P35M – MANHATTAN HIGH SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75/ MANHATTAN/ 75M035
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P35M **SCHOOL NAME:** Manhattan High School

SCHOOL ADDRESS: 317 West 52nd Street

SCHOOL TELEPHONE: 212-247-4307 **FAX:** 212-315-2814

SCHOOL CONTACT PERSON: Marta Barnett **EMAIL ADDRESS:** mrojo@schools.nyc.gov

POSITION/TITLE PRINCIPAL	**PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Marta Barnett
PRINCIPAL:	Marta Barnett
UFT CHAPTER LEADER:	Francis Grant
PARENTS' ASSOCIATION PRESIDENT:	Deanna Riddick
STUDENT REPRESENTATIVE: *(Required for high schools)*	Zhanea Pitt

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

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

SSO NETWORK LEADER: Mr. Arthur Fusco

SUPERINTENDENT: Ms. 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
Marta Barnett	*Principal or Designee	
Francis Grant	*UFT Chapter Chairperson or Designee	
Deanna Riddick	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
Margarita Roulhac	DC 37 Representative, if applicable	
Zhanea Pitt Melquan Curry	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Pamela Lopez	CBO Representative, Camp Vacamas	
Rhonda Sally	Member/ Parent	
James Brockett	Member/ Parent Coordinator	
Michele Mitchell	Member/ HSST Chairperson	
Roberto Cancel	Member/ Social Worker	
Jean Darbouze	Member/ Counselor	
	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.35M: Manhattan High School is an elementary-high school with 269 students from Kindergarten through grade12.The school operates over two sites in Manhattan. The main site serves students from grade 9 through grade 12, which comprises 71% of the student classes. Students at the main site receive 12:1:1 and 8:1:1 academic setting to best support their academic and behavioral support. These students are provided with related services such as counseling, social work and appropriate services. The second site is a day treatment center in a hospital setting and serves students from kindergarten through grade 12, which comprises 29% of student classes. Students receive at the hospital site receive intensive psychiatric interventions from therapists as well as medical supervision from medical doctors. Virtually all students have severe emotional and behavioral needs.

The school offers a diverse education to students with special needs. Standardized assessment students receive differentiated instruction to teach them the DOE curriculum at their academic level. High School students in need of credit accumulation are able to participate in the schools extended day program. These students take credit bearing classes after normal school hours in an effort to graduate in a timely manner. Students are also exposed to a wide variety of art and vocational opportunities. P.35M offers vocational classes in Theater, Music, Visual Art, Culinary Arts, Cosmetology, and Auto Mechanics.

Through a grant from Start on Success Project: National Organization on Disability the school was able to create a work sites at NYU Hospital and The South Street Seaport. The program allowed students to receive academic instruction as well as well as experience in the work force. After graduation, one student was placed on full time employment at NYU.

Students at P.35M have the opportunity to participate in an assortment of extracurricular activities. The school fields PSAL teams in Boy Basketball, Girls Basketball, Flag Football, Bowling, and Softball. Currently, Camp Vacamas through the United Way offers after school for students at the main site. These students work on team building, interpersonal relationships, self esteem, as well as homework help. Twice a month Camp Vacamas takes students camping overnight in New Jersey.

Teachers at P.35M are provided opportunities to improve their instructional practice. Teachers participate in content area and grade level meetings within the school. At these meetings the teachers review best practices and ways to drive successful instruction. The staff also regularly attends professional development given by school staff and throughout the city. Currently numerous teachers in the building are mentored by school and district based staff.

P.35M endeavors to provide the best possible education for standardized assessment students with special needs. A committed teaching staff endeavors to reach each students individualized educational needs. Strong teaching and an engaging curriculum make P.35M a positive place for students to learn and grow.

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. **SECTION III – Cont'd**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 035							
District:	75	**DBN:**	75M035	**School BEDS Code:**		307500011035		

DEMOGRAPHICS

Grades Served:	Pre-K		3	√	7	√	11	√
	K	√	4	√	8	√	12	√
	1	√	5	√	9	√	Ungraded	√
	2	√	6	√	10	√		

Enrollment

(As of October 31)	2006-07	2007-08	2008-09
Pre-K	0	0	0
Kindergarten	0	3	2
Grade 1	3	1	1
Grade 2	1	2	2
Grade 3	3	2	4
Grade 4	8	2	4
Grade 5	3	5	2
Grade 6	5	5	6
Grade 7	6	4	3
Grade 8	25	8	4
Grade 9	111	195	124
Grade 10	45	39	77
Grade 11	41	23	21
Grade 12	28	28	19
Ungraded	57	14	6
Total	336	332	272

Attendance - *% of days students attended* :

(As of June 30)	2006-07	2007-08*	2008-09
	70.8 / 63.7		

Student Stability - *% of Enrollment* :

(As of June 30)	2006-07	2007-08	2008-09
	67.6		60.6

Poverty Rate - *% of Enrollment* :

(As of October 31)	2006-07	2007-08	2008-09
	50.0	62.4	0.0

Students in Temporary Housing - *Total Number* :

(As of June 30)	2006-07	2007-08	2008-09
	5	12	36

Recent Immigrants - *Total Number* :

(As of October 31)	2006-07	2007-08	2008-09
	3	4	1

Special Education Enrollment:

(As of October 31)	2006-07	2007-08	2008-09
# in Self-Contained Classes	336	332	272
# in Collaborative Team Teaching (CTT) Classes	0	0	0
Number all others	0	0	0

These students are included in the enrollment information above.

Suspensions *(OSYD Reporting) - Total Number:*

(As of June 30)	2006-07	2007-08	2008-09
Principal Suspensions	1	0	0
Superintendent Suspensions	2	0	3

Special High School Programs - *Total Number:*

(As of October 31)	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)

(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	0	12	9

Number of Staff - *Includes all full-time staff:*

(As of October 31)	2006-07	2007-08	2008-09
Number of Teachers	52	56	55

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT						
# ELLs with IEPs	8	23	16 Number of Administrators and Other Professionals	12	34	37
Number of Educational Paraprofessionals These students are included in the General and Special Education enrollment information above.				N/A	25	20

Overage Students (# entering students overage for grade) **Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09 2006-07 2007-08*(As of October 31)* 2008-09
	66	27	21 98.1 100.0 % fully licensed & permanently assigned to this school 100.0
			63.5 51.8 % more than 2 years teaching in this school 72.7
53.8 50.0**Ethnicity and Gender** - *% of Enrollment:* % more than 5 years teaching anywhere 54.5			
(As of October 31) 2006-07 2007-08 2008-09 85.0 80.0 % Masters Degree or higher 82.0			
American Indian or Alaska Native 0.6 0.9 1.1 85.0 88.2 % core classes taught by "highly qualified" teachers (NCLB/SED definition) 86.7			
Black or African American 52.4 48.5 52.6			
Hispanic or Latino 39.3 45.5 39.7			
Asian or Native Hawaiian/Other Pacific Isl. 2.4 2.4 2.2			
White 5.4 2.7 4.0 **Male** 70.5 78.0 70.2			
Female 29.5 22.0 29.8 **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:			
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:					
MAY 2009	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ___				
	School Requiring Academic Progress (SRAP) – Year				

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
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:**	W
Overall Score:		**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:		Quality Statement 2: Plan and Set Goals	W
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:		Quality Statement 4: Align Capacity Building to Goals	W
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	W
Student Progress:			
(Comprises 55% of the Overall Score)			
Additional Credit:			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$\surd^{SH}$ = 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.

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

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

The School Leadership Team, the Administrative Cabinet and members of the UFT at P35M reviewed the SCEP goals and action plans set forth for the 2008-2009 school year. The educators at P35M also reviewed the areas of the school that need to be developed more fully. The members of the CEP team also reviewed the 2008-2009 Quality Review, all Learning Surveys, Scantron Assessments, State Assessments, and reviewed grants received. In addition, the team analyzed the results of the inquiry team and relevant teacher made assessments.

Performance Trends

Based on reviewed data the SCEP committee at P35M found that the school continues to make positive gains in both Math and ELA for students in Standardized Assessments classes. CAP and Scantron were utilized to generate base line reading level for all students continuously enrolled at Manhattan High School for the 2008-2009 school year. Students in grades 9th through 12th had a starting reading level of 5.3 during the 2008-2009 school year. At the end of the school year, the school wide reading level had increased to 6.3 as assessed on Scantron. Data taken from NY Start relating to the 2008-2009 school year indicates that the percentage of students achieving level 3 or 4 on the 3rd -8th grade standardized test in English increased by 16% from the previous year. By reviewing HSST, NY Start, and ARIS clear gains in mathematics can be established. As of July, 2009 the number of students passing the Regents or Regents Competency Test in math increased by 21% from the previous school year. Data taken from NY Start relating to the 2008-2009 school year indicates that the percentage of students achieving level 3 or 4 on the 3rd -8th grade standardized test in mathematics increased by 21% from the previous year.

During the 2007-2008 school year the Inquiry Team focused on improving student performance in math. For 2008-2009 the school wide focus was shifted toward students in grades 9th -12th who had a weakness in ELA. Two teams were formed to focus on students who had a specific weakness in comprehension and vocabulary. The long term goal for the two teams was that students in the 9th – 12th grade would show an improvement in ELA as evidenced by either a 1.5 year gain in reading level in Scantron or a 20% increase in the vocabulary SIP by June of 2009. Data from Scantron indicates that the average student in the Inquiry Group improved their reading functioning level by 2.08 years. Even

with clear student improvement both Math and ELA must be school wide focus because of the low baseline data for students entering the school.

The school continues to target standardized assessment student enrolled in the 9th grade for the first time through the Talent High School Developmental Model. The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. By looking at the data, the school established a baseline reading level for student entering the 9th grade as 4.6. After reviewing the final reading levels of students that tested during both semesters the average reading level for students in the Talent Developmental model grew to 6.3

P. 35M works aggressively to improve student attendance. The school regularly reviews attendance data, calls absent students, makes home visits and offers incentives to bring students into the school building. Attendance for the 2008-2009 school year has increased by 4.32% from 2007-2008. Even with targeted attendance programs the schools attendance is still below the city's mandated 90%. The school must continue to improve the school wide attendance percentage.

The school received a Well Developed for its Quality Review during the school year. As evidenced by the Quality Review the school must continue to strengthen teachers' responses to student work to include guiding comments and clear level of performance.

Therefore, based on the data reviewed, P35M decided to focus on the following areas:

- Math: P35M has significantly increased the number of students passing standardized tests in math. The school needs to continue focusing on standardized test in math to ensure that the gains continue.
- ELA. Scantron indicates that the average student makes significantly gains in reading level during the school but because of their original low functioning level is still below grade level.
- Credit Accumulation: As seen through HSST, significant gains were made in credit accumulation for students that were enrolled in grades 9th – 12th during the 2008-2009 school year. P35M believes special focus needs to be placed on students that are over age and under credited.
- Attendance: ATS indicates that student attendance improved during the 2008-2009 school year. P35M endeavors to continue to improve the school wide attendance percentage.
- Teacher Response: The 2008-2009 Quality Review indicates that the school must continue to strengthen teachers' responses to student work to include guiding comments and clear level of performance.

Listed are some of P35M's greatest accomplishments over the past years:

- Receiving the rating of Well Developed during the 2006-2007 , 2007-2008, and 2008-2009 Quality Review.
- A continued high level of highly qualified teachers.
- Creating high academic expectations in students that have struggled academically on previous settings.
- A tripling of the number of students passing the Regents or Regents Competency Test in math over the past three years.
- An increase in the number of students progressing to the 11th grade.
- The creation of a vocational training program in conjunction with NYC and S.O.S.

Some barriers include but are not limited to:

- An open register, which creates an influx of students throughout the school year.
- The influx of students requires the constant readjustment of classes.
- A student population with diverse learning needs.
- Lack of records and accurate data for students arriving from programs outside the New York City school system.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

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1. By June 2010, the number of 11th grade students receiving at least 30 credits, will increase by 5% compared to the previous year, as reflected in HSST, ARIS, ATS and Report Card.

2. Student attendance will increase by 3% by June 2010 as reflected in ATS

3. By June 2010, standardized assessment students grades 10 and 11 will increase their scaled score reading level by 80 points as assessed by Scantron.

4. By June 2010, the number of 9th – 12th grade students receiving related service will decrease by 5% compared to the start of the school year, as reflected in ATS and CAP.

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): **Related Services**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, the number of 9th – 12th grade students receiving related service will decrease by 5% compared to the start of the school year, as reflected in ATS and CAP.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	▪ Monthly meeting with School Leadership to develop and implement action plan. ▪ Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. ▪ Weekly meeting with Inquiry Team and other subject area teachers to review data. ▪ Monthly review of existing IEPs and identification of students that may be ready for a less restrictive environment. ▪ Monthly coordination of related service providers and help them review their caseload. ▪ Weekly utilization of parent coordinator to increase guardian involvement in IEP meetings. ▪ Counselors will work with students to set personal related service goals on a weekly basis. ▪ Monthly monitor of student performance through Data Analysis.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Funded by Tax Levy Money
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	▪ Administrator will review each enrolled student's IEP during the Annual Review process. ▪ Principal will review related service reports from CAP and ATS on a monthly basis. The principal will compare monthly progress against the baseline data generated at the beginning of the school year. ▪ Student progress will be assessed during bi-weekly departmental meetings.

Subject/Area (where relevant): **English Language Arts (ELA)**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, standardized assessment students grades 10 and 11 will increase their scaled score reading level by 80 points as assessed by Scantron.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	▪ Monthly meeting with School Leadership to develop and implement action plan. ▪ Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. ▪ Weekly meeting with Inquiry Team and other subject area teachers to review data ▪ Monthly monitoring of student performance through Data Analysis. ▪ Bi-monthly periodic assessment through Scantron and ARIS. ▪ Provide needed professional development to further instruction. ▪ Strengthen teacher's analysis of data and students work monthly to identify students most "at risk" for the provision of intensive academic interventions to include the school wide administration of the Scantron and teacher informal assessment to identify students for participation in the Wilson Reading/Language Program, Read 180, Ramp-Up To Literacy, and WEX for students in Grades 10 and 11 in Standardized Assessment programs identified for AIS to help meet specific promotion requirements. ▪ Daily support and strengthen the implementation of the Wilson Reading/Language Program, Read 180, Ramp-Up To Literacy, and WEX for students in Standardized Assessment programs who are identified for AIS. ▪ Monthly professional development for School Instructional Teams, including administrators, school based coaches, lead teachers on the P35M Units of Study, Reading and Writing Workshop and protocols for conducting walkthroughs and observations and protocols for examining student work based upon the Performance Standards and the Principles of Learning ▪ Daily support of students in developing skills needed to become confident efficient test-takers, inclusive of study skills ▪ Monthly professional development and technical support on the use of the classroom libraries, including leveling of the books to promote Independent Reading and support effective implementation of the P35M Units of Study ▪ Monthly professional development for School Instructional Teams, including administrators, school based coaches, lead teachers on the District 75 Literacy Initiatives, P35M Units of Study, Reading and Writing Workshop and protocols for conducting walkthroughs. ▪ Daily ongoing assessment of students, inclusive of Regents, RCTs, Running Records, ARIS and Scantron Reports to inform instruction and observations and protocols for examining student work based upon the Performance Standards and the Principles of Learning.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Funded by Tax Levy Money
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	▪ Student in grades 10 and 11 will increase their reading level by 16 scaled points during each of the five Scantron assessments. ▪ Collaborating and showcasing student work at the District 75 Literacy Fair and Poetry Slam, Arts Festival, and displays of exemplary writing projects as demonstrations of increased performance in ELA. ▪ To support teachers in collaborating and showcasing student work as demonstrations of increased performance in ELA ▪ Student progress will be assessed during bi-weekly departmental meetings. ▪ School Inquiry Team will use data to understand each students next learning steps to improve each student's learning.

Subject/Area (where relevant): **Credit Accumulation**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, the number of 11th grade students receiving at least 30 credits, will increase by 5% compared to the previous year, as reflected in HSST, ARIS, ATS and Report Card.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	▪ Monthly meeting with School Leadership to develop and implement action plan. ▪ Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. ▪ Weekly meeting with Inquiry Team and other subject area teachers to review data. ▪ Monthly monitoring of student performance through Data Analysis. ▪ Bi-monthly periodic assessment through Scantron and ARIS. ▪ Provide needed professional development to further instruction. ▪ Six week cycle of monitoring student credits through HSST, ARIS and ATS. ▪ Weekly targeted and differentiated instruction created to meet the student at their functioning level. ▪ Data – Bi-monthly Data Analysis ▪ Monthly Literacy, Math, Social Studies, and Science professional development to further instruction ▪ Weekly targeted instruction from Scantron ▪ Weekly Counseling ▪ Weekly Grade Meetings ▪ Six week cycle of HSST Scheduling and Credit Tracking System ▪ Monthly ARIS Teacher Based Observation System ▪ Weekly monitoring of Various ATS Reports
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Funded by Tax Levy Money
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	▪ 11th grade students will show improvement in the area of credit accumulation by displaying a gain of 5% in the number of students passing all their classes on each interim report card, compared to the previous school year. ▪ Departmental review ▪ Interim report cards will be monitored Teacher assessments indicative of students academic success

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Student attendance will increase by 3% by June 2010 as reflected in ATS
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	▪ Monthly meeting with School Leadership to develop and implement action plan. ▪ Assistant Principal, Data Specialist and Inquiry Team members will review existing data to determine baseline on a weekly basis. ▪ Weekly meeting with Inquiry Team and other subject area teachers to review data. ▪ Weekly meeting with Attendance Staff to review student attendance and biographical information ▪ Monthly monitoring of student performance through Data Analysis. ▪ Bi-monthly periodic assessment through CASS System, HSST and ATS. ▪ Provide needed professional development to further instruction. ▪ Daily monitor of student attendance through CASS System, HSST and ATS. ▪ Monthly attendance reports to parents ▪ Daily absent and late call through Auto Dialer ▪ Guidance Counselors daily monitor and intercede with problematic attendance ▪ Daily School Messenger Auto Dialer ▪ Daily CASS Monitoring Attendance System
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Funded by Tax Levy Money
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	▪ There will be a 3% increase in student attendance for each month as compared to the same month in the prior school year as assessed by ATS. ▪ The CASS System will provide interim reports to monitor parental contact.

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	0	0	0	0
1	1	1	N/A	N/A	0	3	0	0
2	1	2	N/A	N/A	0	2	0	0
3	1	1	N/A	N/A	0	2	0	0
4	2	1	4	4	0	2	0	0
5	1	1	5	5	0	2	0	0
6	2	1	3	3	0	2	0	0
7	1	1	4	4	0	3	0	0
8	2	1	2	2	0	4	0	0
9	35	35	35	35	1	12	0	0
10	23	23	23	23	4	11	0	0
11	11	11	11	11	3	9	0	0
12	5	5	5	5	5	3	0	0

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

- The criteria for identification are scantron scores, test scores and teacher recommendation.
- All students and Bellevue Hospital receive Psychologist intervention.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Wilson	**Skills Addressed:** ▪ Wilson Reading Program teaches students fluent decoding and encoding skills to the level of mastery. It also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.
Read 180	▪ Read 180 teaches sight word fluency, oral expressive language development, comprehension, print knowledge, spelling, handwriting, vocabulary development, critical thinking, listening skill, strategies for decoding multi-syllabic vocabulary words, fluency, content-area reading and writing, multi-sensory strategies for narrative, persuasive and expository writing.
Writing Express (WEX)	▪ The WEX Skill-Building Curriculum breaks down the complex challenge of teaching writing into a sequence of clearly defined skills. Teachers collect classroom data, analyze student work, diagnose strengths and weaknesses, target specific skills for improvement, and continually assess each student's progress.
Talent Development H.S. – Strategic Reading	▪ The Strategic Reading (SR) is for students that face serious problems with student attendance, discipline, achievement scores, and dropout rates. Strategic Reading (SR), aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. By using a balanced-literacy approach, SR teachers help students to build skills and strategies that they may have missed. Additionally, students have opportunities to relate prior knowledge and experience to texts so they are better able to understand how reading applies to their own lives and future learning.
Before and After school Programs	▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in ELA, especially their weak areas.
National Organization on Disability (NOD), Start on Success Program (SOS) and New York University Hospital Centers	▪ A collaborative comprehensive academic and vocational program. The program offers students with an early introduction to the workplace and enables them to learn skills that will allow for a future of independence and self sufficiency. It also demonstrates to employers that our students can become highly valued resources in the workplace.
Camp Vacamas After School Program	▪ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State's ELA academic content standards.
College Now	For the 3rd year, the school's partnership with the College Now program at John Jay College has supported the high school upperclassmen to continue to take college classes. During this school year 33% percent of

Test Prep Strategies: GED, RCT, Regents, PSAT & SAT Community-Based Vocational Instruction (CBVI) Content through Career Development and Occupational Studies (CDOS) Life Skills/ADL SmartBoards Multi-Media Room and Library Apple Laptop Carts	the junior class was enrolled in a college class and on pace to receive a college credit. In addition the school has partnered with College Now to create a Think College Now program which endeavors to start underclassman on the road to college. To further encourage our students to enroll in college, P35M administers the PSAT and SAT. ▪ Available for students who wish to prepare for the General Education Development (GED) exam, NY State ELA Regents, RCT Reading and Writing, PSAT and SAT. ▪ Assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences ▪ Offers academic support, career and education exploration, work preparation, skills development, and internships. ▪ In-depth job readiness and career exploration opportunities designed to enhance the academic components ▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students. **Method of Delivery:** Classroom setting, small group, one-to-one, tutoring **When Service is Provided:** During school day, Before and After school, Extended day school, and Literacy Lab
Mathematics: Accelerated Math Math Steps Hot Words, Hot Topic Algebra-to-Go Geometry-to-Go	**Skills Addressed:** ▪ Format enables struggling students to master skills: includes test prep, problem solving, understanding key math concepts, geometry and pre-algebra/algebra, math reasoning and higher order thinking, ▪ Drill and practice of basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, percents ▪ Short format practice of math terms and concepts to help build mathematics literacy ▪ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain algebraic concepts ▪ Detailed explanations, easy-to-follow charts and graphs, and numerous examples to help students understand and retain geometric concepts

Before and After school Programs Test Prep Strategies: GED, RCT, Regents, PSAT & SAT Camp Vacamas After School Program SmartBoards Multi-Media Room and Library Apple Laptop Carts	▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in Math especially their weak areas. ▪ Available for students who wish to prepare for the General Education Development (GED) exam, NY State Regents in Integrated Algebra and Geometry, RCT Math, PSAT and SAT. ▪ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State's Math academic content standards. ▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students. **Method of Delivery:** Classroom setting, small group, one-to-one, tutoring, Extended Day School **When Service is Provided:** During school day, Before and After school, Extended day school, and Literacy Lab
Science: FOSS Science Modules: Living Environment Earth Science Biology Health Before and After school Programs Camp Vacamas After School Program Test Prep Strategies: GED, RCT, Regents, PSAT & SAT SmartBoards	**Skills Addressed:** The science lab material provides students in need of AIS with a diverse mix of empirical experiences with materials and theoretical models that converge to help students construct a solid basic understanding of the composition of their world. In the process, students learn: • Useful conventions for thinking about communicating chemical concepts. • Acquire vocabulary associated with scientific concepts • Useful scientific thinking to plan and conduct investigations, process data, and build scientific explanations: observing, communicating, comparing, organizing, relating, and inferring. • Exercise language, social studies, and mathematics in the context of science. ▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in Science, especially their weak areas. ▪ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State's Science academic content standards. ▪ Available for students who wish to prepare for the General Education Development (GED) exam, NY State Regents in Living Environment, RCT Living Environment, PSAT and SAT. ▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and

Multi-Media Room and Library Apple Laptop Carts	various learning styles of students. **Method of Delivery:** Classroom setting, small group, one-to-one, tutoring **When Service is Provided:** During school day, Before and After school, Extended day school, and Literacy Lab
Social Studies: Talent Development – Global Studies	**Skills Addressed:** ▪ The Talented and Developmental Model is an early intervention for students entering high school. Students in the talent model have their own support staff and receive special classes on the transition to high school. All students from grades 9th through 12th will use a variety of learning skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States, New York and World History. Geography, Civics, Citizenship, Government and Economics are also themes that will be explored.
Before and After school Programs	▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in Social Studies, especially their weak areas.
Camp Vacamas After School Program	▪ The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the NY State's Social Studies academic content standards
WNET/Thirteen Learning Links History Channel Learning Links Discovery Channel Learning Links	▪ Internet and cable tv channels, with shows on historical events and persons—often with observations and explanations by noted historians well as reenactments and interviews with witnesses.
Social Studies Project: Global Studies US History Economics	▪ Strategies for organization, building independence and ways to scaffold and support students will are shared. A step by step guide for successful project ideas and implementation will be completed by students.
SmartBoards Multi-Media Room and Library Apple Laptop Carts	▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students. **Method of Delivery:** Classroom setting, small group, one-to-one, tutoring, Extended Day School **When Service is Provided:** During school day, Before and After school, Extended day school, and Literacy Lab

Extended Day School Program	Skills Addressed:
Wilson Reading System	▪ The Wilson Reading System is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling.
Read 180	▪ Student is referred to Read 180. Read 180 is a computerized reading program for students that are reading below grade level. This a one to one intervention service conducted during school
Writing Express (WEX)	▪ The WEX Skill-Building Curriculum breaks down the complex challenge of teaching writing into a sequence of clearly defined skills. Teachers collect classroom data, analyze student work, diagnose strengths and weaknesses, target specific skills for improvement, and continually assess each student's progress.
Public School Athletic League(PSAL)	▪ Student-Athletes must pass 3 out of 4 academic subjects to participate in any PSAL sport. Student- Athletes that are failing must attend the Sports and Arts program to address their weak subject areas. Incentives to play PSAL sports usually make the students strive to do well academically.
Extended Day School Program	▪ This program fully funded from the schools budget provided an opportunity for students that were over age and under credited to attend the program and regain academic solvency.
Camp Vacamas After School	▪ After school educational services that are additional academic instruction designed to increase the academic achievement of students in schools in need of improvement. The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the State's academic content standards. Camp Vacamas after school program is provided outside of the regular school day. Students with social and academic concerns are recommended for after school; tutoring in all subjects, especially their weak areas. Cultural outings and recreation are also offered.
Before and After school Programs	▪ Students with social and academic concerns are recommended for before and after school for additional tutoring in ELA, Math, Social Studies and Science, especially their weak areas.
Test Prep Strategies: GED, RCT, Regents, PSAT & SAT	▪ Available for students who wish to prepare for the General Education Development (GED) exam, NY State Regents, RCT, PSAT and SAT.
Community-Based Vocational Instruction (CBVI)	▪ Assist students in overcoming some of the obstacles that impede their progress toward a high school diploma and lead them toward rewarding post-secondary employment and educational experiences
Content through Career Development and Occupational Studies (CDOS)	▪ Offers academic support, career and education exploration, work preparation, skills development, and internships.
Life Skills/ADL	▪ In-depth job readiness and career exploration opportunities designed to enhance the academic components

SmartBoards Multi-Media Room and Library Apple Laptop Carts	▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students. **Method of Delivery:** Classroom setting, small group, one-to-one, tutoring **When Service is Provided:** During school day, Before and After school, Extended day school, and Literacy Lab
At-risk Services Provided by the Guidance Counselor: Public School Athletic League(PSAL) Extended Day School Program Camp Vacamas After School Prog. Educational Training Institute (ETI)	**Skills Addressed:** ▪ Student-Athletes must pass 3 out of 4 academic subjects to participate in any PSAL sport. Student- Athletes that are failing must attend the Sports and Arts program to address their weak subject areas. Incentives to play PSAL sports usually make the students strive to do well academically and socially. ▪ This program fully funded from the schools budget provided an opportunity for students that were over age and under credited to attend the program and regain academic solvency. ▪ Supplemental educational services that are additional academic instruction designed to increase the academic achievement of students in schools in need of improvement. The after school provides additional academic assistance such as tutoring, remediation and other educational interventions, provided that such approaches are consistent with the content and are aligned with the State's academic content standards. Camp Vacamas services is provided outside of the regular school day. ▪ The Educational Training Institute provides vocational training to special education high school students in the fields of pharmacy technician, hotel operations and customer service & job readiness. The creative and flexible teaching methods of ETI's instructors assist students in achieving success and reaching their goals by meeting students' individual learning needs. **Method of Delivery:** Classroom setting, small group, one-to-one, tutoring, Extended Day School **When Service is Provided:** During school day, Before and After school, Extended day school, and Literacy Lab
At-risk Services Provided by the School Psychologist: VESID Job Corp Fortune Academy DOOR Outside counseling referral and case management Strive Program Adept Program I.C.D.	**Skills Addressed:** ▪ Help students improve literacy skills. This is done one-to-one or in small groups during the school day. ▪ Consultation with school administrators concerning appropriate learning objectives for students Planning developmental and remedial programs for and the development of educational experimentation and evaluation. ▪ Conference with parents to assist in understanding the learning and adjustment processes of children. ▪ Meeting with community agencies, such as probation departments, mental health clinics, and welfare departments, concerning pupils who are being served by such community agencies. ▪ Consultation and supervision of pupil personnel services workers. ▪ Psycho educational assessment and diagnosis of specific learning and behavioral disabilities, including, but not limited to, case study evaluation, recommendations for remediation or placement, and behavioral

	challenges occur, which can lead the problem solving process. ▪ This entails: (a) the identification of the problem impeding the student's progress academically and/or socially; (b) analyzing the collected data, and (c) assisting and collaborating in the development of a plan to help the student succeed. ▪ Support the staff by developing a progress monitoring process for the student's behavioral support plan. ▪ Periodic review of the student's transcripts/ report card with the student to ensure that remediate actions, in terms of referrals and tutoring are taken in a timely fashion. ▪ Assist in interpreting disaggregated assessment data and tying it to classroom performance ▪ Use of assessment data to improve student learning. ▪ Collect and integrate multiple sources of data, how to link data to classroom performance and interventions, and how to interpret and communicate findings regarding data. ▪ Help support students and families who require services beyond a school's capabilities by interfacing with community agencies and maintaining a resource list of appropriate services. ▪ Help to connect parents with potential resources by making initial contacts with various agencies. ▪ Facilitate communication, if student is represented by multiple agencies, between the agencies so that the team works together in order to provide the most comprehensive and supportive services. ▪ Involvement of various programs such as the Primary Prevention Program; Student Assistance Programs providing support groups on a variety of topics; various suicide prevention programs; whole class affective education programs; peer counseling programs. **Method of Delivery:** Classroom setting, small group, one-to-one, tutoring **When Service is Provided:** During school day, Before and After school, Extended day school, and Literacy Lab
At-risk Services Provided by the Social Worker: Individual Counseling Group Counseling Individual and group counseling. Referrals to VESID, CBOS, collateral contacts with hospitals, ACS, etc. Consultations with teachers.	**Skills Addressed:** 1. During school- Speak to students regarding number of credits they have and what is needed to graduate. Go over RCT and Regents tests which they have passed and what is needed to graduate. Devise strategies for passing classes and tests. Deal with falling and fear of test taking, promote self esteem and quell anxieties. Focus students on career goals and how to meet them. 2. During school moderate group sessions where students express academic and emotional issues presenting them from succeeding in school and plan strategies for succeeding. Discuss goals after high school including vocation and higher levels of education.

student-family interviews Case planning/ coordination with ACS and placement prevention service provider agencies.	3. Refer students to CIDNY and VESID for vocational training, support and job placement. <u>Modalities:</u> ▪ Individual and group sessions. ▪ Placement and training in vocational programs and then employment and support even into adulthood if client has disability classification. ▪ MHF- Referrals are made for outpatient psychotherapy in the neighborhood of students, based also on their insurance coverage. ▪ All services provided in school during schools hours.
At-risk Health-related Services: Safe Sex Program AIDS Awareness Health Class	**Skills Addressed:** ▪ School staff provides condoms and appropriate litterateur to students that are sexually active. ▪ The school nurse regularly meets with students to discuss AIDS awareness. ▪ Classroom teachers teach a class centered on wellness for students both emotionally and physically. ▪ Computer technology is implemented in the classroom to accommodate differentiated instruction and various learning styles of students. **Method of Delivery:** Classroom setting, small group, one-to-one, tutoring **When Service is Provided:** During school day, Before and After school, Extended day school, and Literacy Lab

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

NCLB/SED requirement for all schools

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

Language Allocation Policy
School Year 2009 to 2010
P35M
District 75/Citywide Programs

Principal-Marta Barnett

Language Allocation Policy Committee Members:
Vincent J. Maligno, Ph.D., A.P.
Frank DiGiovanni, ESL Teacher
Adelsia Vasquez, Related Services
James Brockett, Parent Coordinator
Deanna Riddick, Parent

We have 274 students in our school, out of which 74 are female and 200 male. 142 are Black, 122 are Hispanic, seven are White, two are Asian, and one is American Indian. Twenty-three students are ELL's representing 11.51% of the students. 10 are entitled and 13 are X-coded. Out of all the ELL students, 21 are of Hispanic background, one Asian, and one from African decent. Per grade level, there is 1 Spanish speaking student in sixth grade; 1 in seventh grade; 5 in ninth grade; 6 in tenth, plus 1 French-African in tenth; 5 Spanish speaking in eleventh grade; and 3 in twelfth, plus 1 Mandarin in the same grade.

In District 75, identification of ELL students begins at the CSE level. The parents complete the Home Language Survey identifying their means of communication. The student's language status (MONO, BIS, or ESL) is recorded in the CSE IEP. At the school level, CAP is checked against the IEP by the school level IEP team. ATS reports such as HISE and RHSP, which identify LAB-R & LAT testing, are utilized by school IEP team to verify ELL language needs. If a SIFE student enters our school, the student's parent fill out a HLS if one has never been filled out previously. If one question is checked in part one, and two questions are checked in part two, we interview the parents and student to determine if the he/she is bilingual. If so determined, we then administer the LAB-R to him/her. The test result determines whether BIS or Monolingual with ESL services is written in the IEP.

Currently, we have a teacher who is fully certified in ESL and the students are being served; as per CR Part 154 mandates. They participate in an ESL push-in/pull-out program, consisting of ten students in standardized assessment: one is in ninth grade, 4 are in tenth grade, 3 are in eleventh grade, and two are in twelfth grade. Students whose IEP mandate is Bilingual, have an alternate placement paraprofessional with them during all classes. Currently, we do not have

students who are mandated for Bilingual services. All students are mandated for ESL services. Each student is approached with materials respective of their proficiency level: a multi-curricula format. Periodically, content-area teachers and the ESL teacher converse during their common-prep period in order to better execute classroom instruction.

Our alternate site, The Riverview School at Bellevue, has a K-12 program. It includes an in-patient ward for students who live there until placed in a more appropriate facility. It is difficult to document students as long-term, being the transient nature of this school. The one ESL student who was on register was discharged on November 25th, 2009. Therefore, currently, there are no students receiving ESL services at this site.

Concerning the NYSESLAT, two entitled students refused to take it, and two were truant, deeming their test INV (invalid). Six scored on the Beginner level, six on the Intermediate level, seven on the Advanced level. One beginner-level entitled student entered our school after the NYSESLAT was administered.

In content areas, as per NYC and NYS test results, ELL students are not meeting the standards. All ELL students perform on or slightly lower than grade-level than do monolingual students in Science, Social Studies, Math, and Global Studies. On the NYS Regents Exam, 1 ELL student took the English and did not pass; 8 took the Math and 1 passed; 4 took the Algebra and 1 passed; 7 took the Living Environment and 3 passed; and 6 took the Global History/Geography and 2 passed.

These students need further assistance in the building and applying of academic language crucial to increasing their English language proficiency. For this reason the ESL teacher has included in his program bi-weekly visits to the school library to further their academic language abilities. In addition, we provide programs such as Read 180, Ramp-Up for High School, and the Wilson Reading.

During this time, we do not have any students who have reached proficiency, but when we do we will provide a minimum one period per week of ESL support for two years.

Parent Community Involvement:
Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P035M will offer parents of ELLs on-going information in their home language and training on different aspects of their children's education such as, home activities to support learning, outside supports in their community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with a translator. Our school will periodically describe the program to ELL parents through parent orientation meetings or letters sent home. To continue to build a positive working relationship with parents and the community, we are planning a variety of workshops and activities, such as:
-Disaster preparedness
-Resume writing for parents looking for employment

-Universal health care
-Stress reduction through exercise
-Gang Related Violence
-Computer workshop for parents
The temporary orientation meetings are: October 29th, November 19th, and December 17th.

Patterns in Proficiency
All ELL students display strengths in listening and speaking on the NYSELAT. The areas that need improvement are reading and writing. In general, the NYSESLAT raw scores for listening and speaking were between the 30s and 50s, while the scores for reading and writing were in the teens and twenties.

Presently we have no SIFE students. At such time that we do we will provide the following: ESL instruction that follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher will use the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. The teacher also will use technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City literacy requirements, each classroom library will contain books in the native language should we have one, including those adapted by teachers to meet the needs of students with severe disabilities.

For the thirteen Long Term ELL students the ESL and ELA teachers meet and collaborate to create curriculum and exchange ideas, in addition to the services described in order to bring him/her up to par.

For the 3 students receiving Extension of Services, we provide tutoring; Buddy, developing initial literacy in native language, and a nurturing environment to facilitate language production.

Due to the small number of students, there are no bilingual classes in our school. All our ESL students receive the minimum units of instruction mandated under C.R. Part 154: 540 minutes per week for Beginners, 360 for Intermediate, and 180 for Advanced. ELL instruction is in collaboration with content area teachers. Instructional program are explicitly aligned with mandated ESL, ELA, New York State learning standards and content-based learning standards.

In content areas all the students need extra academic help and will require additional assistance in the form of tutoring and after-school programs. Academic language is developed through content area instruction in ESL. Long term ELL students will be given ESL services as per federal mandates. Students are transitioned out of the program if they show proficiency on the previous spring's NYSESLAT exam. Once transitioned, they will be provided with one to two years of ESL continued support.

To ensure that students meet the standards and pass required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. Our ESL teacher uses the following books: "Longman Photo Dictionary of American English", "Get Ready to Write", "Exploring English", books on folktales, fiction and non-fiction. These books will be used with the Wilson Reading Program.

The teacher also uses technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. To comply with the New York City literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities.

As stated in the DCEP, ELA instruction for ELLs follows the uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi-sensory approaches, Cooperative Learning, the infusion of the arts and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

During the school year, Professional Development will be incorporated in workshops, given on or around the fifteenth of the month, which will teach ESL strategies for ELL students. This Professional Development will be offered by the Assistant Principal, and ESL coach with help by professionals from the district office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers at the middle and high school level work collaboratively with the ESL teacher. Teachers plan lessons that compliment instead of merely translate the content instruction in the other language. Paraprofessionals are to be included in the professional development. P35M receives ongoing support from the District 75 Office of English Language Learners on ELL Programs.

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

Form TIII – A (1)(a)

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE TITLE III – A FUNDS

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Form TIII – A (1)(b)

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE TITLE III – A FUNDS

School: _____ BEDS Code: _____

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., $10,000)	**(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x $50.00 = $10,000)**
Purchased services - High quality staff and curriculum development contracts.	(e.g., $5,000)	**(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	(e.g., $2,500)	**(Example: 2 Rosetta Stone language development software packages for after school program)**
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE TITLE III FUNDING

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.

Upon intake/admission of student, written translation and oral interpretation are assessed. The findings are coded by the pupil personnel secretary in ATS and on the student emergency card.

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.

For the 2008-2009 there were 82 guardians who requested communication in Spanish, four in Bengali, two in Chinese, and one in Amharic. Currently the school provides Spanish written translation and oral interpretation internally. Spanish speaking family members are identified during the admission process. There are two bilingual counselors assigned who are able to assist family members. The pupil personnel secretary is also bilingual and facilitates the needs of the family. Documents are distributed in both English and Spanish to students' homes. The telephone auto-dialer is bilingual in our outreach to family. Interpretation services at the district and city level are utilized to communicate with the seven adults that do not speak English or Spanish. The language information is shared by administration and staff through the student's emergency card, the student's IEP and ARIS.

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: _____ **SURR**[1] **Phase/Group** ***(If applicable):*** _____

Part A: For All School Improvement Schools

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

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

[1] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURR Area(s) of Identification: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[1] 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

[1] 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.

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

- **English Language Learners**

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

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

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

The P35M Cabinet, which is made up of lead teachers and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletters. In addition, P35M has a number of committees (P35M School Inquiry Teams, Departmental, Cohort, Transitional, IEP, and PBIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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

Applicable X 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 P35M exhibits. We follow a standards based curriculum for all standardized assessment students. Curriculum maps that are aligned to the state standards has been, and continues to be a challenge to differentiate the curriculum and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes.

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.

P35M has begun to "drill down" towards more intense data analysis. We will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. Since the population of students that we serve all have special needs and the majority of these students are at minimum two years below grade level due to the severity of their handicapping conditions, we recognize that these students will

not achieve full proficiency on NYS exams, However, these students will eventually achieve standards but at a different pace and since they are able to be in school until age 21, we believe that this will assist in moving students with special education needs forward.

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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.

The P35M Cabinet, which is made up of lead teachers and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletters. In addition, P35M has a number of committees (P35M School Inquiry Teams, Departmental, Cohort, Transitional, IEP, and PBIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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

Applicable X 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 report supports areas of need that P35M exhibits. We follow a standards based curriculum for all standardized assessment students. Curriculum materials that are aligned to the state standards has been, and continues to be a challenge to differentiate and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes.

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.

P35M has begun to "drill down" towards more intense data analysis. We will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. Since the population of students that we serve all have special needs and the majority of these students are at minimum two years below grade level due to the severity of their handicapping conditions, we recognize that these students will not achieve full proficiency on NYS exams, However, these students will eventually achieve standards but at a different pace and since they are able to be in school until age 21, we believe that this will assist in moving students with special education needs forward. We also need to offer more opportunities for professional development in Integrated Algebra and Geometry that will not only extend our teachers' understanding of the process strands, but also demonstrate how they are represented in these programs, and why they are important to improving student performance.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The P35M Cabinet, which is made up of lead teachers and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletters. In addition, P35M has a number of committees (P35M School Inquiry Teams, Departmental, Cohort, Transitional, IEP, and PBIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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

Applicable X 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?

P35M has an ongoing commitment to differentiated instruction through the rich and varied instructional resources available to our teachers and instruction teams for reading workshop and writing workshop models. All of the lessons prepared by our teachers have to be differentiated due to the nature of our student population and the legally mandated age range in (3 year span) of students in each class. However, it is difficult to implement best practices at all times when the classroom dynamics can include students functioning on grade level, 2-3 years below grade and having severe cognitive impairments. Teachers are afforded professional development in the specific curriculum areas and supported to implement these practices but in addition to the academic deficits many of our students have severe emotional challenges that impair their learning and negatively affect classroom instruction.

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.

P35M is going to explore various ways to program students in order for their grouping to be more homogenous. At the elementary level we will need support in the way of an additional school based coach who can work with teachers, who have a Special Education license, in content area instruction. Our teachers have received extensive professional development in differentiating instruction and best practices but need additional PD in content area subjects in order to implement homogenous grouping in subject areas.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol* (SOM[2]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The P35M Cabinet, which is made up of lead teachers and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletters. In addition, P35M has a number of committees (P35M School Inquiry Teams, Departmental, Cohort, Transitional, IEP, and PBIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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

Applicable X 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?

Conversations with the P35M mathematics cluster teacher and a sampling of classroom teachers implementing Integrated Algebra and Geometry Mathematics and the review of teacher observations, disputes the findings. As evidenced through formal and informal observations technology is regularly incorporated into lessons and planning. Web based math programs are being used in classrooms to support instruction. In addition math skills are being incorporated into cross content areas such as science and social studies.

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.

There is a need to provide a range of professional development opportunities for school based coaches and lead teachers on the math Uniform Curriculum to ensure its successful implementation.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
The administration reviewed Employee Identification System (EIS) to review start dates of all teachers. In addition the BEDS survey from last year was reviewed.

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

Applicable X 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?
A review of the data shows that P35M continues to retain highly qualified teachers to our organization. The percentage teaching more that 2 years at our school has increased from 69.5% in 2005-2006 to 90.1% in 2008-2009. In addition the percentage teaching more than 5 years as this school has increased from 47.6 in 2005-2006 to 85.9 in 2008-2009. The percentage of "highly qualified" teachers as defined by NCLB/SED, has increased from 66.3% in 2005-2006 to 95.3% in 2008-2009.
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.
Experienced teachers will act as mentors and will need to continue to participate in on-going professional development to maintain high quality mentoring. Mentor/Teacher collaborations will reflect professional teaching standards, and focus on instructional practices and strategies.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.
The P35M cabinet surveyed staff members to determine their awareness of the ELL professional development available.

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

Applicable X 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?

Based on the survey results it is evident that the majority of staff were aware of the QTEL program Staff with ELL students in their class were aware of the Language Allocation Policy and the ELL instruction provided by the ESL teachers. Teachers with no ELL students are knowledgeable of the LAP through district and DOE professional development training and workshops.

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.

A listing of QTEL professional development sessions will be distributed to all teachers. In addition the ESL teachers will, at a faculty conference, what the Language Allocation Policy is and its contents. Support will be needed to provide substitute teacher coverage when staff members attend ELL professional development.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The school cabinet will review how data is analyzed and disseminated with regard to ELL students.

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

Applicable X 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?

Based on conversations with staff the general consensus is that they do not get the results of the NYSESLAT in a timely fashion. This is due in part to the late release of the scores. In addition due to the nature of our special education population data is disaggregated by multiple factors including handicapping conditions and time in District 75.

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.

When data is made available, in addition to the multitude of ways we now disaggregate the data, we will disaggregate by proficiency level and time in the United States. This information will be distributed to all teachers of ELL students in order to assist them in driving their instruction to increase student performance.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Our determination as to whether or not this is relevant to us is based on our own internal review of classroom best practice, increased access to differentiated instruction resources and an analysis of testing scores.

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

Applicable X 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?

Alternate assessment students participate in the NYSAA. Their approach to instruction is based on the Alternate Grade Level Indicators (AGLI). Although differentiation of instruction is being done it is often not horizontally related to the general education curriculum, thereby not allowing these students access to the general education curriculum. Teachers are not always incorporating the behavior intervention plan into their teaching methods.

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.

We will form a committee to review the AGLIs and develop a correlation to the general education curriculum. Select classes will be selected to participate in a pilot program to implement this curriculum. Data will be collected and analyzed in order to determine if this curriculum will be

appropriate for all alternate assessment students. Professional Development will be provided on writing a Behavior Intervention Plan and implementing it in the classroom.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Students' IEPs are always reviewed by the teacher, paraprofessional and related service providers when a student is admitted to our school.

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

Applicable X 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?

This finding is relevant to our school because of the fact all are students come to us with an IEP already written. After observing the student many times it is evident that there is a discrepancy between the goals and the actual functioning and/or grade level of the student. Goals do not match the present levels of performance on the IEP. A majority of the students admitted need to have the IEP conference reconvened in order to develop appropriate goals for that student. Many students in need of a Behavior Intervention Plan do not have one written with the current IEP. Our teachers have to write a BIP in order to provide the appropriate accommodations for the students' instruction.

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.

Teachers and paraprofessionals will be provided with common planning time to develop a plan for accommodations of instruction for all students. Teachers and paraprofessionals will provide these accommodations to students during the lessons in class. The paraprofessional will assist with small group instruction under the teacher's supervision so that a variety of accommodations are met and all students receive equal instructional access during a lesson. Grade level content will be used as the base for students' instruction and goals and objectives for each student will be based on the grade content. For those students in grade 1 through 8 standardized assessments whose IEPs indicate such, modified promotional criteria, modifications will be reflected in the instruction. For students participating in the NYSAA assessments, goals and objectives will be reviewed, aligned and modified to the AGLIs. Behavior intervention plans will be reviewed and supported in the classroom instruction.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

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

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

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This is a NON-TITLE 1 school.

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

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **14**

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.
   - **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75studnets are eligible to attend any programs run through the STH units at the ISC.**

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District District 75	School 035M/Manhattan HS
Principal M. Barnett	Assistant Principal J. Bacal
Coach	Coach
ESL Teacher F. DiGiovanni	Guidance Counselor
Teacher/Subject Area ESL	Parent D. Riddick
Teacher/Subject Area	Parent Coordinator J. Brockett
Related Service Provider	SAF
Network Leader Arthur Fusco	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	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	283	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	7.77%

Part II: ELL Identification Process

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	**Newcomers (ELLs receiving service 0-3 years)**	2	**Special Education**	22
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6 years)**	6

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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										
	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
Programming and Scheduling Information										
TOTAL	0	0	0	0	0	0	0	0	1	1

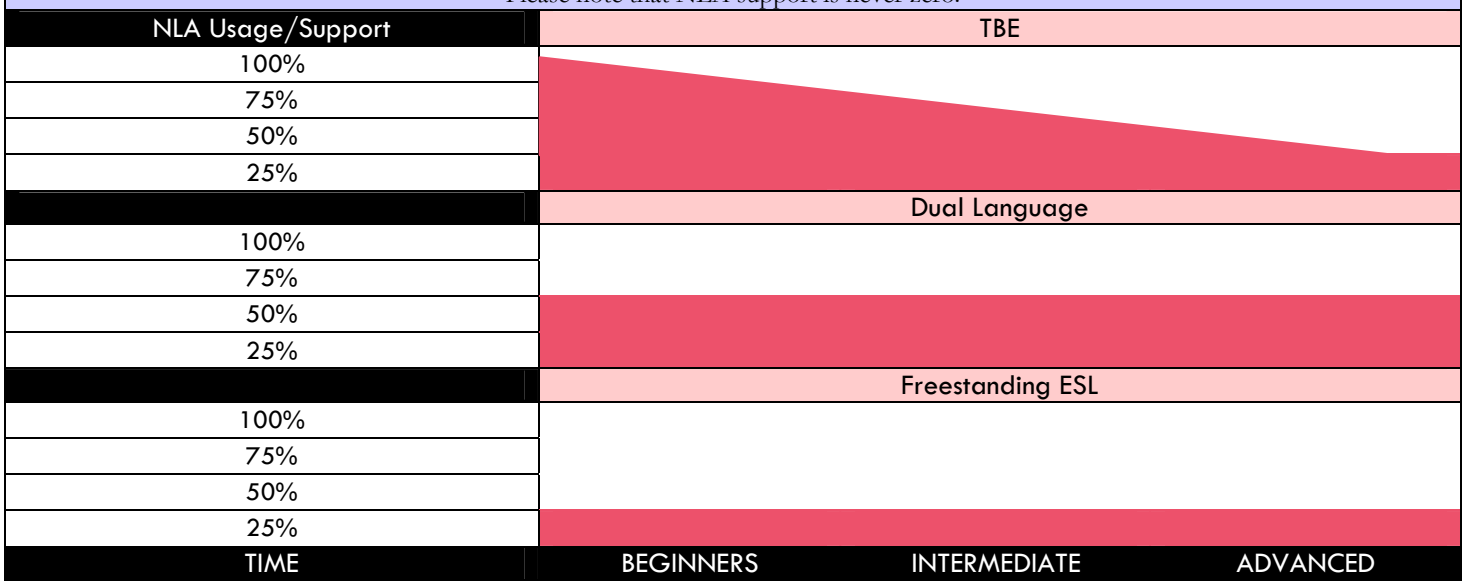
1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
    b. What are the program models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

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

	Beginning	Intermediate	Advanced
For All Program models			
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening/ Speaking	B									
	I							1		
	A								1	1
Reading/ Writing	B									
	I							1		
	A								1	1

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

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

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

NYSAA Bilingual Spe Ed									0

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

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

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

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

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 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)
J. Bacal	Assistant Principal		
J. Brockett	Parent Coordinator		
F. DiGiovanni	ESL Teacher		
D. Riddick	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 035M/Manhattan HS
Principal M. Barnett	Assistant Principal J. Bacal
Coach	Coach
ESL Teacher F. DiGiovanni	Guidance Counselor
Teacher/Subject Area ESL	Parent D. Riddick
Teacher/Subject Area	Parent Coordinator J. Brockett
Related Service Provider	SAF
Network Leader Arthur Fusco	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	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	268	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	8.21%

Part II: ELL Identification Process

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0
Freestanding ESL					
Self-Contained					0
Push-In/Pull-Out	2	1	1	1	5
Total	2	1	1	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	6

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

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

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

C. Home Language Breakdown and ELL Programs

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

Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	3	2	3	1	9
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other		1			1

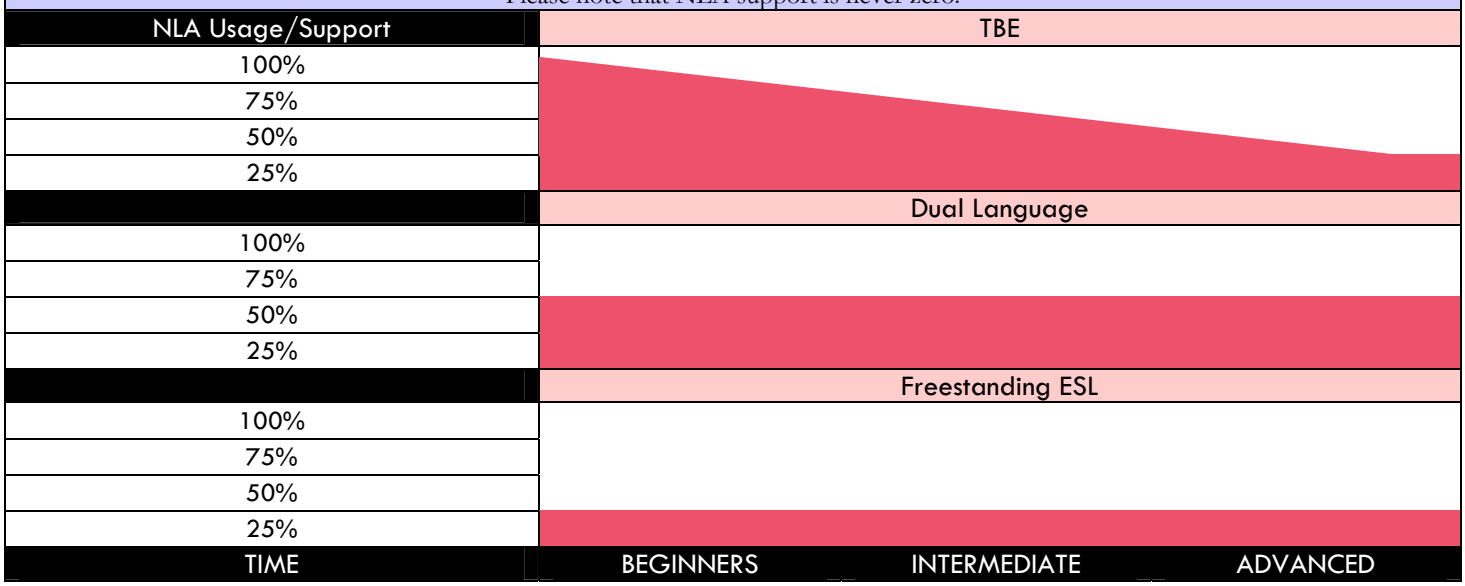
Programming and Scheduling Information					
TOTAL	3	3	3	1	10

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
For All Program models			
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	3	2	2	0	7
Intermediate(I)	2	2	1	2	7
Advanced (A)	0	2	2	1	5
Total Tested	5	6	5	3	19

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
Listening/Speaking	B	1		2	
	I	1	1	1	2
	A		2	2	1
Reading/Writing	B	1		1	
	I	2	1	1	2
	A		2	2	1

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	1			
Math A	8		1	
Math B				
Integrated Algebra	4		1	
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment	7		3	
Physics				
Global History and Geography	6		2	
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

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

Chinese Reading Test	%	%

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)
J Bacal	Assistant Principal		
J Brockett	Parent Coordinator		
F DiGiovanni	ESL Teacher		
D. Riddick	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