Department of Education

# [PS 79M DR. HORAN SCHOOL]

# 2009-2010
# SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
# (CEP)

**SCHOOL: (75M079)**
**ADDRESS: 55 EAST 120 STREET NEW YORK, NY 10035**
**TELEPHONE: (212) 369-3134**
**FAX: (212) 996-8307**

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## SECTION I: SCHOOL INFORMATION PAGE

**SCHOOL NUMBER:** P79M **SCHOOL NAME:** Dr. Edmund Horan School

**SCHOOL ADDRESS:** 55 East 120 Street New York, NY 10035

**SCHOOL TELEPHONE:** 212 369-3134 **FAX:** 212 996-8307

**SCHOOL CONTACT PERSON:** Rebecca Bravo **EMAIL ADDRESS:** rbravo@schools.nyc.gov

| POSITION/TITLE | PRINT/TYPE NAME |
|---|---|
| **SCHOOL LEADERSHIP TEAM CHAIRPERSON:** | Cindy Valentin |
| **PRINCIPAL:** | Rebecca Bravo |
| **UFT CHAPTER LEADER:** | Amanda DeSimone |
| **PARENTS' ASSOCIATION PRESIDENT:** | Robert Powell |
| **STUDENT REPRESENTATIVE:** *(Required for high schools)* | Jean Esaannon and Kevin Fuller |

## DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

**DISTRICT:** 75 **SSO NAME:** D75

**SSO NETWORK LEADER:** Barbara Joseph

**SUPERINTENDENT:** Bonnie Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

| Name | Position and Constituent Group Represented | Signature |
|---|---|---|
| **Alex Ramadanis AP** | *Principal or Designee | |
| **Amanda DeSimone** | *UFT Chapter Chairperson or Designee | |
| **Robert Powell** | *PA/PTA President or Designated Co-President | |
| **NA** | Title I Parent Representative *(suggested, for Title I schools)* | |
| **Sheila Harris** | DC 37 Representative | |
| **Jean Esaannon**<br>**Kevin Fuller** | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| **Cindy Valentin** | Member/Teacher | |
| **Nicole Jones** | Member/Parent | |
| **Giselle Rivera** | Member/Parent | |
| **Dalia Dominguez** | Member/Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

* Core (mandatory) SLT members.

## 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.

PS79M has evolved into a school of excellence. Through collaboration between administration and staff, a strong Positive Behavior Support Plan, partnerships with community agencies for educational and social programs, raising the bar for all our students and the ongoing use of data to plan instruction we are improving outcomes for all our students as evidenced by data to indicate levels of independence and accuracy. Our school has students in grades 6-12+ at the Main Site and our off-site PS79M@J117. All of our students participate in New York State Alternate Assessment (NYSSA). This year our high school students in the 12:1:1/ 8:1:1/6:1:1 category are participating in an academies program. We continue to build on the interests of students by providing opportunities for continual experiences in our Community Work Experience Program. We provide both in school and community work experiences. Our 12:1:4 high school students are now departmentalized. The environment is engineered to increase the opportunities for communication of students with severe multiple challenges and in the "Getting Ready to Learn" to increase time on task. Our JHS age students at P79M@J117 have the same opportunities that our HS age students have. This off site is in a multi school campus. We have an Inclusion Program at the Esperanza Academy in J117. I am one of five (5) Principals that have a program in the building. Our goal is to make sure that all our students at J117 have access to all common areas of the school, and are mainstreamed for lunch, music, art, school performances and student committees.

The school uses available data (NYC DOE centralized such as ATS. CAP. ARIS, etc) and generates it own data ( BRIGANCE®, E-Report Card, E-IEP, NYSAA, NYS CR Part 154, Community Based Instruction, Travel Training, PBS-SWIS, Inclusion, Title III, Transition, Teacher Observations, Inquiry Team, Professional Development, NTIP, etc). It uses this data to provide objectives (Items prioritized for instruction, Goals –class, house, school, units of study, differentiation of instruction, etc). The data is constantly updated with a focus of understanding the performance (Percentages of Accuracy & Independence as determined by NYS content area frameworks) and progress by level (1 through 4) of students, classes, grade levels, ELLs, ethnic groups. The school has a clear structure for delivering curriculum that ensures that assessment requirements are met and allows teachers flexibility to address the diverse needs of the students. Curriculum frameworks for all content areas and formal and informal assessment approaches are reviewed monthly to take into account the wide range of students needs.

Tasks are then mapped according to the school's Blooming Smart Rubric resulting in differentiated activities. Performance is measured by the obtained levels of independence and accuracy which are used for the purpose of implementing instruction in order to improve each student's outcomes. Instructional support staff's impact on learning outcomes is assessed during formal and informal class observations. Feedback, constructive dialogue, and recommendations for next steps are provided during pre and post observation conferences. P79M maintains an active and growing Parent Teacher Association (PTA) membership. Parents, families, and guardians have the opportunity to attend regularly scheduled PTA meetings, conferences (EPIC), workshops, and events, tailored to strengthen the partnership between the home and school. Community based organizations also support our collaborative efforts to plan and set instructional goals, align instruction ,build capacity and monitor student progress by hosting Community Work Experience Programs(North

General Hospital, Metropolitan Hospital, ABC Day Care Center, Lifespire, etc.). Students who attend these programs have the opportunity to acquire and negotiate a wide repertoire of job related skills and experiences in work settings.

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **School Name:** | P.S. M079 - Horan School | | | | | | | |
| **District:** | 75 | **DBN:** | 75M079 | **School BEDS Code:** | 307500011079 | | | |
| | | | | | | | | |
| **DEMOGRAPHICS** | | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | | 11 | |
| | K | | 4 | | 8 | | 12 | √ |
| | 1 | | 5 | | 9 | √ | Ungraded | √ |
| | 2 | | 6 | √ | 10 | √ | | |
| | | | | | | | | |
| **Enrollment** | | | | **Attendance** - *% of days students attended*: | | | | |
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | *(As of June 30)* | 2006-07 | 2007-08* | 2008-09 | |
| Pre-K | 0 | 0 | 0 | | 88.6 / 81.1 | | | |
| Kindergarten | 0 | 0 | 0 | | | | | |
| Grade 1 | 0 | 0 | 0 | **Student Stability** - *% of Enrollment*: | | | | |
| Grade 2 | 0 | 0 | 0 | *(As of June 30)* | 2006-07 | 2007-08 | 2008-09 | |
| Grade 3 | 0 | 0 | 0 | | 83.3 | | 90.3 | |
| Grade 4 | 0 | 0 | 0 | | | | | |
| Grade 5 | 0 | 0 | 0 | **Poverty Rate** - *% of Enrollment*: | | | | |
| Grade 6 | 1 | 0 | 1 | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | |
| Grade 7 | 2 | 1 | 0 | | 75.1 | 75.1 | 0.0 | |
| Grade 8 | 4 | 2 | 0 | | | | | |
| Grade 9 | 0 | 1 | 1 | **Students in Temporary Housing** - *Total Number*: | | | | |
| Grade 10 | 0 | 3 | 1 | *(As of June 30)* | 2006-07 | 2007-08 | 2008-09 | |
| Grade 11 | 0 | 1 | 0 | | 4 | 4 | 24 | |
| Grade 12 | 67 | 4 | 125 | | | | | |
| Ungraded | 298 | 397 | 213 | **Recent Immigrants** - *Total Number*: | | | | |
| Total | 372 | 409 | 341 | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | |
| | | | | | 8 | 6 | 2 | |
| | | | | | | | | |
| **Special Education Enrollment:** | | | | **Suspensions** *(OSYD Reporting) - Total Number:* | | | | |
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | *(As of June 30)* | 2006-07 | 2007-08 | 2008-09 | |
| # in Self-Contained Classes | 372 | 409 | 341 | Principal Suspensions | 0 | 0 | 3 | |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 2 | 5 | 1 | |
| Number all others | 0 | 0 | 0 | | | | | |
| *These students are included in the enrollment information above.* | | | | **Special High School Programs** - *Total Number:* | | | | |
| | | | | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | |
| | | | | CTE Program Participants | N/A | N/A | 0 | |
| **English Language Learners (ELL) Enrollment:** (BESIS Survey) | | | | Early College HS Program Participants | 0 | 0 | 0 | |
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | | | | | |
| # in Transitional Bilingual Classes | 72 | 72 | 23 | **Number of Staff** - *Includes all full-time staff:* | | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | |
| # receiving ESL services only | 85 | 64 | 23 | Number of Teachers | 57 | 59 | 55 | |

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|---|---|---|---|---|---|---|
| # ELLs with IEPs | 151 | 25 | 26 | Number of Administrators and Other Professionals | 11 | 77 | 73 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 52 | 43 |
| | | | | | | | |
| **Overage Students** (# entering students overage for grade) | | | | **Teacher Qualifications:** | | | |
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 |
| | 25 | 55 | 41 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 47.4 | 52.5 | 60.0 |
| **Ethnicity and Gender** - *% of Enrollment*: | | | | % more than 5 years teaching anywhere | 47.4 | 44.1 | 54.5 |
| *(As of October 31)* | 2006-07 | 2007-08 | 2008-09 | % Masters Degree or higher | 88.0 | 83.0 | 80.0 |
| American Indian or Alaska Native | 0.3 | 0.2 | 0.6 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 0.0 | 0.0 | 20.0 |
| Black or African American | 35.2 | 36.4 | 33.1 | | | | |
| Hispanic or Latino | 58.1 | 57.7 | 61.3 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 2.7 | 1.7 | 1.8 | | | | |
| White | 3.8 | 3.9 | 3.2 | | | | |
| | | | | | | | |
| **Male** | 58.6 | 56.7 | 59.2 | | | | |
| **Female** | 41.4 | 43.3 | 40.8 | | | | |

| 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:** | | | | | | | |
| | 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:** | √ |
| **Overall Score:** | | **Quality Statement Scores:** | |
| **Category Scores:** | | Quality Statement 1: Gather Data | W |
| School Environment: | | Quality Statement 2: Plan and Set Goals | √ |
| *(Comprises 15% of the Overall Score)* | | Quality Statement 3: Align Instructional Strategy to Goals | √ |
| School Performance: | | Quality Statement 4: Align Capacity Building to Goals | √ |
| *(Comprises 30% of the Overall Score)* | | Quality Statement 5: Monitor and Revise | √ |
| 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?

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The School Leadership Team, the Administrative Cabinet and the UFT Chapter Leader for P.79M reviewed the CEP goals and Action Plans implemented during the 2008-09 school year and reflected upon those that were felt needed to be further developed. In addition the results of the 2008-09 Quality Review, the Learning Surveys, the NYSAA results for the students in alternate assessment, the Brigance Assessments, Inquiry Team action plan, were reviewed as data sources that are pertinent to our school. The achievement of students against their goals from IEP, BRIGANCE scales, and NYSAA was analyzed and reviewed to evaluate progress and effectiveness of interventions. Our school has continued to make the Adequate Yearly Progress (AYP) performance targets for ELA, Math, Science, and Social Studies as evidenced in the NYSAA scores. This process is being achieved through ongoing formal and informal assessments, gathering and analysis of data within and across classrooms/sites, adaptations and modification of instructional materials and resources, increased participation in the use of technology, focused professional development ,coaching and mentoring of teachers, increased parent involvement at IEP meetings, PTA meetings and other special school events.

Based on a comprehensive review of all Summative and Formative data available we have found that over the past few years, P.79M has made AYP in ELA, Math, Science, and Social Studies for all students in Alternate Assessment classes. In ELA, 83 % of students in all grades achieved NYSAA Level 3 and above. In Math 82% of students in all grades achieved NYSAA Level 3 and above. In Social Studies 87% of students in all grades achieved NYSAA Level 3 and above. In Science 88% of students in all grades achieved NYSAA Level 3 and above.

We have seen continued growth with our students in alternate assessment 12:1:4 classes particularly in the area of communication as measured by Brigance. While growth is apparent it is critical that we continue to work in this area if these students are to become more independent.

Over the past few years we have seen a slight increase in the level of parental involvement. A close review of the subgroup of parents involved appears to be those parents of students in the 12:1:1 category. To that end it is critical that we increase parental involvement in all categories in order to attain positive outcomes for all students and help them transition into adult programs for persons with special needs.

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

- Data Analysis: The results of the Quality Review found that the school as a whole needs to improve pedagogical skills in the implementation of differentiated instruction and use of the IEP to drive instruction..
- ELA: The Inquiry Team projects data resulted in the decision to continue the use of ACHIEVE 3000, Getting Ready to Learn (GRTL), Weekly Reader, Star Reporter, and the addition of Meville to Weville, EQUAL, and SMILE programs.
- Professional Development: The results of the Learning Survey revealed that teachers do not believe that they are not engaged enough in setting goals and making important decisions for the school (P79M). Only 40% agree that they are engaged enough in setting goals and decision making. We will continue to implement the Professional Teaching Standards (PTS) year two (2) to address this.
- Transition: The results of Brigance Assessments of the 12:1:1 student population reveals that we need to improve post secondary outcomes for our students by increasing the number of worksites and students out in the Community Work Experience Program .

Listed are some of P79M's greatest accomplishments over the past few years:

- Recipient of several grants. Such grants include*, MTP Grant, REACH Library Grant .*
- An increase in the # of students moving to Less Restrictive Environments (LRE), Internal and/or External.
- Over 120 students participating in the Community Work Experience Program
- VATEA Funds in the amount of $14.04000.00 to improve the vocational training programs
- Three years in a row we have had a student receive the Samuel Stern Award

Some barriers include but are not limited to:

- Budget cuts .05% of the school budget
- No DOE OTs/Shortage in PTs. This results in students being under served or not served for mandated related services. To address this we have adjusted group sizes and used agency based therapists.
- The auditorium has no air conditioning or windows. Therefore for a significant amount of time during the regular school year and in the summer we are unable to use the auditorium
- Retirement of an AP and the need to bring on a new AP effective October 2009. The new AP is in place as IA and attending the D75 Assistant Principal Institutes, the ELI Series through CSA and has been assigned a mentor.

## SECTION V: ANNUAL SCHOOL GOALS

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

**By June, 2010:**

- **By June 2010 of the (35) graduating students in the 12:1:1/8:1:1 (7) will prepare for post secondary life by registering for VESID and (7) students (20%) will be placed in vocational programs with support and/or competitive employment.**

- **By June 2010, 25% (12) teachers will advance from their current proficiency by at least one (1) level (Beginning, Emerging, Applying, Integrating, and Innovating relative to their individual selected specific professional teaching standard (PTS) goals.**

- **By June 2010, 90% of the teachers will participate in ongoing collaborative inquiry across academies focused on aligning assessments with IEP goals and instruction resulting in 75% of students achieving Level 3 and 4 on NYSAA.**

- **By June 2010, while expanding our email linked learning community, 70% (8 students) in 12:1:1 alternate assessment and 50% (6) students in 6:1:1 alternate assessment selected by one of our data inquiry teams will demonstrate a 15% increase in the percentile ranking score as evidenced by the Achieve 3000 - LevelSet assessment.**

- **By June 2010, while expanding (ARIS) our email linked learning community, we will train a minimum of 10 % of our parents on how to use ARIS.**

## SECTION VI: ACTION PLAN

**Direction**s: 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):** **Transition**

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | • By June 2010 of the (35) graduating students in the 12:1:1/8:1:1 (7) will prepare for post secondary life by registering for VESID and (7) students (20%) will be placed in vocational programs with support and/or competitive employment. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • By September 2009 identify and place students by age and years at school into one of three academies. Apprentice 14.9-16 years old, Journeyman 16-18 years old and Senior 18-21 years old (ages are approximate)<br>• Ongoing between September 2009 and June 2010 identify students and increase their opportunities for travel training<br>• By January 2010 have 100 % of students graduating complete Level 1 Vocational assessments<br>• On going between September 2009 and June 2010 notify parents of available workshops on the application process for VESID and guardianship<br>• Ongoing between September 2009 and June 2010 notify parents and staff of post secondary agency programs and schedule visits.<br>• By October 2009 develop, train, and implement the Blueprint for Learning school based teaching document. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • OTPs funds for Social Curriculums<br>• OTPs funds for copy supplies<br>• OTPs funds for materials/refreshments for parent meetings/workshops<br>• Transition Coordinator Position full time |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • By May 2010 identify number of students accepted by adult service agencies<br>• By May 2010 identify number of students accepted into the Transition Center<br>• By May 2010 identify number of students placed in post secondary options |

| | |
|---|---|
| | • By May 2010 identify number of students placed in Community Work Experience Programs. |

## SECTION VI: ACTION PLAN

**Direction**s: 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):** **Professional Development**

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | • By June 2010, 25% (12) teachers will advance from their current proficiency by at least one (1) level (Beginning, Emerging, Applying, Integrating, and Innovating relative to their individual selected specific professional teaching standard (PTS) goals. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • Understanding Professional Standards – By October 2009 introduce to new teachers and have existing teachers revisit a set of professional norms that will help them sustain high levels of professional practice during the course of their careers. Provide our learning community with a common and comprehensive framework within which to focus our work.<br>• Schedule and conduct workshops throughout September and October 2009 for staff.<br>• Professional Development on November 4, 2009 with Marilyn King presenting.<br>• Between September 2009 and June 2010 Team meetings will be scheduled weekly to reflect, share ideas and/or set goals.<br>• Formal observations will begin the week of October 5th, 2009. All tenured teachers will be observed a minimum of two (2) times and non-tenured teachers a minimum of three (3) times.<br>• Developing Productive & Supportive Relationships – Ongoing between September 2009 and June 2010 create strong relationships and build trust. Use good listening skills, a positive attitude, and non-judgmental language to establish an environment where staff feels comfortable making mistakes, asking questions, and taking risks. |

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| | Provide a clear understanding of the program's expectations and each participant roles.<br>• Ongoing between September 2009 and June 2010 to further assist teachers in setting personal teaching goals and as part of the evaluation process the Principal and/or Assistant Principal will schedule conversations with the individual teachers. During these sessions, teachers will select professional teaching standards from the Continuum to focus on and develop an Individual Learning Plan to increase proficiency in said standard.<br>• Building Capacity and Skills (Individual Learning Plan) - Ongoing between September and November 2009 develop "The Individual Learning Plan" which serves as a foundation for support and formative assessment throughout the year.<br>• Between September and November 2009 identify a broad, overarching goal in a particular content area and the anticipated impact on student learning.<br>• Individual Learning Plan will also include up to four supporting goals, each one linked to a particular professional teaching standard.<br>• Steps toward attaining the various goals along with possible evidence of achievement will also be noted on each teacher's plan.<br>• During the course of the year teachers and the Principal and/or Assistant Principal will revisit and refine these goals.<br>• Each Individual Learning Plan will be a part of our school's evaluation process. Pre/Post observations; Meeting with school based coach; school walkthroughs, etc.<br>• During February 2010 the reviews of progress at mid-year will be conducted to afford teachers the opportunity to reflect on their professional goals once again using the Continuum of Teacher Development. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • OTPs funds to purchase materials i.e. binders, PTS booklets<br>• Pers session and training funding for professional development |
| **Indicators of Interim Progress and/or Accomplishment** *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • By June 2010, 100% (49) classroom teachers will successfully utilize the Professional Teaching Standards to promote self-reflection, self-assessment, and encourage ongoing improvement toward clearly articulated standards of professional practice as evidenced by completed collaborative assessment |

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| | binders and final ratings.<br><br>• By June 2010, 100% (49) classroom teachers will receive professional development, coaching, and mentoring with regard to the Professional Teaching Standards (PTS).<br><br>• By June 2010, 25% (12) teachers will advance from their current proficiency by at least one (1) level (Beginning, Emerging, Applying, Integrating, and Innovating relative to their individual selected specific professional teaching standard (PTS) goals. This will be demonstrated by the collection of evidence of professional work during SY 09/10 including observation reports, Collaborative Assessments, Self Evaluation Forms all collected in an individual portfolio for each teacher. |

## SECTION VI: ACTION PLAN

**Direction**s: 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):** **Data Analysis**

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| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | • By June 2010, 90% of the teachers will participate in ongoing collaborative inquiry across academies focused on aligning assessments with IEP goals and instruction resulting in 75% of students achieving Level 3 and 4 on NYSAA. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • During, October, November, and December 2009, 100% of classroom and cluster teachers will have attended internal professional development sessions (IEP, SMART Goals, BRIGANCE, and Differentiated Instruction).<br>• By November 2009, 100% of students will have been assessed using the BRIGANCE diagnostic system. Data from these assessments will be used to inform SMART goals for the Individual Education Plan (IEP) and aligned to our school based teaching document, Blueprint for Learning.<br>• 100% of IEP SMART goals written by December 2009 will identify instructional strategies employed and the methods of measurement utilized.<br>• Ongoing between September 2009 and June 2010 Academy meetings scheduled on a bi-weekly basis to review data.<br>• By November 2009 identify benchmark dates to review student data, student progress and plan instruction. |

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| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Create an IEP Coordinator professional assignment position for SY 09/10<br>• Budget teacher coverage's for in house professional development sessions.<br>  • BRIGANCE<br>  • IEP creation.<br>  • Differentiated Instruction |
| **Indicators of Interim Progress and/or Accomplishment** *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • Through weekly classroom walkthroughs between September 2009 and June 2010 the Principal and Assistant Principal will follow-up on teacher data collection, daily formative assessments, student portfolios, journals, attendance reports, etc.<br>• Monthly between October 2009 and June 2010 the Principal and Assistant Principal will review data specialist summaries detailing BRIGANCE diagnostic and ATS reports on a monthly basis.<br>• IEP Page 6's (individual goal progress) will be reviewed by Assistant Principal's during each report card marking period in October, December, February, April, June and August.<br>• Ongoing between October 2009 and June 2010 the Professional Teaching Standards (PTS) will be used to evaluate the performance of each teacher in the classroom, with emphasis on use of results of the BRIGANCE , writing the IEP to drive instruction, and differentiated instruction<br>• Ongoing between October 2009 and June 2010 soft data such as workshop agenda's, evaluations, and sign in sheets.<br>• Seventy-five (75) % of students achieving Level 3 and Level 4 on NYSAA Data Folios. |

## SECTION VI: ACTION PLAN

**Direction**s: 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.

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

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| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | • By June 2010, while expanding our email linked learning community, 70% (8 students) in 12:1:1 alternate assessment and 50% (6) students in 6:1:1 alternate assessment selected by one of our data inquiry teams will demonstrate a 15% increase in the percentile ranking score as evidenced by the Achieve 3000 - LevelSet assessment. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • By November 2009 each Assistant Principal will design an Inquiry Project.<br>• By November 2009 each Assistant Principal will form an Inquiry Team to work with.<br>• Ongoing between September 2009 and June 2010 Assistant Principals and Data Specialist will review current data on Achieve 3000.<br>• Assistant Principals will present the information on the project at the December 2009 monthly staff meeting.<br>• Ongoing between September 2009 and June 2010 Assistant Principals will keep data on the increase in percentile ranking score of students.<br>• By June 2010 a formal report will be submitted by each Assistant Principal. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Inquiry Team funding will provide per session money for the Inquiry Teams to meet before/after school.<br>• Per session funding will be used for staff development.<br>• OTPS funds will be used for the necessary materials<br>• FAMIS FY 09-10 ($9000.00) for Technology |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • Ongoing between September 2009 and June 2010 through weekly classroom walkthroughs the Principal and Assistant Principals will follow-up on teacher data collection, daily formative assessments, student portfolios, journals, attendance reports, etc.<br>• Ongoing between September 2009 and June 2010 the Principal and Assistant Principals will review data specialist summaries, detailing Achieve 3000 LevelSet assessments on a monthly basis.<br>• Ongoing between September 2009 and June 2010 at least (3) times a month the Inquiry Team will meet to monitor student progress from data collection/logs and software assessments results.<br>• IEP Page 6's will be reviewed during report card marking periods October, December, February, April, June, and August. |

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## SECTION VI: ACTION PLAN

**Direction**s: 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):** **Parent Engagement**

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| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | • By June 2010, while expanding (ARIS) our email linked learning community, we will train a minimum of 10 % of our parents on how to use ARIS. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | • Between September 2009 and June 2010 Parent Coordinator and Family Worker will provide monthly training on ARIS.<br>• By the end of October 2009 Administrators, Parent Coordinator and Family Worker will review the # of communications and type of communications that were sent home during the 2008-2009 school year.<br>• In November 2009 the Principal will share the results of parent survey with PTA Executive Board and SLT.<br>• Ongoing between September 2009 and June 2010 monthly Calendars and bi-monthly newsletters with information on ARIS will be sent home via backpacking.<br>• The monthly calendars and bi-monthly newsletters will be backed up by a message to parents sent through School Messenger.<br>• In November 2009 a special parent meeting will be held to focus on ARIS and School Communications. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Tax levy money will be used for supplies to print newsletters, flyers for special school events, and invitations to special school events. |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • By December 2009 parents will complete an interim survey regarding satisfaction with the use of ARIS.<br>• Ongoing between September 2009 and June 2010 attendance at all school events will be charted and data will be kept.<br>• By May 2010 an increase in the # of communications by 10 |

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| | % will be evidenced by the results of the interim surveys completed.<br>• By May 2010 an increase of 5% in School Communication Satisfaction will be cited in the Learning Survey for 2009-2010. |

## 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 | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | 1 | | 1 | | | | |
| 7 | 1 | | | | | | | |
| 8 | 4 | 4 | | | | | | |
| 9 | 5 | 2 | 2 | 4 | | | | |
| 10 | 1 | 3 | 2 | 1 | | | | |
| 11 | | | | | | | | |
| 12 | 5 | 5 | 3 | 5 | | | | |

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

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

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

| Name of Academic Intervention Services (AIS) | **Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
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| **ELA:** | ACHIEVE 3000 (12:1:1/8:1:1) – From Grades 2-12, Achieve3000™ solutions provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests at school and at home. 50min x 2/per week<br><br>GET READY TO LEARN. (12:1:4) – balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week<br><br>**Students will receive small group and one-to-one tutoring during the school day which will be provided by the staff.** |
| **Mathematics:** | BRAIN POP (12:1:1/8:1:1) – Ideal for both group and one-on-one settings, BrainPOP is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matter to reviewing before a test. Content is aligned to state standards and easily searchable with an online **state standards tool**. 50 min x 1/per week ; After school access from home<br><br>BRAIN POP JR (12:1:1/12:1:4) – BrainPOP Jr. provides educational movies and homework help. Each animated movie has quizzes, games, vocabulary, and activities for kids. BrainPOP Jr. is a great resource for homes as well offering lesson plans and lesson ideas that develop critical thinking and inquiry skills. **50 min x 1/per week ; After school access from home**<br>DISCOVERY ED (12:1:1/8:1:1) – Discovery Education streaming Plus integrates seamlessly into any curriculum with 8,700 full-length videos segmented into 80,000 content-specific clips tied directly state and national standards. Discovery Education *streaming* Plus is the only digital video-based learning resource scientifically proven to increase student achievement. 50 min x 1/per week ; After school access from home<br><br>GET READY TO LEARN. (12:1:4) – balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week |

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| | **Students will receive small group and one-to-one tutoring during the school day which will be provided by the staff.** |
| **Science:** | BRAIN POP (12:1:1/8:1:1) – Ideal for both group and one-on-one settings, BrainPOP is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matter to reviewing before a test. Content is aligned to state standards and easily searchable with an online **state standards tool**. 50 min x 1/per week ; After school access from home<br><br>BRAIN POP JR (12:1:1/12:1:4) – BrainPOP Jr. provides educational movies and homework help. Each animated movie has quizzes, games, vocabulary, and activities for kids. BrainPOP Jr. is a great resource for homes as well offering lesson plans and lesson ideas that develop critical thinking and inquiry skills. **50 min x 1/per week ; After school access from home**<br>DISCOVERY ED (12:1:1/8:1:1) – Discovery Education streaming Plus integrates seamlessly into any curriculum with 8,700 full-length videos segmented into 80,000 content-specific clips tied directly state and national standards. Discovery Education *streaming* Plus is the only digital video-based learning resource scientifically proven to increase student achievement. 50 min x 1/per week ; After school access from home<br><br>GET READY TO LEARN. (12:1:4) – balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week<br><br>**Students will receive small group and one-to-one tutoring during the school day which will be by the staff.** |
| **Social Studies:** | ACHIEVE 3000 (12:1:1/8:1:1) – From Grades 2-12, Achieve3000™ solutions provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests at school and at home. 50min x 2/per week<br><br>GET READY TO LEARN. (12:1:4) – balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week<br><br>**Students will receive small group and one-to-one tutoring during the school day which will be provided by the staff.** |

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| **At-risk Services Provided by the Guidance Counselor:** | |
| **At-risk Services Provided by the School Psychologist:** | |
| **At-risk Services Provided by the Social Worker:** | |
| **At-risk Health-related Services:** | |

2009-2010

Language Allocation Policy

**LAP Committee:**

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| Rebecca Bravo | Principal |
| Alex Ramadanis | Assistant Principal |
| Jose Gonzalez | School Based Coach |
| Rita DaSilva | E.S.L. Teacher |
| Esther Moreno | Bilingual Teacher |
| Esperanza Urena | Bilingual Guidance Counselor |
| Lillana Ortiz | Speech/Language Teacher |
| Dalia Dominquez | Parent Representative |
| Jaclyn Ortega | Parent Coordinator |
| Robert McLoughlin | Special Education Teacher |

1A. Initially the school is apprised of a student's status as an English Language Learners (ELLs) after a review of their Individual Education Plan during the admission process. Prior to admission, the Educational Planning Conference at the CSE level identifies each ELLs through the completion of the Home Language Identification Survey (HLIS). The school utilizes ATS reports (RLER) to identify students eligible for LAB-R testing.

1A1. 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 will offer parents of ELLs ongoing information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local 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 if needed. Ongoing Parent conferences provide parents with resources i.e. YAI, AHRC, and Parents Yellow Pages. Parents also participate in the School Leadership Team, in which Dalia Dominquez holds a seat as a parent representative. In these meetings, team members bring forth issues concerning the academic well-being of PS79. The focus of discussion is how to implement additional resources that will help both the students and parents. The parent coordinator and a guidance counselor are present as additional source to assist the parent representative understand the climate of the school and possible recommendations that will be help the student's academic progress. The Family Worker assists in extending other courtesies to parents such as finding services, answering parents' questions, explaining community resources and translation. Although decisions on placement are made at CSE, parents are provided with information regarding their child's program, and other pertinent information at the school level:

1. Parents will have an opportunity to utilize the school's computers and the internet to explore information sources in English and in their native languages. Parents will have an opportunity to create and access Achieve 3000/Brain Pop

ESL blogs, message boards, and newsletters from the web based solutions for themselves and their youngsters, use search engines and Achieve 3000/Brain Pop ESL in order to support and direct their youngsters in their preparation literacy activities.

2. Parents will also have an opportunity to meet with teachers and their youngsters during Title III after school activities.
3. Parents of LEP/ELL students will attend a school conducted hands-on session, parents/guardians will learn the Five-Step Literacy Routine and how to conduct guided discussion using Conversation Guides. They will also learn to use reports to monitor their student's progress. Continuing communication with school personnel is encouraged as part of a team approach for student success.
4. An orientation session is provided to parents about our schools ELL programs and the Title III supplemental program.
5. In addition, parents will attend a Title III orientation meeting prior to the initiation of that program.
6. Information regarding our schools ELL programs and Title III will be distributed to parents in English and in their native languages and will be shared during after school meetings and annual review.
7. Interpreters (bilingual paraprofessionals and/or teachers) will be available to interpret at meetings and the Parent Coordinator will assist in disseminating materials to parents in their native languages and in English.

1B. There are 342 students at P79M, 164 of which are English Language Learners (ELLs).ELLs make up forty eight percent (48%) of the school population. P79M has five (5) Spanish/English Transitional Bilingual Education (TBE) classes and both push-in and pull-out models in our Freestanding ESL Program (ESL). Forty-five (45) ELL students attend bilingual (TBE) classes and eighty-four (84) ELL students attend ESL only programs. Thirty five students (35) are serviced in accordance with their individual education plans (IEP)/X-coded. These 35 students receive ESL service when available and are administered the NYSELAT yearly.

1C. There is one(1) student in the sixth grade range, five (5) students in the seventh grade range, four (4) students of eighth grade range, fourteen (14) students of ninth grade range, eleven (11) students of tenth grade range, nineteen (19) students of eleventh grade range, and one hundred and seven (107) students of twelfth grade range.

1D. The language breakdown is as follows: one hundred and sixty-one (160) Spanish, one (1) Chinese-any, one (1) French, one (1) German, and (1) African-Hausa. The ethnic breakdown is as follows: One hundred and fifty-five (155) Hispanic, seven (7) African, and two (2) White.

1E. Using the LAB-R and NYSESLAT results we find that of our 12:1:1, 12:1:4, and 6:1:1 student population's: sixty-three (63) are at the beginner level, seven (7) are at the intermediate level, and that there are no reported scores for ninety-four (94) in ATS for the years 2007-2009. Of the sixty-four (64) students' CAP classified as Multiply Handicapped, six (6) are assessed beginner proficient, one (1) is at the intermediate level, and fifty-seven (57) have no score recorded. The remaining one hundred students (100) proficiency breaks down as follows; Autism two (2) at the Beginner level and nine (9) no score recorded; Emotionally Disabled six (6) with two (2) no score recorded, three (3) at the Beginner level and one (1) at the intermediate level; One (1) learning disabled scored and Beginner; Our largest population consisting of seventy-nine (79) students who are cognitively challenged (MR). Forty-eight (48) were assessed as Beginners, five (5) at the Intermediate level,

and twenty-five (25) had no score reported. The last four members of our special education ELL community are challenged by traumatic brain injury, vision, and other health issues, they as break out as one (3) beginner and one (1) no score reported.

1F. Analyzing our ELLs in specific modalities using NYSESLAT data we find that our beginners are strongest in their speaking skills and demonstrate a predominant weakness in writing. Our intermediate learners consistently demonstrate strength in speaking and writing and reading as areas to focus on. Their performance is parallel to that of their non-ELL counterparts at P79M.

1G. Based on a comprehensive review of all Summative and Formative data available to the we have found that over the past few years, P.79M has made Annual Yearly Progress (AYP) in ELA, Math, Science, and Social Studies for all students in Alternate Assessment classes. In ELA, 83 % of students in all grades achieved NYSAA Level 3 and above. In Math 82% of students in all grades achieved NYSAA Level 3 and above. In Social Studies 87% of students in all grades achieved NYSAA Level 3 and above. In Science 88% of students in all grades achieved NYSAA Level 3 and above. The students who receive bilingual services are all doing just as well in the content areas such as Social Studies, Science and Mathematics as their monolingual peers.

1H. During the LAP process we have evaluated our program needs and the implications for instruction based on our ELLs performance data. We concluded for the most part that staffing, materials, and programs available are meeting the needs of our ELLs population with the exception of our ELL population at JHS 117. We are still actively recruiting (ESL) English as a Second Language teacher for those students at JHS 117. Based on a review of the ELLs performance data PS 79 will implement a “Blue Print for Learning” with an emphasis on the development of phonemic awareness and comprehension skills through literature-based and standards-based materials and activities, and scaffolding techniques are integrated into instruction in the bilingual classrooms at 79M.

1J. A committee of teachers and administrators met to discuss and plan how to implement the Language Allocation Policy at P79M. Our recommendations are as follows:

1. Students have been revaluated using the NYSAA, curriculum frameworks, the BRIGANCE® diagnostic inventories. The baselines established in these evaluations are used as a guide for lesson planning and instruction.
2. Teachers speak with parents at the beginning of the year about what language is spoken at home, as well as other cultural concerns that the parents might have.
3. Teachers receive training in cultural sensitivity at the school. Teachers will become familiar with the cultures of the students in the school. The school is largely Hispanic and African American, but there are West Indian Haitian African, Southeast Asian, Chinese, Vietnamese, and German students. At the present time, most students receiving bilingual services, Bilingual Education or E.S.L. are Hispanic.
4. ESL strategies, scaffolding, and community based instruction classroom libraries in the native language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs.
5. Continue to provide communication devices to facilitate the teaching of English as a Second Language, Native Language Arts, and English Language Arts to the students in the 12:1:4. These are made available to teachers and related service providers.

6. The library continues to acquire books in the native language of the students. There is a collection of books depicting the various cultures of the students in the school. These books are available to the entire population of the school. Videos and movies depicting aspects of the different cultures in our school will be made available to all teachers and related service providers.
7. Celebrate depicting all of the cultures in the school population. These celebrations include Hispanic Heritage and African American Heritage.
8. Spanish classroom libraries are used in all the bilingual classes. Each classroom will use a core library, a lower module and an upper module for a total of 100 books. These classroom collections are in addition to those the school has received in the last two years.
9. Continued implementation of the clustering of students in free standing push in ESL/Alternate Placement settings by age range, and disability, facilitating ESL services.

1K. Currently we have no seven (7) Newcomers or SIFE, but at such time that we do they will receive parent orientation with, Unit Coordinator, Family Worker and administrators, tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production,. Teachers will assess students by using The Brigance Assessment in the student's native language.

1L. Intervention services provided for students who are receiving as Extension of Services (students in their 4th and 5th year of service) includes Academic Intervention Services that are intended to supplement instruction provided by the general curriculum and to assist students in meeting the State Learning Standards. This additional support will be provided utilizing a variety of strategies. Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, and shall be consistent with a students' individualized educational program. Academic Intervention Services components are Differentiated instruction that supplements the general curriculum (regular classroom instruction); and/or Student support services needed to address barriers to improved academic performance. These students will still receive instructional units of ESL at the High School level at 540 minutes (3 units) for Beginners. Intervention services provided for students deemed Long Term ELLs (students with more than 6 years of service) will be a continuation of the services provided students in their 4th and 5th year of service These students will still receive instructional units of ESL at the High School level at 540 minutes (3 units) for Beginners.

1M. Our long term ELL students are supported through: extended day programs, Instructional Technology, arts enrichment. Ongoing support is being provided by the District 75 Office of ELL. The Title III Coordinator is overseeing the Title III/ELI-Tech After School Program, designed for long term English Language Learners (ELL).

1N. Professional development topics for teachers of ELLs include: Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy for ELLs, the teaching of ESL through Content Areas: Math, Science, Social Studies and Literacy. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternate Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. Teachers and paraprofessionals serving ELLs will also be supported by the district's instructional Coaches. In addition, the school will ensure the attendance of

bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and state wide conferences focusing on the education of ELLs. Ongoing support is being provided by the District 75 Office of ELL. District 75 PD focuses on compliance issues related to LAP, BESIS, All Extension of Services, as well as using technology and learning experiences, multiple intelligences and QTEL Strategies adapted to meet the needs of NYSAA. Staff development provided by the school that is not provided by the District 75 Office of ELLs: P79M plans to use Title III funds to send host an ACHEIVE 3000 workshop to equip and trains educators to deliver effective reading, writing, and vocabulary instruction to ELL struggling readers. Teachers will receive a rich and engaging curriculum of skills instruction, point-of-use professional development, a variety of assessment tools, and reports that link to resources for differentiating instruction. The Teaching System makes it easy for teachers to cover essential skills while meeting individual needs.

1O. Students, whose IEP recommendation is bilingual services, but for whom no bilingual class is available (an Alternate Placement Paraprofessional, who speaks the native language of the student, is provided for this student, at the same time that student receives ESL from a licensed ESL teacher in a pull out/push in program, in accordance with CR Part 154 mandates for number of minutes (units) of instruction (i.e., K-8: Beginning and Intermediate level ELLs: 360 (2 units) minutes of ESL; Advanced level ELLs: 180 minutes (1 unit) of ESL/180 minutes (1unit) of ELA. High School: Beginners = 540 minutes (3 units) of ESL, Intermediate = 360 minutes (2 units) of ESL, Advanced = 180 minutes (1 unit) of ESL/180 minutes (1 unit) of ELA.

1P. Currently we have no seven (7) Newcomers they have received parent orientation with, Unit Coordinator, Family Worker and administrators, tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production,. Teachers have assessed students using The Brigance Assessment in the student’s native language.

2A (TBE). Our Transitional Bilingual Program (TBE) is composed of eight (5) bilingual classes totaling at 45 students in Alternate Assessment. All of the bilingual teachers assigned to these classes are NYS certified/ NYC licensed or first year NYC Teaching Fellows who are pursuing a bilingual extension. All students receive their mandated requirements. 540 minutes of ESL a week from a certified ESL teacher, 180 minutes of NLA a week from a certified special education teacher with bilingual extension, and remaining instructional time by a Jose P. certified special education teacher. The bilingual classes in this school are all Spanish/English and provides instruction in all subject areas.

All students in bilingual classes receive the 3 units (540 minutes) of ESL instruction as required by CR Part 154: 3 units of ESL are provided for all levels because classes are group based on the individual challenges of the student and age. By providing the maximum ESL instruction (Beginner Level) we ensure that students meet the standards and pass the required state and local assessments. ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices such as Big MAC's paired with Mayor Johnson symbols, computer programs, adapted switches and F.A.C.E. curriculum are incorporated to give students in Alternate Assessment additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Literacy in English is reinforced through the arts including yearly theater productions

The content area language instruction is linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP), in two languages. A minimum of one subject area is taught in English through ESL methodologies. ESL strategies include: Language Experience, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the Alternate Grade Level Indicators (AGLIs) and NYSAA curriculum frameworks for students with severe disabilities. The use of technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction Students whose IEP indicates Bilingual services, but who are receiving monolingual services with ESL are provided the service of alternate placement paraprofessionals in students' native language(s).

2B(TBE). The ratios of Native Language 60% to Target Language 40% and are based on students' proficiency in both language and academics. NLA and the target language are allotted by subject area. The CR Part 154 mandates for instructional units of ESL at the High School level are as follows: 540 minutes (3 units) for Beginners, 360 minutes (2 units) for Intermediate level students, and 180 minutes (1 unit) for Advanced level students, as well as 180 minutes (1 unit) of ELA. The components of the Bilingual Programs are Native Language Arts and English as a Second Language. All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA) per NYS CR Part 154. NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as: Math, Lakeshore, All About Banking Practice Kit, ELA Rookie Biographies by Wil Mara, Science Silver Dolphin books, Janus Life Skills Life Skills Reading and Math, Finding Your Way Series. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combing the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication.

2C(TBE). PS 79m assists students in TBE who have reached proficiency level on the NYSESLAT will be supported for two years with AIS support, ESL (if a teacher's schedule permits), Title III, Champs, and/or Tutoring in order to assist in their transition to a completely monolingual setting. (Example: Students placed in a monolingual class after passing the NYSESLAT (and after their IEP has been amended to state that bilingual instruction is no longer required)

2D(TBE). Each classroom library contains books in the student's native language, including those adapted by teachers to meet the needs of students with severe disabilities. Some materials used are: USA Latina Poetry, Bilingual Label Series, El Museo De La naturaleza, El Supermercado, Una Ciudad Caminando Por La Ciudad, Graphic History Spanish Set, Spanish Series El Agua, Spanish Series Los Groupos De Alimento. NYSAA data is in both native language and English. PS 79M has moved this year from READ 180 to the more supported and parentally engaged literacy programs Achieve 3000 and Brain Pop ESL for it's after school language instruction program for English language learners in alternative assessment programs. ACHEIVE 3000/BRAIN POP ESL is an intensive reading intervention program that will confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. Achieve 3000/Brain Pop ESL is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly

addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. The focus of our (Achieve 3000/Brain Pop ESL) after school program is continuing to build and support students' acquisition of listening, speaking, reading, and writing skills in English. All students in the program are at the high school level (grades 9-12). Instruction is provided entirely in English using scaffolding in English and Spanish and ESL methodology modified for use with ELLs with severe cognitive disabilities. Students in the Achieve 3000/Brain Pop ESL program are provided with additional, enriched instruction that integrates technology into lessons that are aligned with New York State ESL, ELA, and Technology learning standards.

2A(FSL)Our ESL program is composed of 84 ELLs, 10 students of which are geographically dispersed at one satellite site (J117). Students also receive services at five community based instruction work locations (i.e. North General Hospital, Metropolitan Hospital, ABC Day Care, etc). Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push in and pull out models of instruction.

2C (FSL). While at the current time we have no students at the advanced level. Students at the advanced level will receive 1 unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. ESL teachers use common planning periods to work on content area lessons for ELLs. Their shared space is collocated to facilitate collaboration and discussion.

2D (FSL). During PS 79M ESL Instruction, ELLs receive the units of ESL required by CR Part 154; ESL instruction under Freestanding ESL Program, the CR Part 154 mandates are at the High School level are as follows: Beginners: 540 minutes (3 instructional units) of ESL; Intermediate 360 minutes (2 instructional units); Advanced 180 minutes of ESL (1 instructional unit) and 180 minutes of ELA.

2E (FSL). For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, Language Experience, the Natural Approach, and graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices, Mayer Johnson symbols, and Scaffolding Techniques. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the Alternate Performance Indicators for students with severe disabilities. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multisensory and multicultural materials are infused throughout all aspects of instruction.

2F (FSL). The school has three ESL teachers that are NYS certified/ NYC licensed.

2G (FSL). PS79M transitional plan will assist students who have tested out of NYSESLAT, and have been placed in a monolingual classroom will be supported for two years with AIS support, ESL (if a teacher's schedule permits), Title III, Champs, and/or Tutoring in order to assist in their transition to a completely monolingual setting.

2H (FSL). To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multisensory and multicultural ESL materials are infused throughout all aspects of instruction. Some materials are teacher made that address the students devise cultural backgrounds. The use of technology i.e. a computer, digital camera, etc… will be incorporated to give the student additional instructional support. Multisensory and multicultural ESL materials (software/ books) will be incorporated throughout all aspects of instruction. The classroom library will also be used to give the student a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the teacher will use informal methods (observations) of assessment to keep record of the students' progress. The textbooks, English at Your Command, Phonics and Word Analysis, and Standout English, are some of the materials used to teach E.S.L. as well as teacher made materials.

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

**Form TIII – A (1)(a) P79M**

**Grade Level(s) 9 -12** **Number of Students to be Served: 24 LEP _____ Non-LEP**

**Number of Teachers 2 _____** **Other Staff (Specify) 2 (Education Assistants), 1 (Supervisor)**

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

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of

program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**1) Describe the Instructional Program**

*a) Overview includes: description of ELL population and basic (mandated) services needed (i.e., instructional level of ELLs using LAB-R and NYSESLAT, content area, alternate assessment, etc.):*

i) P79M has five (5) Spanish/English Transitional Bilingual Education (TBE) classes and both push-in and pull-out models in our Freestanding ESL Program (ESL). Forty-seven (47) ELL students attend bilingual (TBE) classes and eighty-nine (89) ELL students attend ESL only programs. Twenty-eight students (28) are serviced in accordance with their individual education plans(X-Coded- IEP). There are 342 students at P79M, 164 of which are English Language Learners (ELLs). ELLs make up forty eight percent (48%) of the school population.

ii) There are seven (7) students of seventh grade range, five (5) students of eighth grade range, eighteen (18) students of ninth grade range, seventeen (17) students of tenth grade range, twenty (20) students of eleventh grade range, and one hundred and five (105) students of twelfth grade range. The language breakdown is as follows: one hundred and sixty-one (161) Spanish, one (1) Chinese-any, one (1) French, one (1) German, and (1) African-Hausa. The ethnic breakdown is as follows: One hundred and fifty-five (155) Hispanic, seven (7) African, and two (2) White.

iii) Using the LAB-R and NYSESLAT results we find that of our 12:1:1, 12:1:4, and 6:1:1 student populations: sixty-three (63) are at the beginner level, seven (7) are at the intermediate level, and there are no reported scores for ninety-four (94) ELLs in ATS for the years 2007-2009. Of the sixty-four (64) students' CAP classified as Multiply Handicapped, six (6) are assessed beginner proficient, one (1) is at the intermediate level, and fifty-seven (57) have no score recorded. The remaining one hundred (100) student's proficiency breaks down as follows; Autism two (2) at the Beginner level and nine (9) no score recorded; Emotionally Disabled six (6) with two (2) no score recorded, three (3) at the Beginner level and one (1) at the intermediate level; One (1) Learning Disabled scored at Beginner level; Our largest population consisting of seventy-nine (79) students who are cognitively challenged (ATS coded MR for Mentally Retarded). Forty-eight (48) were assessed as Beginners, five (5) at the Intermediate level, and twenty-five (25) had no score reported. The last four ELL students are classified with traumatic brain injury, vision, and other health issues, they are: three (3) beginners and one (1) no score reported. Analyzing our ELLs in specific modalities using NYSESLAT data we find that our beginners are strongest in their speaking skills and demonstrate a predominant weakness in writing. Our intermediate learners consistently demonstrate strength in speaking, Writing and Reading as areas to focus on. Their performance is parallel to that of their non-ELL counterparts as per NYSAA ELA at P79M.

iv) Based on a comprehensive review of all Summative and Formative data available we have found that over the past few years, P.79M has made Annual Yearly Progress (AYP) in ELA, Math, Science, and Social Studies for all students in Alternate Assessment classes. School-wide in ELA, 83 % of students in all grades achieved NYSAA Level 3 and above. In Math 82% of students in all grades achieved NYSAA Level 3 and above. In Social Studies 87% of students in all grades achieved NYSAA Level

3 and above. In Science 88% of students in all grades achieved NYSAA Level 3 and above. The students who receive bilingual and ESL services are all doing just as well in the content areas as their monolingual peers.

v) All students in our Transitional Bilingual Program (TBP) receive the minimum mandated units per week of Native Language Arts (NLA), content area (i.e., mathematics, social studies, and science) instruction, and ESL as required under NYS CR Part 154. NLA instruction is aligned with New York State Native Language Arts (NLA) standards. The Blue Print for Learning focuses the development of phonemic awareness, comprehension skills through literature-based and standards-based materials and activities. These activities are then scaffolded and integrated into instruction in the bilingual classrooms at 79M. ELLs in the Freestanding ESL Program (ESL) programs at PS 79M receive the minimum amounts of ESL instruction as required under NYS CR Part 154. Beginning ELL students are entitled to 540 minutes of discreet ESL ,Intermediate ELL students are entitled to 360 minutes of discreet ESL instruction and Advanced ELL students are entitled to 180 minutes of ESL and 180 minutes of ELA instruction in compliance with New York State CR 154 mandates.

vi) ALL LEP/ELL students in P79M have severe cognitive disabilities, are at the beginning or intermediate levels of English language proficiency, and participate in alternative assessment. ALL LEP/ELL students in P79M participate in alternative assessments and are assessed in ELA, mathematics, science, and social studies via the New York State Alternative Assessment (NYSAA).

b) *Description of Title III supplemental program (i.e., targeted ELL population to be served and why they are identified) , includes numbers and grades to be served:*

i) PS 79M has moved this year from READ 180 to the more supported literacy programs Achieve 3000 and Brain Pop ESL for its after school language instruction program for English Language Learners. ACHIEVE 3000/BRAIN POP ESL, founded by Susan D McClanahan- Founder of McClanahan & Co. Inc. and McClanahan Book Co., Inc and Saki Dodelson- Co-founder and Chief Executive Officer, Achieve3000, is an intensive reading intervention program that will address the problem of adolescent illiteracy and needs reading on multiple fronts, using technology, print, and professional development. Achieve 3000/Brain Pop ESL is proven to meet the needs of struggling readers whose reading achievement is below grade level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. The focus of our (Achieve 3000/Brain Pop ESL) after school program is to continue to increase and support students' acquisition of listening, speaking, reading, and writing skills in English.

ii) All students in the program are at the high school level (grades 9-12). Instruction is provided entirely in English using scaffolding in English and Spanish with native language support via ESL methodology modified for use with ELLs with severe cognitive disabilities. Students in the Achieve 3000/Brain Pop ESL program are provided with additional, enriched instruction that integrates technology into lessons that are aligned with New York State ESL, ELA, and Technology learning standards.

iii) Staff are certified in the appropriate areas (i.e., ESL, Bilingual, Special Education) as required by State mandates. The times per week, duration, and activities were selected based on preferences expressed by parents and research-based recommendations regarding program design to maximize effectiveness of services provided. This after school program focuses on increasing and supporting students' acquisition of listening, speaking, reading, and writing skills in English.

iv) Twenty four (24) English Language Learners (ELLs) meet two (2) times a week on Wednesdays and Thursdays from 3PM-5PM for fourteen (14) weeks. Two (2) classes are formed to serve the twenty-four (24) students. Students are instructed in a 12:1:1 group ratio by two (2) teachers and two (2) Educational Assistants. This program seeks to promote students' English language proficiency by providing students an opportunity to explore grade-appropriate concepts that are aligned with New York State learning standards and alternate grade level indicators (AGLIs) and to improve their listening, speaking, reading, and writing skills in English as defined by the New York State ESL learning standards.

v) Professional Development - *ACHIEVE 3000/BRAIN POP ESL* includes a Teaching System that equips - and trains - educators to deliver effective reading, writing, and vocabulary instruction to struggling readers. Teachers receive a rich and engaging curriculum of skills instruction, a variety of assessment tools, and reports that link to resources for differentiating instruction. The Teaching System makes it easy for teachers to cover essential skills while meeting individual needs.

vi) Achieve 3000/Brain Pop ESL bolsters the school-home connection every week as parents receive a *Conversation Guide* that summarizes each article assigned to students and includes discussion questions. This Parent Edition integrates family support into research-proven instructional methods on a Web-based platform easily accessible to today's digital native student and their parents. The Parent Edition, has a user interface, enhanced web content, and simplified reporting functions that help our students parents understand how their child is progressing. The homepage is organized to put valuable information for parent's right up front in an easy-to-understand format. Weekly e-mails provide reports with links to their children's usage, e-mail and multiple choice activities. The thought question reports provide a thorough breakdown of the curriculum.

vii) Achieve 3000/BRainpop ESL delivers differentiated reading and writing assignments based on each student's actual Lexile™ level. (The Lexile Measure is a scientific approach to assessing reading levels. It is given as a number ranging from zero through to above 2000. Scores of zero or less are often given a BR (beginner reader) result. A student reading a text of a Lexile level compatible with their own (Lexile measure of 650L and text Lexile of 650L) will be expected to have a comprehension level of 75%.)

Read more at Suite101: Lexile Measures and Reading Levels: Using Lexile Levels to Select Appropriate Books for Children | Suite101.com http://childrensbooks.suite101.com/article.cfm/what_is_a_lexile_measure#ixzz0ZrqcP3R3

viii) )

(1) Assess. Students' Lexile levels are assessed initially using LevelSet™, a proprietary assessment tool that determines each student's level of comprehension for informational text. This enables progress to be made immediately, without spending precious time identifying students' correct levels.
(2) Individualize. At each session, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via email. The Web-based assignments are interactive, engaging and highly motivating. They provide more time on task and more practice - which in turn fosters gains in reading comprehension, writing skills and vocabulary development across subject areas.

(3) Reassess. Students' levels of comprehension are monitored by a daily formative assessment of students' reading comprehension abilities. However, in order to measure Lexile growth, a second administration of LevelSet is given mid-year so that students' Lexiles can be adjusted and more appropriate-leveled assignments can be delivered. A post assessment is done at the end of the year when another version of LevelSet is administered.
(4) Report. *TeenBiz* also provides teachers and administrators with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

c) *Description of how Title III supplemental services compliment basic (mandated)services*
(1) ACHIEVE 3000/BRAIN POP ESL enriches and reinforces instruction provided during the day and works for English-Language Learners by utilizing a five-step process designed and scientifically validated to spur literacy achievement among teen-age students.
(a) TeenBiz™ Set a schema. Students read and reply to a daily email, which sets the stage for what they are about to read. Students start reading and writing in an informal environment that encourages them to make text-to-self connections.
(b) Read for information. Students receive an email, which directs them to an appropriately leveled, nonfiction article at the Achieve3000 Web site that engages and involves students via real-world topics.
(c) Demonstrate mastery. After reading the article, students answer questions that monitor comprehension, vocabulary mastery and higher-order thinking skills.
(d) Construct meaning. Students build critical cognitive skills by writing responses to open-ended questions.
(e) Form an opinion. Students also participate in a poll about the article so they can demonstrate opinions - the real manifestation of reading comprehension.
(2) Assignments, activities and integrated formative assessments are all aligned with state standards and scientifically proven to dramatically accelerate gains in reading levels, vocabulary acquisition, writing ability and high-stakes test scores

d) *Description of scientifically based research for supplemental instructional program* –

i) KidBiz and TeenBiz -- Achieve3000®'s Web-based literacy solutions -- are built on decades of scientific research into how children develop essential reading and writing skills. They are aligned to Reading Next and Writing Next and were developed with the guidance of renowned reading theorists. In addition, they are based on the findings of widely respected research studies in the field of reading (e.g. R.C. Anderson, National Writing Commission, National Reading Panel, Carol Ann Tomlinson, Linda Kucan).

ii) What makes Achieve3000 a particularly effective ELL instructional solution is that students' Spanish-language reading levels are used to promote the growth of their English Lexile levels. Students receive instructional materials in their native language to set a schema that will then allow for the development of English reading and writing skills. This program helps students to gradually transition from Spanish to English as progress is made. What's more, Achieve3000 brings all students together — ELL students *and* English proficient students — by giving them all the same content. Achieve3000 breaks down the barriers to a true classroom community.

e) *Description of assessment used to determine success/impact of support* - Demographic Reporting
Data presented through The Lexile™ Framework for Reading matches a reader's ability to the difficulty of a text, allowing for

individualized assessment and instruction. It is a scientific approach to reading and text measurement that measures reading ability on a scale from 200L (200 Lexiles) for beginning readers to 1700L for advanced text. The web based solutions generate reports that can be sorted according to demographics so that educators can disaggregate and analyze the progress of students with limited English proficiency.

*f) Description of Parent and Community Involvement*

i) Description of how Title III related information is distributed to parents of English Language Learners (ELLs) or when necessary in the language they read

(1) Title III letters are being sent to parents or guardians of ELLs in a language that they understand describing our program and its benefits to their children

(2) Parents of LEP/ELL students will attend a school conducted hands-on session, parents/guardians will learn the Five-Step Literacy Routine and how to conduct guided discussion using Conversation Guides. They will also learn to use reports to monitor their student's progress. Continuing communication with school personnel is encouraged as part of a team approach for student success.

(a) Session Requirements:
*Audience:* Parents/Guardians of students using Achieve3000 Solutions
*Prerequisites:* NONE
*Length:* Two (2) hours weekly for 14 weeks, typically conducted before the school day or after school

(b) *Maximum # of Participants:* It is expected that we will accommodate twenty four (24) parents/guardians.
*Technology:* One computer per participant with Internet access. Data projection system and screen for projection display.
*Materials:* Home Guide, Login Cards, Five-Step Cards

(3) Twenty four parents will meet once weekly, after school from 3:00 PM to 5:00 PM, for 14 weeks. They will utilize the computer and the internet to explore information sources in English and in their native languages. Parents will have an opportunity to create and access Achieve 3000/Brain Pop ESL blogs, message boards, and newsletters from the web based solutions for themselves and their youngsters, use search engines and Achieve 3000/Brain Pop ESL in order to support and direct their young adult child in their preparation literacy activities. Parents will also have an opportunity to meet with teachers and their young adult child during Title III after school activities. Parental involvement (Kalyanpur, M. & Harry, B., 1999; Dunst, C, 2007) and integration of technology (ISTE, 2000; (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997) into instruction are both supported by research and enhance both parent and student learning, and can be used to narrow the “digital divide” between people of low socio-economic status (SES) and the more affluent (International Reading Association, 1991). A bilingual (Spanish) paraprofessional will provide interpretation and translation support for parents.

ii) Description of orientation session provided to parents about Title III supplemental program. In addition, parents will attend a Title III orientation meeting prior to the initiation of the program. Information regarding Title III will be distributed to parents in English and in their native languages and will be shared during after school meetings and annual review. Interpreters (bilingual paraprofessionals and/or teachers) will be available to interpret at meetings and the Parent Coordinator will assist in disseminating materials to parents in their native languages and in English.

*g) Description of Professional Development*

i) Description of professional development that aligns with Title III program of services – P79M plans to use Title III funds to conduct a training/refresher session for our Title III program staff.

(1) Overview: Title III staff will become fully knowledgeable in all basic aspects of Achieve3000 Solutions. In addition, all Title III teachers and Educational Assistants will work with new features and complete Class Setup.

(2) Goals and Objectives: Title III Teachers and Paraprofessionals will prepare to implement the Five-Step Literacy Routine in the Student Edition of KidBiz/TeenBiz by reviewing planning tools, stepping through the Literacy Routine, and interpreting reports that monitor student usage and performance. In addition the Title III Teachers and Paraprofessionals will work with the newly added features, set up classes, and review the timeline for the Title III Program, including LevelSet assessment dates and contests. Appropriate materials to assist in program implementation will be provided.

(3) Session Requirements:
*Audience:* Title III teachers, Educational Assistants and Supervisors in order to learn Achieve3000 Solutions. A consultant for ACHIEVE 3000 will provide Professional Development (PD).

(4) *Prerequisites:* NONE
*Length:* Title III teachers, Educational Assistants and supervisors attend one 3-hour session only. Teachers.
*Maximum # of Participants:* 5
*Technology:* One computer per participant with Internet access. Data projection system and screen for projection display.
*Materials:* Implementation Planner, Quick Start Guide, Implementation Handbook, Five-Step Cards and Posters, Login Cards

(5) To be conducted after school . Approximate start date the week of January 18th, 2010.

ii) Our planned professional development is in alignment with research findings that demonstrate that attendance of this training will outline techniques for incorporating English Language Learners' (ELLs) native languages into the classroom through engaging classroom libraries, decorations and routines. It is clear that teachers should take advantage of the first-language background that bilingual children bring to the classroom to help them learn to read and write in English (Morrow, 2001; Pérez and Torres-Guzmán, 2002; Tokuhama-Espinosa, 2001). As the population of language-minority students grows and higher levels of literacy are expected for all students, more must be done to help English learners achieve educational parity with native English speakers (Grant, R.A. & Wong, S. D. 2003). Finally this training will provide a better understanding of the literacy needs of English Language Learners (ELLs) are best met in the most inclusive types of classrooms— inclusive in terms of students, languages, and literacies (Jiménez, R.T. & Barrera, R. 2000). Our planned professional development will increase our available strategies for adapting instruction and assessing ELL reading readiness as outlined.

iii) This professional development initiative is aligned to the instructional after school program and will provide technical support and resources to teachers in the Title III after school program

h) Budget Narrative – Per session for teachers and paraprofessionals who will teach students during after school instructional program, professional development, work with parents in the parent program, supervisor who will oversee program and a secretary who will process purchases and payroll.

**Form TIII – A (1)(b)**

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

| **Allocation**: | | |
|---|---|---|
| **Budget Category** | **Budgeted Amount** | **Explanation of Proposed Expenditure** |
| Professional staff, per session, per diem (Note: schools must account for fringe benefits) | $15,351.07 | PROFESSIONAL STAFF:<br>Instructional After School Program:<br>1 Principal X 2 Days X 2 Hours X 14 weeks = 56 Hours X 52.21 = $2923.76<br>2 Teachers X 2 Days X 2 Hours X 14 weeks = 56 Hours X 49.89 = $5587.68<br>2 UFT Paraprofessionals X 2 Days X 2 Hours X 14 weeks = 56 Hours X 28.98 = $3245.76<br>1 Secretary X 1 Day X 2 Hours X 5 Weeks = 10 Hours X 30.74 = $307.40<br><br>Professional Development<br>1 Principal X 1 Day X 3 Hours = 3 hours X 52.21 = $156.63<br>2 Teachers X 1 Day X 3 Hours = 6 Hours X 49.89 = $299.34<br>2 UFT Paraprofessionals X 1 Day X 3 Hours = 6 Hours X 28.98 = $173.88<br><br>Parental Involvement:<br>1 Teacher X 2 Hours X 14 weeks= 28 Hours X 49.89 = $1396.92 |

| | | |
|---|---|---|
| Purchased services such as curriculum and staff development contracts | $3,600.00 | (1) ACHIEVE 3000 Consultant for three (3) three (3) hour workshops |
| Supplies and materials | $5019.99 | 24ea MAXELL STEREO HEADPHONES x $2.17=52.08 (FAMIS# 310594510)<br>1ea. 64in SMARTBOARD (SB660) W/ MOBILE FLOOR STAND, USB AUDIO SYSTEM & COVER.....$1,872.18 (FAMIS# 310182042)<br>6ea LEXMARK TONER CARTRIDGE, E250A11A x$73.61=441.66 (FAMIS # 086584839)<br>1ea XEROX 4200 SERIES PREMIUM COPY PAPER, 8 1/2" X 11", LETTER-SIZE, 92/104 US/EURO BRIGHTNESS, 20 LB, 5,000 SHEETS/CARTON x$35.4=(FAMIS# 082340625)<br>1ea ELMER'S CORRUGATED PROJECT BOARDS, WHITE, 36' X 48', 12/CARTON x$37.95= (FAMIS#: 086105116)<br>10ea FELLOWES CLEAR LAMINATING POUCHES, LETTER SIZE, 3 MIL, 9" X 11 1/2", 100/PK x$17.1=$171 (FAMIS# 085729736)<br>30ea BINNEY & SMITH CRAYOLA® COLORED PENCILS, 12-COLOR SET x$1.37=$41.1 (FAMIS#: 083005250)<br>10ea STAPLES® PHOTO SUPREME/GLOSSY PAPER, 10 MIL, 8 1/2" X 11", 50 SHEETS/PK x$13.8=$138 (FAMIS#: 085189731)<br>2ea. The Differentiated School, “Making Revolutionary Changes in Teaching and Learning”. 2 X 21.56 = $43.12<br>6ea OLYMPUS D-460 ZOOM DIGITAL CAMERA Net Price: 320.25=$1921.5 (FAMIS# 050166190)<br>10ea SanDisk 4GB Video HD SDHC Memory Card - SAU2SDVHD4GB x$13.14=$131.4 (FAMIS#: 201633825)<br>10ea VERBATIM 2GB PREMIUM SD MEMORY CARD x$13.46=$134.6 (FAMIS#: 050238922) |
| Text books | $0 | |
| Other | $268.00 | Snacks for students and parents |
| **TOTAL** | $24,239.06 | |

## APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

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

### Part A: Needs Assessment Findings

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

The language needs of the parents at 79M were identified using a variety of methods and in a variety of ways during interactions and contact with parents. We consulted ATS and CAP for initial identification of home languages other-than-English spoken by parents of students at 79M. In addition, information on parent language needs was collected from parents and gleaned from the sources and methods listed below.

- Home languages of students in school indicated in CAP and ATS
- Evaluations completed by parents during parent meetings, parent conferences, and other parent activities.
- Language needs identified by parents during IEP conferences
- Language needs identified by parents on pre-registration, registration, and attendance forms
- Language needs identified by parents to Parent Coordinator during individual and group meetings
- Language needs as determined by language of written communication to teachers and other staff received from parents
- Review of translated written correspondences sent home to parents in the past

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The aforementioned data sources and methods identified Spanish 49% as the primary other-than-English home language used by parents of students in 79M. In addition, Chinese 1%, and Haitian-Creole/French 1% are also spoken by a few parents of students at 79M. These findings were shared with the school leadership team, the Parent Coordinator, during staff meetings, and during Title III planning and orientation meetings. Materials translated often needed to be edited. Staff needs to have translated materials checked prior to sending them home to parents.

**Part B: Strategies and Activities**

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

To ensure that all parents at 79M are provided with appropriate and timely information in their native language, all written communication to parents will be translated into Spanish, Chinese, and Haitian-Creole by bilingual staff (e.g., bilingual teacher, bilingual paraprofessional, bilingual Parent coordinator, bilingual administrator) and/or by the NYCDOE Translation and Interpretation Unit. In addition, some written materials for parents will be obtained in the parent's home language from vendors (e.g., FLAME Company) and community-based organizations (CBOs) (e.g., Sinergia) who supply parent materials in the native language. The Parent Coordinator will maintain a supply of written resource materials in the native language(s) for parents to be available for distribution to parents at all times. These materials will include needs assessments and evaluation forms in the native languages (i.e., Spanish, Chinese, and Haitian-Creole). Agendas, handouts, and other written materials will be sent to the Translation and Interpretation Unit or given to staff to translate well in advance of scheduled parent meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed.

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

During parent activities such as individual meetings with parents, PTA meetings, conferences, workshops, school leadership team meetings, and IEP meetings, Spanish, Chinese, and Haitian-Creole language interpreters will be available to interpret for parents who need to participate in their native language. Interpreters may be staff members, members of the NYCDOE Translation and Interpretation Unit, and/or interpreters provided by CBOs.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf

Notification of parents' rights regarding translation and interpretation services in the appropriate covered languages and how they may obtain these services will be posted in various conspicuous places in the school (e.g., at the security desk at the primary entrance of the school, in the general office, in the Parent Coordinator/Parent's Room). In addition, notification will be sent home to parents with other initial materials at beginning of school year, and provided in written form during beginning school year and Title III parent orientation meetings. This information will also be made available to parents during IEP meetings. The P79M School Safety Plan will contain procedures for ensuring that parents in need of language assistance services have access to administration and are not impeded from reaching administrative offices solely due to a language barrier. No language other than Spanish is spoken by more than 10% of students at P79M and Chinese and Haitian-Creole are covered languages. Therefore, 79M is not required to post and provide forms in esoteric languages pursuant to Section D of Chancellor's

Regulations A-663. Posted and written notification to parents will include the Department's website where information on the rights to interpretation and translation services and how to access such services is available in the covered languages.

## 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.

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## CURRICULUM AUDIT FINDINGS

### KEY FINDING 1: CURRICULUM

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

#### *1A. English Language Arts*

#### Background

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

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

**ELA Alignment Issues:**

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

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

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
The cabinet of P 79M, which is made up of lead teachers, School Based Coach, Data Specialist and administrators reviewed the findings and identified the areas that are relevant to the students that attend P 79M. The work done by the three Inquiry Teams at P79M also supported the findings. The administration shared the findings with the school community at staff faculty conferences, team meetings, SLT and PTA meetings as well as in a monthly newsletter.

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

☒ Applicable ☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The challenge faced by staff at P79M for teaching students with such a wide range of cognitive challenges is supported by the findings of this report. Although Curriculum Maps are available it has not been easy to align them to instruction for students with such severe challenges. The NYSAA results demonstrate the need to continue to work in this area for all our students. Teachers at P79M have developed a proficient level of data analysis. As a school this is a school wide focus that needs to be ongoing. Familiarity with formative assessments is ongoing and we add assessments as we learn how they can best support our student population.

The same challenges noted in the previous paragraph also apply for our ELL/ESL population and are also the focus of PD for staff. The data obtained from Brigance Assessment Inventories, teacher observations, learning walks and classroom walkthroughs help them plan instruction. Having the largest population of ELL/ESL students in the district presents itself with the need to have ongoing training for staff that aren't trained in the methodologies for teaching this population in addition to addressing the severe cognitive challenges our students

have. We use the turnkey PD model when our Bilingual/ESL teachers go to PD. For our English Language Learners (ELL's), instruction and assessment will be aligned to the New York State Learning Standards for ESL. It is essential to plan differentiated lessons in small groups, with visual and hands on materials that are both age and culturally appropriate. The LAP for our school addresses these issues.

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.

All of our students are students with disabilities (SWDs) with IEPs. All of our students participate in New York State Alternate Assessment (NYSAA). P 79M students receive instruction in special education classes for secondary school age students. Because of the severity of their cognitive disabilities many of our students are significantly below grade level. . Since they are able to be in school until age 21, we believe this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Ablenet to assist teachers in the alignment of instruction and assessment.

P79M will continue the extensive work currently in progress for developing a high level of proficiency in the use of data analysis. P 79M has purchased ACHIEVE 3000, INTELLITOOLS, SMART Boards, EQUALS Math Program, MeVille to WeVille , Weekly Reader, Star Reporter and SMILE Literacy Programs. In addition the Model Transition Program (MTP) Grant has supported curriculum mapping in all subject areas to align instruction with NYSAA standards and Alternate Grade Level Indicators. P 79M has expanded the Data Inquiry Team to three (3) target population of students ; this will provide the team with essential data for appropriate student groupings, differentiation of instruction, hands on materials and intervention strategies to address specific needs and learning styles of students. We will continue to use Brigance, Assessment l TEACCH methodoligies/strategies and various assessment tools to assist teachers in data analysis and in the development of instructional and communication goals that are aligned to the Alternate Grade Level indicators (AGLI's) and clearly meet student individual needs while targeting independence and communication skills. The information culled from the various data sources will be shared with classroom teachers and the Academic Intervention Support Team to ensure that differentiated instruction will be implemented during class lessons and extended instructional periods with the AIS provider. Essential to the team's success is the extensive planning, implementation of strategies, age and culturally appropriate materials, instruction and assessments.

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***1B. Mathematics***

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The cabinet of P 79M, which is made up of lead teachers, School Based Coach, Data Specialist and administrators reviewed the findings and identified the areas that are relevant to the students that attend P 79M. The work done by the three Inquiry Teams at P79M also supported the findings. The administration shared the findings with the school community at staff faculty conferences, team meetings, SLT and PTA meetings as well as in a monthly newsletter.

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

X☐ Applicable ☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
All of our students are students with disabilities (SWDs) with IEPs. All of our students participate in New York State Alternate Assessment (NYSAA). P 79M students receive instruction in special education classes for JHS/ secondary school age students. Because of the severity of their cognitive disabilities many of our students are significantly below grade level. . Since they are able to be in school until age

21, we believe this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Ablenet EQUALS Math Program to assist teachers in the alignment of instruction and assessment.

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.

P79M will continue to address the relevant issues relating to the alignment of curriculum to the New York State Leaning Standards for Mathematics and the New York State Alternate Assessment Alternate Grade Level indicators (AGLI's). Administration, the School Based Coach, and Data Specialist will continue to assist teachers in data collection and analysis so that an instructional program can be developed that focuses on the use of data to plan instruction and differentiate instruction. Implementation of a math program must encourage active student participation and require hands on materials to help students better understand and apply the skills learned. It gives students opportunities to display their model for problem solving and to communicate to their peers the reasons and connections made to solve the problem.

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**KEY FINDING 2: INSTRUCTION**

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

***2A – ELA Instruction***

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

high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The cabinet of P 79M, which is made up of lead teachers, School Based Coach, Data Specialist and administrators reviewed the findings and identified the areas that are relevant to the students that attend P 79M. The work done by the three Inquiry Teams at P79M also supported the findings. The administration shared the findings with the school community at staff faculty conferences, team meetings, SLT and PTA meetings as well as in a monthly newsletter.

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

☒ Applicable ☐ Not Applicable

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

The 2008-2009 Quality Review Report indicates, in Quality Statement 1 "Gather Data" the school is well developed. In the section "What the school needs to improve,"

- Assistant principals should refine the quality and robustness of classroom observations by clearly identifying what each teacher has to do to improve their practice and then monitor their progress towards success.
- Ensure that IEP goals are regularly and effectively monitored and that teachers are fully cognizant of and utilize them to inform their instruction.
- Ensure that teachers differentiate their instruction so that personalized tasks clearly match the identified learning needs and incremental goals of each student.
- Continue to develop and differentiate professional development and closely monitor its impact on the performance of each teacher in the classroom but specifically on student learning.

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.

---

P79M will address this issue by focusing on the following:

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

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***2B – Mathematics Instruction***

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

The cabinet of P 79M, which is made up of lead teachers, School Based Coach, Data Specialist and administrators reviewed the findings and identified the areas that are relevant to the students that attend P 79M. The work done by the three Inquiry Teams at P79M also supported the findings. The administration shared the findings with the school community at staff faculty conferences, team meetings, SLT and PTA meetings as well as in a monthly newsletter.

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

☒ Applicable ☐ Not Applicable

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

Data gathered by administrators in classroom observations, learning walks, and classroom walkthroughs also indicates math instruction is an area of need across all classrooms. There is a reliance on the most basic instructional methods and best practices are not evident. Teachers admit to not having a comfort level in this content area.

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.

P79M will address this issue by focusing on the following:

-quality/ongoing PD
-learning centers for small group instruction
-age appropriate / adapted materials
-instructional accommodations
-adaptive communication
-differentiated instruction
-student groupings
-data analysis

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
The school administration reviewed data regarding # of new teachers coming to work at P79M for the last three (3) years. The data does not indicate a high turnover of teachers.
3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
In each year there were five (50 teachers or less that were new to P79M.

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

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**
Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
The cabinet of P 79M, which is made up of lead teachers, School Based Coach, Data Specialist and administrators reviewed the findings and identified the areas that are relevant to the students that attend P 79M. The work done by the three Inquiry Teams at P79M also supported the findings. The administration shared the findings with the school community at staff faculty conferences, team meetings, SLT and PTA meetings as well as in a monthly newsletter.

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

☒ Applicable ☐ Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
ELL teachers participate in outside professional development (PD), but they feel that most outside PD opportunities have been tailored for standardized assessment students. The only ELL PD sessions monolingual teachers attend are the mandated Jose P. trainings. Most of our monolingual teachers do not have a sufficient background in ELL strategies and methodologies. It should be noted that another challenge that impacts on PD is the unavailability of a uniform curriculum that addresses the needs of special education ELL students.

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

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P79M will continue to build capacity by having the bilingual/ESL teachers attend PD and then do turnkey training for the monolingual teachers. The LAP team and ELL/ESL teachers will continue to identify skill areas needed and review assessment results.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**
Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
The cabinet of P 79M, which is made up of lead teachers, School Based Coach, Data Specialist and administrators reviewed the findings and identified the areas that are relevant to the students that attend P 79M. The work done by the three Inquiry Teams at P79M also supported the findings. The administration shared the findings with the school community at staff faculty conferences, team meetings, SLT and PTA meetings as well as in a monthly newsletter.

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

☒ Applicable ☐ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The results of the NYSESLAT have been shared with teachers of all students that have taken the exam , however, they were not remarkable. The results are used for reports. Many of the teachers are concerned about ELL students taking a test although they are Alternate Assessment students.

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

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
The results of the NYSESLAT were shared and discussed during small group meetings with all ELL/ESL teachers. The results will have been considered for classroom grouping and small group instruction.

The language progress of all our students will continue to be assessed through the use of the Brigance Diagnostic Inventory in the Fall and Spring. The results will continue to be shared with all professionals working with each student. In addition the D75 ELL office has been informed that we need an allocation of an additional ESL teacher.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**
While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
During school year 2008-2009 it was decides as a school community to implement the Professional Teaching Standards (PTS) as a tool for teacher observations/ evaluations. The decision was made based on the need of a uniform school wide tool and to make the observation/evaluation process a reflective/collaborative process.

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

☒ Applicable ☐ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
All P79M students are SWDs with IEPs. The Professional Development calendar for school year 2009-10 includes agendas of weekly cohort meetings and an array of professional development opportunities provided by the school, District 75 and other Professional organizations, which include but are not limited to the following: behavior management, adapting and differentiating curriculum, assessments/data collection, technology, writing IEP's.

The use of the Professional Teaching Standards was implemented for school year 2008 – 2009 and will continue for year two (2) in 2009 – 2010. Every teacher that taught at P79M for 2008 -2009 is building a teaching portfolio which documents improvement of professional development and every teacher that began for 2009 -2010 will also develop a teaching portfolio. The goal is to develop a focus on using standards to improve pedagogical practice of all teachers.

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.
P79M will address this issue by focusing on the following:
-continue to seek Professional Development opportunities for all staff.
-quality/ongoing PD
-data analysis
-PTS for all teachers

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

<u>Please respond to the following questions for Key Finding 7:</u>

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

The cabinet of P 79M, which is made up of lead teachers, School Based Coach, Data Specialist and administrators reviewed the findings and identified the areas that are relevant to the students that attend P 79M. The work done by the three Inquiry Teams at P79M also supported the findings. The administration shared the findings with the school community at staff faculty conferences, team meetings, SLT and PTA meetings as well as in a monthly newsletter.

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

☒ Applicable ☐ Not Applicable

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

The 2008-2009 Quality Review Report indicates, in the section "What the school needs to improve," that the following are areas to address:

- Ensure that IEP goals are regularly and effectively monitored and that teachers are fully cognizant of and utilize them to inform their instruction.
- Ensure that teachers differentiate their instruction so that personalized tasks clearly match the identified learning needs and incremental goals of each student.

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

P79M will address this issue by focusing on the following:
-continue to seek Professional Development opportunities for all staff.
-quality/ongoing PD
-data analysis
-PD on SMART IEP Goal Writing

## 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). # 4

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. D75 students 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: The following worksheet will help you compile and analyze data necessary for your school's language allocation policy (LAP). Your school's LAP should be written in narrative form, and should answer all questions contained in this worksheet. Also, upon completing the worksheet, gather the appropriate signatures on this worksheet and attach it to the LAP narrative that you submit.**

## I. Language Allocation Policy Team Composition

| | | | |
|---|---|---|---|
| Region/District<br>10/75 | School<br>PS79M / Dr. Horan High School | | |
| Principal<br>Rebecca Bravo | Assistant Principal<br>Alex Ramadanis | Parent Coordinator<br>Jaclyn Ortega | Parent<br>Dailia Dominquez |
| Coach<br>Jose Gonzalez | Coach | ESL/Bilingual Teacher<br>Rita DaSilva | Bilingual Teacher<br>Esther Moreno |
| Special Education Teacher<br>Robert McLoughlin | Guidance Counselor<br>Esperanza Urena | Related Service Provider<br>Lillana Ortiz | Other |

## II. Teacher Qualifications

| | | |
|---|---|---|
| Number of Certified ESL Teachers 3 | Number of Certified Bilingual Teachers 0 | Number of Certified NLA/FL Teachers 0 |
| Number of Content Area Teachers with Bilingual Extensions 0 | Number of Special Ed. Teachers with Bilingual Extensions 5 | Number of Teachers of ELLs without ESL/NLA Certification 0 |

## III. ELL Demographics

| | | |
|---|---|---|
| Total Number of Students in School 342 | Total Number of ELLs 164 | Percent of Student Population that is ELL 48% |

**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.**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| **TBE** (60%:40%→ 50%:50%→75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Dual Language** (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Freestanding ESL** | | | | | | | | | | |
| **Self-Contained** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Push-In** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| **Total** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |

**Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp.Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).**

| | | | | |
|---|---|---|---|---|
| **Long-Term ELLs (more than 6 years)** | SIFE: 12 / SP. ED. 3<br>20 | SIFE: 0 / SP. ED. 4<br>16 | SIFE: 20 / SP. ED. 5<br>42 | SIFE: 12 / SP. ED. 10<br>62 |
| | **TBE** | **Dual Language** | **ESL*** | **Total** |
| **ELLs (3 years or less)** | SIFE: / SP. ED. | SIFE: / .SP. ED. | SIFE: / SP. ED. | SIFE: / SP. ED. |
| **ELLs (4-6 years)** | SIFE: / .SP. ED. | SIFE: / SP. ED. | SIFE: / SP. ED. | SIFE: / SP. ED. |
| **Long-Term ELLs (more than 6 years)** | SIFE: / SP. ED. | SIFE: / SP. ED. | SIFE: / SP. ED. 10<br>10 | SIFE: / SP. ED. 10<br>10 |
| **Total** | SIFE: / SP. ED. | SIFE: / SP. ED. | SIFE: / SP. ED. 10<br>10 | SIFE: / SP. ED. 10<br>10 |

*** FOR BILINGUAL SPECIAL ED ONLY: please indicate the total number of ELLs in Alternate Placement _0___**

| NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP<br>TRANSITIONAL BILINGUAL EDUCATION | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **TOTAL** |
| Spanish | | | | | | | 0 | 0 | 0 | 0 |
| Chinese | | | | | | | | | | |
| Russian | | | | | | | | | | |
| Bengali | | | | | | | | | | |
| Urdu | | | | | | | | | | |
| Arabic | | | | | | | | | | |
| Haitian Creole | | | | | | | | | | |
| French | | | | | | | | | | |
| Korean | | | | | | | | | | |
| Punjabi | | | | | | | | | | |
| Polish | | | | | | | | | | |
| Albanian | | | | | | | | | | |
| Other | | | | | | | | | | |
| **TOTAL** | | | | | | | 0 | 0 | 0 | 0 |
| **NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP<br>DUAL LANGUAGE (ELLS/EPS)** | | | | | | | | | | |
| Spanish | | | | | | | | | | |
| Chinese | | | | | | | | | | |
| Russian | | | | | | | | | | |
| Korean | | | | | | | | | | |
| Haitian Creole | | | | | | | | | | |
| Other | | | | | | | | | | |
| **TOTAL** | | | | | | | | | | |
| **NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP<br>FREESTANDING ENGLISH AS A SECOND LANGUAGE** | | | | | | | | | | |
| Spanish | | | | | | | 1 | 5 | 4 | 10 |
| Chinese | | | | | | | | | | |
| Russian | | | | | | | | | | |
| Bengali | | | | | | | | | | |
| Urdu | | | | | | | | | | |
| Arabic | | | | | | | | | | |
| Haitian Creole | | | | | | | | | | |
| French | | | | | | | | | | |
| Korean | | | | | | | | | | |
| Punjabi | | | | | | | | | | |
| Polish | | | | | | | | | | |
| Albanian | | | | | | | | | | |
| Other | | | | | | | | | | |
| **TOTAL** | | | | | | | 1 | 5 | 4 | 10 |
| **GRAND TOTAL FOR ALL PROGRAMS** | | | | | | | 1 | 5 | 4 | 10 |

| This Section for Dual Language Programs Only | |
|---|---|
| **Number of Bilingual students (students fluent in both languages) :** **0** | **Number of third language speakers: 0** |

**Ethnic breakdown of EPs (Number)**

African Americans: 0 Asians: 0 Hispanics: 0

Native Americans: 0 White (Non-Hispanics): 0 Other: 0

**IV. Parent Program Choice: Review the Parent Survey and Program Selection forms and answer the following questions in your LAP narrative or on a separate page (for General Education students only)**

1. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)?
2. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices which parents have requested? (Please provide numbers.)
3. 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.

**V. Assessment Analysis**

**PART A:** COMPILE LAB-R AND/OR NYSESLAT RESULTS (USE THE RMSR REPORT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION.

**COPY AS NEEDED FOR EACH PROGRAM MODEL**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| Beginner (B) | | | | | | | | | | |
| Inter-mediate (I) | | | | | | | | | | |
| Advanced (A) | | | | | | | | | | |
| Total Tested | | | | | | | | | | |

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES WITH *USING ATS FOR NYSESLAT DATA* AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (http://www.emsc.nysed.gov/osa/nyseslat.html), ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **LISTENING** | | | | | | | | | | |
| B | | | | | | | | | | |
| I | | | | | | | | | | |
| A | | | | | | | | | | |
| **SPEAKING** | | | | | | | | | | |
| B | | | | | | | | | | |
| I | | | | | | | | | | |
| A | | | | | | | | | | |
| **READING** | | | | | | | | | | |
| B | | | | | | | | | | |
| I | | | | | | | | | | |
| A | | | | | | | | | | |
| **WRITING** | | | | | | | | | | |
| B | | | | | | | | | | |
| I | | | | | | | | | | |
| A | | | | | | | | | | |

**PART A QUESTIONS: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL IN YOUR SCHOOL.**

1. What is revealed by the data patterns across proficiency levels and grades?

2. How will patterns across the four modalities, listening, speaking, reading, and writing, affect instructional decisions?

**PART B:** REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. FILL IN THE NUMBER OF ELLS TAKING THE ASSESSMENTS IN ENGLISH AND/OR THE NATIVE LANGUAGE IN EACH PROGRAM MODEL (COPY AS NEEDED)

| Test | Grade | Level I | | Level II | | Level III | | Level IV | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | English | NL | English | NL | English | NL | English | NL | English | NL |
| **ENGLISH** | | | | | | | | | | | |
| English Language Arts (ELA) | 3 | | | | | | | | | | |
| | 4 | | | | | | | | | | |
| | 5 | | | | | | | | | | |
| | 6 | | | | | | | | | | |
| | 7 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| NYSAA ELA | Bil Sp. Ed. | | | | | | | | | | |
| **MATH** | | | | | | | | | | | |
| NY State Math | 3 | | | | | | | | | | |
| | 4 | | | | | | | | | | |
| | 5 | | | | | | | | | | |
| | 6 | | | | | | | | | | |
| | 7 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| NYSAA | Bil. Sp. Ed. | | | | | | | | | | |
| **SCIENCE** | | | | | | | | | | | |
| NYS Assmt. | 4 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| NYSAA | Sp. Ed. | | | | | | | | | | |
| **SOCIAL STUDIES** | | | | | | | | | | | |
| NYS Assmt. | 5 | | | | | | | | | | |
| | 8 | | | | | | | | | | |
| NYSAA | Sp. Ed. | | | | | | | | | | |

**OTHER ASSESSMENTS**

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

| | 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) | | 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 | | |

Part B Questions: After a review of the data above, answer the following questions in your LAP narrative for each program model in your school.

1. 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?

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.
3. What is the school learning about ELLs from the Interim Assessments? How is the Native Language used?
4. **For Dual Language programs only:**
   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 EP students?
   c) How are the English Proficient students (EPs) faring in State and City Assessments?

**VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the following CR Part 154 instructional unit requirements 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 daily | 90 minutes daily | 45 minutes daily |

**Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).**

1. How is instruction delivered?
   a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
   b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class]?
   c. What instructional approaches and methods are used to make content comprehensible and enrich language development?
2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in VI above)?
   a. How is explicit ESL instruction delivered in each program model to comply with mandates?
   b. How is explicit ELA instruction delivered in each program model to comply with mandates?
   c. How is explicit NLA instruction delivered in each program model to comply with mandates?
   d. How are the content areas delivered in each program model?
3. 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). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
   c. Describe your plan for long-term ELLs (in NYC schools six years or more).
   d. Describe your plan for ELLs identified as having special needs.
4. Describe your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT.
5. For **Dual Language programs** only:
   a. How much time (%) is the target language used for EPs and ELLs in each grade?
   b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
   c. How is language separated for instruction (time, subject, teacher, theme)?
   d. What Dual Language model is used (side-by-side, self contained, other)?
   e. Is emergent literacy taught in child's native language first (sequential) or are both languages taught at the same time (simultaneous)?

**VII. Resources and Support (Include in LAP narrative)**

1. What instructional materials are used to support ELLs (include content area as well as language materials)?
2. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
3. How is Native Language support delivered in each program model?

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

**Native Language Arts Usage/Support**

| NLA Usage/Support | TBE | | |
|---|---|---|---|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

**VIII. Program Descriptions (Include in LAP narrative)**

Using the information compiled in this worksheet, describe in narrative form each program model available in your school and the language allocation plan for each.

**IX. Completing the LAP** (Attach this worksheet to the LAP narrative and have it reviewed and signed by required staff.)

//Original Signed//

| School Principal | Date |
|---|---|
| ELL Instructional Support Specialist | Date |
| Community Superintendent | Date |

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

**DIRECTIONS: The following worksheet will help you compile and analyze data necessary for your school's language allocation policy (LAP). Your school's LAP should be written in narrative form, and should answer all questions contained in this worksheet. Also, upon completing the worksheet, gather the appropriate signatures on this worksheet and attach it to the LAP narrative that you submit.**

## I. Language Allocation Policy Team Composition

| | | | |
|---|---|---|---|
| Region/District<br>10/75 | School<br>PS79M / Dr. Horan High School | | |
| Principal<br>Rebecca Bravo | Assistant Principal<br>Alex Ramadanis | Parent Coordinator<br>Jaclyn Ortega | Parent<br>Dalia Dominquez |
| Coach<br>Jose Gonzalez | Coach | ESL/Bilingual Teacher<br>Rita DaSilva | Bilingual Teacher<br>Esther Moreno |
| Special Education Teacher<br>Robert McLoughlin | Guidance Counselor<br>Esperanza Urena | Related Service Provider<br>Lillana Ortiz | Other |

## II. Teacher Qualifications

| | | | | | |
|---|---|---|---|---|---|
| Number of Certified ESL Teachers | 3 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/FL Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed Teachers with Bilingual Extensions | 5 | Number of Teachers of ELLs without ESL/NLA Certification | 0 |

## III. ELL Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total Number of Students in School | 342 | Total Number of ELLs | 164 | Percent of Student Population that is ELL | 48% |

**The number of classes/periods for each ELL program model that your school provides per day**

| | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|
| **TBE** (60%:40%→50%:50% →75%:25%) | 0 | 0 | 1 | 4 | 5 |
| **Dual Language** (50%:50%) | 0 | 0 | 0 | 0 | 0 |
| **Freestanding ESL** | | | | | |
| **Self-Contained** | 0 | 2 | 0 | 4 | 0 |
| **Push-In** | 0 | 0 | 0 | 0 | 6 |
| **Total Classes** | 0 | 2 | 1 | 8 | 11 |

**Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp. Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).**

| | TBE | Dual Language | ESL* | Total |
|---|---|---|---|---|
| **Long-Term ELLs** (more than 6 years) | SIFE: 12<br>SP. ED. 3<br>20 | SIFE: 0<br>SP. ED. 0<br>0 | SIFE: 23<br>SP. ED. 6<br>42 | SIFE: 35<br>SP. ED. 9<br>62 |
| **ELLs** (3 years or less) | SIFE: 0<br>SP. ED. 4<br>4 | SIFE: 0<br>SP. ED. 0<br>0 | SIFE: 0<br>SP. ED. 3<br>3 | SIFE: 0<br>SP. ED. 7<br>7 |
| **ELLs** (4-6 years) | SIFE: 0<br>SP. ED. 1<br>1 | SIFE: 0<br>SP. ED. 0<br>0 | SIFE: 0<br>SP. ED. 9<br>9 | SIFE: 0<br>SP. ED. 10<br>10 |
| **Long-Term ELLs** (more than 6 years) | SIFE: 0<br>SP. ED. 40<br>40 | SIFE: 0<br>SP. ED. 0<br>0 | SIFE: 0<br>SP. ED. 61<br>61 | SIFE: 0<br>SP. ED. 101<br>101 |
| **Total** | SIFE: 0<br>SP. ED. 45<br>45 | SIFE: 0<br>SP. ED. 0<br>0 | SIFE: 0<br>SP. ED. 73<br>73 | SIFE: 0<br>SP. ED. 118<br>118 |

*** FOR BIL. SP. ED. ONLY: please indicate here the total number of ELLs in Alternate Placement _13___**

| NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP | | | | | |
|---|---|---|---|---|---|
| **TRANSITIONAL BILINGUAL EDUCATION** | | | | | |
| | **9** | **10** | **11** | **12** | **TOTAL** |
| Spanish | 1 | 2 | 6 | 36 | 45 |
| Chinese | | | | | |
| Russian | | | | | |
| Bengali | | | | | |
| Urdu | | | | | |
| Arabic | | | | | |
| Haitian Creole | | | | | |
| French | | | | | |
| Korean | | | | | |
| Punjabi | | | | | |
| Polish | | | | | |
| Albanian | | | | | |
| Other | | | | | |
| **TOTAL** | 1 | 2 | 6 | 36 | 45 |
| **DUAL LANGUAGE (ELLS/EPS)** | | | | | |
| Chinese | | | | | |
| **TOTAL** | | | | | |
| **FREESTANDING ENGLISH AS A SECOND LANGUAGE** | | | | | |
| Spanish | 13 | 9 | 13 | 37 | 72 |
| Chinese | | | | 1 | 1 |
| Russian | | | | | |
| Bengali | | | | | |
| Urdu | | | | | |
| Arabic | | | | | |
| Haitian Creole | | | | | |
| French | | | | | |
| Korean | | | | | |
| Punjabi | | | | | |
| Polish | | | | | |
| Albanian | | | | | |
| Other | | | | 1 | 1 |
| **TOTAL** | 13 | 9 | 13 | 39 | 74 |
| **GRAND TOTAL ALL PROGRAMS** | 14 | 11 | 19 | 75 | 119 |

**This Section for Dual Language Programs Only**

| | |
|---|---|
| **Number of Bilingual students (students fluent in both languages) : 0** | **Number of third language speakers: 0** |

**Ethnic breakdown of EPs (Number)**

African Americans: 0 Asians: 0 Non- Hispanic: 0

Native Americans: 0 White (Non-Hispanic): 0 Other: 0

**IV. Parent Program Choice: Review the Parent Survey and Program Selection forms and answer the following questions in LAP narrative or on a separate page (for General Education students only)**

1. What structures are in place at your school to ensure that parents understand all three program choices? Upon entering the school, parents are given a home survey, in which, they are asked which of the three programs they feel is best suited for their child. The home survey is offered in their native language along with assistance by the parent coordinator, who is bilingual in Spanish, to help translate the different programs that are available at the school. The teachers of each program will be available to answer the questions that the parent may have about the programs to help better understand the appropriateness of each program according to their child. If there is no one to translate in their native language, one can be provided from Department of Education Translation Unit.

2. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have been requesting? (Please provide numbers.) The trend in the program choice made by the parent shows that there is a need for bilingual classes; therefore, additional bilingual classes were opened to accommodate the needs and demands of the parents to help their child transition smoothly transition towards the acquisition of the English language.

3. 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. Refer to the previous answer and question above.

## V. Assessment Analysis

**PART A:** COMPILE LAB-R AND/OR NYSESLAT RESULTS (USE THE RMSR REPORT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION.

**COPY AS NEEDED FOR EACH PROGRAM MODEL.**

| Level | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|
| Beginner (B) | 1 | 1 | 9 | 29 | 40 |
| Intermediate (I) | 0 | 1 | 1 | 5 | 7 |
| Advanced (A) | 0 | 0 | 0 | 0 | 0 |
| Total Tested | 1 | 2 | 10 | 34 | 47 |

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES WITH *USING ATS FOR NYSESLAT DATA* AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (http://www.emsc.nysed.gov/osa/nyseslat.html), ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

| | | | | | |
|---|---|---|---|---|---|
| **LISTENING** | | | | | |
| B | 0 | 0 | 2 | 16 | 18 |
| I | 1 | 1 | 4 | 14 | 20 |
| A | 0 | 1 | 4 | 4 | 9 |
| **SPEAKING** | | | | | |
| **B** | 0 | 0 | 2 | 16 | 18 |
| **I** | 1 | 1 | 4 | 14 | 20 |
| **A** | 0 | 1 | 4 | 4 | 9 |
| **READING** | | | | | |
| B | 1 | 1 | 9 | 29 | 40 |
| I | 0 | 1 | 1 | 5 | 7 |
| A | 0 | 0 | 0 | 0 | 0 |
| **WRITING** | | | | | |
| **B** | 1 | 1 | 9 | 29 | 40 |
| **I** | 0 | 1 | 1 | 5 | 7 |
| **A** | 0 | 0 | 0 | 0 | 0 |

**PART A QUESTIONS: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL:**

1. What is revealed by the data patterns across proficiency levels and grades? The data patterns across proficiency levels and grades reveal that our students are most proficient in the speaking portion of the test

2. How will patterns across the four modalities, listening, speaking, reading and writing, affect instructional decisions?

**PART B: 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)**

| NY State Regents Exam | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---|---|---|---|---|
| | ENGLISH | NATIVE LANGUAGE | ENGLISH | NATIVE LANGUAGE |
| **Comprehensive English** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Math A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Math B** | **N/A** | **N/A** | **N/A** | **N/A** |

| | | | | |
|---|---|---|---|---|
| **Sequential Mathematics I** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Sequential Mathematics II** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Sequential Mathematics III** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Biology** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Chemistry** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Earth Science** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Living Environment** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Physics** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Global History and Geography** | **N/A** | **N/A** | **N/A** | **N/A** |
| **US History and Government** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Foreign Language** | **N/A** | **N/A** | **N/A** | **N/A** |
| **NYSAA ELA** | **12** | **N/A** | **11** | **N/A** |
| **NYSAA Mathematics** | **12** | **N/A** | **12** | **N/A** |
| **NYSAA Social Studies** | **12** | **N/A** | **12** | **N/A** |
| **NYSAA Science** | **12** | **N/A** | **12** | **N/A** |
| **NATIVE LANGUAGE READING TESTS** | | | | |
| | **Number of ELLs Taking Test** | **Number of ELLs Passing Test** | **Number of EPs Taking Test (for DL)** | **Number of EPs Passing Test (for DL)** |
| **ELE (Spanish Reading Test)** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Chinese Reading Test** | **N/A** | **N/A** | **N/A** | **N/A** |

**Part B Questions: After a review of the assessment data above, answer the following questions in your LAP narrative for each program model.**

1. Examine student results. What are the patterns across proficiencies? How are ELLs faring in tests taken in English as compared to the native language? **N/A**
2. What are the implications for the school's LAP and instruction? How is the Native Language used? **N/A**
3. How are the English Proficient students (EPs) assessed in the second (target) language? **(For Dual Language programs only) N/A**
4. What is the level of language proficiency in the second (target) language for EP students? **(For DL programs only) N/A**
5. How are the English Proficient students faring in State and City Assessments? **(For DL programs only) N/A**

**VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the CR Part 154 instructional unit requirements 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 | 90 minutes daily | 90 minutes daily | 45 minutes daily |

**Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).**

1. How is instruction delivered?
a) What are the organizational models (e.g., Departmentalized, Interdisciplinary, Push-In [Co-Teaching], Pull-Out, and Collaborative, Self-Contained)? Push-In, Pull-Out, and Co-teaching are the methods used with a heavy emphasis on collaboration among teachers.
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]? Students are heterogeneous groupings based on IEP mandates. They are ungraded and block.
c) What instructional approaches and methods are used to make content comprehensible and enrich language development? To ensure comprehension of content, as well as language development, the push-in model requires collaborative teachers to extract the key terms, vocabulary, and concepts. This is done through scaffolding techniques by modeling, reviewing, and activating prior knowledge their student experiences.

2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in chart VI)?
a) How is explicit ESL delivered in each program model to comply with mandates?
b) How is explicit ELA delivered in each program model to comply with mandates?
c) How is explicit NLA delivered in each program model to comply with mandates?
d) How are the content areas delivered in each program model?

3. How do you differentiate instruction for ELL subgroups?
a) Describe your plan for SIFE.
b) Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
c) Describe your plan for Long-Term ELLs (in NYC school six years or more).
d) Describe your plan for ELLs identified as having special needs.

4. Describe your plan for continuing transitional support (2 years) for students reaching proficiency on the NYSESLAT.

5. What language electives are offered to ELLs? There is no language elective offered.

6. What is done to prepare ELLs for the Regents? Most students of PS79M participate in Alternate Assessment. There is one student that participates in standardized assessment, however, he is currently in the 8th grade.

7. **For Dual Language programs only:**
a) How much (%) time in the target language is used for EPs and ELLs in each grade?
b) How is language separated for instruction (time, subject, teacher, theme)?
c) List the courses offered in each language for secondary Dual Language students.

**VII. Resources and Support (Include in LAP narrative)**

1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)? Realia, manipulative, technology, graphic organizer

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers of ELLs.) In-house professional development is conducted to help scaffolding and differentiate instruction for ELLs through workshops such as Q-Tel and

3. How is Native Language support delivered in each program model? Within all Bilingual programs, there are bilingual dictionaries along leveled libraries that have both native language and English. Moreover, in placed are word walls in both languages.

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

**Native Language Arts Usage/Support**

| NLA Usage/Support | TBE |
|---|---|
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Freestanding ESL |
| 100% | |
| 75% | |
| 50% | |

| 25% | | | |
|---|---|---|---|
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| | | | |

**VIII. Program descriptions (include in LAP narrative):** Using the information compiled in this worksheet, describe each program model and the language allocation plan for each in narrative form.

**IX. Completing the LAP** (Attach this worksheet to the LAP narrative and have it reviewed and signed by required staff.

//Original Signed//

| | |
|---|---|
| School Principal | Date |
| ELL Instructional Support Specialist | Date |
| Community Superintendent | Date |