monthly cross site meetings so that goals can be looked through the eye of an end goal with desired outcomes for the “graduating” student. Interim benchmarks will be discussed at these meetings.</p> <p>Interventions will be provided through a structured reading program – “Trophies” and “Foundations” for added support.</p> <p>Related Services will also work with a “push in” goal in mind so that classroom teachers may utilize strategies to support student learning through sensory integration.</p> <p>We will also use some of our more experienced teachers of students with autism to help with our new site integration by providing support and class observation time</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy – Instructional Programming money will provide for salaries and if needed paid prep coverages for team meetings with Assistant Principal and Data Specialist.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Team Meeting Agendas --- Planning notes</p> <p>Data – Data Analysis – Review of available data to determine baseline, periodic progress and gains of 2 levels for each area worked on.</p> <p>Areas of weaknesses are reflected which will inform instructional practices and programs offered.</p> <p>Increase in the number of students performing at levels 3 and 4 on the NYSAA.</p>

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 we will increase our student attendance by 2% as indicated by PAR reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Meet with the Attendance Committee/Attendance Incentive Committees and the Attendance Teacher to target students in need of home visits, incentives, and counseling conferences.</li> <li>• Create instructional programs and classes that engage students. Assistant Principals will meet with their constituents during prep periods.</li> <li>• Attendance teacher/Family Worker will make targeted contact with chronic and problematic cases.</li> <li>• AIDP – Camp Vacamas CBO will implement program to address truancy and reinforce students with positive attendance.</li> <li>• Planning and implementing Professional Development Workshops specifically focusing on activities that promote student motivation, student engagement, and relevant topics that meet students’ needs. Principal and Assistant Principals plan and deliver workshops.</li> <li>• Use of extrinsic rewards to improve attendance and then moving to intrinsic motivators to maintain</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for this program has been made available to 370K from an AIDP grant from the United Way. Tax Levy Instructional Programming money will pay for salary of (3 day/week)Attendance Teacher and (5day)Family Worker</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review analyses of ATS tables: PAR reports - ROCR – Review, RSNS – Student No Show, RCUA – Cumulative Absence, RPAL – Perfect Attendance List, RYIS – YTD Attendance Interval, RADP – Admissions/Discharges, RRSA – Aggregate Student Attendance, Agenda from Cabinet Meetings and Attendance/Incentive Committee Meetings. Student attendance will be compared on a monthly basis to see improvement.</p>

## Learning Environment Survey

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will improve communication within units of our organization and throughout the organization so that our LES score increase by an average of 2 points.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Action plan will include:</p> <ul style="list-style-type: none"> <li>• Distributive leadership principles to empower teachers to become decision makers</li> <li>• Create internal building council representative of each constituent to assist teachers ..</li> <li>• Use ARIS community pages for internal tool to have professional dialogue to build an accountable, collaborative, learning community</li> <li>• Monthly newsletters for staff and families</li> <li>• Monthly unit meetings to share student information</li> <li>• Bi-monthly Dept meetings to address academic issues</li> <li>• Monthly events for school wide community building             <ul style="list-style-type: none"> <li>➤September - PBIS kickoff</li> <li>➤October - Halloween Party</li> <li>➤November - Thanksgiving Feast</li> <li>➤December - Holiday Show</li> <li>➤February - Valentine Dance</li> <li>➤March - Poetry Slam</li> <li>➤April - Spring Sounds - musical performance</li> <li>➤May - Field Day</li> <li>➤June - Fun Run</li> </ul> </li> </ul> <p>“Fridays at Fridays” - Bi-monthly event for staff at all units to socialize</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy – Instructional Programming money will provide for salaries and if needed paid prep coverages for team meetings with Assistant Principals and Unit Lead Teachers</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Team Meeting Agendas --- Planning notes              Participation at Team / Unit meetings -- Teachers willingness to take on lead roles and shared decision making.              Monthly Feedback forms on Team / Unit meetings              Mid Year - Survey – created by school to base teacher / administrative communication              End Year -LES – 2009 – 2010 survey results</p>

## **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	4	4	N/A	N/A	3	0	1	
1	5	5	N/A	N/A	4	0	1	
2	10	10	N/A	N/A	6	0	4	
3	11	11	N/A	N/A	9	0	2	
4	12	12	12	12	9	0	3	
5	12	12	12	12	4	0	8	
6	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	
9	55	55	55	55	16	16	23	
10	19	19	19	19	8	2	9	
11	4	4	4	4	0	1	3	
12	4	4	4	4	3	0	1	

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>  <b>Achieve 3000</b>  <b>Voyager Reading</b>  <b>Wilson</b>	<b>Achieve 3000 (KidBiz &amp; TeenBiz):</b> A web-based, individualized and differentiated reading and writing instruction program, for grades 2 – 12, that reaches every student at his or her “Lexile” level. Small group 3X weekly – during the school day  <b>Voyager:</b> thematic adventures gives each child an engaging reading experience utilizing the five essential components of reading. Small group, during the school day 3X weekly  <b>Wilson:</b> tactile system to address students needs who struggle with phonemic awareness – letter – sound recognition. One-to-one, during the school day 3X weekly
<b>Mathematics:</b>  <b>Everyday Math games</b>  <b>First in Math</b>	<b>Everyday Math Games:</b> drill exercises aimed primarily at building fact and operation skills. Small group – 2 X weekly – during the school day  <b>First In Math –</b> Web based, individualized, program to increase students’ math fluency and builds upon processing and method. Small group - 2 X weekly – during the school day
<b>Science:</b>  <b>iOpeners</b>	<b>iOpeners:</b> Real life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life. Small group - 2 X weekly – during the school day
<b>Social Studies:</b>  <b>Rosen Readers</b>	<b>Rosen Readers:</b> Primary Source documents and information with graphic images connecting nonfiction reading and writing at lower read ability levels. Small group - 2 X weekly – during the school day
<b>At-risk Services Provided by the Guidance Counselor:</b>  <b>Advisory/Violence Prevention</b>	<b>Advisory/Violence prevention:</b> Students develop skills to control anger and express their feelings through words either written or oral. Small group - daily – during the school day
<b>At-risk Services Provided by the School Psychologist:</b>  <b>Life Space Crisis Intervention</b>	<b>Life Space Crisis Intervention:</b> Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day

<b>At-risk Services Provided by the Social Worker:</b>	<b>Therapeutic Crisis Interventions: Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day</b>
<b>Therapeutic Crisis Intervention</b>	
<b>At-risk Health-related Services:</b>	

## **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.

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### **A. Language Allocation Policy Team Composition**

LAP Team: Susan Goldberg - Principal; Hope Smith - Assistant Principal; Vincent Wilson - Parent Coordinator; Olga Maryamchik - ESL Teacher, Ivana Ludvik – ESL Teacher; Network Leader: Ketler Louissaint.

### **B. Teacher Qualifications**

Olga Maryamchik – Push-in/Pull-out ESL Teacher for the Elementary school building (grades K-5) at PS 237, is NYS certified in ESL and is a fluent Russian speaker. Ivana Ludvik, the Self-contained classroom ESL at the High school building (grades 6-12) at Jim Thorpe is NYS certified in ESL. Our Elementary school classroom teachers who work with ELLs include Mary O’Connor who is NYS certified in Students with Disabilities (grades 1-6), and Literacy (Birth-6); Will Ruch who is NYS certified in Students with Disabilities (grades 1-6) and Childhood Education (1-6); Erin O’Brian who is NYS certified in Students with Disabilities (Birth-2 and 1-6); Hui Lu who is NYS certified in Special Education K-12, Michelle Jablow who is NYS certified in Students with Disabilities (Birth-2 and 1-6)Early Childhood Education(Birth-2) and Childhood Education (1-6); and Mary Ann Soviero who is NYS certified in Students with Disabilities (grades 1-6). Other teachers who also serve ELLs in their classes include our Drama, Gym, Music, Dance, and Art teachers. Our Push-In Drama teacher Megan Cooper, who is NYS certified in Special Education (grades K-12), works with ELLs in their regular classrooms. Our Gym teacher, Tim McCaul, is NYS certified in Physical Education (grades K-12). Our Music Teacher, Brian Wagner, is NYS certified in Music (K-12). Our Dance and Movement teacher, Diane McCarthy and our Art Teacher Lisa Pines are currently working on obtaining their NYS certification.

### **C. School Demographics**

PS 370 is a District 75 K-12 school, which serves students with severe special needs at several different locations. Our school services classes with the following student-to-staff ratios: 12:1:1, 8:1:1, and 6:1:1. There are currently 245 students enrolled in the school, of which 20 are Entitled ELL students, representing 8.16 % of the population. In addition to the entitled ELLs, we also have 25 ELL students who have been X-coded. The total ELL population (entitled and X-coded together) represents 18.37% of the student population.

### **Part II: ELL Identification Process**

Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment. This survey is provided to the parents or guardians in their native language and in English, and is accompanied by an informal oral interview in English and/or native language, if available, or with the help of translation services if required and available. The intake staff consists of Susan Goldberg - Principal; Hope Smith - Assistant Principal; Vincent Wilson - Parent Coordinator, Olga Maryamchik, - Push-in/Pull-out ESL teacher; Brenda Graham – School Aid. The HLISs are then carefully examined by the ESL teacher, who determines if the student is LAB-R eligible. Following this determination the LAB-R (and Spanish LAB, if necessary) are administered within 10 days of the student’s enrollment, usually by the ESL teacher. The student’s score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, based on parents’ wishes, and for students in

District 75, on CSE recommendation. ELLs continue to be evaluated annually with the administration of the NYSESLAT in the spring to determine eligibility for continuation of ESL services, and ensure appropriate program placement.

For students who are transferring to PS 370 but are not new to the NYC Public School System previous NYSESLAT scores are used to determine ESL services eligibility and program placement as per student's IEPs.

As soon as the ESL Teacher determines ESL services eligibility based on a student's score on LAB-R, his parents receive an Entitlement Letter, and in General Education, they also receive a Parent Survey and Program Selection Form (in English and in their native language, if available) in which they are invited to attend an ELL Parent Orientation. During this orientation the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are explained with the help of the DOE video in English and/or the caregivers' native language and any additional questions are answered. For parents who cannot attend the regularly scheduled orientation, make-up sessions are offered on a continuing basis, either in person or over the phone, and an informational brochure explaining the 3 program choices is sent home in English and the native language.

For students who are administered the NYSESLAT, parents are informed of continued entitlement when their student does not pass the assessment. The Parent Survey and Program Selection Forms are then collected and children are placed into the appropriate programs based on parent choice and program availability. Parents are informed of placements with a Placement Letter in English and their native language. In District 75, students are placed as deemed appropriate as per CSE, with full disclosure to parents.

This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year. For parents unable to attend the scheduled Parent Orientation, one-on-one make-up sessions are offered continuously, and the Parent Survey and Program Selection Forms are returned to the school by the time of the originally scheduled Parent Orientation, to ensure timely and appropriate program placement.

The majority of parents have requested ESL programs that consist of a combination of push in and pull out instructional strategies for English literacy acquisition. Of our 17 new admits this year only 1 parent requested a bi-lingual placement.

Due to the nature of the population of students whom we serve and diversity of their individual needs and IEP mandated service requirements as well as native language backgrounds, it is not always possible to accommodate parent choice in forming a bilingual class (if not enough students with the same native language and educational needs are enrolled.) In this case a student is provided with ESL services, plus an Alternate Placement Paraprofessional, who speaks the student's native language and English, in accordance with CR Part 154 mandates for number of minutes (units) of instruction (i.e., K-8: Beginning and Intermediate level ELLs: 360 (2 units) minutes of ESL; Advanced level ELLs: 180 minutes (1 unit) of ESL/180 minutes (1unit) of ELA. High School: Beginners = 540 minutes (3 units) of ESL, Intermediate = 360 minutes (2 units) of ESL, Advanced = 180 minutes (1 unit) of ESL/180 minutes (1 unit) of ELA.

### **Part III: ELL Demographics**

#### **A. ELL Programs**

Five ELL students at the main site (Jim Thorpe) which includes grades 6-12 are served in a self-contained ESL class led by an ESL certified teacher, Ivana Ludvik. This 6:1:1 class currently includes two of our Entitled ELLs and three X-coded ELLs. Of the two entitled ELLs in that building one is in 9<sup>th</sup> grade, and one is in 10<sup>th</sup> grade. One of our entitled ELLs is in 6:1:1 6<sup>th</sup> grade and is serviced through a pull-out model by an ESL certified teacher.

ELL Students at the Elementary school are served through a Push-in/Pull out ESL service delivery model in small groups of 1-6 students. There are currently 3 groups comprised of Beginner ELL students from different classrooms each of whom are receiving ESL services for six 60-minute periods per week for a total 360 mandated minutes, and one group of Advanced ELLs receiving services for four 45 minute periods per week for a total of 180 mandated minutes. Of the 17 ELLs at our Elementary school site 14 are in Kindergarten, 1 is in 1<sup>st</sup>

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grade, 1 is in 2<sup>nd</sup> grade, and 1 is in 5<sup>th</sup> grade. They are placed in 6 different classes together with native speakers. 4 of the classes have a 6:1:1 staff ratio, and 2 of the classes have a 12:1:1 ratio.

### **B. ELL Years of Service and Programs**

18 of our Entitled ELLs (all students in grades K-5, and one student in grade 10) have received 0-3 years of services and are considered Newcomer ELLs. 1 of our ELLs who is in 6<sup>th</sup> grade is in his 4<sup>th</sup> year of receiving ESL services. One of our ELLs who is in 9<sup>th</sup> grade is in his 7<sup>th</sup> year of receiving ESL services and is considered a Long-Term ELL.

### **C. Home Language Breakdown and ELL Programs**

The breakdown of the home language of our Entitled ELLs is as follows: 10-Spanish, 7-Chinese, 2- Russian, 1- Bengali. By grade, in Kindergarten 8 students have a native language of Spanish, 4 of Chinese, 1 of Russian, and 1 of Bengali. In 1<sup>st</sup> grade, 1 student has a native language of Russian. In 2<sup>nd</sup> grade 1 student has a native language of Chinese. In 5<sup>th</sup> grade 1 student has a native language of Chinese. In 6<sup>th</sup> grade one student has a native language of Chinese. In 9<sup>th</sup> grade 1 student has a native language of Spanish. In 10<sup>th</sup> grade 1 student has a native language of Spanish.

### **D. Programming and Scheduling Information**

Currently PS 370 offers ESL services in a Freestanding ESL program. At the Elementary School level, most of instruction is delivered in a Push-In model, with occasional Pull-Out services for Beginner ELLs, who receive 360 minutes of ESL per week. We also have one ELL student who scored at the Advanced level, and he receives 180 minutes of ESL services per week. We try to ensure consistency for our K-5 students (most of whom are kindergarteners) and thus employ a Block class model (when a class stays together with their classroom teacher and the ESL teacher pushes in) whenever possible. When students are pulled out of class for ESL instruction, they usually join another class and work in small groups on ESL related projects or tasks that are closely aligned with their regular classroom curriculum. If/when time permits individual students who require extra support can receive one-on-one ESL instruction in a Pull-Out model. The elementary school schedules common preparation periods in order for the ESL and classroom teachers to have planning time in order to coordinate their instruction (plan lessons, create materials, plan assessments, evaluate lessons ,) so that language acquisition will be fostered. The ESL teacher also communicated regularly with the classroom teacher through e-mail and shares and collaborates on building materials and curriculum that way.

At the main building, High School (grades 9-12) ELL students are placed in a self-contained ESL class headed by an ESL certified classroom teacher. These students are thus receiving continuous ESL support in all of their content area and ELA as curriculum/units of study are delivered by the ESL teacher using ESL methodologies (TPR, Language Experience Approach, Graphic Organizers, text adaptation, etc.) Our self-contained ESL classroom currently includes 2 entitled ELLs and 3 X-coded students. Our one middle school student (grade 6) receives services through a pull-out model. He receives content area support during this time. Being that this is his first year with our school plans for push-in support will include ESL teacher working with middle school teacher on collaborative lessons and team teaching with both classes.

PS 370 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes as ESL teacher's push-in/pull out blocks with each student entitled to services. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Intermediate or Beginner level receive at least 360 minutes per week of ESL services, mostly as push-in

instruction, and those at the Advanced level receive at least 180 minutes per week of ESL services. At the high school level, Beginners receive at least 540 minutes of ESL per week, Intermediate ELLs receive at least 360 minutes of ESL per week, and Advanced ELLs receive at least 180 minutes of ESL and 180 minutes of ELA instruction per week. Because all of our Entitled ELLs at the High School level are in the self-contained ESL class led by an ESL certified pedagogue, they are receiving continuous ESL support, every day, throughout the entire day, well over the mandated amount of minutes per week.

To enrich language development and make content comprehensible, the ESL teacher collaborates not only with classroom teachers, but other cluster teachers, as well as all service providers. Our 12:1:1 teachers integrate ESL into content areas, while our students in our 6:1:1 focus on communication needs, following directions, matching and sequencing. The ESL teacher and classroom teachers of ELL students use Total Physical Response, scaffolding techniques such as: modeling, multi-sensory and graphic organizers such as: semantic web and KWL charts. Math is studied and made accessible using visuals and manipulatives to teach basic skills such as counting, addition, subtraction, division, multiplication, etc. Explicit ELA includes the workshop model for Balanced Literacy modified by using symbols and augmentative communication devices. The ESL teacher uses interactive technology such as Literacy and Numeracy building websites (Starfall.com, Funbrain.com, etc) to foster student engagement and comprehension of ELA and Math content. Other content support includes such materials as the Santillana Intensive English Program and a classroom library that supports literacy for ELLs.

At the main building, High School (grades 9-12) ELL students are placed in a self-contained ESL class headed by an ESL certified classroom teacher. These students are thus receiving continuous ESL support in all of their content area and ELA as curriculum/units of study are delivered by the ESL teacher using ESL methodologies (TPR, Language Experience Approach, Graphic Organizers, text adaptation, etc.) Our self-contained ESL classroom currently includes 2 entitled ELLs and 3 X-coded students. Our one middle school student (grade 6) receives services through a pull-out model. He receives content area support during this time. Being that this is his first year with our school plans for push-in support will include ESL teacher working with middle school teacher on collaborative lessons and team teaching with both classes.

Newcomers and SIFE students are provided with small group instruction allowing for the personal attention they need to become integrated into the system and school community. The SIFE students are provided with ESL instruction with Native Language support in the form of dictionaries, other books that incorporate their native language into the text. Newcomers are provided with descriptive labels throughout the classroom and school environment such as native language words on rooms like "bathroom" "computers" "cafeteria" and "library." They are also provided with picture dictionaries and books written in both languages. Daily schedules are provided to students with both English and native language words as well as pictures. Students are also given opportunities to listen and view "living books" on the computer.

For all students, including those receiving services for 4-6 years, the program focuses on short-term and long-term goals. The short-term goals focus on improvements that can be made within a single lesson or week's worth of lessons, including learning and using new vocabulary words and improving their ability to follow directions. These individual skills are geared towards accomplishing the long-term goals, which include improved ability to express needs and desires, increased social interaction, and increased ability to be independent. Goals are adapted to the learner, where students with alternate assessment will be given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. Lessons take advantage of all technology available, namely computers running programs geared for either 6:1:1 or 12:1:1 populations, Mayer Johnson symbols, communication devices, and classroom libraries. The program utilizes materials developed by the Santillana Intensive English Program, Total Physical Response (TPR), and Scaffolding.

The majority of our long term ELL students will never be able to complete all portions of the NYSESLAT exam due to the severity of their disabilities. They will continue to be supported through the communication and technology components of their educational program.

They will continue receiving ESL services unless the CSE determines and their IEP has been changed to indicate that the service is no longer beneficial to the student.

As all of our students have special needs, instruction of the ESL teacher as well as classroom teachers is centered on individual student abilities and goals mandated by their IEP. The teachers of ELLs infuse ESL strategies into their instruction (total physical response, natural approach). ELL teachers integrate the school theme and content areas with ESL standards and modify reading material (stories) and classroom libraries. The ESL teacher and classroom teachers work collaboratively to create and implement IEP goals for our ELL students. Applied Behavioral Analysis (ABA) principles are incorporated as well. Listening, reading, speaking and writing skills are an instructional priority with the ESL teacher.

As the program is an ESL program, all instruction is conducted in English. Lessons are aligned with the New York State ESL and Native Language Arts Standards as required under New York State regulation CR Part 154; the goal being English language proficiency in speaking, listening, reading and writing. Literacy programs that are utilized in our program include Trophies, Bridges to Literature, and Language of Literature. All of the programs are taught through the balanced literacy (To, With, By) model. Reading Interventions provided are Foundations, Wilsons, and Achieve 3000. Our math programs are Every Day Math and Integrated Algebra. Science and Social Studies are taught through a project approach with hands on activities. ESL strategies are implemented through all of the curricular.

Students who no longer require Bilingual or ESL services according to their proficiency on their NYSESLAT exam will be supported for up to two years with ESL / AIS services.

New programs that are being considered for the upcoming school is having our ELLs in the main building serving grades 6-12 in a self – contained ESL class. Students can work more intensively on scaffolding literacy acquisition with a full time ESL teacher.

The High School pull-out program is being discontinued for this school year as we have seen from the data that our students are missing needed content area instruction in mathematics, science, or history.

Extracurricular programs that are afforded to our students include: school performance, class trips to museums, stores and the Laundromat. ELLs are included in all aspects of the activities to practice language for daily living. Our ELL students receive support services from speech therapy, physical therapy, occupational therapy and counseling. ELL students are also included in services to enrich the curriculum that are supported by Project Arts and VTEA funding to provide job skill training.

ESL curriculum is closely aligned with students' regular classroom work and is focused on building oral communication and literacy skills. The ESL teacher thus uses materials from the regular classroom curriculum and modifies them as necessary according to the needs of individual students. Literacy programs that are utilized in our program include Trophies, Bridges to Literature, and Language of Literature. All of the programs are taught through the balanced literacy (To, With, By) model. Reading Interventions provided are Words Their Way, Foundations, Wilsons, and Achieve 3000. Our math programs are Every Day Math and Integrated Algebra. Science and Social Studies are taught through a project approach with hands on activities using various manipulatives, blocks, visuals. ESL strategies are implemented through all of the curricular. Each classroom as well as the ESL room is supplied with leveled reading books and literacy building games. Books in the students' native language are also available for story time and building transferable literacy skills for students with emergent literacy in their native language. Students work with technology using literacy promoting websites, (Starfall, BrainPop, PBS Kids.org, etc.) accessible through classroom computers and the Smart Board.

Many of our students are provided with Alternative Placement Bilingual Paraprofessionals, who speak their native language, as mandated by their IEP. Other bilingual staff including classroom teachers provide native language assistance to students throughout the day. The ESL teacher is a fluent Russian speaker, able to provide native language assistance to 2 out of the 17 ELLs in our Elementary school. Additional assistance is provided in forms of bilingual and native language dictionaries, heterogeneous student grouping, visual aids and

labels in the students' native language, native language reading libraries, and access to technology and native language websites to support native language development.

At our Elementary School the main focus of all K-5 students, regardless of ELL status is building interpersonal communication, oral language development, and literacy skills. Our ESL program has the same goal as its priority.

At the main building which serves grades 6-12, the self-contained ESL classroom service delivery model allows our ELLs to learn all of their content with the ongoing support of their classroom ESL teacher. Thus while they are working on age and level appropriate subject matter, their language needs are being addressed simultaneously.

### **E. Professional Development and Support for School Staff**

The ESL teachers attend and will continue to attend all district/citywide PD sessions. Among PD topics are: Using Partner Augmented Input, Boardmaker, and Adapted Learning Educational Resources, provided by Mayer Johnson, ELL Curriculum Planning (provided by District 75 ELL division, New Teacher Support series, etc. We will continue our study group with our ESL teacher and those teachers of ELL students using two books by Pauline Gibbons: Learning to Learn in a Second Language and Scaffolding Language, Scaffolding Learning. These books will be used as mentor texts for study groups which will be facilitated by our ESL teachers. Teachers will meet monthly to discuss teaching concepts and ideas presented as well as how they are implementing these strategies in their classrooms.

To provide support to new staff working with transitioning ELLs the ESL teacher will meet with the ELL's new teachers to discuss that student's particular strengths and needs, and plan specific language-targeting approaches that will be incorporated in the new classroom. Teachers receiving transitioning ELLs in their classrooms will have continuing access to previously used strategies and materials and ongoing communication with previous teachers to support the students in their transition. All staff member will be sent for ESL training provided for by the district office.

### **Parental Involvement**

Our school actively encourages the parents of all students to be involved. Parents are communicated with on a nearly daily basis to inform them of their child's progress. Parents are encouraged to attend parent teacher conferences, but also to come for the performances, dances, holiday celebrations and step-up ceremonies in which their children perform or are otherwise involved. Parents are routinely informed of ESL and Bilingual conferences that they can attend. Our ELL parents are very active and participate in numerous activities throughout the school year. All communications are also provided to the families in their native language either through written or oral translations.

Our school partners with Mercy Drive for all parents – they provide services for translations and support for families that are in need ELL services.

We utilize surveys and parent evaluation feedback forms that are translated in the family's native language.

Through the use of the above surveys and feedback forms we schedule additional supports and workshops to address the needs the families inform us of.

## **Part IV: Assessment Analysis**

### **A. Assessment Analysis**

Out of the 20 entitled ELLs only 1 student, who is in 1<sup>st</sup> grade, scored at the Advanced level on the LAB-R. The other 19 are at the Beginning English proficiency level according to their LAB-R or NYSESLAT results. Of the students who scored at the beginner level, 14 are in Kindergarten, 1 is in 2<sup>nd</sup> grade, 1 is in 5<sup>th</sup> grade, 1 is in 6<sup>th</sup> grade, 1 is in 9<sup>th</sup> grade, and 1 is in 10<sup>th</sup> grade.

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

19 out of the 20 Entitled ELLs at PS 370 are at the Beginner level in English proficiency according to their latest test results. NYSESLAT scores for 3 of our 20 ELLs who have been receiving services for more than one year and have thus been tested indicate that Reading and Writing modalities are weaker than Speaking and Listening. For our Newcomer ELLs who are in their first year of services, the LAB-R scores also indicate that listening/speaking is slightly better than Reading/Writing. Thus instruction will focus on building stronger literacy skills and practicing reading and writing in English.

100% of our ELL population is alternatively assessed and therefore students are not given standardized exams. What we have seen from the Alternative assessment results is that our ELLs at grade levels 6-12 are performing lower than their native speaker peers in math, science and history.

Based on the lower performance of ELLs in math science and history we are implementing a self-contained ESL class educational model for our ELLs in grades 6-12. This will allow for more intensive language support across all content areas as all content will be delivered by the ESL teacher using appropriate ESL methodologies.

Our ESL program will be evaluated based on students' performance on the NYSESLAT as well as general achievement in the students' regular classroom. As many of our students will not be able to pass the NYSESLAT due to their disability, our main goal is to improve their communication and literacy skills for effective daily living. Specific areas of strength and weakness will be identified and ESL instruction will be geared toward addressing areas of need.

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**NOT APPLICABLE - WE DO NOT RECEIVE TITLE III FUNDING**

**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP**

**Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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### **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**

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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.

Upon enrollment we take note of each student's home language as indicated by their HLISs. In addition, informal interviews are conducted with each student's caregivers upon enrollment and individual preferences of language used for communication with the school are noted. In addition, our school has created a survey for parents to tell us how best to contact them and what language they prefer to communicate in. The survey has been translated in all languages spoken by our students/ family population. All parents have been surveyed either through a mailing or verbal phone conversation by classroom teachers and paraprofessionals. The survey results are kept in a database by our parent coordinator and updated annually. Our findings indicate that there is a very limited need for oral interpretation.

When oral interpretation is required, it is provided by our bilingual staff. Our parent coordinator who actually speaks Spanish is involved with all of our parents and if there is a need for written or verbal communication he conducts the translation and interpretation. Parents that require Chinese – two paraprofessionals that are fluent in Chinese do all of our written and oral translations. For Russian, our ESL teacher is a fluent Russian speaker and assists with the translation and interpretation needs of the Russian families. For Urdu translation requirements – the student's one to one paraprofessional supports the school with this service.

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.

The information regarding which students' families require which language is included in the database that our parent coordinator keeps and is disseminated to the staff in the beginning of the year. Whenever a student that requires translation services is admitted the database is updated and redistributed. Appropriate ATS reports are also made available to the school community to indicate preferred adult language of communication whenever needed.

#### **Part B: Strategies and Activities**

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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.

In many cases the letters to parents in various languages are issued by the District Office and are distributed to our parents by the school. Along with all other required documentation we have provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. For other documentation that becomes necessary throughout the year our staff members fluent in the family's native language provide written translation when possible, parent volunteers are contacted for translation assistance, or otherwise the DOE Translation Unit is used. To ensure that documents are translated and made available in a timely manner clear deadlines are given by administration whenever translation services are requested, with at least one-two weeks available between the time of the request and the deadline specified.

Translation services availability signs are posted throughout the building and the translation office telephone number is posted at our security desk, main office, and parent coordinator's office.

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.

Interpretation of languages relevant to our school is usually done by our foreign language speaking staff members.

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>.

Parents are informed in English and their respective native languages regarding any matter relating to their children's education in a timely manner either by mail or, if need be, hand delivered. In addition we provide translators, if requested, for all parent workshops, PTA meetings and annual curriculum night.

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **NOT APPLICABLE: NON-TITLE 1 SCHOOL.**

#### **Directions:**

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

#### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

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

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

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

**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:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools**

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURRE schools must complete this appendix.*

**NOT APPLICABLE TO SCHOOL**

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURRE 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 SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

**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.

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**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

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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)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

– **English Language Learners**

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

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

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

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

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

Applicable  Not Applicable

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

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.

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## **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,

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and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

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

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

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

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

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

Applicable     Not Applicable

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

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

## KEY FINDING 2: INSTRUCTION

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

### **2A – ELA Instruction**

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

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?

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.

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## **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* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

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

Applicable  Not Applicable

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

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.

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## **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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<sup>3</sup> 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.

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

Please respond to the following questions for Key Finding 3:

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

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

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

Applicable  Not Applicable

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

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.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

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?

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.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

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

Applicable  Not Applicable

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

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.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

MAY 2009

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

Please respond to the following questions for Key Finding 6:

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

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

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

Applicable  Not Applicable

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

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.

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

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

Please respond to the following questions for Key Finding 7:

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

A survey was created for teachers to respond to the above findings. It was distributed and completed during staff team meetings.

**MAY 2009**

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

Applicable  Not Applicable

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

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.

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

*This appendix will not be required for 2009-10.*

**NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS**

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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**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).

#### **As of Dec 2009 – 7 students**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

#### **N/A: school does not receive any set-aside funds**

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

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

SSO/District <b>75</b>	School <b>370</b>
Principal <b>Susan Goldberg</b>	Assistant Principal <b>Hope Smith</b>
Coach	Coach
ESL Teacher <b>Olga Maryamchik</b>	Guidance Counselor
Teacher/Subject Area <b>Ivana Ludvik ESL selfcontained</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Vincent Wilson</b>
Related Service Provider	SAF
Network Leader <b>Ketler Louissaint</b>	Other

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>6</b>

#### C. School Demographics

Total Number of Students in School	<b>245</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>8.57%</b>
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### Part II: ELL Identification Process

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
<b>Dual Language</b> <small>(50%:50%)</small>										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										0
<b>Push-In/Pull-Out</b>	15	1	1				1			18
<b>Total</b>	15	1	1	0	0	0	1	0	0	18

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	18
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17		17	1		1				18
<b>Total</b>	17	0	17	1	0	1	0	0	0	18

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

French																					0	
Korean																						0
Punjabi																						0
Polish																						0
Albanian																						0
Yiddish																						0
Other																						0
<b>TOTAL</b>	<b>0</b>																					

**Dual Language (ELLs/EPs)**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP																					
Spanish																					0	0	
Chinese																						0	0
Russian																						0	0
Korean																						0	0
Haitian Creole																						0	0
French																						0	0
Other																						0	0
<b>TOTAL</b>	<b>0</b>																						

**This Section for Dual Language Programs Only**

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

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_      Asian: \_\_\_\_      Hispanic/Latino: \_\_\_\_

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8									8
Chinese	4		1				1			6
Russian	1	1								2
Bengali	2									2
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0

Albanian										0
Other										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)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

<b>TOTAL</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>18</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
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.



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- 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

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

### Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL

Beginner(B)	15		1				1			17
Intermediate(I)										0
Advanced (A)		1								1
Total Tested	15	1	1	0	0	0	1	0	0	18

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

## Part 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)
Hope Smith	Assistant Principal		
Vincent Wilson	Parent Coordinator		
Olga Maryamchik	ESL Teacher		
	Parent		
Ivana Ludvik/ ESL self-contained, (6-12)	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Sheryl Watkins	School Achievement Facilitator		
Ketler Louissaint	Network Leader		
	Other		
	Other		

<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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

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

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>75</b>	School <b>370</b>
Principal <b>Susan Goldberg</b>	Assistant Principal <b>Hope Smith</b>
Coach	Coach
Teacher/Subject Area <b>Olga Maryamchik ESL Push/Pull</b>	Guidance Counselor
Teacher/Subject Area <b>Ivana Ludvik ESL selfcontained</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Vincent Wilson</b>
Related Service Provider	SAF
Network Leader <b>Ketler Louissaint</b>	Other

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>245</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>8.57%</b>
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## Part II: ELL Identification Process

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	<b>3</b>	<b>Newcomers (ELLs receiving service 0-3 years)</b>	<b>1</b>	<b>Special Education</b>	<b>3</b>
<b>SIFE</b>	<b>1</b>	<b>ELLs receiving service 4-6 years</b>	<b>2</b>	<b>Long-Term (completed 6 years)</b>	

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

<b>TBE</b>										<b>0</b>
<b>Dual Language</b>										<b>0</b>
<b>ESL</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>		<b>2</b>				<b>3</b>
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
Number of ELLs in a TBE program who are in alternate placement: ____										

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>					
<b>Number of ELLs by Grade in Each Language Group</b>					
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish					<b>0</b>
Chinese					<b>0</b>
Russian					<b>0</b>
Bengali					<b>0</b>
Urdu					<b>0</b>
Arabic					<b>0</b>
Haitian Creole					<b>0</b>
French					<b>0</b>
Korean					<b>0</b>
Punjabi					<b>0</b>
Polish					<b>0</b>
Albanian					<b>0</b>
Yiddish					<b>0</b>
Other					<b>0</b>
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

**This Section for Dual Language Programs Only**

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

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_      Asian: \_\_\_\_      Hispanic/Latino: \_\_\_\_

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

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish	1	1			2
Chinese	1				1
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0

### Programming and Scheduling Information

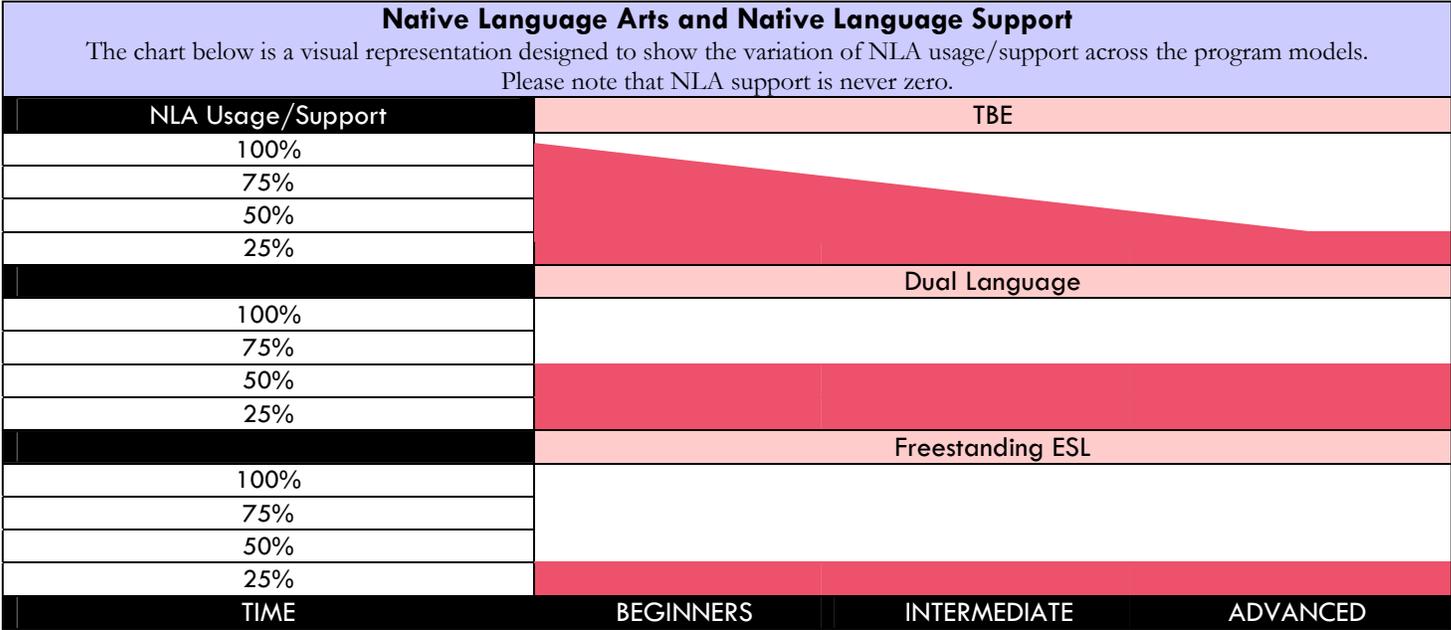
14. How is instruction delivered?
- c. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - d. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>
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### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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## Programming and Scheduling Information--Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

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

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

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

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

**NYSESLAT Modality Analysis**

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

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

**New York State Regents Exam**

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

NYSAA Social Studies				
NYSAA Science				

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

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

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

## Part VI: LAP Team Assurances

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	Parent		
Ivana Ludvik (ESL self-contained)	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Sheryl Watkins	School Achievement Facilitator		
Ketler Louissaint	Network Leader		
	Other		
	Other		

<b>Signatures</b>	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date