



CONNIE LEKAS SCHOOL P 811K

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 811K DISTRICT 75/ BROOKLYN
ADDRESS: 2525 HARING STREET
TELEPHONE: 718-769-6984
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 811K SCHOOL NAME: Connie Lekas

SCHOOL ADDRESS: 2525 Haring Street Brooklyn, NY 11235

SCHOOL TELEPHONE: 718-769-6984 FAX: 718-648-7816

SCHOOL CONTACT PERSON: Antoinette Rose EMAIL ADDRESS: Arose3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Hoepfner

PRINCIPAL: Antoinette Rose

UFT CHAPTER LEADER: Ilyana Frias

PARENTS' ASSOCIATION PRESIDENT: Gloria Smith

STUDENT REPRESENTATIVE:
(Required for high schools) Simone Dublin
Joseph Anderson

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: 75

SSO NETWORK LEADER: Barbara Joseph

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Antoinette Rose	*Principal or Designee	
Ilyana Frias	*UFT Chapter Chairperson or Designee	
Gloria Smith	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Willie Bacon	DC 37 Representative, if applicable	
Simone Dublin Joseph Anderson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Hoepfner	Member/Chairperson/Teacher	
Claude Paulin	Member/Paraprofessional	
Barbara Deese	Member/Parent	
Tenise Kirkland	Member/Parent	
Chalan Taylor	Member/Parent	
	Member/	
	Member/	

(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.

P. 811K provides services to students twelve to twenty-one years of age with multiple disabilities. The main site provides a program to address students with moderate mental retardation from the ages of 14-21. The goal is to optimize their potential for post school outcomes. Our 12:1:1 students participate in functional academics from 14 to 18 years of age. At ages 18-21, they are assessed by level 1 interest interviews with parental input. We then match students to vocational sites. Our 12:1:4 students have significant global delays. The program addresses functional life skills and issues in the area of Activities for Daily Living (ADL). 8:1:1 and 6:1:1 classroom settings consist of students on the Autistic Spectrum. We provide services for students along the spectrum in Treatment and Education of Autistic and other related Communication handicapped Children (TEEACH) methodology and Applied Behavioral Analysis (ABA). In addition, we have two Junior and two High School off-site inclusion programs.

Our core mission is to provide an educational environment which will enable all students to develop to their fullest potential through high performance standards, with an emphasis on Activities for Daily Living with strong behavioral supports. Using a team approach, parents, students and staff share common goals and open communication enabling the school to maintain a program enhancing the lives of our students' and encouraging a welcoming, safe environment. Together We Make It Happen Through Data Driven Instruction!

P811K consists of a highly experienced office, custodial and cafeteria staff. A comprehensive group of dedicated faculty, including Special Education Teachers, Adaptive Physical Education Teachers, Paraprofessionals, Occupational Therapists, Physical Therapists, Speech-Language providers, Hearing Specialists, Counselors and our School Nurses work in tandem to meet the specific academic, social, communication and emotional needs of this distinct population of students. School Aides round out our program, filling positions in various capacities as needed. To ensure our school operates at its optimum capacity and that all departments are in communication, School Safety, the Pupil Personnel Team, Instructional Cabinet, Administrative Cabinet, Attendance Committee and Related Service Providers meet weekly.

Among our many exemplary programs are our Work-Study, Positive Behavior Support, Performing Arts and Technology Programs. The Work-Study Program emphasizes the integration of academic skills into real job opportunities in our community. We currently have partnerships with Menorah Nursing Home, 7Eleven, Shore View Nursing Home, Coney Island Hospital, Subway Brighton Beach, Shore Front YMCA, McDonalds, Loehmann's Department Store, Citywide Programs, Sunrise Senior Living, CHIPS, Life Spire, Toys R Us, Brooklyn Public Library, Party City, Visiting Nurse Center, CVS, and 811K main site. Our students gain experience and knowledge about the specific skills needed in various fields of employment. The Positive Behavior Support Program uses data collection and a team approach to develop FBA's and behavior intervention plans, which increases pro-social behavior. The Performing Arts Program exposes students to additional means of expression, while contributing to their acquisition of social skills. This program strengthens students reading and writing skills and also displays their creative talents. The Technology Program focuses on the use of

technology/multimedia and telecommunications. This includes the use of assistive technology and augmentative devices, to provide students with an enhanced learning environment, increasing their communication and literacy skills. Our Universal Design for Learning Multimedia Center was the first of its kind in New York State, and was designed with features making it accessible to students with physical, sensory, and learning disabilities. It provides students with multiple disabilities access to technology that will enrich their quality of life, enhance their academic performance and help them to develop job skills. We also have placed SmartBoard (interactive white board) technology in every classroom to enhance student's educational experiences.

We recognize that parent involvement is critical to student success and the School Leadership Team must be an integral part of all endeavors. Additionally, our mission will be accomplished by implementing ongoing staff development initiatives, establishing collaborative ventures with the community linkages, encouraging parental/family involvement, building transitional agency supports and using the District 75 resources.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. K811 Connie Lekas School							
District:	75	DBN:	75K811	School BEDS Code:	307500013811			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7	√	11	√
	K		4		8	√	12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		84.2 / 83.3			
Kindergarten	0	0	0					
				Student Stability - % of Enrollment:				
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Grade 2	0	0	0		92.9		93.3	
Grade 3	0	0	0					
Grade 4	0	0	0					
				Poverty Rate - % of Enrollment:				
Grade 5	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
Grade 6	0	2	0		73.7	70.5	0.0	
Grade 7	2	2	2					
Grade 8	3	3	3					
				Students in Temporary Housing - Total Number:				
Grade 9	1	5	2	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Grade 10	0	2	6		5	2	11	
Grade 11	4	1	12					
Grade 12	68	4	148					
				Recent Immigrants - Total Number:				
Ungraded	340	407	257	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
Total	418	426	430		4	1	2	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
# in Self-Contained Classes	418	426	430	Principal Suspensions	0	0	2	
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	1	
Number all others	0	0	0					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	42	16	1	Number of Teachers	66	69	72	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	11	25	9					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	48	20	21	Number of Administrators and Other Professionals	8	133	129
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	58	47

Overage Students (# entering students overage for grade) Teacher Qualifications:

(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
		40	55	65	% fully licensed & permanently assigned to this school	100.0	100.0
				% more than 2 years teaching in this school	77.3	82.6	72.2

Ethnicity and Gender - % of Enrollment:

(As of October 31)	2006-07	2007-08	2008-09	% more than 5 years teaching anywhere	2006-07	2007-08	2008-09
				% Masters Degree or higher	89.0	88.0	89.0
American Indian or Alaska Native	0.5	0.5	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	87.5	100.0
Black or African American	59.6	57.0	56.0				
Hispanic or Latino	18.7	20.7	20.7				
Asian or Native Hawaiian/Other Pacific Isl.	4.3	4.7	4.7				
White	17.0	17.1	17.9				
Male	61.2	61.5	60.2				
Female	38.8	38.5	39.8				

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

SURR School (Yes/No)		If yes, area(s) of SURR identification:		
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Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:

In Good Standing (IGS)			
School in Need of Improvement (SINI) – Year 1			
School in Need of Improvement (SINI) – Year 2			
NCLB Corrective Action (CA) – Year 1			
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)			
NCLB Restructuring – Year ____			
School Requiring Academic Progress (SRAP) – Year ____			

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation:			
				√			
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:							
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				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?
- What are the most significant aids or barriers to the school's continuous improvement?

811K Major Accomplishments 2008-09

Technology

- Awarded the Resolution A (Reso A) Grant (\$200,000), which significantly increased and supported student interactive participation in instructional activities at all sites. We were able to install SmartBoard technology in every classroom which will assist teachers in using technology to increase student achievement levels in all academic areas including the area of communication English Language Arts (ELA), and basic competencies and skills related to career and work, which will provide individual student goals & objectives, and therefore the ability to differentiate instruction.

Use of Data (to inform instruction)

- 2008-09 **Inquiry Team data** from target population of students yielded an increase of 15% overall mastery on Individualized Education Program (IEP) goals and a 15% increase in priority goal mastery on the Brigance Assessment Inventories in ELA.
- 1/08 Implementation of one (1) **structured teaching TEACCH** classroom which was the focus of the Inquiry Team. IT analyzed data taken from target population of students in 1:1 teaching sessions daily & skill mastery as measured by independence & accuracy of tasks in workstations daily.
- **NYSAA Datafolio results** for ELA averaged a 92% in accuracy for AGLI 1 & 2 and an 88% increase in independence. Math accuracy for AGLI 1 & 2 increased to 87% with 88% independence.
- Developed & implemented a **811K student binder** to monitor data trends; review authentic student work; attendance; assessments; IEP goals / objectives & progress.
- Implementation of **Weekly Reader AbleNet Editions & Units of Study** for students which provides 3 levels (pre-emergent/emerging/grade level content with low vocabulary demands) of adapted literacy, math, science, social studies & health, communication, social interaction & home living skills content for the classroom. Each program offers pre / post assessments and differentiated lesson plans.

Professional Development

-HG Birch

- TEACCH 2 day core training was attended by all staff working in the designated structured teaching classes (11/08 – 7/09) classes during Chap 683 and 9/2008.

-AbleNet Inc provided on site PD for staff for implementation of 'new' curriculums in designated classes:

- Weekly Reader Editions (11/08)
- Scheduled webinars conducted by vendor

MAY 2009

-**Tecquipment Inc** Provided on site PD's for staff for implementation of Smart Board instructional technologies

Transition

- 811K had a 10 % increase in students participating in community work sites
- 25% increase in the number of students participating in the in-house work related programs
- All new admits to 811K received the vocational level I assessment
- 10% increase in the number of students travel trained during the 2008-09 school year

Performance Trends

1. We have seen continued growth with our students in alternate assessment classes particularly in the area of communication (ELA) as measured by the Brigance Assessment Inventories. While growth is apparent, we will continue to work in this area because it is critical in developing greater student independence.

2. As a result of analyzing student performance data it became apparent that the school needed to organize our efforts to provide focus on differentiated instructional environments depending on the needs of the students. Based on age, levels of functioning, level of independence and job readiness, students were placed in a specific type of instructional environment. 811K staff identified their own particular professional development interests and needs. We developed a specific professional development plan for 2009-10 to target the needs of the staff serving each type of instructional environment.

3. We are using vocational level I assessments to place students in school or community based job related experiences.

4. Over the past year we have seen a slight increase in the level of parental involvement. A close review of the subgroup of parents involved indicated that parents tend to increase involvement as their children come close to transitioning out of the school. It is critical that we increase parental involvement earlier in students' education in order to attain more positive outcomes for our students.

5. The Transition Coordinator, Job Developer, and Administrative Team determined after analyzing the transition process that there is a need for more systematic documentation of academic, social, and vocationally-related experiences including formal travel training at 811K.

The School Leadership Team, Administrative Cabinet and the UFT representative for 811K reviewed the SCEP goals and action plans set forth during the 2008-09 school year and reflected upon those that we felt to be further developed. In addition, we reviewed the results of the 2008-09 Quality Review, the Learning Surveys, grants received, the results of periodic assessments, Brigance Assessment Inventories administered Fall/spring 2008 – 09, the results of the NYSAA for the students in alternate assessment classes, along with the results of the Inquiry Team action plan, surveys and teacher made assessments as these data sources are pertinent to our school. Therefore, based on the data reviewed, we decided to focus on the following areas:

- **Data Analysis:** The results of the Quality Review found that teachers at 811K need to be more involved in the analysis of data, the alignment of curriculum, differentiation of instruction and student performance.

- **Parent Engagement:** The results of the learning survey revealed that 22% of our parents wanted their children to have more preparation for life skills. The survey also indicated parent interest in more frequent communication with educational staff and opportunities to attend workshops, programs and performances at school.

- **Technology:** As recipients of the Reso A Grant for the 2009-10 school year, we decided to focus on infusing the use of technology throughout the curriculum by producing multimedia projects (i.e., e-resumes; e- portfolios, I- movies).

- **Professional Development:** The results of the staff survey disseminated in May 2009 indicated staff interest in job coaching strategies; behavior management; structured teaching, technology and school based vocational training activities. Professional development has been provided in these areas both in and out of the school setting. A Professional Development calendar has been published, and a formalized system established whereby staff provides feedback on training

MAY 2009

received and turnkeys the information they receive to colleagues in weekly cohort meetings or other in-school PD gatherings.

- **Transition:** To improve the transition process, the administrative team will finalize and implement a formal 'transcript' to summarize each student's individualized educational path at 811K in a user-friendly format.

Aids

- RESO A Grant \$200,000 will provide the opportunity for all students to have availability to technology at school and for staff to implement its use as a tool for instruction and data collection.

Barriers

- Cuts in the Office of Pupil Transportation budget which limited the number of small buses assigned for students. This resulted in an increase in behavior problems on busses and widespread bussing problems, causing delays in arrival and departure.
- Inability to fully serve students in need of Physical Therapy and Occupational Therapy because of a shortage of DOE providers.
- Significant administrative changes
- Intermittent student attendance due to relocation, incarceration, hospitalization, physical injuries, and drug abuse
- Inaccurate and erroneous telephone numbers for students, parents, and guardians
- Staff members' long term illness and absences
- Scheduling needs to promote the development of Professional learning Communities to promote teamwork and collaborative inquiry Acronyms

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.

- ✚ By June 2010, there will be an increase of 10 % in the number of parents participating in parent workshops, as evidenced by attendance logs at meetings, parent participation in the learning environment survey and parent coordinator logs.

- ✚ 811K staff will engage in data driven and meaningful professional development activities that identify and compare 'best instructional practices', identified as an area for improvement on the 2008-09 Quality Review.
 1. By June 2010, a 10% increase in professional development opportunities for teachers focused on a differentiation of instruction as evidenced by the 811K 2009-10 PD calendar; number of inter-visitations to other similar District 75 schools; cohort level conferences, inter-class visitations; collegial professional walkthroughs and teacher observation reports, developed and implemented by Administrators.
 2. By June 2010, a 10% increase in Professional development opportunities for paraprofessionals assigned to specific cohort classes will be provided with a focus on data collection; adaptive communication; technology; transition job skills (school to work) as evidenced by the 2009-10 811K professional development calendar, developed and implemented by Administrators.

- ✚ By June 2010, student attendance will increase to a minimum of 85% as evidenced by ATS reports and district attendance data.

- ✚ By June 2010, 100% of all non-verbal students will have an identified communication system with an accompanying implementation plan to be incorporated throughout 50% of the instructional day.

- ✚ By June 2010, at least 75% of 18-21 year old students will have transition plans linked to page 10 of their IEPs and their identified interests for employment (Level 1 Assessments), as evidenced by student completed IEPs, Student completed Level 1 Voc Assessments and Student Transition Plans.

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): Increase of Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As of June 2010, there will be an increase of 10 % in the number of parents participating in parent workshops, as evidenced by attendance log at meetings, parent participation in the learning environment survey and parent coordinator logs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ACTION / Strategies/ Activities</p> <ol style="list-style-type: none"> 1. Learning Environment Survey to be distributed to all parents in multiple languages by parent coordinator. 2. Parent Coordinator will provide: <ol style="list-style-type: none"> a. 8 workshops based on needs assessment (based on parent survey) b. Monthly newsletter to parents, available in multiple languages c. Outreach to parents to attend transition fair, agency meetings / visits. 3. Outreach by PC, Family Worker- to increase parent involvement and awareness of school events by phone logs and written correspondence. 4. Review of budget allocations with School Leadership Team. 5. Translation services for all notices to be sent home/ availability of translation services for all school events. 6. Submission of parent names who attended PTA conferences in Fall 09, Spring 10. 7. Monthly collaboration between the PTA President and Administration re: planning.

	<p>8. Ongoing communication between the classroom staff and parents using daily communication notebooks.</p> <p>9. School wide events</p> <p>a. Title III program - number of parents who participate</p> <p>b. Meet and Greet / Translation Services</p> <p>c. School Shows, School BBQ, Graduation</p> <p>Target Populations: Parents of students who attend both main building and off-sites</p> <p>Responsible Staff Members: Parent Coordinator -Donna Donegan Barbara Tremblay- Assistant Principal/Data Specialist</p> <p>Time Line: Each area is to be reviewed monthly with Parent Coordinator and administration during the 2009-2010 School Year</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy funds will be used for presenters, materials, food and transportation</p> <p>Allocation of funding - 100 code instructional, 300 Code, 400 Code, 600 Code, Title III funds for presenters, materials, food, transportation and translation services.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>1. Parent Coordinator:</p> <p>a. Attendance at parent workshops to be reviewed monthly (after each workshop) with attached agendas.</p> <p>b. Copies of monthly newsletters in multiple languages (to be reviewed monthly).</p> <p>c. Monthly schedule of events to be sent home with newsletters.</p> <p>d. Monthly student celebrations for parents to attend with Parent Coordinator and member(s) of the administrative team.</p> <p>e. Phone log, copies of correspondence to be reviewed by Administration monthly.</p> <p>2. Copies of phone logs, etc</p> <p>3. Galaxy</p> <p>4. Copies of translated documents through translation services</p>

5. Parent Sign in Sheets from PTA meetings, Parent Teacher Conferences (Fall 09, Spring 10) and Parent Workshops
6. Submission of PTA agendas
7. Sign in sheets for individual school wide events
8. By March 2010, review all workshop feedback sheets to ascertain parent satisfaction and redesign remaining workshops if necessary.
9. Parent coordinator will continue to engage parents in conversation to ensure that workshops offered meet their needs.
10. Results of Parent Survey tallied
11. Parent Coordinator newsletters highlight each event
12. Attendance sheets for each event will be charted by Parent Coordinator and reviewed by administration monthly.
13. 2010 results of Parent and Teacher Learning Surveys.
14. Participants will complete workshop survey regarding presentations.
15. An increase in the number of parent activities by 10% will be evident, as outlined in the calendar of Events and the number of workshops held.
16. A 5% increase in parental engagement in the Learning Survey will be cited in the Spring 2010 Learning Environment Report.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>811K staff will engage in data driven and meaningful professional development activities that identify and compare 'best instructional practices,' identified as an area for improvement on the 2008-09 Quality Review.</p> <p>1. By June 2010, a 10% increase in professional development opportunities for teachers focused on a differentiation of instruction as evidenced by the 811K 2009-10 PD calendar; number of inter-visitations to other similar District 75 schools; cohort level conferences, inter-class visitations; collegial professional walkthroughs and teacher observation reports, developed and implemented by Administrators.</p> <p>1.1 By June 2010, a 10% increase in Professional development opportunities for paraprofessionals assigned to specific cohort classes will be provided with a focus on data collection; adaptive communication; technology; transition job skills (school to work) as evidenced by the 2009-10 811K professional development calendar, developed and implemented by Administrators.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By October 2009, 811K administrative team developed and implemented a ten (10) month Professional Development plan and Professional Development calendar to align with the school's implementation of 'new' initiatives. • By October 2009, Principal/Assistant Principals arranged/scheduled staff inter-visitations to visit similar District 75 schools during 2009-10 for teacher/paraprofessionals and Assistant Principals at the following District 75 Schools: -P53K <ul style="list-style-type: none"> a) 12.1.4 classes b) Data specialist for methods of data collection c) Worksites -P721K

- a) 12.1.4 classes
- b) 12.1.1 classes
- c) Technology/data specialist for methods of data collection
- d) Worksites
- e) TEACCH classes (High School age students)
 - Staff follow up from inter-visitations to other similar District 75 schools will be provided by staff members, who will submit a 'feedback' sheet to administrators for review. All sites will post feedback sheets on a Professional Development bulletin board for collegial review at all sites.
 - Scheduled cohort meetings are conducted by Principal and Assistant Principals at all sites weekly with specific topics related to Inquiry Team focus groups (ELA); NYSAA, TEACCH, Brigance, ELL/ MeVille..., Weekly Reader; Transition issues, IEP compliance/Brigance.
 - September 2009, 811K Instructional Binder was distributed to all teachers and related service providers at all sites to provide resources for teachers including but not limited to the following:
 - New initiatives 2009-10
 - Best practices
 - 12.1.4
 - TEACCH
 - Lesson Plan
 - Themes
 - Brigance Administration
 - IEP development
 - NYSAA
 - October 2009, implementation of 'new' literacy programs for high school age students from Ablenet MeVille...' which includes differentiated lessons and texts, professional development provided by district based coaches conducted September 2009, October 2009, November 2009, December 2009 and additional

	<p>supports as needed.</p> <ul style="list-style-type: none"> • October 2009, implementation of Weekly Reader from Ablenet for social studies and science as well as ELA instruction with differentiated lessons and professional development provided by Ablenet, scheduled webinars September 2009, October 2009, November 2009 and December 2009. • September 2009 - June 2010 inter-class visitations will be scheduled by administration for the purpose of sharing 'best practices' strategies and ideas across cohorts. (10 inter-visitations complete as of January 2009). • September 2009 811K teachers' schedules reflect joint preps, weekly teacher cohort meetings for sharing of collegial 'best practices'.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • OTPS tax levy funds for substitute teachers/paraprofessionals for inter-visitations and attendance at District 75 /conferences.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Staff survey and preference sheets from April 2009 utilized to develop and implement the 811K 2009-10 Professional Development Plan/Calendar based on teachers preferences, strengths and needs. • 2008-09 Professional Development calendar will be compared to 2009-10 Professional Development calendar to show an increase of number of teachers and paraprofessionals attending District 75 Professional Development offerings and participating in inter-visitations to similar District 75 schools, P53K and P721K. • Weekly cohort meeting agendas and minutes/sign in sheets. • 2009-10 dedicated bulletin board for professional development feedback from staff at all sites by all who attended Professional Development or completed an inter-visitiation to another District 75 school. • 2009-2010 Teacher Observations will reflect highlights of 'best practices' strategies, techniques and curriculum knowledge implemented in lessons and data to support improved student outcomes.

Subject/Area (where relevant): ATTENDANCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, student attendance will increase to a minimum of 85% as evidenced by ATS reports and district attendance data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1. The Attendance Improvement Committee, consisting of an Administrator, Pupil Personnel Secretary, Attendance Teacher, and Parent Coordinator will:</p> <ul style="list-style-type: none"> • Evaluate ATS data, including daily attendance rate (weekly/ monthly) • Daily calls to parents of students who are absent by school family worker • Evaluate/review RAcls weekly • Review attendance rosters daily for accuracy <p>2. Utilize Attendance Teacher to:</p> <ul style="list-style-type: none"> • Close out existing SAR registers • provide/maintain logs • do home visits as necessary <p>3. Ongoing proactive involvement of parent coordinator to analyze attendance trends and communicate with parents.</p> <p>4. Monthly class celebrations for 100% attendance</p> <p>Target Population: 12:1:1, 6:1:1, 8:1:1, 12:1:4 students within the P811K organization</p> <p>Responsible Staff Members:</p> <ol style="list-style-type: none"> 1. Harold Weiner, Attendance Teacher 2. Sandy Gallimore, Pupil Accounting Secretary 3. Donna Donegan, Parent Coordinator 4. Administrative Team <p>Time Line: Ongoing throughout 2009-2010 School Year</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy funds will be used for presenters, materials, food and transportation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Weekly/ Monthly review of ATS attendance, Class RAcls 2. Review Parent Coordinator log of calls to parents of students who are absent 3. Review attendance data by site 4. Review attendance by program code 5. Monthly celebration of 100% student attendance

**Improving Communication Skills
and Access**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 100% of all non-verbal students will have an identified communication system with accompanying implementation plan to be incorporated throughout 50% of the instructional day.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ACTION / Strategies/ Activities</p> <ol style="list-style-type: none"> 1. Identify appropriate communication systems for all students by January 2010. 2. Provide the opportunity for all students to communicate using assistive technology, switches and picture exchange communication systems during instructional breakfast/lunch. <ul style="list-style-type: none"> • 50% of targeted non-verbal students will incorporate augmented communication systems during breakfast and lunch time by June 2010. 3. 75% of teachers, paraprofessionals will be trained with a variety of communication systems by June 2010 4. 50% of targeted non-verbal students will incorporate augmented communication systems during functional literacy instruction by June 2010. 5. Assistive technology, augmentative communication devices, switches and picture exchange communication systems to be included in lesson planning <p>Target Population: : All P.811K students, targeted non-verbal students Responsible Staff Member: Classroom teachers, support staff (Speech Therapists) Time Line: 2009-2010 School Year</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Identification of appropriate mode of communication, including spoken language, PECS, lo-tech/ hi tech devices for all students. 2. Identification of specific mode of communications for targeted non-verbal students, including Assistive Technology Evaluation when indicated. 3. Allocation of resources (Jose P funding, Code 300 funding, IEP generated

	<p>devices) to provide additional augmentative communicative devices as recommended.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evaluation of progress will take place in cycles. November, March, June. • Students use of devices as well as movement towards independence as document via data analysis observation sheets. • Increase opportunities for post-twenty-one outcomes.

**Improving Instructional
Practices**

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, at least 75% of 18-21 year old students will have transition plans linked to the page 10 of their IEPs and their identified interests for employment (Level 1 Assessments), as evidenced by student completed IEPs, Student completed Level 1 Voc Assessments and Student Transition Plans.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ACTION / Strategies/ Activities: Identify Skills to successfully match identified interests from Vocational Assessment to possible employment opportunities, using the curriculum materials listed below:</p> <ol style="list-style-type: none"> 1. Administration will meet with Transition Linkage Coordinator/ Transition Team to share vision for transition by November 2009 2. By November 2009, all parents will be sent a Level 1 Voc Assessment. 3. Administration will share vision with teachers and related service staff (December 2009 Faculty Conference) 4. By January 2010, all students will have a completed Level 1 Voc Assessment 5. By January 2010, a new procedure where all teachers will meet with the Transition Linkage Coordinator in planning IEPs/ page 10s will be implemented. 6. IEP coordinator will insure that all page 10s of student IEPs will reflect Student Level 1 Voc Assessment. 7. Level 1 Voc Assessments will be part of each student's portfolio. 8. Integrate vocational assessment information into ongoing curriculum development (June 2010). <p>Additional Supports: Brigance Inventories, Rubrics, Checklists, In house assessments., CDOS NYSAA ABLEnet Training- Weekly Reader, Star Reporter FACES</p>

	<p>Syracuse Curriculum Target Population: All pedagogical staff, paraprofessionals Responsible Staff Member: Assistant Principals: Shelia Cook-Bey AP Barbara Tremblay, AP Kathy Santana, AP Transition Linkage Coordinator/Job Developer Pupil Support Liaison Time Line : 2009-2010 School Year</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Cohort Meeting Assignments/ Schedule (s)</p> <ul style="list-style-type: none"> - All pedagogical staff are assigned to an Assistant Principal for cohort meetings - Cohort agendas - Assistant Principals do daily classroom walkthroughs - Review of Professional Teaching Standards (PTS) with pedagogical staff - Formal/ informal observations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Cohort Meeting Agendas- submitted to Principal for follow up - Use of Walk-through Rubrics - Review of Teacher/ Administrative assessment using PTS - Review of Formal/ Informal Observations with Principal

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Study Skills, homework help • Adapted Weekly Reader (ABLENET) • Acuity 	<ul style="list-style-type: none"> • Small group instruction 5x weekly during tutoring and advisory periods. • Content comprehension strategies • Adapted literacy, math, science and social studies instruction delivered in a small group setting during the school day. • Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skills are targeted. Intervention delivered in a small group setting during the school day. • Visual strategies: PowerPoint, SmartBoard, graphic organizers, planners. • Acuity: Prepare students for state assessments using items content that mirrors the content on those assessments • Test Prep Strategies for Regents exams and RCT exams
<p>Mathematics:</p> <ul style="list-style-type: none"> • Study Skills, homework help • Adapted Weekly Reader (ABLENET) 	<ul style="list-style-type: none"> • Small group instruction 5x weekly during tutoring and advisory periods. • Content comprehension strategies • Test Prep Strategies for Regents exams and RCT exams • Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skill are targeted. Intervention delivered in a small group setting during the school day.

<p>Acuity</p>	<ul style="list-style-type: none"> • Visual strategies: PowerPoint, SmartBoard, graphic organizers, planners. • Acuity: Prepare students for state assessments using items content that mirrors the content on those assessments
<p>Science:</p> <ul style="list-style-type: none"> • Study Skills, homework help • Adapted Weekly Reader (ABLENET) <p>Acuity</p>	<ul style="list-style-type: none"> • Small group instruction 5x weekly during tutoring and advisory periods. • Content comprehension strategies • Test Prep Strategies for Regents exams and RCT exams • Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skill are targeted. Intervention delivered in a small group setting during the school day. • Visual strategies: PowerPoint, SmartBoard, graphic organizers, planners. • Acuity: Prepare students for state assessments using items content that mirrors the content on those assessments
<p>Social Studies:</p> <ul style="list-style-type: none"> • Study Skills, homework help • Adapted Weekly Reader (ABLENET) 	<ul style="list-style-type: none"> • Small group instruction 5x weekly during tutoring and advisory periods. • Content comprehension strategies • Test Prep Strategies for Regents exams and RCT exams • Functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skill are targeted. Intervention delivered in a small group setting during the school day.

<ul style="list-style-type: none"> • Acuity 	<ul style="list-style-type: none"> • Visual strategies: PowerPoint, SmartBoard, graphic organizers, planners. • Acuity: Prepare students for state assessments using items content that mirrors the content on those assessments
<p>At-risk Services Provided by the Guidance Counselor:</p> <ul style="list-style-type: none"> • Counseling Period • PBIS Positive Behavior Intervention Support (PBIS) Program 	<ul style="list-style-type: none"> • One-to-one/small group 1x weekly during the day • Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them reach their academic goals and objectives.
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>N/A</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

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.

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

Form TIII – A (1)(a)

Grade Level(s) 11-12 Alternate Assessment **Numbers of Students to be Served:** 24 LEP _____ Non-LEP

Number of Teachers 3

Other Staff (Specify) 5 Paraprofessionals, 1 administrator and 1 school secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

Currently at P 811K we have students and families from twenty-two (22) different countries who speak 13 different languages such as, Spanish, Haitian-Creole, Russian, Greek, Urdu, Bengali, Chinese, Cantonese, Chinese-Dialect, Mandarin, Arabic, Polish, French, Turkish, and French-Haitian. Our total enrollment is 393 special education students. Our student body is made up of 381 students that are alternate assessment and 12 students that are standardized assessment. In P.811K we have 6 students in the 7th grade, 11 students in the 8th grade, 17 students in the 9th grade, 40 in the 10th grade, 76 in the 11th grade and 243 are in the 12th grade. Our ELL student population is made up of 114 students which is 29.01% of our total population, of which all are alternate assessment including our X coded students. We service students from grade 7 through 12th (up to the age of 21). We have two bilingual Spanish self-contained classes for students with a 12.1.4 mandate and English as a Second language program, which services students with various abilities. We have 114 students that are classified as English Language Learners, by home survey and/or their NYSESLAT scores. According to the NYSESLAT scores 18 of our students tested at the beginner level, 3 tested at the intermediate level, 93 of our ELL students tested were invalid due to their significant global delays that they were unable to complete all testing sub groups. Our program consists of four classroom ratios, 12.1.1 (students with moderate cognitive and possible physical delays), 12.1.4 (students with severe to profound multiple disabilities including cognitive, physical and social emotional delays), 6.1.1 and 8.1.1 (students that fall under the autistic spectrum, who have communication and social emotional delays), within our main site. Our parents feel welcomed at IEP meetings and at our PTA meetings, as we utilize both our own diverse staff and DOE staff to translate either in person or over the phone.

Our ELL program consists of 2 bilingual Spanish self-contained classes and two full time ESL teachers. Our program utilizes the following

ESL methodologies: TPR (Total Physical Response), CALLA (*Cognitive Academic Language Learning Approach*, founded by Dr. Anna Uhl Chamot) the Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each students learning style while working on their IEP goals. We service students with Alternate Placement, who are taught by special education teachers, using ESL methodologies and serviced by an ESL teacher, and supported by paraprofessionals who speak their native language. Currently we have paraprofessionals that speak Russian, Polish, Chinese, Haitian-Creole, Bengali, and Spanish.

Based upon the research of Terry Schmitz (2008), "The commission noted that the unemployment rate for working-age adults with disabilities is approximately 70 percent, while it is only 22 percent for non-disabled adults. The Commission determined the need to revise IDEA's transition provisions in order to provide a better understanding of what is needed to assist children with special needs to succeed in life and in the workplace. As a result, substantial changes were implemented in the new IDEA legislation in this area. This article reports some of these changes. The author also enumerates the seven steps to using age-appropriate transition assessments that will create measurable post-secondary goals for children with special needs", Schmitz (2008). It is a legal obligation by the school to comply and provide our students with the appropriate transition planning. It is vital that our ELL students acquire the language skills needed to be afforded post-secondary options. Since our school services high school aged students, ages from 14-21, our overall focus is on preparing students and families for the next step; students' post 21 options. We believe that all students must work towards reaching their full potential. Therefore, our Title III program will address supporting our students in the quest to prepare for, and find employment that meets their needs.

This school years' Title III plan will provide our students an after school opportunity that will focus on pre-vocational skills and transition planning. The after school program instruction will be delivered in English, and is open to all students who receive ELL services by two (2) ESL or (2) bilingual teachers and five (5) paraprofessionals. In addition we will have a support technology special education teacher to assist in the development of digital portfolios. The technology special education teacher will be supporting the program one (1) day each week for nine (9) weeks. The goal is to provide an opportunity for 24 ELL students. The students are primarily from our 11th and 12th graders. The classes are comprised of students from our 12.1.4 and 12.1.1 classes which are our largest population of ELL students. The program will use the Brigance Assessment, and the **Employability Skills Inventory Tool**, to identify the strengths and areas of instruction that will be targeted during the program. The diagnostic tool is specific for secondary special education students and uses a variety of instructional materials, such as pre-vocational kits in order to teach such pre-vocational skills such as learning how to write or make a PowerPoint resume, complete a level 1 assessment, learn to use a time card, appropriate dress, overall presentation, grooming, how to enter a room and behaviors that are expected within a vocational setting, or other places of employment. We will provide multimedia software programs that will address the ELL students' needs with a focus on vocational preparation. Although our students are at various academic levels, our teachers will provide them with experiences that are based upon their IEP goals and results from the Brigance Assessment tool. Having an assessment tool will provide a framework for the overall goals which are set for our students in order to prepare a digital work portfolio in conjunction with these goals to increase options and opportunities after graduation.

The program is scheduled to begin March 2 through May 6, 2010. The program will meet Wednesday and Thursday for nine (9) weeks. The program will run from 3:00 PM to 5:00 PM. (Pending district approval)

In setting our Title III plan of instruction we will be focused on the following NYS ESL standards.

MAY 2009

Standard 1 - Students will listen, speak, read and write in English for information and understanding.

* Alternate Grade Level Indicator will be addressed for students in alternate assessment.

Standard 3 - Students will listen, speak, read and write in English for Critical analysis and evaluation

* Alternate Grade Level Indicator will be addressed for students in alternate assessment.

Description of Parent and Community Participation

As the research of Ann McGree Green (2008) entitled Parents Issues to consider as your child with special needs transitions to adulthood states, that parents of children with disabilities have many different concerns and needs as to the planning of their children's future. Parents must deal with planning for life-time guardianship, finance, health care and living situations of their children. As our schools' focus is on transition, our PTA and PC support the transition initiative; their meetings revolve around transition planning and the post-secondary options. As a school with such a large population of ELLs we provide translation for any parent who requests it, we also have and will continue to use the translation over the phone service, from the DOE. This school year we have begun a Translation Team within our school (no funds are used for this team). The team is made up of 25 staff members who can provide written and oral translation in 10 different languages. Our school will utilize the translation team and the DOE translation department to ensure all documents and communication with parents are in their native language. We will increase our student participation in our Title III after school program. Ensuring that parents are informed will allow parents the option and their children the opportunity to participate. We have planned three Tuesday Parent professional development sessions that are outlined below which includes Title III staff. Parents will receive notices that describe our Title III program in their native language using the Title III Department of Education letter. In the letter we will inform parents of the orientation date, dates for the after school and the dates of the Parent and Paraprofessional Tuesday Series March 2, 9, & 16, 2010 from 3PM – 5PM. We will be holding a Title III ELL parent orientation on February 10, 2010 at 5:45 PM presented by Barbara Tremblay, AP. The parent orientation will be at no cost to the Title III budget, as it is conducted prior to our evening PTA meeting. Following the distribution of the official Title III letter, we will have our ELL staff call, if needed, to describe to the parents that their child has an opportunity to participate in an after school program. We will inform parents of this opportunity in their native language and provide metro-cards for them to attend the sessions. The school should be seen as a resource for our parents, and it will also provide translation services by our bilingual paraprofessionals for parents who require them (Title III funds are not used for this purpose). Our school is a community, and holding the parent and staff development sessions are truly a collaboration of families and school professionals working to improve student achievement and increasing their post-21 options. The professional development will be held on three Tuesday's March 2, 9 and 16, 2010.

The parent workshop facilitating team is comprised of assistant principals, teachers and paraprofessionals involved in the Title III program.

Parent and Title III Staff Professional Development topics will include:

- a. Technology (Microsoft software) and digital media
- b. ESL methodology, ESL State Standards
- c. Brigance Assessment, Employability Skills Inventory
- d. Software designed to address pre-vocational skills and designed for ELL population
- e. Pre-vocational Standards and materials for the program

The Parent and Title III Staff Professional Development will be held March 2, 9, & 16, 2010 from 3PM – 5PM.

MAY 2009

Each of the topics above will be part and parcel of the Title III Professional Development Program in which teachers and paraprofessionals will take part. Each component is essential for pedagogue and teaching assistant alike in assisting students and their parents in attaining the goal of independence, while at the same time offering assurance to parents and care-givers that their students are receiving appropriate training, guidance and support in order to live productive lives.

The above mentioned topics will be discussed, lead by facilitating team (as mentioned above) materials will be distributed to parents and instruction provided to allow parents to apply the materials received and the skills acquired in their home setting. Topics scaffold one upon the next, in order to provide building blocks for parents to assist their young adult to access, acquire and utilize the life skills required to foster independence.

Form TIII – A (1)(b)

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

Allocation:	15,000.000	
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	3592.08	2 teachers X 2 hours X 2 days X 9 weeks X 49.89 per hour
	898.02	1 Technology teacher X 2 hours X 1 day X 9 weeks X 49.89 per hour
	5216.40	5 Paraprofessionals X 2 hours X 2 days X 9 weeks X 28.98
	1879.56	1 Administrators X 2 hours X 2 days X 9 weeks X 52.21
	898.02	3 Teachers (PD) X 2 hours X 3 days X 49.89
	869.40	5 Paraprofessionals (PD) X 2 hours X 3 days X 28.98
	313.26	1 Administrator (PD) X 2 hours X 3 days X 52.21

	61.48	1 Secretary X 2 hours X 1 day X 1 week X 30.74
	13,728.22	SUB TOTAL
Purchased services such as curriculum and staff development contracts		
Supplies and materials	963.78	Curriculum materials to create a vocational library (commercial and/or district 75 books based on vocations) Various materials to mimic a shelter workshop (such as postcards, tape, electric sharpeners, staplers, paper (color) and other manipulative items (200.00). Flip camera for documentation (145.00), ink (325.00) paper (38.78), laminating materials (100.00), ½ binders (180.00)
Travel	108.00	Metro Cards (24 X 4.50) for Parents Workshop
Refreshments	200.00	Students in after school and Parent workshop
TOTAL	15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

There are 22 languages other than English spoken by students/ families at P811K. Three hundred and ninety three households speak one of the 22 other-than-English languages. Each fall, parents are given a language preference questionnaire at an ELL parent orientation meeting. In addition, parent language needs are solicited during annual review meetings and other IEP meetings, through letters to parents, and during parent activities at school. Parent responses during parent activities and on questionnaires, evaluations, surveys, invitations, and notices to questions concerning their preferred language of communication reveal that approximately 114 parents request written and oral communication in Spanish, five request translation and interpretation in each of the following languages: Arabic, Bengali, and Chinese; and one or two request communication in each of the following languages: Haitian-Creole, Hindi, Korean, Russian, and Urdu. These findings are shared with staff (e.g., teachers, parent coordinator, school psychologist, guidance counselors, transition linkage coordinator, paraprofessionals, and related service providers) during orientation and other staff meetings, when soliciting per session and/or volunteer interpreters and translators, and in preparation for IEP meetings and other activities that involve parents. Information is distributed to parents through newsletters and PTA meetings.

Documents are translated through translation services, when the language is available. All other documents are translated by staff members who speak the native language. Additionally, staff members provide translation for all school wide events, including parent teacher conferences, PPT meetings, IEP conferences and all parent workshops/ events such as P811K Transition Fair, ELL Parent Orientation/ Meet the Principal Conference. Our parent coordinator is actively engaged in getting parents into the school, and providing additional translation services for all oral and written communication.

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.

Based on attendance at school wide events, such as Parent Teacher Conferences, Annual Transition Fair, ELL Parent Orientation, translation services are provided on an ongoing basis. At our ELL parent conferences, Arabic, Bengali, Chinese, Hindi, Korean, Russian, Spanish, and Urdu interpreters have provided oral interpretation for our diverse parent and student body.

MAY 2009

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our practice of translating all in-house parent notices by school staff members will continue. When we do not have bilingual presenters available for parent workshops, a translator will be provided.

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

Oral interpretation services for meetings and workshops will be done by in-house school staff. With respect to parent workshops we will try to obtain bilingual presenters whenever possible. We have been provided with funding for translation services. This money has been utilized when staff members are asked to translate documents into Spanish and Chinese.

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>.

All in house parent notifications are translated into the two languages stated above. In addition, in house staff will be utilized when translations are necessary. This will include translations for IEP meetings, conferences and outreach by the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All School Improvement Schools

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

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

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

¹ School Under Registration Review (SURR)
MAY 2009

(APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (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.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

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

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

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

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

The instructional cabinet at The Connie Lekas School, which consists of lead teachers, data specialist, school based coach and administrators, as well as the Inquiry Team, will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, School Leadership Team (SLT) and Parent Teacher Association (PTA) meetings, as well as in monthly newsletters. This team recognizes the need for an intensive instruction in writing concepts and better understanding of the usage of data among a few. Because we believe in the collective efforts of our team, we believe that we will fulfill this need.

- The observation of "lack of depth" in the areas of writing, reading, listening and speaking is a result of the skills with which our students enter our program.
- The majority of students are far below grade level, and the ELA teachers must meet these students at their current level of performance. From this point, they increase the depth of their instruction. They start with the varied needs of the individual student and develop deeper as the student learns and is intellectually prepared and receptive.

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

Applicable Not Applicable

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

The report supports areas of need that our school exhibits. Curriculum maps that are aligned to the state standards have been and continue to present challenges. It is a challenge to differentiate the curriculum and to meet the diverse needs of the students we serve who have significant cognitive delays and also follow the guidelines set forth by the State and we have seen that the results of the New York State Alternate Assessment (NYSAA) demonstrate this. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. The use of formative assessments has provided us with additional evidence that

highlights deficient areas in our educational program. Teachers at 811K need to be more competent in the analysis of data, the alignment of curriculum, differentiation of instruction, and student groupings.

For our English Language Learners (ELL's), instruction and assessment will be aligned to the New York State Learning Standards for ESL. It is essential to plan differentiated lessons in small groups, with visual and hands on materials that are both age and culturally appropriate.

All of our students are students with disabilities (SWDs) with IEPs. All of our students participate in New York State Alternate Assessment (NYSAA) except for approximately fifteen (12) students who are in our inclusion program and participate in standardized assessment. 811K students receive instruction in special education classes for secondary school age students. Because of the severity of their cognitive disabilities many of our students are significantly below grade level. We recognize that students will not achieve full proficiency on the New York State tests; however, these students eventually can meet the standards at a different pace. Since they are able to be in school until age 21, we believe this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Ablenet to assist teachers in the alignment of instruction and assessment.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

MAY 2009

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

The instructional cabinet at The Connie Lekas School, which consists of lead teachers, data specialist, schools based coach and administrators, as well as the Inquiry Team, will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, School Leadership Team (SLT) and Parent Teacher Association (PTA) meetings, as well as in monthly newsletters.

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

Applicable Not Applicable

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

The key findings in the report support areas of need in mathematics that our school exhibits. All of our students are students with disabilities (SWDs) with IEPs. All but fifteen (12) of our students participate in New York State Alternate Assessment and receive instruction in special education classes except the twelve students who are included and participate in standardized assessment. Because of the severity of students' cognitive delays, we recognize many of these students may never achieve full proficiency on New York State tests; however, they can continue to make progress in meeting the standards at a different pace. They are able to be in school until age 21 and we believe this will assist them to progress towards the standards. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Able net.

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.

811K will continue to address the relevant issues relating to the alignment of curriculum to the New York State Learning Standards for Mathematics and the New York State Alternate Assessment Alternate Grade Level indicators (AGLI's) relating to the process strands. The academic/instruction cabinet will continue to assist teachers in data collection and analysis so that an instructional program can be developed that focuses on the differentiation of instruction and researched-based strategies that will increase student engagement in the mathematical content and process strands. Implementation of a viable mathematical program must encourage active student participation and require hands on materials to help students better understand and retain information to problem solve, reason, prove, make connections and represent mathematical ideas in a variety of ways. The use of technology, SMART board, is an instructional tool that can be used to increase students' mathematical engagement. It gives students opportunities to display their model for problem solving and to communicate to their peers the reasons and connections made to solve the problem. 811K has received a RESO A Grant that will be used to upgrade existing technology and facilitate the use of technology as a tool for instructional across all content areas.

KEY FINDING 2: INSTRUCTION

MAY 2009

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.

The instructional cabinet at The Connie Lekas School, which consists of lead teachers, data specialist, school based coach and administrators, as well as the Inquiry Team, will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, School Leadership Team (SLT) and Parent Teacher Association (PTA) meetings, as well as in monthly newsletters.

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

Applicable Not Applicable

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

The 2008-2009 Quality Review Report indicates, in the section "What the school needs to improve," that we should "Ensure all lessons are differentiated by task and individual needs." Data gathered by administrators in classroom observations, learning

walks, and classroom walkthroughs also indicates that 'best practices' are not consistently being used. In some classrooms, there is an over-reliance on direct whole-group instruction with insufficient evidence of research-based instruction and data-based differentiation.

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.

811K has addressed this issue by implementing the following:

Extensive professional development plan has been implemented for all staff identifying 'best practices' and research based strategies for effective ELA/ELL instruction including but not limited to the following topics:

- learning centers for small group instruction
- age appropriate / adapted materials
- instructional accommodations
- adaptive communication
- learning styles
- differentiated instruction
- student groupings
- data analysis
- creating a quality IEP

Implementation of scheduled weekly teacher cohort meetings for collegial sharing and best practices, utilizing consultants from Ablet Inc to provide professional development and hands on in classroom training and consultation on best practices for ELA instruction.

Utilization of structured teaching (TEACCH) methodologies has been implemented in eight self contained classes. In addition, three other classes are implementing extensive use of visual supports and are implementing aspects of the TEACCH model of structured teaching. Structured teaching is data driven, individualized instruction which employs individual student & class schedules; incorporates 1:1 teaching time with each student daily; utilizes a vast array of written and/or adapted visual supports to increase student independence and task completion skills; and provides daily data collected during 1:1 teaching & through individual student work completed in workstations.

Implementation of an ELA curriculum from Ablenet Inc. 'MeVille to WeVille' which is aligned to the NYS Learning and Alternate Assessment Standards and Alternate Grade Level Indicators for ELA secondary age students. The curriculum is differentiated by disability and cognitive levels so it can be used for a wide range of student populations. It is teacher friendly and comes with adapted lessons, homework, materials, assessments and is thematic.

Implementation of the Weekly Reader (special education) version for literacy based instruction in social studies and science. This high interest, low readability program offers students current events, pop culture and health articles that provide them the opportunity to be successful readers. It comes weekly and has adapted lesson plans, homework and follow up activities for the week.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The academic/instruction cabinet of 811K, which consists of lead teachers, data specialist, school based coach and administrators will evaluate all the findings in mathematics and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, School Leadership (SLT) and Parent Association (PA) meetings as well as in the monthly newsletter.

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

Applicable Not Applicable

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

The 2008-2009 Quality Review Report indicates, in the section "What the school needs to improve," that we should "Ensure all lessons are differentiated by task and individual needs." Data gathered by administrators in classroom observations, learning

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

walks, and classroom walk-throughs also indicates that 'best practices' are not consistently being used. In some classrooms, there is an over-reliance on direct whole-group instruction with insufficient evidence of research-based instruction and data-based differentiation.

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.

811K was awarded a \$ 200,000 Resolution A (Reso A) Technology Grant for 2009-2010 to increase the use of technology in the school in 2009-2010. The funds will be used to purchase 6 additional classroom smartboards, desktop computers as needed, and many technology upgrades as needed. There is a technology teacher on staff who will provide training to staff as well as students in the use of this technology and it is anticipated that the use of technology in mathematics classes will increase significantly over the course of the current academic year. In order for 811K to continue improving the quality of instruction we require additional financial resources to purchase the services of outside consultants to provide further professional development, to purchase additional instructional and assessment programs for our students, and to fund per session work by our staff on curriculum mapping. We have a Curriculum Development Team that has one member representing each population of students.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The Data Specialist and Administrators will evaluate all the findings and identify whether this finding is relevant to our school's educational program.

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

Applicable Not Applicable

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

811K has a teaching staff with experience and stability. The evidence that dispels the relevance of this finding is the School Demographics and Accountability Snapshot that indicates that as of the 2009 school year, teacher qualifications were as follows:

99% of teachers in 2008-2009 were fully licensed and permanently assigned to the school. 80% of the staff had more than two years teaching experience in this school. 95% of teachers had more than five years teaching experience.

In the 2008-2009 academic year, three new teachers were hired to replace three teachers who left the organization, out of a total of 71 teachers, (2%). In fall 2009, no new teachers were hired. Two teachers left the organization between June 2009 and November 2009 – (2%) turnover.

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.

Not applicable.

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.

As mentioned in response to 1A, the academic cabinet, as well as the teachers who provide services to ELL students have conducted a preliminary review of this finding to determine how relevant it was to our school. During small group meetings we will discuss last year's findings of the Inquiry Team which focused on the materials, methods, strategies and data recording used in a bilingual class. In particular we will examine how that team of teachers aligned the curriculum, assessment and IEP goals for the targeted students. These findings will be shared with the school community during staff conferences, professional development days, LAP team meetings and Parent Association meetings. The LAP team will also conduct a more detailed needs assessment that will result in a more precise list of activities to ensure high quality instruction for ELL students.

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?

MAY 2009

While ELL teachers participated in outside professional development (PD) they felt that most outside PD opportunities have been tailored for standardized assessment students. After reviewing our PD records we found that the only ELL PD sessions monolingual teachers attended were the mandated Jose P. trainings. In addition our past school-based PD focused on topics related to monolingual classes. Therefore most of our monolingual teachers do not have a sufficient background in ELL strategies and methodologies. It should be noted that another challenge that impacts on PD is the unavailability of a uniform curriculum that addresses the needs of special education ELLs in particular native language materials. Additionally the inquiry team also found last year that the involved monolingual teachers needed more professional development with regard to ELL strategies and methodologies and data collection. Our last quality review also indicated that our teachers need to be more involved in the data analysis of student performance, the alignment of curriculum and differentiation of instruction.

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.

It is not anticipated that we will need additional assistance support from central to address this issue. 811K has begun to “drill down” toward more intense data analysis. The LAP team and ELL teachers will continue to identify skill areas needed and review assessment results. The Inquiry Team will continue to monitor the original bilingual class and broaden its work with additional classes. ELL topics will be added to the school-based PD calendar.

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.

All ELL students including those with disabilities are mandated to take the NYSESLAT, which is a benchmarked standardized test. Our ELLs do not follow a standardized uniform curriculum. Since all of our ELL students participate in New York State Alternate Assessment and receive instruction in a secondary un-graded special education program there has been a “disconnect” with regard to NYSESLAT testing. Normally NYSAA students do not take standardized tests ergo the “disconnect”. We have followed the mandate and the results have been predictable, almost one hundred percent falling in the beginning level. Furthermore, some students appear to regress with regard to their results from year to year. We were informed recently that the NYSED has been asked to address the issue of NYSAA and/or X-coded students. It is our hope that there will be a more specific policy related to NYSAA students. The

MAY 2009

LAP team and the teachers who provide services to ELL students will conduct a preliminary review of this finding to determine how relevant it is to our school. The findings will be shared with the school community during staff conferences, professional development days and LAP team meetings. The language progress of all our students is also assessed through the use of subtests of the Brigance Diagnostic Inventory each Fall and Spring. The results are shared with all professionals working with each student. This assessment documents progress on priority goals identified by the staff.

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

Applicable Not Applicable

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

The results of the NYSESLAT have been shared with some ELL teachers, however, they were not remarkable. The results have been used for reports. Many of the teachers are concerned about NYSAA ELL students taking a test which they will in all likelihood never pass.

The language progress of all our students is also assessed through the use of subtests of the Brigance Diagnostic Inventory each Fall and Spring. The results are shared with all professionals working with each student. This assessment documents progress on priority goals identified by the staff.

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.

It is not anticipated that we will need additional assistance support from central to address this issue. The results of the NYSESLAT will be shared and discussed during small group meetings with all ELL teachers. The Inquiry Team should also consider the results for their work with the bilingual class.

The language progress of all our students will continue to be assessed through the use of subtests of the Brigance Diagnostic Inventory each fall and spring. The results will continue to be shared with all professionals working with each student.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

The academic/instruction cabinet of 811K, which consists of lead teachers, data specialist, school based coach and administrators will evaluate all the findings and identify the areas that are relevant to our school's educational program. The administration will share the findings with the school community at staff faculty conferences, School Leadership (SLT) and Parent Association (PA) meetings as well as in the monthly newsletter.

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

Applicable Not Applicable

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

The following evidence supports the relevance of this finding to 811K. All 811K students are SWDs with IEPs. The 811K Professional Development calendar for school year 2009-10; agendas of weekly cohort meetings and the 811K Instructional Teacher Manual reflect a strong commitment to providing all staff with a vast array of professional development opportunities provided by the school, District 75 and other professional agencies, which include but are not limited to the following: behavior management, adapting and differentiating curriculum, assessments/data collection, technology and writing IEPs.

Instructional adaptations and approaches, assessment accommodations, and IEP development and compliance issues are among the topics that are addressed at weekly teacher cohort meetings at all 811K sites. All 811K students are assessed using one or more of the Brigance Inventories. An Assessment Considerations Checklist is on file for each student. The assessment modifications used during the Brigance assessment are utilized in the various instructional settings at 811K and are recorded on the IEP. All teachers working with each student with significant behavioral issues are aware of and involved in the process of formulating Behavior Intervention Plans.

To build school wide capacity in disseminating information to all staff, staff who attend professional development participate in turn key training for other staff members. Moreover, information regarding workshops is posted on bulletin boards at every site describing the workshop and the information that was applied to improve instruction in the participant's classroom. On scheduled professional development days, staff who attend workshops present the information received to their colleagues.

During walkthroughs, formal and informal observations administrators are able to see the follow up of professional development as

MAY 2009

it relates to instructional planning in the classroom and implementation of modifications. Although improvements have been noted, teachers are not consistently implementing the accommodations and modifications on student IEPs.

The SETSS providers working with our inclusion classes take a collaborative approach in working with the general education teachers at our inclusion sites and assist the general education teachers in determining and better understanding the accommodations required by both the standardized assessment and alternate assessment students in inclusion placements, including Behavior Intervention Plan supports.

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.

811K will continue to address teachers' familiarity with the use of modifications for instruction and incorporating the assessment modifications into classroom instruction and informal assessment.

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

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

Please respond to the following questions for Key Finding 7:

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

The academic/instruction cabinet of 811K, which consists of lead teachers, data specialists, guidance department, dean of students, school based coach and administrators will evaluate all the findings and identify the areas that are relevant to our students.

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

Applicable Not Applicable

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

The evidence to support the relevance of this finding is that all students entering a D 75 program have an Individual Educational

Plan (IEP). All 811K students, except for twelve (12) inclusion students, do not participate in standardized state and local assessments. They participate in NYSAA. The SETTS teachers of the inclusion students are active in working with the general education teachers of the inclusion students to ensure that students receive their IEP mandated testing accommodations and modifications and that the IEP consistently specifies accommodations and modifications for the classroom environment. In addition, the IEP Goals and Objectives for these students are written as process goals, which apply to the classroom instructional content as well as to content on which inclusion students are assessed on grade-level state tests. Students with behavioral issues generally do have them addressed on the IEP in the form of behavioral goals and objectives. Students with more severe behavior management needs have Behavior Intervention Plans, which are developed by the entire team working with the student.

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

Professional development this academic year has stressed that IEP goals must be aligned with NYSAA AGLIs, with appropriate modifications. Professional development will continue to focus on linking and correlating assessment, instruction, and IEP documentation.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
P 811K currently has 3 of the total population of 390 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o N/A: as a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance and on-site tutoring. D75 students are eligible to attend any programs run through the STH units at the ISC.

LANGUAGE ALLOCATION POLICY

School: P811K

District 75

Principal: Antoinette Rose

Date: December 10, 2009

Network Leader: Barbara Joseph

Team Members:

Antoinette Rose- Principal

Barbara Tremblay-Assistant Principal

Paul Muccagrossi- Bilingual School Based Psychologist

Carolyn Buyse- Bilingual Social Worker

Victoria Ajayi-ESL Teacher

Ana Hernandez-Bilingual Teacher

Lucia Friscia- ESL Teacher

Carlos Vizuite - Bilingual Teacher

P.811K is a District 75 school that has a large support staff that are themselves Bilingual. We have a bilingual social worker, school based psychologist, bilingual paraprofessionals, bilingual teachers (classroom, ESL, Music and APE), bilingual occupational and physical therapists that are able to work with students and their families in order to provide a school that is welcoming to all. Our ELL population at P 811K is quite diverse. There are presently 393 students in the program, 114 of them are English Language Learners making up 29% of the total student population.

P. 811K demographics data include the following ethnic % of enrollment:

White- 17.8 %

Black- 56.23%

Hispanic- 20.61 %

Asian 4.58 %

Native American .76 %

Currently at P 811K we have students and families from twenty-two (22) different countries who speak 13 different languages such as, Spanish, Haitian-Creole, Russian, Greek, Urdu, Bengali, Chinese, Cantonese, Chinese-Dialect, Mandarin, Arabic, Polish, French, Turkish, and French-Haitian. Our total enrollment is 393 special education students. Our student body is made up of 381 students that are alternate assessment and 12 students that are standardized assessment. In P.811K we have 6 students in the 7th grade, 11 students in the

MAY 2009

8th grade, 17 students in the 9th grade, 40 in the 10th grade, 76 in the 11th grade and 243 are in the 12th grade. Our ELL student population is made up of 114 students that are alternate assessment. We service students from grade 7 through 12th (up to the age of 21). We have two bilingual Spanish self-contained classes for students with a 12.1.4 mandate and English as a Second language program, which services students with various disabilities. We have 114 students that are classified as English Language Learners, by home survey and/or their NYSESLAT scores. According to the NYSESLAT scores 18 of our students tested at the beginner level, 3 tested at the intermediate level, 95 of our ELL students tested were invalid due to their significant global delays that they were unable to complete all testing sub groups. Our program consists of four classroom ratios, 12.1.1 (students with moderate cognitive and possible physical delays), 12.1.4 (students with severe to profound multiple disabilities including cognitive, physical and social emotional delays), 6.1.1 and 8.1.1 (students that fall under the autistic spectrum, who have communication and social emotional delays), within our main site. Our parents feel welcomed at IEP meetings and at our PTA meetings, as we utilize both our own diverse staff and DOE staff to translate either in person or over the phone.

Our ELL program consists of 2 bilingual Spanish self-contained classes and two full time ESL teachers. Our program utilizes the following ESL methodologies: TPR (Total Physical Response), CALLA (*Cognitive Academic Language Learning Approach*, founded by Dr. Anna Uhl Chamot) the Language Experience Approach and The Natural Approach. During instruction, the following strategies are used: graphic organizers, Mayer Johnson picture symbols, and programmatic augmentative voice out-put devices, access devices to explore the curriculum, flow charts, experience charts, and KWL charts. The lessons are differentiated to address each students learning style while working on their IEP goals. We service students with Alternate Placement, who are taught by special education teachers, using ESL methodologies and serviced by an ESL teacher, and supported by paraprofessionals who speak their native language. Currently we have paraprofessionals that speak Russian, Chinese, Haitian-Creole, Bengali, and Spanish. Alternate Grade Level Indicators from the NYSAA are the standards used by the teachers when planning for instruction. The level of instruction is based on functional living skills and vocational preparation. Literacy instruction emphasizes developing a sight word vocabulary, and incorporating the sight words into reading basic passages. Many reading materials are adapted with picture symbols incorporating native language labels for the picture/symbols. On-line libraries are utilized and the Start to Finish series, a computer based reading program, which can be read in native languages to increase comprehension, Reading A to Z on-line leveled library provides books in native language. Math skills are community based, as shopping trips emphasize money handling, counting quantities, more/less. Social studies emphasize identification of specific locations in the community, means of transportation, citizenship and laws/rules. Our school allows access to communication devices for students,

such as voice output, light source and hearing communication devices, computer programs in various languages and two bilingual libraries. We have a Universal Design for Learning Lab, which allows for assessments on computer access, such as STAGES. We also use in our classrooms trackballs, extended keyboards, touch screens, academic supports, such as Meville to Weville curriculum, Start to Finish literacy sets, and manipulative to allow a multi-sensory approach to exposing and enhancing the educational experiences for all of our students.

The students who are receiving an extension of ESL services are provided with a pull out model of ESL service in accordance to their IEP mandate and level of NYSESLAT proficiency. Methodologies that are used to support those students who are on the extension of services list are Total Physical Response, Language Experience Approach, the use of graphic organizers, visual supports, Mayer Johnson symbols, real life pictures and voice output devices.

We service students in authentic environments which include: work study sites; community based instruction; instructional mealtime; adapted physical education and occupational; physical, speech, hearing and vision therapy.

Parents Community Involvement: Our school's Administration, Bilingual Support Staff, Parent Coordinator and Transitional Coordinator offers parents information in their home language and provides them with the opportunity to train themselves in aspects of their children's education and transition after graduation. We also have and will continue to use the translation over the phone service, from the NYC Department of Education. The flyers and information will be sent to all ELL parents in their home language. If a parent requests translation services, we will have translators present in order to allow the parent full participation during the series. The Saturday Series topics that will be covered are: Technology (Microsoft software) and digital media; ESL methodology; ESL State Standards; Brigance Assessment, Employability Skills Inventory and software designed to address pre-vocational skills and designed for ELL population. The mentioned topics will be discussed, materials to parents distributed, and instruction provided to allow parents to apply the materials received and the skills acquired in their home setting. Topics scaffold one upon the next in order to provide building blocks for parents to assist their young adult to access, acquire and utilize the life skills required to foster independence.

Implications for LAP: In analyzing the LAP procedures we were able to identify our program needs. Our staff, instructional materials, professional development, and programs are currently meeting our ELLs needs. Our ESL teachers provide both push in and pull out services as per the student's IEP and NYSESLAT scores. Our two Bilingual teachers provide self-contained instruction as per the student's IEP language mandates.

Implications for Instruction: The use of ESL strategies and methodologies, scaffolding, differentiation of instruction, on line libraries and Start to Finish computer based reading series, Meville to Weville curriculum and school wide curriculum planning are to be used in English or Spanish. Our two bilingual classroom libraries feature books in Spanish as well as English. Using ESL and Native Language Arts Standards are all an integral part of the instruction of our ELLs.

Bilingual Program: The transitional Bilingual Program is comprised of 2 bilingual Spanish classes for ELLs of high school age who have severe to profound disabilities (12.1.4) and who participate in alternative assessment. ELLs are served in the bilingual (Spanish) classroom. The bilingual teachers assigned to these classes are NYS certified/NYC licensed and provide instruction in all subject areas.

English as a Second Language: All students in bilingual classes receive the number of units of ESL instruction required by Chancellors Regulation Part 154 and NYSESLAT scores mandate. To ensure that students realize positive performance outcomes, ESL instruction is guided by the NYS ELA Learning Standards using the Alternate Grade Level Indicators (AGLI) from the NYS ELA Learning Standards for students with severe disabilities. This incorporates ESL strategies such as Total Physical Response (TPR), the Language Experience Approach (LEP), Whole Language, graphic organizers, cooperative learning, and other scaffolding techniques utilized in a cooperative learning milieu that address the instructional needs of the disabled ELL in high school programs. Technology, multi-sensory, and multicultural ESL materials are used throughout all aspects of instruction to provide students with additional instructional support.

Native Language Arts: All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). Teachers receive training on the NYS Native Language Arts Learning Standards. Instruction is linked to these standards and their performance indicators. Alternate Performance Indicators (APIs) from the NYS Learning Standards for Students with Severe Disabilities are used to gauge progress, and as a base to develop appropriate tasks that address the NLA Standards. In addition, the program utilizes APIs from the NYS ELA learning Standards for students with severe disabilities in order to provide a bridge to the NLA Standards for these students. The instructional approaches emphasize the development of phonics and comprehension skills through literature-based materials and activities. These instructional approaches are modified and/or adapted for ELLs with severe disabilities and are linked to the APIs Literacy program, and are provided by a bilingual teacher who uses native language literacy material (e.g., classroom libraries, text books, computer programs, etc.). Bilingual software and digital multimedia are used to enhance and support the development of native language

skills. NLA literacy activities are extended across the curriculum and subject areas by combining a Language Experience Approach, Whole Language, multi-sensory and cooperative Learning, and the infusion of the arts and technology; each classroom library contains books in the native language including those adapted by teachers to meet the needs of students with severe disabilities. Spanish picture books i.e. "Vieje en Tren" and "June Crebbin", multicultural books i.e. "Lion Dancer", and Oxford Picture Dictionary English/Spanish are used for content area instruction. Other books used for instruction are: "Family Pictures Cuadros de Familia" by Carmen Lomas Garza, "Salsa" by Lillian Colon-Vila, "Mis Primeras Letras," "Nuevo," "Siglo de Espana," "Santillana," "Contemos las Monedas" by Metropolitan Teaching and Learning Co., "Food Around the World" by Caroline Young, "Games Around the World"- UNICEF, "Super Book of Phonics Poems," "Step into Reading" Series by Lucille Recht Penner, "Step 1 and Step 2" Books, "Start to Finish" Reading Series by Don Johnston, "Statue of Liberty," and "Abe Lincoln's Hat".

English Language Arts: English Language Arts instruction for ELLs follows the NYS ELA Learning Standards and Alternate Performance Indicators for students with severe disabilities. Software and digital media are used to enhance and support the development of English literacy. Opportunities to improve ELA skills are provided via activities and strategies that incorporate interdisciplinary/thematic approaches (e.g., such as using Learning Experiences as the vehicle for planning and implementing instruction) with effective ESL methodologies such as Language Experience Approach, Whole Language, multi-sensory approaches (e.g., TPR), strategies for scaffolding instruction during cooperative learning activities, the infusion of the arts and technology. The classroom library contains books in English, including adapted books and Augmentative Alternative Communication devices (AAC), age-appropriate pictures, and symbols related to the books to meet the needs of students with severe disabilities.

Content Area Instruction: Our ELLs in grades 9-12 at the beginning and intermediate levels, instruction in NLA (Spanish 12.1.4) AND ESL strategies include: the Language Experience Approach, the Natural Approach, and strategies for scaffolding instruction during cooperative learning activities (including the use of graphic organizers). Content area instruction follows the NYS Standards and Core Curricula for Content area teaching and is given to prepare students for competitive, supported, and sheltered employment. This is addressed through the NYS Career Development, and Occupational Studies (CDOS) learning standards, job-skills, functional and literacy skills development are infused throughout all aspects of instructions, as are technology, multi-sensory and multicultural material, all of which support the instruction of ELLs with severe disabilities.

ESL Program: English Language Learners with moderate to severe disabilities are served in either a pull out or push in model of the ESL program. This total number 28 includes

students whose IEPs indicate ESL only and 13 students with Alternate placement. ESL is provided by 2 certified ESL teachers, through pull-out, and push-in models of instruction.

ESL Instruction: English Language Learners receive the number of units of ESL required by CR Part 154 and NYSESLAT scores. To assure that students meet the learning standards, ESL instruction follows the NYS ESL Standards and incorporates alternate performance indicators from the NYS ELA and Career Development and Occupational Studies (CDOS) learning standards, and utilize ESL strategies such as Total Physical Response (TPR), the Language Experience Approach, The Natural Approach, Whole Language, various strategies for scaffolding instruction during cooperative learning activities that have been adapted for use with ELLs who have severe disabilities. Technology is used and the classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. These include supplemental multi-sensory supports for students with severe disabilities.

Content Area Instruction: Content area instruction is provided as follows: all subject areas are taught in English through ESL methodology by special education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, the Language Experience Approach, the Natural Approach, Whole Language, various strategies for scaffolding instruction during cooperative learning activities, the use of graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson symbols for those ELLs with severe disabilities who require them. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the student's language as well as English. Content area instruction follows the NYS core curricula and addresses the NYS Learning Standards and Alternate Grade Level Indicators in each content area. Particular focus is given to preparing students for competitive, supported, and sheltered employment and this is addressed through the NYS Career Development and Occupational Studies (CDOS) learning standards. Job-skills, functional and literacy skills development are infused throughout all aspects of instruction, as are technology, multi-sensory and multicultural material, all of which support the instruction of ELLs with severe disabilities. Currently, we do not have ELLs Standardized students enrolled in our school, if we do get such students we will provide them with ESL units of instruction per week that will be indicated by their level from the result of their NYSESLAT exam.

English Language Arts: Literacy instruction for ELLS follows the NYS ELA learning standards and Alternate Grade Level Indicators, and is supported by multicultural library books, technology, and adapted literacy materials for students with severe disabilities. Learning Experiences and other student-focused, thematic approaches are used as the vehicle for learning and implementing instruction. Cooperative Learning, Whole Language,

multi-sensory approaches, and other strategies for scaffolding instruction during cooperative learning activities, the arts and technology are incorporated into ELA instruction.

Math: In reviewing the NYSAA math scores from the school year 2008-2009, our ELL students' results are addressing the AGLI's and they are scoring at levels 2, 3 and 4.

ELA: In reviewing the NYSAA ELA scores from the school year 2008-2009, our ELL students' results are addressing the AGLI's and they are scoring at levels 2, 3 and 4.

Plan for SIFE: Should we receive any students that would fall under the SIFE category, we would evaluate and provide the student according to his/her IEP mandates. If needed, further evaluation will be requested in order to meet his/her needs at the time of registration

Plan for New Comers: The IEP's of all newly enrolled students at P 811K will be reviewed during the intake process. If the student is new to the United States we will check if the student's family was offered at the CSE level a home survey and if the LAB-R was administered. If found that student was not administered the LAB-R, the ESL department will request testing from a D75 test coordinator and administer the test within 10 school days. Once the test is administered and scored, the student will be provided with the ESL supports as needed. The student is new to our school and is identified as an ELL student, he/she will be administered the NYSESLAT exam.

Content Area instruction: This instruction is provided by Special Education teachers who have completed the mandated ten hours of Jose P. ESL training. Students in alternate placement receive additional support from a paraprofessional who speaks the student's native language and English. ESL instruction is done parallel to the literacy instruction imparted to monolingual classes.

NYSAA: These students receive multisensory instruction in their native language and ESL as well as content area subjects. As per Chancellor's Regulation 154 students receive the mandated units of ESL in accordance to their proficiency level according to their score/level from their NYSESLAT exam.

Long Term ELLs: Long term ESL students will be served according to their IEP mandate and NYSESLAT scores. Students that require an alternate placement paraprofessional have their needs meet by the school. The paraprofessional will service the student according to the IEP and follow the guidelines as would a related service provider. Students will also

participate in the following instructional activities: integrated curriculum activities/lessons; instructional technology and extended day tutoring.

Transition Plan: When and if we have students who score proficient on the NYSESLAT, they will be monitored for any problems and will continue to receive support services in areas of need for up to 2 years.

Alternative Placement Plan: At the present time, we have 13 students in need of alternative placement paraprofessionals. The paraprofessionals will receive turn-key training from the ESL and Bilingual staff in ESL methodologies. Paraprofessionals will be supported to reach out and attend D75 workshops.

Collaborative Teaching: Monolingual teachers plan along with the ESL and Bilingual teachers on specific school projects and methods. All teachers at the main site follow a project based curriculum.

Professional Development: Bilingual and monolingual teachers and paraprofessionals will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Bilingual and monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology and content areas and Jose P. ESL Training (Mono-Teachers only-10 hours).

All P 811K staff are offered the following school based professional development opportunities for the school year 2009-2010 are:

- reading and writing the IEP (support services)
- instructional planning that is aligned to our school curriculum
- working as a team within the classroom, differentiated instruction
- Augmentative devices, ie. Boardmaker for other languages than English
- NYSAA
- Lesson planning for ELL students
- the role of the paraprofessional within an ELL classroom
- technology programs based upon ELL student needs and interests
- ELL software and web-based programs
- using access supports for students
- lifting and transferring
- feeding training

- how to administer and evaluate school based assessments
- Building relationships
- professional development on ELL strategies such as Total Physical Response, CALLA and graphic organizers
- Autism
- Positive Behavior Support

Using the Professional Teaching Standards has allowed supervisory and pedagogical staff to identify the professional area/s they need professional development. The information from surveys and the Professional Teaching Standards has allowed a pedagogical staff to design a professional development plan.

ESL and Bilingual teachers attended the following District sponsored Professional Development sessions.

Professional Development offerings from District 75 for school year 2009-2010

- Cultivating Seed Ideas and Memoir Prompts in the Instruction of ELA and Social Studies for ELLs with Disabilities
- Empowering ELL Students with Disabilities to Create Memoirs Using Multiple Media
- First Annual ELL Multi-Media Memoir Showcase: Presentations and Awards
- Standards-based Content Area Instruction in ELA and Social Studies through the Lens of Memoir Writing for English Language Learners (ELLs) with Disabilities
- ELL Compliance: Administration of the NYSESLAT 2010
- BESIS Training: How to Complete the Bilingual Education Student Identification Survey (BESIS)
- LAB-R, Compliance Binder, Appendix 2 and 3 Documents
- Concrete Steps to Planning and Executing Standards-based Lesson Plans for ELLs with Disabilities
- Spiraling Curriculum Utilizing Thematic Units and Scaffolding

Compliance: Teacher schedules, Group Composition Lists, Student Profiles, Jose-P survey, ELL teacher Survey, NYSESLAT, Extension of Services and BESIS. In order to address and meet the ELL needs of our students, our teachers conduct/attend all students IEP and Tri-annual meetings in addition to our monthly ELL team meeting. Staff will also be given the opportunity to attend Professional Development in all areas of teaching and learning activities during the 2009-2010.

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 District 75	School P 811K
Principal Antoinette Rose	Assistant Principal Barbara Tremblay
Coach Shawna Hansford	Coach type here
Teacher/Subject Area Lucia Friscia ESL	Guidance Counselor Carolyn Buyse
Teacher/Subject Area Victoria Ajayi ESL	Parent type here
Teacher/Subject Area Carlos Vizuetta BIL	Parent Coordinator Donna Donegan
Related Service Provider Paul Muccagrosso	SAF Ms. Watkins
Network Leader Barbara Joseph	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	
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	393	Total Number of ELLs	114	ELLs as Share of Total Student Population (%)	29.01%
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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.)

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	1								

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

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

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									1	1
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	0	1	1							

Programming and Scheduling Information

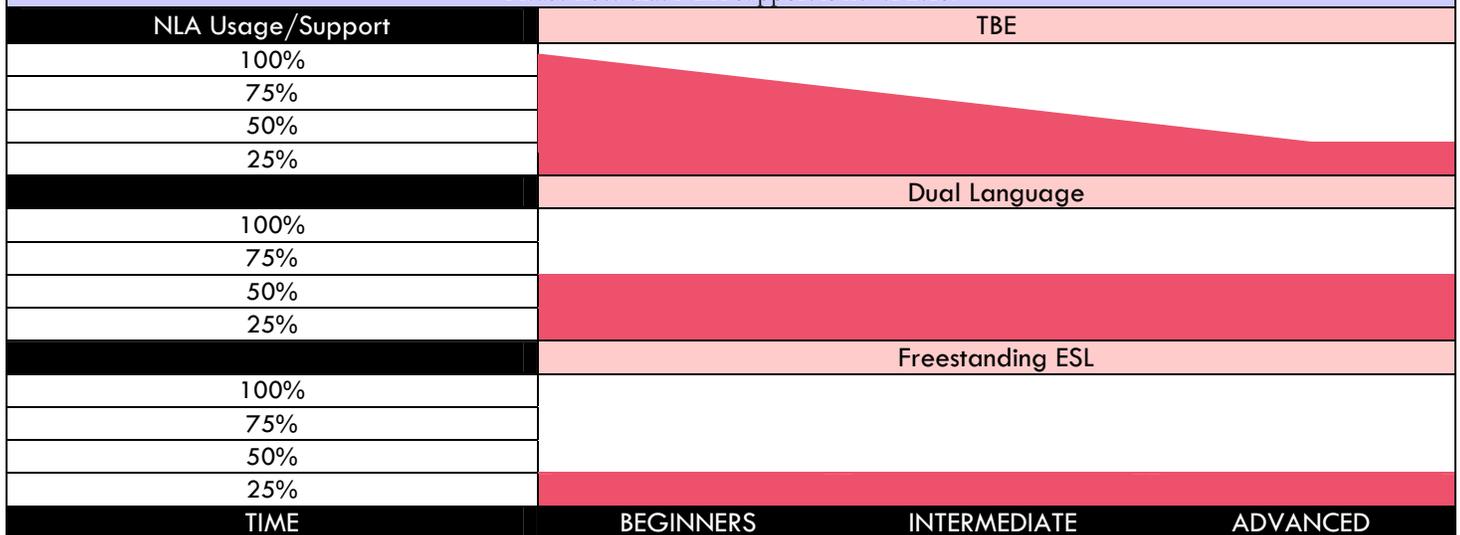
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



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

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

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

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

Part V: LAP Team Assurances

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

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

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

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District District 75	School P 811K
Principal Antoinette Rose	Assistant Principal Barbara Tremblay
Coach Shawna Hansford	Coach type here
Teacher/Subject Area Ana Hernandez - Bil Teacher	Guidance Counselor Carolyn Buyse
Teacher/Subject Area Carlos Vizquete - Bil Teacher	Parent type here
Teacher/Subject Area Victoria Ajayi - ESL Teacher	Parent Coordinator Donna Donegan
Related Service Provider Paul Muccigrosso	SAF Ms. Watkins
Network Leader Barbara Joseph	Other Lucia Friscia - ESL Teacher

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	393	Total Number of ELLs	114	ELLs as Share of Total Student Population (%)	29.01%
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Part II: ELL Identification Process

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

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- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In		3	10	14	27
Total	0	3	10	14	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	114
SIFE	2	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	9

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	5		5	13	2	13	9		9	27
Total	5	0	5	13	2	13	9	0	9	27

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					
	9	10	11	12	TOTAL
Spanish	0	4	12	15	31
Chinese	0	1	3	3	7
Russian		2		5	7
Bengali				2	2
Urdu			1	1	2
Arabic		1		1	2

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole		3	1	5	9
French					0
Korean					0
Punjabi					0
Polish	1		1		2
Albanian		1			1
Yiddish					0
Other					0
TOTAL	1	12	18	32	63

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

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number)

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

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

Programming and Scheduling Information

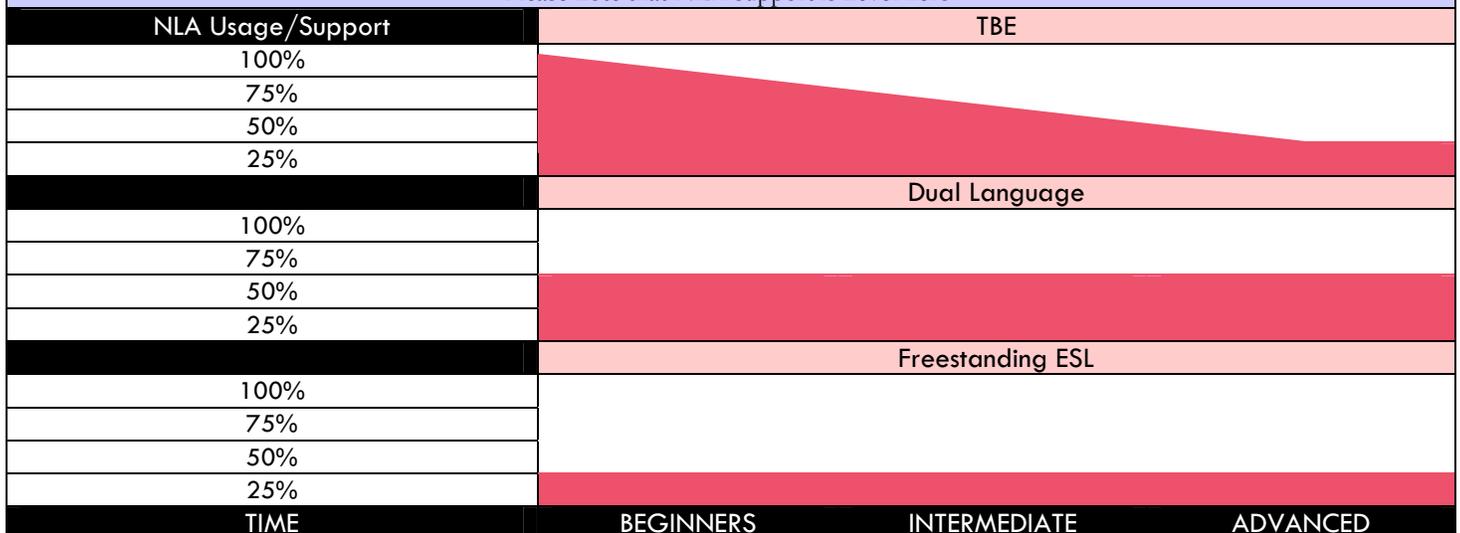
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)		2	2	6	10
Intermediate(I)			1	3	4
Advanced (A)					0
Total	0	2	3	9	14

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				2
	I		1	3	8
	A		1		
	P				
READING/WRITING	B		2	2	7
	I			1	3
	A				
	P				

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	18		18	
NYSAA Mathematics	18		18	
NYSAA Social Studies	17		17	
NYSAA Science	17		17	

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

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

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

Part VI: LAP Team Assurances

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

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

Signatures

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