



P94M

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 75/M094
ADDRESS: 442 EAST HOUSTON STREET, NEW YORK NY
10002
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MO94 SCHOOL NAME: PROGRAM 94M

SCHOOL ADDRESS: 442 EAST HOUSTON STREET NEW YORK NY 10002

SCHOOL TELEPHONE: 212-533-8140 FAX: 212-228-6984

SCHOOL CONTACT PERSON: RONNIE SHUSTER EMAIL ADDRESS: RSHUSTE@SCH
OOLS.NYC.GOV

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: JASMIN MALDONADO/CLAIRE HIGGINS

PRINCIPAL: RONNIE SHUSTER

UFT CHAPTER LEADER: MARCI PEPPER

PARENTS' ASSOCIATION PRESIDENT: JESSICA SANROS

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: AUTISM

SSO NETWORK LEADER: Stephanie McCaskill

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
Ronnie Shuster	*Principal or Designee	
Marci Pepper	*UFT Chapter Chairperson or Designee	
Jessica Santos	*PA/PTA President or Designated Co-President	
n/a	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Claire Higgins	Member/speech therapist	
Jasmin Maldonado	Member/teacher	
Culotta Moore-Warner	Member/paraprofessional	
Kathy Dowd-Ciric	Member/coach	
Julia Yap	Member/parent	
Diane McNeill	Member/parent	
Norberto Colon	Member/parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P94M is a District 75 special education school consisting of one main site and three off-sites. We have a total of 31 classes, grades K-8 which include 16 classes for students with Autism Spectrum Disorder, 2 elementary and 1 middle school inclusion class, 1 Collaborative Team Teaching class, 9 classes for students with severe emotional/behavioral needs and 2 classes for children in alternate assessment with 12:1:1 ratio classification. Our elementary standardized assessment students with the greatest social-emotional needs are supported by Queens Children's Psychiatric Center Day Treatment Program. (QCPC)

All of our buildings are in Region 9 and are co-located with general education programs. The majority of our children come to school using Office of Pupil Transportation busing and only a handful comes to school unescorted. Our students reside all over the borough of Manhattan and most come from economically disadvantaged families.

The vision of our school lies in the belief that we must offer every student the opportunity to develop high self-esteem, become responsible citizens and achieve academic excellence. Our mission, then, is to provide every student, whether standardized or alternate, a full, rigorous curriculum that mirrors general education programs, infuses the visual and performing arts into instructional practice, along with providing strong positive behavior supports and social emotional learning allowing them to grow and become active members in the school and community.

Our greatest accomplishments have come from a clear school vision which includes providing more avenues for students' success via the visual and performing arts. This led us to become the only District 75 program to participate in the Shubert/MTI (Music Theater International) Broadway Junior's grant program which allows us to launch full scale theatre production with middle school students. Over the past two years we have achieved success implementing the program with standardized assessment students. This will be our third year participating in the grant and we will be implementing the program with alternate assessment students on the autism spectrum exclusively.

For the past two years we have fostered a collaboration with our co-located school at PS 15M. As the Roberto Clemente All-Stars, we have developed an integrated program which provides collaborative team teaching opportunities in Technology, Library, Physical Education and Science. There is a collaborative team teaching class which integrates 4 District 75 students, 4 community school special needs students and 16 general education students. We also have a full inclusion class supported by a P94M SETTS (Special Education Teacher Supports) teacher and paraprofessionals. Additionally, we are in our second year of providing emotional literacy education throughout the school and the whole campus participates in a universal positive behavior supports program. Through the use of a behavior matrix, all students share common language and expectations.

We also have Inclusion classes at both P94@361 and Tompkins Square Middle School that allow our students to move successfully along the grade level continuum while receiving the supports from our school that they need to continue successful integration.

This year, our main building has become a middle school site for students on the autism spectrum. Although the social and emotional needs of the students may have changed we are committed to providing these students with appropriate yet rigorous academic instruction. Our students will begin a mainstreaming/integration program with their general education counterparts this year that will hopefully lead to a full inclusion program by the 2010-11 school year.

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. M094								
District:	75	DBN:	75M094	School BEDS Code:	307500011094				
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		86.7		TBD		
Kindergarten	9	2	9						
Grade 1	19	4	26	Student Stability - % of Enrollment:					
Grade 2	19	9	16	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	51	26	22		86.3		TBD		
Grade 4	26	26	22	Poverty Rate - % of Enrollment:					
Grade 5	35	18	26	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	17	23	9		50.4	38.3	0.0		
Grade 7	16	13	16	Students in Temporary Housing - Total Number:					
Grade 8	14	5	5	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		5	4	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		2	0	1		
Ungraded	30	83	57	Special Education Enrollment:					
Total	236	204	207	(As of October 31)	2006-07	2007-08	2008-09		
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	236	204	207	Principal Suspensions	23	25	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	18	6	TBD		
Number all others	0	0	0	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	1	0	0	(As of October 31)	2006-07	2007-08	2008-09		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	19	7	15	Number of Teachers	54	63	63		

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	18	11	8	Number of Administrators and Other Professionals	9	58	59
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	25	26
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	1	0	0	% more than 2 years teaching in this school	66.7	58.7	52.4
				% more than 5 years teaching anywhere	55.6	49.2	49.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	84.0	86.0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.2	82.7	85.3
American Indian or Alaska Native	0.0	0.5	1.4				
Black or African American	43.6	36.3	33.8				
Hispanic or Latino	47.5	48.5	50.7				
Asian or Native Hawaiian/Other Pacific Isl.	3.4	6.9	5.3				
White	5.5	7.8	8.7				
Male	82.6	77.9	82.1				
Female	17.4	22.1	17.9				
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 (2009-10) Based on 2008-09 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:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					TBD
School Environment: <i>(Comprises 15% of the Overall Score)</i>	TBD	Quality Statement 2: Plan and Set Goals					TBD
School Performance: <i>(Comprises 25% of the Overall Score)</i>	TBD	Quality Statement 3: Align Instructional Strategy to Goals					TBD
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	TBD	Quality Statement 4: Align Capacity Building to Goals					TBD
Additional Credit:	TBD	Quality Statement 5: Monitor and Revise					TBD
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 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?
-

Data Trends

The needs assessment was determined based on an analysis of data and statistical trends. One of the most important changes, which can not be over-looked, is the change in our population. This year we will no longer have middle-school aged standardized assessment students. Our population is now predominately alternate assessment and the average age is younger. As such, three-year data trends (2006-07, 2007-08, and 2008-09), discussed herein are based on a roster significantly different from our current roster, in terms of the primary diagnosed disability and age. (Current roster data is 2008-09 data on students enrolled 2009-2010 [September].) Therefore, below we discuss three-year trends and current roster trends separately and in relation to one another.

NYS ELA Data, current roster: While 38% of students achieved Level 2 school-wide, only 27% of current 4th graders achieved Level 2 (as 3rd graders). This is accentuated by the fact that 50% of current 5th graders achieved Level 2 last year.

NYS ELA Data, three-year trends: Over a three year period we had a 30% proportional decrease in students at Level 1. In 2008-09, 61% of students achieved Level 2, as compared to only 28% of students in 2006-07. However, the percentage of students achieving Level 3 remained relatively low (13%, 9%, and 10% respectively).

Commentary on ELA: Maintaining the gains of the three-year overall ELA trends, assisting our 4th graders (and preventing similar results among our 3rd graders), and helping more students across all grades achieve Level 3, will require persistent vigilance. Through scaffolding and differentiation based on individualized learning objectives derived from NYS ELA item-analysis and Scantron Performance results we can establish systematic and consistent interventions. (See also Standardized student section of Needs Assessment.)

NYS Math Data, current roster: While 57% of students achieved Level 2 and above, with the 32% achieving Level 3 being 9% higher than the percentage of students achieving Level 2 (23%); 43% achieved only Level 1. Moreover, 70% of current 5th graders were at Level 1, as compared to only 33% (one-third) of 4th graders.

NYS, Math Data, three-year trends: Results over the three years are fairly consistent, with slightly more than one-third of students performing at Level 1 each year. The population of students increased from 52 to 88 during this time frame. A few students did achieve Level 4 in the past two years (1-2%). Significantly more students achieved Level 3 on the most recent administration (25%) as compared to 14% in 2007-08, the previous year.

Commentary on Math Data: Although we certainly do not discount the fact that the majority of current students achieved Level 2 and above, it is important to meet the needs of the significant number of Level 1 students, especially our current 5th graders. A detailed data analysis has helped us identify possible strategies to prevent the large differential between 3rd grade and 4th grade (current 5th graders) (70% vs. 33% at Level 1) on the NYS Math exams. Closing the slippage (eliminating vastly decreasing scores) as students advance grade levels is critical to overall success. In relation to three-year trends, the relatively stable scores likely indicate that while instruction has been consistent, it will be necessary to intensify systematic teaching of math thinking and problem-solving skills that in order to help our students move beyond understanding basic calculation. Doing so will foster higher achievement, resulting in a decreasing percentage of students at Level 1 scores and an increasing percentage at Level 3.

NYSAA ELA and Math Data, trends and current roster: Seventy percent of our alternate assessment students scored at Level AA4 on both ELA and Math. This marks a significant increase from the prior year, when scores at Level AA4 were 37% for ELA and 53% for Math.

Commentary: The advancement between the 2007-08 and 2008-09 reveals a return to scores more in line with 2006-07 results (78% at Level AA4 for ELA and 87% at Level AA4 for Math). However, it should be noted that our alternate assessment population more than doubled between 2006 and the 2008-09 school year. The slippage seen during 2007-2008 may be the result of a number of factors, including an expanding population, a population with higher needs, a focus on life-skills and behavior gains more than academics, etc. Also, three year-trends may be less valuable for analysis (for alternate assessment students), not only due to our burgeoning population, but also because there are such a wide variety of manifestations of challenges for alternate assessment students which can result in less predictable (idiosyncratic) rates of progress. Regardless, with a large population and a vast majority now achieving Level AA4 on both ELA and Math, we can implement more intense programming related to socialization, communication and emotional literacy. We hope this will also generalize into continued academic progress and success.

NYSESLAT Data, current roster: Twenty-six students took this assessment in 2008-09. Over two-thirds, 69%, were rated as “Beginning”, with only 4% rated as “Advanced,” and no ESL student rated as “Proficient.”

Commentary on NYSESLAT: These results, along with the fact that our ESL population will likely continue to rise over time, necessitates that structured programs are in place to meet the specific needs of these learners without decreasing inclusion opportunities and learning experiences across all curricular content areas. However, students are still having difficulty with reading, writing, speaking

and listening assessments (NYSESLAT) due to severe cognitive delays in development that preclude them from showing continuous progress.

Attendance Data, Three-year trends: Over three years our attendance has held steady at 85-86%. However, our total number of enrolled students increased by 24% during that time period. Therefore, even as we expanded, we maintained attendance proportionately.

Commentary on Attendance: Data on individual students clearly reveals a direct correlation between attendance and academic achievement, as well as reaching behavior goals. Decreasing tardiness, which disrupts the flow of the day and interferes with instruction, and fostering improved overall attendance, will help our students be successful in both the short and long term.

Overall Commentary on Data:

Note: Quantitative and qualitative trends addressed by our 2008-2009 Inquiry Team, as well as needed improvements identified from the Quality Review are discussed in the section below.

Our needs assessment development focuses on our current roster and new population configuration (e.g. NYSSA and NYSESLAT data above is for the current roster), while still taking into account the broad-based trends seen over the course of the past three years. Three-year data is important in identifying internal barriers as it is longitudinal. Interestingly, the internal barriers our school faces are more related to overall school dynamics, as opposed to changes in our population. Meaning, our population changes and our students' disabilities can not account for (and should not be blamed for) the internal barriers to success.

Alternate Assessment:

Academic Rigor

P94M has an ever-changing student population. The current 2009-10 school year is no exception. This year we have a middle school program exclusively for alternate assessment students. Results of New York State Alternate Assessment (NYSAA) demonstrated that P94M has made significant gains in content instruction as evidenced by the numbers of students scoring four (4) in all content areas. Additionally, with the arrival of a new principal at PS188 this year, there have already been new opportunities for inclusion with the general education school, a trend we will continue to foster. Our focus on rigorous instruction will need to be further enhanced to encompass the needs of our middle school population. Intensive professional development will be necessary in order to effectively develop a model program where rigorous academics and social skills instruction take center stage.

Arts Program

Looking at our past successes with our Visual and Performing Arts program for standardized assessment students leads us to thoughtfully examine how this program can meet the needs of our alternate assessment middle school students. Fortunately, funding for the Shubert Broadway Jr. program has been extended by the Department of Education (DOE) for another year. In order to increase both communication and positive social interactions we will need to expand, adapt, and modify our current drama program.

MAY 2009

Communication and Positive Social Interaction

TEACCH

Our school is moving toward utilizing the Treatment and Education of Autistic and related Communication-Handicapped Children (TEACCH) methodology in all alternate assessment classrooms. This methodology involves:

- structured teaching which specifically addresses students individualized academic and functional abilities
- organizes the physical environment by developing schedules and work systems,
- improves student adaptation and helps them effectively manipulate their environment,
- teaches students “how to” use icons [visual cues], “when to” use transition cues, and “how to” check their schedule to help them independently navigate their environment,
- increases their attending skills,
- enhances these skills through the manipulation of individual scheduling by embedding their interest/fascinations into their daily schedule/plan,
- gives students clear expectations, which in turn fosters autonomy and independence.

TEACCH provides skills so that students can work towards interacting and functioning independently within the classroom and school environment. As a result, there has been an increase in academic skills, social interaction, and student’s proficiency in independently accessing technology in classroom settings. Our next step will need to focus on generalizing these protocols throughout the school environment.

PECS/ Visual Cues [Mayer Johnson, TOBE, etc...]

P94M will continue to teach students “how to” express their wants and needs through the use of Picture Exchange Communication Systems (PECS). Instructional breakfast and lunch will continue for early childhood and lower elementary grades with particular emphasis on the cuing systems, the complexity of the PECS symbols, and the transition period between the different Phases. Classroom use of visual cues will also continue as student growth is very apparent. Alternate assessment staff will continue to use visual cues during instruction, playtime and during transition. Staff will continue to wear either their aprons or neck lanyards, which are equipped with instructional and behavioral visual cues/icons. In order to facilitate functional communication throughout the school day, as well as across content-areas, we will need to outfit classrooms with varied programmatic materials and technology devices that promote active learning opportunities for our verbal and non-verbal students. The next step for increasing students’ expressive language skills will require utilizing this assistive technology both programmatically and on an individual basis.

Standardized Assessment:

Academic Rigor

Standardized students in grades K-5 have been receiving literacy instruction using the D75 Units of Study. Math instruction has been delivered based on the NYC pacing calendar for EveryDay Math. Social Studies and Science instruction follow the NYC Scope and Sequence. Through Instructional Cohort Meetings (see *Team Approach* below), formal observations, and review of student portfolios it is evident that teachers need to improve their ability to use the information provided to differentiate

instruction that meets the needs of our unique learners. Our most recent Quality Review noted that students were not as able to dialogue about their academic goals as they were with their social goals. This leads us to the need to develop Standards-based Curriculum Maps at each grade level in all core subjects. (These maps will be modified for alternate assessment.) The Curriculum Maps include monthly topics, concept/skills, activities and resources, assessments, and, finally, teacher and student goals for each area addressed. Improving ELA and Math skills and helping students apply those skills to real-world situations will be vital for overall student success.

School-Wide:

Team Approach

One of P94M's great accomplishments is the institution and sustainability of Cohort and Collegial Review Teams at all sites. The Cohort Teams meet during common preparatory periods to discuss the complexity and specificity of the alternate grade level indicators, choose challenging Alternate Grade Level Indicators (AGLIs), assessment tasks, and have their students produce work that is illustrative of progression over time. This process is mirrored for all standardized assessment and coverage teachers as well. One important need identified from the teams was a way to clearly delegate and track roles and tasks in the classroom. Last year's success with developing and implementing a Responsibility Matrix for teachers and staff in alternate assessment classrooms will serve as a model for utilizing the matrix in all classrooms.

Collegial Review teams were assigned to oversee the data-folio authenticity as well as give teachers direction and support on instructional strategies including the AGLIs, the Functional Academic Curriculum for Exceptional Students (FACES), the Units of Study (UOS), Every Day Math, adapted/modified Science Scope and Sequence, and Get Ready to Learn (GRTL) for improvement in students' individual communication skills. We are now looking toward adding the EDEN Curriculum and ABLLS Assessment to our portfolio of teaching, evaluation and data collection tools.

Using Data to Drive Differentiated Instruction

There is a tremendous amount of data collected. Data collection is consistent, but there is still a need for further development in order to maximize instructional effectiveness. Administration is committed to assisting teachers to further develop skills on how to use the data collected to plan effectively for maximum student outcomes. Furthermore, the administration recognizes that if teachers develop confidence and proficiency in interpreting data they will be able to use it to set realistic goals. Staff is encouraged to continue to carefully review the ELA and Math assessment tasks and the corresponding verifying evidence because it is important for students to have realistic and challenging goals. The ELA and Math Item Analysis (for all grades), that is now available in ARIS, will serve as a valuable tool for formulating student goals and targeting instruction. We will begin to use ARIS for our school community news which will encourage teachers, and hopefully parents, to access the site. In order to effectively manage school-wide data we will need to create and implement a school-wide tracking system that includes data from ARIS, the various technology and assessment programs we use, related service goals and outcomes, and a qualitative component. In conjunction with school-wide data tracking, we will be able to create multiple inquiry teams in order to deepen our ongoing data-driven inquiry work.

School Environment: Emotional Literacy and Social Skills

P94M was placed on the persistently dangerous list after the 2005-2006 academic year. We were recognized as “a program in need of school wide interventions due to the chronic and violent nature our student incidences.” Based on the analysis of hard data provided by Office Discipline Reports (ODRs), via a program called SWIS (School wide information systems), and interpretation of Online Occurrence Reporting data we created an incident reduction plan that targeted major areas of concern: effective techniques and systems for active supervision, academic engagement and social/emotional development. After three years, our school has finally been removed from the Persistently Dangerous List. We need to continue to be vigilant in monitoring our SWIS data, OORS reports and VADIR (Violent and Disruptive Incident Reporting) index to ensure that we remain off the list. In addition to continuing with our existing Positive Behavior Supports program (PBIS), we will be introducing a comprehensive social skills curriculum for middle school alternate assessment and Emotional Literacy for all students. Queens Children’s Psychiatric Center (QCPC) has been a constant support for our neediest students over the past 15 years in different capacities. We have worked together in an intensive day treatment setting and clinic setting. We continue to work with our CBO, Queens Children’s Psychiatric Center to support our students in elementary standardized assessment at P15 with the most intense psychiatric needs. When students are able to react appropriately in social situations they are less likely to engage in behaviors that are dangerous.

The Power of Two: Academic Literacy and Emotional Literacy

Least-Restrictive Environment

The combination of academic literacy (across all content areas including the arts) and emotional and communication literacy will create a learning environment that fosters success. Academic and emotional gains are critical in order to help our students move along a trajectory towards a least-restrictive environment (LRE). Teachers and staff will need to continue to motivate, foster high expectations, and equip students with the requisite tools needed to attain positive academic and social-emotional outcomes. Along with ELA and Math, communication, functional independence, and appropriate behaviors (responsible, respectful, problem-solvers) will be central foci. There has been a proportional increase in the number of students with autism in inclusion, teachers participating in collaborative team work, collegial networking, and administrative walk-throughs -- all of which will need to be further enhanced and promoted.

Teachers are only one part of the success of our community. ELL (English Language Learners) and other related-services will need to be fully enmeshed into our academic and emotional literacy programs. Additionally, it will be essential to increase parent involvement and engagement. Our recent Fall Curriculum-night and our newly created monthly Parent Newsletters (K-2, 3-5, 6-8) are positive steps in this direction, as are our plans for adding service-learning components to our school.

We Learn Together

Our SCEP aims to create not only an educational plan, but a comprehensive community in which we all learn together – students, teachers, related-service providers, staff, CBOs and families. 94M must be a community where all the stake-holders do whatever it takes to help our students achieve academic and emotional success.

Barriers to Success

Internal Barrier: Staff Using Data

One of the critical internal barriers is that there is resistance among some staff to data initiatives and data driven decision making. The perception is that these initiatives change school culture into a “numbers game” and that data is of little value because “we know our students.” However, research clearly shows that the most important school improvement processes do not require sophisticated data analysis or special expertise. Teachers themselves can easily learn to conduct the analyses that will have the most significant impact on teaching and achievement. To create acceptance among staff and to improve student achievement results, we need data to focus on a few simple, specific goals.

First things first: which data, well analyzed, can help us improve teaching and learning? We started by considering the needs of teachers, whose use of data has the most direct impact on student performance. Data can give them the answer to two important questions:

- How many students are succeeding in the various subjects (e.g. ELA)?
- Within those subjects, what are the areas of strength or weakness?

The answers to these two questions set the stage for *targeted, collaborative* efforts that can pay immediate dividends in achievement gains. Focused efficacious goals are quite different from the multiple, vague, ambiguous goal statements that populate many school education plans. What do the data tell us about where we need to direct our collective attention and expertise? In other words, where do the greatest number of students struggle or fail within the larger domains? For example, in English and language arts, students have scored low in long passage reading. By identifying strengths and weaknesses, we can begin the real work of instructional improvement: the collaborative effort to share, produce, test, and refine lessons and strategies targeted to areas of low performance, where more effective instruction can make the greatest difference for students. We hope this will change the perception of “data” for our staff.

The extended, school and district-level analyses and correlational studies can be fascinating; they can even reveal opportunities for improvement. But they also can obscure the primary purpose of analyzing data: improving instruction to achieve greater student success. Over-analysis can contribute to overload—the propensity to create long, detailed documents that few read or remember. Because we gather so much data and because they reveal so many opportunities for improvement, in the past we have set too many goals and launched too many initiatives, which may have resulted in overtaxing our teachers and our systems.

We used the data trends to create a focused improvement plan with annual goals for improving students' state assessment scores, in order to enable *teams* of professional educators to establish their own improvement priorities, simply and quickly, for the students they teach and for those in similar grades, or subject areas.

Using the goals that they have established, teachers will now meet regularly to improve their lessons and assess their progress using another important source: formative assessment data. Formative, collectively administered assessments will allow teams to capture and celebrate short-term results, which are essential to success in any sphere. We will no longer just record these data for documentation purposes; we now will look at how many students succeeded on that quiz, that interpretive paragraph, or that applied math assessment, and ask ourselves why. Teacher teams are moving towards "assessing

to learn"—to improve their instruction. Teachers may need coaching or training to make appropriate inferences from the data gathered from assessments. This will enable teachers to use information from formative assessments in three ways:

1. Instrumental, which means they use data from assessments to inform instructional decisions;
2. Conceptual, which means they use the data to engage in deeper conversations about students and incorporate more data as it becomes available; and,
3. Symbolic, which means they use data to support a previously determined stance or decision.

Instead of overloading teachers, we will now give them the data they need to conduct powerful, focused analyses and to generate a sustained stream of results for students. Part of this process will mean creating a tracking matrix across the variety of programs we use for assessment, such as Achieve 3000, state tests, Scantron, and the like.

Our 2008-09 Inquiry Team work provides an *exemplar and model* of clear and essential data that was used to determine programming for this year:

Inquiry Team Summary 2008-2009

Skill Area: The content area/skill chosen was Reading.

Sub-skills: *Fluency* with learning site words (reading smoothly) as a learning target, *Phonological awareness* with decoding as a learning target; *Vocabulary* with word structure as the learning target; and *Comprehension* with interpreting graphic organizer as the learning target.

Primary Goal: Long-term goal for the target population -- *Students will increase by at least one Level on the 2008-2009 ELA Scores as compared to the prior year.*

Secondary Goal(s): Corresponding increases in Achieve 3000 scores, Fast ForWord assessments, quality of student work, and student self-confidence, as they relate to the sub-skills and learning targets.

Inquiry Conclusions: The inquiry work revealed that in general students were responsive to the target classroom interventions: quality of work improved and there were increases in positive behavior and self-confidence in relation to reading and the sub-skills. However, the quantitative data, particularly the fact that only three students met the ELA level increase goal, did not demonstrate similar gains. The inquiry work with Achieve 3000 last year (07-08), which also served as part of the foundation for the current year target population criteria, helped 10 of 14 students meet the established inquiry goal for that year (with an additional 2 students coming quite close). This indicates that Fast ForWord, at least within the implementation constraints that occurred, was not as effective as Achieve 3000 in helping students improve both quantitative and qualitative performance in reading. *As such, the team suggests that future focus be re-oriented to Achieve 3000, especially as the new program version includes material for lower level learners.*

The data trends and corresponding planned changes discussed in this SCEP will assure that our school meets the data oriented goals that the Quality Review 2007-08 highlighted as areas of improvement for P94M:

- Ensure that all teachers develop further skills and confidence in collection, analysis and use of student data.
- Encourage consistency in teachers' use of data to set realistic yet challenging goals for students.
- Establish a clear understanding that all teachers should use a range of information about students to plan effectively for their learning.

Beyond just gathering and analyzing/interpreting data, teachers will utilize the data on a day-to-day basis to individualize learning, adapt instructions, and collaborate with other staff. Data from a wide range of quantitative and qualitative sources will continue to be used on an ongoing basis to track both progress and status. The range of sources provides a comprehensive window into student needs as well as allowing for time delimited "snapshots"

Internal Barrier: Collaboration

Collaboration among staff is a critical internal barrier that we are striving to overcome. Data can lay a foundation for communication and collaboration across disciplines and sites, providing a framework for clear school-wide vision that can be implemented through the organizational structure. While most teachers know what collaborative process means in a general sense, systematically working to improve their processes to get efficiency and effectiveness has not sufficiently materialized.

The programs we are putting into place are guided by a common framework for curriculum, instruction, assessment, and learning climate and will be pursued over a sustained period. Collaboration and instructional coherence are critical for initiatives to support coherence in the school, as opposed to incremental add-on efforts. An example of low coherence here at 94M is that in the past staff divided themselves among various initiatives and directed a great deal of time and energy to multiple workshops, meetings, and conferences. This diffuse non-collaborative trend has resulted in a school culture where student achievement can not reach its highest potential because of a rise in professional fatigue and frustration. Due to both external and internal issues some of the improvement programs that were under implementation faded or ended, while new programs continued to be adopted. The data trends suggest that improving collaborative instructional coherence will support our school's overarching framework and result in greater gains in student achievement.

The interdisciplinary teams approach, along with distributed leadership, will provide opportunities to increase teachers' satisfaction in their work, and thus leads to instructional improvement. Researchers believe that, with collaborative teams, based on a teacher-driven or embedded approach to professional development, teachers are more likely to attempt and perfect pedagogical techniques central to current instructional improvement movements. Time spent in collaborative professional development activities is associated with the perception of significant improvements in teaching. In addition to improving instruction and teachers' commitment to utilizing data, interdisciplinary teams will be used to facilitate inclusion opportunities as well as the transition from elementary to middle school. While having multiple sites co-housed with community schools can be an (external) barrier to collaboration across our staff, this set-up does provide valuable opportunities for inclusion.

While not addressed here in detail, as it was primarily an external barrier, we want to note that in previous years, *at our main site*, it was challenging to collaborate with the general education community school with which we are co-housed. This situation prohibited us from providing inclusion opportunities for our students. The assuagement of this barrier, which is due to a number of factors, now affords us a new opportunity to help our students strive for a less restrictive and inclusive learning environment.

External Barrier: Family Involvement

A barrier that is both external and internal is a lack of parent involvement regarding support in their child's academic, social and emotional success. As this barrier is both internal and external, and is not discussed at length here, it is a clear need that requires developing, implementing, and evaluating a set of definitive goals and specific actions. In this SCEP we delineate a structured internal action plan to increase parent input and engagement. (See Goals and Action Plans below.)

Our school operates in an environment where the rate of change is constantly accelerating. This rapid pace demands that we optimize performance wherever possible in order to effectively allocate resources to meet the ever-changing challenges. To do so, our school must understand itself as an interconnected data-driven collaborative system, rather than as a series of stand-alone classrooms, or buildings. A well-constructed set of performance measures is a key alignment tool that can help us further establish and maintain a systems perspective while offering concrete data to improve student achievement and open lines of communication with staff and parents.

External Barrier: Co-Location

A barrier that has hindered us greatly over the past three consecutive years is constant movement and relocation of our co-located programs. Although we have enhanced relationships in two of our programs and are beginning to develop a relationship in our main site, the fact remains that constant movement is detrimental to the structure and consistency that special needs children thrive on. As programs grow and change, we find that continuity of instruction and collaboration with our general education counterparts remains challenging.

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.*

Based on the findings and implications from the comprehensive needs assessment the following Annual School Goals have been developed for the 2009-10 school year:

- By the end of the 2009-2010 school year, there will be a 10% proportional increase in the number of students participating in LRE. Additionally, for students who have been continuously enrolled in P94M for at least one school year, there will be a 10% proportional decrease in related and support services.
- By June 2010 75% of the alternate assessment students with limited verbal skills will increase the use of their language by requesting, labeling and engaging in appropriate spontaneous conversation as measured by a increase of 20% in at least two of the noted subsections of the ABLLS sections F (requesting), G (labeling), and H (intra-verbals).
- By June 2010, 75% of alternate assessment students will demonstrate understanding and fluency by moving up at least one alphabetic reading level (i.e. Fountas and Pinnell) as measured by running records and quantitative progress notes.
- By the end of the school year 2009-10, standardized assessment students in grades 3-5 will improve performance in ELA as evidenced by a 20% proportional decrease in students achieving Level 1 on ELA standardized exam.
- By the end of the school year 2009-10, standardized assessment students in grades 3-5 will improve performance in Math as evidenced by a 20% proportional decrease in students achieving Level 1 on Math standardized exam.

	<p>to allow for regularly scheduled Cohort Meetings.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Create and utilize a data tracking sheet reflecting: <ul style="list-style-type: none"> - # of students referred for inclusion - # of students with CMP decrease or elimination - # of students with related service mandates that have been decreased or eliminated - # of students participating in mainstreaming/integration activities reviewed in November 2009, February 2010, June 2010 with a 3-4% increase at each review • Indication of mainstreaming opportunities on individual student program cards reviewed in November 2009, February 2010, June 2010 • Increase of # of students participating in Rosie's Kids on Broadway with PS188 by November 2009 • Completed sign in sheets and meeting minutes from weekly cohort meetings and monthly building council meetings.

Subject/Area (where relevant): Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 75% of the alternate assessment students with limited verbal skills will increase the use of their language by requesting, labeling and engaging in appropriate spontaneous conversation as measured by an increase of 20% in at least two of the noted subsections of the ABLLS sections F (requesting), G (labeling), and H (intra-verbals).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Complete Classroom Communication Profile on all students with limited verbal skills, by speech and language therapists by December 2009 • Develop checklist to monitor classroom set-up, placement, and use of programmatic and individual devices, by speech therapists by December 2009 • Review ABLLS quarterly to update progress on IEP page 6 in November 2009, February 2010, June 2010 • Review ABLLS outcomes quarterly to drive instruction in November 2009, February 2010, June 2010 • Collaborative planning between speech therapists and classroom teachers to incorporate programmatic devices during all instruction monthly during Cohort Meetings • Implementation of JARS routines in classrooms weekly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • school-based parent workshops on how to support their child’s language development. • Support from D75 Office of Autism. • Support from D75 Technology Solutions. • Provide D75 JARS training for classroom team and speech therapists. • Utilize funds from LMDC grant to acquire programmatic devices • Provide two additional Professional Development Periods per week to allow time for regularly scheduled Cohort Meetings.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Completed communication profile in classroom data-binder for all students with limited verbal skills by December 2009 • Ongoing Review of communication device checklist to ensure appropriate classroom use of devices, by speech therapist • Updated ABLLS skills tracking system quarterly. • Completed sign in sheets and meeting minutes from cohort meetings weekly • Data collected from JARS lesson plan forms reviewed monthly

Subject/Area (where relevant): ELA Alternate Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 75% of alternate assessment students will demonstrate understanding and fluency by moving up at least one alphabetic reading level (i.e. Fountas and Pinnell) as measured by running records and quantitative progress notes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identify baseline independent reading level for alternate assessment students as measured by running records by November 2009 • Scantron as interim indicators of progress administered in October and February • Use Achieve 3000 and Edmark daily to provide data that will drive instruction reviewed monthly • Wilson/Fundations reading program and/or other phonics programs. • Teachers’ College readers’ and writers workshop routines daily • ABLLS assessment to determine specific areas of remediation for students needing additional support by December 2009 • Weekly Cohort Meetings to review and discuss ELA strategies, assessment results and student progress • Choice of appropriate AGLIs to support reading goals by November 15 • Administrative review of classroom data binders with running records, writing samples, AIS calendars, Student Interest Inventories at weekly cohort meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Train staff in use of Scantron, Achieve 3000, Edmark, Wilson/Fundations and Running Records during cohort meetings. • District 75 Literacy Coach support • Purchase trade books used for determining levels. • Trainings through District 75 Professional Development catalog. • Offer parents workshops on supporting their children with reading. • 2 additional Professional Development Periods per week to provide time for regularly scheduled Cohort Meetings

Indicators of Interim Progress and/or Accomplishment

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

- **Scantron results reviewed in November and February**
- **Running Records reviewed monthly**
- **Achieve 3000 assessments reviewed November, February, June**
- **ABLLS assessments reviewed December 2009**
- **Sign in sheets for professional development, Weekly Cohort Meetings and monthly parent meetings**

ELA Standardized Assessment

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the school year 2009-10, standardized assessment students in grades 3-5 will improve performance in ELA as evidenced by a 20% proportional decrease in students achieving Level 1 on ELA standardized exam</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Create a monthly curriculum map that is aligned with NYS standards by January 1 ▪ Introduce PTS protocol in September/October 2009 ▪ use of the Staff Responsibility Matrix in all classrooms to ensure student IEP goals in ELA are aligned with instructional activities by November 2009 ▪ Weekly cohort teacher meetings to plan ,share instructional strategies, review data trends in ARIS, Scantron, ECLAS, Achieve 3000 ▪ Data collected in the binders will be used to plan differentiated instruction in ELA ongoing ▪ Teachers and Educational Associates will receive training in Achieve 3000 to increase reading comprehension, vocabulary and writing by December 2009 ▪ Use of Running Records quarterly ▪ By June 2010 students will read, discuss and write about a minimum of 25 books recorded in dated reading logs ▪ AIS data recorded on monthly tracking form ▪ Register teachers for D75 Professional Development as appropriate throughout the year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ OTPS funding, Purchase additional Achieve 3000 Assessment licenses ▪ Sign in sheets and agendas from weekly cohort meetings ▪ # of teachers attending D75 PD ▪ # of Educational Associates attending D75 PD ▪ PTS goal reviews during observations ▪ 2 additional Professional Development Periods per week to provide time for regularly scheduled Cohort Meetings
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ # of students achieving Level 2 or higher on NYS Standardized Assessments in May 2010 ▪ Review of cohort meeting evaluations weekly ▪ Review success with PTS selections as evidenced by teacher observations completed first round by January 2010 and 2nd March 2010 ▪ Running Record logs, reading logs reviewed monthly ▪ AIS tracking forms reviewed monthly

Subject/Area (where relevant): Math Standardized Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the school year 2009-10 standardized assessment students in grades 3-5 will improve performance in Math as evidenced by a proportional 20% decrease in students achieving Level 1 on the NYS Math exam</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use of Staff Responsibility Matrix in all classrooms to ensure student IEP goals in math are aligned with instructional activities • Use of school developed curriculum map monthly • Weekly cohort meeting to plan, share instructional strategies and review data trends in ARIS, SCANTRON, predictive assessments and EveryDay Math • AIS recorded on Monthly tracking form • Register teachers for D75 Professional Development as appropriate throughout the year • Monthly Parent Curriculum Newsletter
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • D75 Professional Workshops • D75 Math Coach • 2 additional Professional Development Periods per week to provide time for regularly scheduled Cohort Meetings
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Staff Responsibility Matrices posted in all classrooms by November 2009 • Staff generated Curriculum Maps distributed to all P94M staff monthly • Sign-in sheets and agendas from weekly Cohort Meetings • AIS Calendars in teachers Data Binders reviewed monthly • Monthly Parent Newsletter • Decrease of number of students achieving Level 1 as evidenced by May 2010 test scores • Periodic Assessment Results reviewed in November and April

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	13	13	N/A	N/A	0	N/A	13	N/A
1	21	21	N/A	N/A	0	N/A	21	N/A
2	32	32	N/A	N/A	0	N/A	32	N/A
3	18	18	N/A	N/A	0	N/A	18	N/A
4	49	49	N/A	N/A	16	N/A	33	N/A
5	31	31	N/A		17	N/A	14	N/A
6	15	15	N/A		15	N/A	0	N/A
7	6	6	N/A		6	N/A	0	N/A
8	13	13	N/A		13	N/A	0	N/A
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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.).
ELA:	<p><u>Fundations (Wilson) grade levels K-3:</u> print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, handwriting, vocabulary development, critical thinking, and speaking/listening skills.</p> <hr/> <p><u>Great Leaps Reading grade levels 3-8:</u> drill and practice for reading fluency.</p> <hr/> <p><u>Wilson grade levels 4-8:</u> decoding encoding and sight word fluency, vocabulary, oral expressive language development, comprehension.</p> <hr/> <p><u>Achieve 3000 grade levels K- 8:</u> through current events articles: reading comprehension, writing skills, vocabulary. Online summative assessment tool, to differentiate language arts instruction based on each student’s Lexile level. Each student receives the assignment tailored automatically and precisely to his or her reading level.</p> <hr/> <p><u>Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) Grade levels K-8:</u> The primary purpose of the curriculum to teach functional age appropriate skills within school and non-school settings and to base instruction on the systematic evaluation of student’s progress.</p> <p><u>Emotional Literacy Education grade levels K-8:</u> To teach recognition and expression of emotional literacy words through context of ELA</p>
Mathematics:	<u>Everyday Math Games grade levels K-5:</u> drilled exercises aimed primarily at building fact and operations skills.
Science:	N/A

Social Studies:	<u>Achieve 3000 grade levels K- 8:</u> through current events articles: reading comprehension, writing skills, vocabulary. Online summative assessment tool, to differentiate language arts instruction based on each student's Lexile level. Each student receives the assignment tailored automatically and precisely to his or her reading level.
At-risk Services Provided by the Guidance Counselor:	Guidance counselor serves mandated students with direct contact in weekly individual or group sessions. Guidance counselor also implements positive behavior supports program, emotional literacy education and social skills instruction.
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	Social workers serve mandated students with direct contact in weekly individual or group sessions. Social workers also implement positive behavior supports program, emotional literacy education and social skills instruction.
At-risk Health-related Services:	n/a

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy 2009-2010

District 75

P94M

Principal: Ronnie Shuster

Date: December 1st 2009

Network Leader: Stephanie McCaskill

Committee Members: Ronnie Shuster, Principal

Susan Cruz, Assistant Principal

Makini Valasquez, ESL Teacher

Margarita Ballester, ESL Teacher

Halima Butler, Parent Coordinator

P94 has a Freestanding ESL Program. The student population is currently 205: 3% American Indian or Alaskan Native; 9% White; 45% Spanish; 38% African American; 5 % Asian or Pacific Islander with a total of 83% males and 17% females. English Language Learners (ELL) make up 18% of the student population: 6 are Standardized Assessment, 13 are Alternate Assessment, and 17 are X-Coded. Currently, P94M has two fully certified ESL teachers who follow a combination of push-in and pullout models of ESL instruction. English Language acquisition is emphasized in all academic areas including alternate assessment classrooms. The percentage of ELL's are identified in kindergarten to 8th grade, from their academic abilities, IEP recommendations, tests scores, visual impairment, and mode of communication. ELLs are identified during the intake process; the school makes inquiries at the CSE level for information regarding all incoming students whose home language is other than English to determine: 1. Their home language status. 2. Their eligibility for the LAB-R assessments and 3. All ELLs, students who are new to the school and/or students who are already part of the system, must complete a Home Language Identification Survey (HLIS) if there is no record at the CSE level. At this time the school will have the parent complete the HLIS as part of the intake procedure. In addition the school utilizes the ATS report to identify those students without HLIS. The information garnered from ATS and the HLIS is used to identify student's eligibility for the LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) assessments.

Our ELL students are distributed among our grade level as follows: (1) Kindergarten, (3) first grade, (2) second grade, (6) third grade, (3) fourth grade, (3) fifth grade, and (1) eighth grade. The X-Coded students are distributed as follows: (3) Kindergarten, (2) first grade, (3) fourth grade, (3) fifth grade, and (6) sixth grade. Of the identified ELL students, 13 are ESL and 6 are bilingual as per the Individual Educational Plan recommendations. Two students are placed in an Alternate Placement setting as per the IEP recommendation. Students in Alternate Placement settings are taught by teachers using ESL strategies with support services and have a paraprofessional that speak the student's native language. Books in student's native languages are also available in the classroom libraries for reading.

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As evidenced by the NYSESLAT scores P94M currently has 15 beginners, 3 intermediate and 1 advanced. Of the X-Coded students there are 12 beginners, 1 intermediate, and 4 advanced. Currently there are 14 students who speak and/or understand Spanish and 3 students who speak and understand Chinese. The data shows that our ELLs are having problems when presented with reading, writing, speaking and listening assessments [NYSESLAT]. As we looked at the trends, it was noted that out of the 36 ELLs at P94M 25% scored in the following from highest to lowest: Speaking, Listening, Writing and Reading; 17% scored in the following from highest to lowest: Speaking, Listening, Reading and Writing; 11% scored from highest to lowest: Listening, Reading, Writing, Speaking; 8% scored in the following from highest to lowest: Speaking, Reading, Writing, and Listening; 6% scored from highest to lowest: Reading, Listening, Speaking, and Writing to Speaking, Writing, and Reading to Listening and Writing; and 3% scored in the following ranges from highest to lowest: Speaking, Writing, Listening, and Reading to Speaking, Reading, Listening and Writing to Listening, Writing, Reading, and Speaking to Listening, Reading and Speaking to Listening and Reading to Speaking only to Writing, Reading, and Listening.

The NYSESLAT scores are also utilized to assess our Standardized Assessment students. 11 students whose IEP indicates Standardized Assessment did not pass the NYSESLAT 2008-2009. Most of these students scored at the Beginning level in reading and writing. Of the 11 students, seven [7] students took the standardized assessment in ELA and Math; and five of those seven students also took the science standardized assessment. In ELA 29% scored level 1; 57% scored level 2 and 14% scored level 3. In Math 71% scored level 1 and 14% scored level 2 and level 3. In Science 43% scored level 2 and 29% scored level 3. On the other hand, 25 students whose IEP indicate Alternate Assessment also took the NYSESLAT. Of those students 10 took the New York State Alternate Assessment [NYSAA] assessment in ELA and Math – in ELA 60% scored level 4 and 40 % level; in Math 70% scored level 4 and 30% scored level 3. Eight of the ten students also took the science NYSAA assessment -75% scored level 4 and 25% scored level 3 and finally, five of the ten students took the social studies NYSAA assessment where 40% scored level 4 and 60% scored level 3.

The data analysis is as follows: The 25% is representative of grades K-8 except for grade 6; the 17% grades 1-5; the 11% grades 1, 2 and 6; the 8% grades 4-6; the 6% grades 1, 3, and 6; and the 3% grades 1-5. It can be concluded that these students have severe cognitive delays that preclude them from showing continuous progress. The NYSESLAT assesses students to see if they have gained sufficient proficiency in English to participate in programs that are English-based. Hence, the discrepancies in assessments outcomes as observed from the data for the NYSESLAT and the NYSAA assessment outcomes. The NYSESLAT is only used to evaluate English proficiency whereas the NYSAA assess content knowledge and functional skills. As a result the use of alternative assessments such as: ABLLS-R, informal assessments, observations, and teacher made checklists will be a part of the assessment regiment for our ELLs.

During the LAP process we have evaluated our program needs and assessments. Our main areas of concern still remains to be staffing, materials, and available programs. We concluded that our students would be able to reach their maximum potential if there is an awareness and continuity in the coordination of ESL instruction with the mathematics and literacy curriculum; push-in services; training for Alternate Placement Educational Assistants; and AIS. The collaboration between the teachers provides both pedagogues with the necessary tools to enhance and sustain appropriate programs such as Academic Intervention Service (AIS). However, we still need to cluster the students in Alternate Placement settings by age range and disability into the same classes in order to facilitate effective ESL services.

In addition the use of ESL strategies, scaffolding techniques, classroom libraries in Native Language as well as English, using ESL, NLA and ELA Standards, are all an integral part of the instruction of our ELLs. Additional exposure to various educational institutions and participation in school and community fairs gives our ELLs a voice and recognition. ELLs participate in instructional programs that are aligned with the ESL/NLA and ELA standards in conjunction with the content learning standards and the core curriculum. The NYSAA students also participates in instructional programs that connects the crux of the core curriculum to the chronological age grade tasks as modified by alternate grade level indicators (AGLIs). All content areas of instruction are aligned with the New York City and New York State standards in math, science, social studies and technology.

The NYSAA ELLs are comprised of verbal and non verbal students, hence the use of pictures exchange communication system (PECS) and tech-devices, both individual and programmatic, are used daily in instruction and during assessments as a means of communicating their needs, wants, concerns, as well as their increasing English language proficiency. ELL's are grouped heterogeneously and homogenously during targeted areas of instruction to meet the stipulated NYSESLAT assessments protocols. However, grouping facilitates lesson differentiation that aligns student's prior knowledge, learning and language needs. The lesson is designed to meet the standards while the differentiation of the lesson is proposed to meet the ELL's needs. The needs of the ELLs will be addressed through second language acquisition and the development of language through content and instructional pedagogy.

All ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students and 2 units of ESL for beginning/intermediate students. The ESL teachers use the Intensive English Program by Santillana with all standardized assessment students. The program includes many scaffolding techniques such as: modeling, bridging, and contextualization. This program links oral language to reading and writing skills. Activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments such as math literacy, social studies, science, and literature. The content area scores are indicative of the total number of students tested. Additionally, technology, multicultural activities and multi-sensory ESL materials are utilized throughout instruction for ELLs. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.).

Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to entice the students taste/style in reading. The ESL teachers will continue to attend district and citywide professional development activities related to the instruction of ELLs and ELLs with disabilities. They will turnkey the materials to classroom teachers so that continued teaching and learning is in unison with ELL instruction. Our Professional Development plan will include and/or target specific training on instructional strategies for ELL students and related issues. P94 will utilize the Resource Room and classroom libraries that are fully stocked with books, items, and materials that reflect the diverse backgrounds, needs, and strengths of all ELL and non-ELL students. The LAP is revised as the level of knowledge is sustained through on-going PD.

P94M currently holds grade level meetings/cohort meetings at all sites on specific days to accommodate administration presence, guidance, and assistance; throughout these meetings teachers that provide instruction to ELLs will get specific guidelines in the "How to" infuse

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strategies into an instruction to address ELL learners. Additionally, ESL teachers do work collaboratively with the classroom teachers and related service providers of our ELL students. The underlying goal is to provide a school-wide program of support with strong goals and an increase focus in differentiated instruction. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day. Teachers are taught “how to” utilize data from formative and summative assessments to modify and intensify the English language development. English Language Arts (ELA) follows the NYC Balanced Literacy Program and the Units of Study along with the appropriate language development supports including a monthly curriculum mapping to focus their pedagogy. The ESL program is standards-driven: the program follows the New York State ESL/ELA and content area standards ensuring that all students meet the requirements for state and local assessment. P94’s goal is to afford all students an equal opportunity to a successful education and provide them with the tools needed to function in the community; hence the ESL instruction incorporates ESL strategies to facilitate P94’s goals in all areas, including behavioral.

Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have 31 Newcomers (ELLs who have 0-3 years of service) but no SIFE students at this time. However if we are presented with SIFE students, there are systems in place such as pairing them with other students to facilitate the buddy-system to increase social skills; in addition to developing the initial literacy in native language, and to provide a nurturing environment to facilitate language production. These students will also receive one to one tutoring and instruction utilizing a variety of methodologies that address the New York State Alternate Assessment (NYSAA). Transition Plan: students no longer requiring Bilingual or ESL services according to the IEP will be supported for a minimum of one year and a maximum of two years with ESL services. This will be facilitated to assist students who have tested out of NYSESLAT. Long term ELL students are supported through: AIS, Instructional Technology, and alternate placement educational assistants. Students who have received an extension of services are also provided these supports.

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

Form TIII – A (1) (a)

Grade Level(s) 2-5 Number of Students to be Served: 20

LEP: 20

Number of Teachers: 3 ESL teachers

Other Staff: 1 Supervisor, 4 Paraprofessionals

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

P94 has a Freestanding ESL Program. The student population is currently 205: 3% American Indian or Alaskan Native; 9% White; 45% Spanish; 38% African American; 5 % Asian or Pacific Islander with a total of 83% males and 17% females. English Language Learners (ELL) makes up 18% of the

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student population. Currently, P94M has two fully certified ESL teachers who follow a combination of push-in and pullout models of ESL instruction. English Language acquisition is emphasized in all academic areas including alternate classrooms. The percentage of ELL's are identified in kindergarten to 8th grade, from their academic abilities, IEP recommendations, tests scores, visual impairment, and mode of communication.

All ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students and 2 units of ESL for beginning/intermediate students. The ESL teacher uses the Intensive English Program by Santillana with all standardized assessment students. The program includes many scaffolding techniques such as: modeling, bridging, and contextualization. This program links oral language to reading and writing skills. Activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments such as math literacy, social studies, science, and literature.

This year P94M will be conducting a supplemental language-based instructional program for our ELL population. Under Title III, Part A, of NCLB, the program will serve a total of 20 ELL students during the 2009-2010 school year. P94M Learning English Through Social Studies [LETSS] program will be implemented to support language development, high academic achievement in Social Studies, literacy and technology for low performing ELL students. Technology will be incorporated into the instructional program to help ELL students attain English proficiency while meeting NY State academic achievement standards: Standard 1: Students will listen, speak, read, and write in English for information and understanding; Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression; Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction; Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

The program will include 20 students whose IEPs indicate BIS and ESL. The LETSS program will be divided among three groups (two 6:1:1 and one 8:1:1 classes) that will include three ESL certified teachers and four bilingual paraprofessionals. The bilingual paraprofessionals are fluent in Cantonese and Spanish and will be hired to reflect the native languages of our students. We will decide what languages will be required based on the enrollment of our students in the LETSS program. The native languages of our students are as follows: Spanish, Cantonese/Mandarin, Arabic, and Japanese. All classes will consist of students within grades 2-5. These students have been targeted because they have not met proficiency with regard to their 2009 NYSESLAT reading and writing scores.

The NYSESLAT scores are utilized to assess our Standardized Assessment students. 11 students whose IEP indicates Standardized Assessment did not pass the NYSESLAT 2008-2009. Most of these students scored at the Beginning level in reading and writing. Of the 11 students, seven [7] students took the standardized assessment in ELA and Math; and five of those seven students also took the science standardized assessment. In ELA 29% scored level 1; 57% scored level 2 and 14% scored level 3. In Math 71% scored level 1 and 14% scored level 2 and level 3. In Science 43% scored level 2 and 29% scored level 3. On the other hand, 25 students whose IEP indicate Alternate Assessment also took the NYSESLAT. Of those students 10 took the New York State Alternate Assessment [NYSAA] assessment in ELA and Math – in ELA 60% scored level 4 and 40 % level; in Math 70% scored level 4 and 30% scored level 3. Eight of the ten students also took the science NYSAA assessment -75% scored level 4 and 25% scored level 3 and finally, five of the ten students took the social studies NYSAA assessment where 40% scored level 4 and 60% scored level 3.

Although the data supports successful outcomes as evidenced in the 2008-2009 NYSAA scores, students are still having problems when presented with reading, writing, speaking and listening assessments [NYSESLAT]. These students have severe cognitive developments that preclude them from showing continuous progress. Hence, the use of alternative assessments such as: ABLLS-R, informal assessments, observations, and teacher made checklists are used. The same assessments will be applied to the Title III program as well.

The pedagogical practice implemented for the ELLs include both the push-in and pull-out model. Support for ELLs and content area instruction is evidenced in ongoing collaborative work with classroom teachers through the implementation of ESL strategies, for example, scaffolding (modeling, bridging, schema building, contextualization, text representation and meta-cognitive development); total physical response and CALLA. Moreover, various learning styles within a multisensory approach and use of multi-cultural materials that reflect the culture of our students are utilized. Technology and the use of augmentative devices are used to provide language instruction for our students. All instruction is aligned with ESL, ELA and content area standards and performance indicators for our Standardized Assessment students, as well as, the AGLIs for our Alternate Assessment students. In addition, to ESL instruction students receive the following related services: Speech therapy, Occupational therapy, Physical therapy and Counseling. The school also works collaboratively with QCPC, which is an intensive day treatment program that provides on site support for our students and their parents.

The Title III program is a supplemental instructional program that will take place for 12 consecutive Saturdays, starting January 23rd, 2010 to May 8th, 2010, omitting holiday and weekends, from 11 AM to 1 PM and two sessions which will end at 2 PM for field trips. These sessions will be inclusive to the 12 Saturdays. The program will comprise of three ESL certified teachers, one Assistant Principal, and four bilingual paraprofessionals. The goal of the Title III Program is to have students learn English through Social Studies using the four modalities: Reading, Writing, Listening, and Speaking within the Social Studies Core curriculum for grades 2-5. The following units will be addressed: New York City Over Time, Case Studies for a Community in Africa, Asia, South America, the Caribbean, Middle East, Europe, or Southeast Asia (addressing the population of our immigrant students), and Three Worlds Meet. The concepts that will be targeted during the program are: change, culture, needs and wants.

The standards addressed will be- Social Studies Standards 1: History of the United States and New York, Standard 2: World History, and Standard 3: Geography. The focus for the ELA Standards for grades 2-5 will be - Standard 1: Students will listen, speak, read, and write for information and understanding; Standard 2: Students will listen, speak, read, and write for literary response, and expression; Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation; and Standard 4: Students will listen, speak, read, and write for social interaction. Additionally, the use of educational resources from the Internet and new media will be employed to enrich ESL instruction for all categories of students targeting the individual learning styles and intelligences. The use of technology will be incorporated into the ESL, ELA and Social Studies content area.

The final product will consist of students creating books to discuss their heritage, culture, history, experience, and assimilation into the American culture. The students will learn to use Flip cameras to take pictures and short videos of their neighborhood. They will also attend trips to cultural neighborhoods, such as: China Town, Little Italy, Korea Town, Spanish Harlem, Washington Heights, etc., and museums. Students will learn “How to” document their experience using the cameras; their pictures will be used as illustrations for their bookmaking

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projects; and their videos will catalog their experiences. The Arts Connection Program will be invited to conduct a bookmaking workshop. Moreover, we will document the Title III experience using iphoto (or other media software program) to create a slide show presentation that will also record the voices of our students talking about their experience. This will demonstrate their proficiency in English and each family will get a copy of the slideshow in CD format.

Padron and Waxon 1996 indicate that instruction is effective when it is hands-on, challenging, multi-sensory, thematic, connected to students' cultures, and provides multiple challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English. Lee 2000 agrees with Padron and Waxon, 1996 that through technology, LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills, and not be embarrassed for not knowing answers. Hence technology will meet our ELL students' needs, increase their autonomy, allow for more responsibility, promote equal opportunities in an early nonsexist environment, encourage student cooperation with peers, and encourage them to make decisions (Burgess & Trinidad, 1997).

The academic success of LEP students is a responsibility shared by all educators, their families, and the community. Language minority students and ELLs in particular, are considerably more likely to succeed when the parents participate in their education by helping with homework, attending school events, conferring with teachers, serving as volunteers, or participating in school governance (Berm & Muez, 1996; Tse, 1996). Likewise, when communities become active participants, they assist ELLs in overcoming academic, emotional, and physical challenges.

Professional Development Program

The ESL teachers will collaborate to conduct the professional development that will be afforded to teachers for their edification and also for the bilingual paraprofessionals participating in the after-school program. They will be equipped with tools to target instruction, identify deficient skills. They will learn scaffolding techniques to teach differentiated instruction. Professional development will take place for five one hour instructional sessions. They will be held every other Wednesday from 3:30-4:30 starting on January 20th, excluding holidays. The teachers providing services to ELLs will have an opportunity to discuss and present current research for ELLs, best practices in ESL using up-to-date technology, strategies and materials for ESL instruction, NYS-ESL standards, NYSESLAT, instructional strategies, alignment to core curriculum, balanced Literacy for ELLs, and the teaching of ESL through Social Studies.

The PD Team, which includes an Assistant Principal and three ESL Teachers, will work collaboratively to plan and coordinate activities to provide a two-tier approach for staff development. On one level, the team will work with staff to strengthen their knowledge base in teaching the Content Areas, using ESL methodologies and making language connections with technology. The second level, which will be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development activities will be used to support ELLs with English, and high academic achievement in Social Studies. These sessions will serve to be a venue for addressing

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Limited English Proficient (LEP) students' needs to reach the NCLB goal of academic proficiency, specifically where many students are not proficient in the English language and need additional support to achieve their highest level. Having high-quality teachers and involved parents are two key factors that will help these students achieve proficiency.

Description of Parent and Community Participation

P94M is an essential part of the Lower East Side community to many of our students and their families. Parents of our ELLs are coming from culturally diverse backgrounds speaking five [5] different languages: Spanish, Cantonese, Mandarin, Arabic, and Japanese. All parent activities under Title III program will be offered concurrently with the LETSS Program. To familiarize parents with the program, schedule, and instructional goals the Title III Sample Letter will be sent out to parents with school specific information describing our LETSS program. All informational materials will be sent home in English as well as translated into community languages. The ESL teachers will deliver the parent orientation, which will be held on Wednesday January 13th, 2010 for 60 minutes beginning at 3:30 and ending at 4:30 pm. Our ESL teachers are also bilingual and they will be there to interpret for the parents.

At the parent orientation, parents will be provided with the class schedule, the instructional methods that will be used in teaching each unit, how individual differences will be addressed in the classroom, the follow-up homework to be assigned, and how parents can best help with the homework. We expect 20 parents to be in attendance at the parent orientation. The bilingual paraprofessional and ESL teachers will be able to interpret in Cantonese and Spanish. In addition there will be two parent workshops, which will be held on Saturday 23rd and 30th, 2010 from 11 AM to 1 PM. The parent workshops will be held by our Parent Coordinator for about 20 parents while the students attend the LETSS program. The bilingual paraprofessionals working in the program will be available for translation.

Project funds will be used for transportation, translation services, materials, supplies, postage, and refreshments at the three parent meetings. The purpose of these meetings is to keep parents informed about program goals and activities, discussion and recommendations, and to disseminate information and obtain parent input. During these meetings parents will be able to familiarize themselves with educational technology, so that they can engage and connect their technology skills to their children's educational outcomes. Parents will also have an opportunity to learn about Picture Exchange Communication Systems [PECS] and create picture symbols and schedules to be used at home for routine activities.

Parents will be invited and strongly encouraged to volunteer in LETSS. They will collaborate with their children and the teacher to engage in computer activities such as writing narratives, conducting small-scale research projects, taking photographs, videos and bookmaking activities. Parents will also be invited to attend field trips with their children to cultural neighborhoods and museums visits, as well as the bookmaking workshops.

School: P94M

BEDS Code: 307500-7500011094

Title III LEP Program

School Building Budget Summary

Allocation Amount

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$9,771.72	PROFESSIONAL STAFF: <u>Instructional After School Program:</u> (3 Teachers x 10 Saturdays x 2 hrs + 3 teachers x 2 Saturdays x 3 hrs) x \$49.89 = \$3,891.42 (1 supervisor x 10 Saturdays x 2hrs + 1 supervisor x 2 Saturdays x 3 hrs) x \$52.21 = \$1,357.46 (4 paraprofessionals x 10 Saturdays x 2 hrs + 4 paraprofessionals x 2 Saturdays x 3 hrs) x

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		<p>\$28.98= \$3,013.92</p> <p><u>Professional Development:</u> 3 teachers x 5 days x 1 hour per day x \$49.89 to deliver PD= \$748.35 4 paraprofessionals x 5 days x 1 hr per day x 28.98 = \$579.60</p> <p><u>Parental Involvement:</u> 1 Parent Coordinator x 5.5 hrs. = \$0 as she will be working for comp time. 2 teachers for first parent meeting x 1 hr x \$49.89 = \$99.78 1 supervisor for the first parent meeting x 1 hr. x \$52.21= \$52.21 1 paraprofessional [Cantonese] x 1 hr x 28.98 = \$28.98</p>
Purchased services - High quality staff and curriculum development contracts.	\$1,570.00	Book-Making Workshop: Arts Connection
Supplies and materials - must be supplemental - Additional curricula, instructional materials and educational software. - Must be clearly listed.	\$2,008.28	<u>SUPPLIES AND MATERIALS:</u> <u>For Instructional Program</u> <ul style="list-style-type: none"> • Laminating paper 4 boxes x \$25.00 = \$100.00 • 3 color ink cartridges x \$220 = \$660.00 • 6 flip cameras x 202.78 = \$1,216.68 • Pack of 100 Blank DVD = \$31.60
Travel	\$1,350.00	<u>For Instructional Program:</u> <u>Metro Cards:</u> 20 students x 12 Saturdays x \$4.50 round trip = \$1080.00 <u>For Parental Involvement: Metro Cards:</u> 20 parents x 3 parent meetings x \$4.50 round trip = \$270.00
Other	\$300.00	<u>For Instructional Program:</u> 12 instructional sessions x \$20.00 for snacks each session = \$240.00 <u>For Parent Involvement:</u> 3 parent meetings x \$20 for snacks each meeting = \$60
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

100% of the New York State Alternate Assessment parent survey is distributed to parent in their native language. On-going notes and correspondence is done by school staff as needed. P94M is aware of these services and has shared this information with staff and parents/guardians. Language cards are visible throughout the school and parents feel supported by the mode of communication the school informs them of events as evidenced by the success of our communication. P94M is compliant in referring information to be translated through translation services and found out that the turn-a-round time is not always practical. Parent feedback was not positive; they communicated that they could not read/understand the information. Therefore, it is evidence that although parents understands spoken communication in their native language available through on-site interpretation services, they have difficulties understanding written communication – most parents complained culturally, the dialect in which the information was translated was not clear to them- the meaning is confusing. P94M will make continue to use the translations services but additionally, we will continue to use on-site services since statistically this has proven to be more successful. P94M translates information to parents < 80% of the day using on-site interpretation services. P94M utilizes the expertise of the paraprofessionals, secretary, ESL teachers, and classroom teachers during French, Croatian, Spanish, Cantonese, and Mandarin translations. On some occasions, P94M has utilized the family support services agent at DOE regional office to translate information to the parent in French and Croatian when the paraprofessional is absent.

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.

P94M communicates to parents/guardian on a daily basis and on scheduled appointments, annual reviews and triennials. P94M have found that on-site oral interpretation services are more acceptable and warranted by/for our parents on the premise that they do not understand the mode of communication due to the fact that the element of meaning is not understood (for example bus in Spanish is autobus but parents understand la guagua). At this time the written mode of communication needs to be communicated to the translation services department for possible tweaking. The school will have to be consistent in the written work sent to translation services. The work must be written in plain language. P94M's main objective is to make communication accessible to all non-English speaking parents/guardians consistent, understandable, and in a timely manner.

Most of the universal forms that require translating are accessible on the DOE website and the New York State website. However, if needed, all other translation services must be prepared in advance and sent to translation services for quick turn-a-round. P94M also received parent information documents in the beginning of the school year in languages other than English, which was distributed to parents by the Parent Coordinator. The parent coordinator needs to be more active in the utilization of these services. Although most of the work is sent to the parent office at the district, P94M will need to also send documents to translation services. Administration at P94M needs to be more vigilant in accessing the over-the-phone interpretation services after school hours at (718)-752-7373 x4 when there are parent calls to be made and/or received that warrants a response.

Staff was informed of these services during our professional development meeting. They were also given the DOE websites. Parents were informed during parent meetings, on curriculum night, on parent teacher conference night, telephone communication, and through their support services, if applicable.

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.

P94M will make all attempts to be concise and specific in the written work sent to translation services. Conversations with parents, school personnel, and the parent office at the district regarding different cultural ideologies, dialect and misconceptions as they pertain to language will be discussed prior to the delivery of services. Meanwhile, P94M will continue to translate via telephone using in-house school staff. P94M's objective is having the ability to include all parents in their child's progress, the school's mission/vision, changes directly related to their child's educational instruction and well being, change in services (if applicable), report cards, daily correspondence, and emergencies regardless of the mode of communication.

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.

P94M will continue to use in-school staff to translate information to parents and personnel directly related to the student's per parent's request. The organization will be utilizing over-the-phone services after school hours to inform parents of immediate meeting(s) following their child's school day, incident issues, accident (if applicable), or any other school related information.

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>.

P94M organization is fully aware of the interpretation services afforded by the translation interpretation unit. The organization has by no means used these services at Citywide events or suspension hearing in the past. Designated staff members were sent to represent the organization and assist the parent during suspension hearings proceedings that were affluent in the student's native language.

Written communication afforded by the translation services is currently at halt for the P94M organization until the organization finalizes "how to" meet the needs of parents who speak a language other than English; the goal is to have the receiver understand the message to its entirety without making assumptions and/or conclusions. The P94M organization is aware that these services are very important but at this time prefers to translate orally using in-school staff because the meaning within the message is lost due to inconsistencies in word usage as it pertains to a culture when the translation services is utilized. These findings support the organization initial concerns regarding the interpretation and meaning of the messages that were translated. P94M organization understands that each culture receives information differently due to the dialect used in the regional area of their country of origin and as a school; it is incumbent on us to seek out these inconsistencies and make every attempt to address the situation for all stakeholders involved. The organization will continue to use the translation services as soon as these inconsistencies are identified. Meanwhile the organization will continue to use in-school services and the parent office at the district office to translate information for parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All School Improvement Schools

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

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

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

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

¹ School Under Registration Review (SURR)
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(APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR))

All SURR schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURR Area(s) of Identification: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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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 instructional and Administrative cabinets of P94M, comprised of lead teachers, instructional specialists, academic coaches and administrators reviewed findings and shared with the school community to determine areas of relevance for our students.

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?

Our school demonstrates areas of need described in the report. Following a standards based curriculum, we find the need to develop curriculum maps that include assessment and teacher and student goals for each topic addressed. It is very challenging to find appropriate instructional tools for our students in alternate assessment, with severe cognitive delays, whose progress is measured by New York State Alternate Assessment. Formative assessments point out the deficit areas in our educational program.

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

P94M continues to work on the close examination of data to identify deficit skill areas. Multiple inquiry teams across sites will examine these deficit areas with groups of students to ensure cohesive tracking and planning for remediation.

Since all of our students are special needs and the majority two or more years below grade level due to the severity of their handicapping condition we recognize that many of our students will not achieve proficiency on NYS exams. We do believe that we can continue to move

our students forward at their own pace. We must continue to explore Special Schools Curriculum Frameworks as well as other published curricula for children with special needs to move our students forward.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The instructional and Administrative cabinets of P94M, comprised of lead teachers, instructional specialists, academic coaches and administrators reviewed findings and shared with the school community to determine areas of relevance for our students.

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?

Our school demonstrates areas of need described in the report. Following a standards based curriculum, we find the need to develop curriculum maps that include assessment and teacher and student goals for each topic addressed. It is very challenging to find appropriate instructional tools for our students in alternate assessment, with severe cognitive delays, whose progress is measured by New York State Alternate Assessment. Formative assessments point out the deficit areas in our educational program.

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

P94M continues to work on the close examination of data to identify deficit skill areas. Multiple inquiry teams across sites will examine these deficit areas with groups of students to ensure cohesive tracking and planning for remediation.

Since all of our students are special needs and the majority two or more years below grade level due to the severity of their handicapping condition we recognize that many of our students will not achieve proficiency on NYS exams. We do believe that we can continue to move our students forward at their own pace. We must continue to explore Special Schools Curriculum Frameworks as well as other published curricula for children with special needs to move our students forward.

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

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

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

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

The instructional and Administrative cabinets of P94M, comprised of lead teachers, instructional specialists, academic coaches and administrators reviewed findings and shared with the school community to determine areas of relevance for our students.

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

x 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?

Through monitoring of student work and observation, it is evident that when given the opportunity to participate in meaningful and engaging ELA activities, such as those taught using Readers' and Writers' Workshop, MeVile to WeVile, Achieve 3000, Starfall and other technology based programs, engagement is high. It is, however, difficult for our students to progress at the rate necessary for adequate progress and success on their grade level.

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.

We will continue to review data and propose multiple inquiry reflections. Additionally, we will continue to secure high interest, low level books to better engage our students in academic endeavors using age appropriate materials.

2B – Mathematics Instruction

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

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

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

The instructional and Administrative cabinets of P94M, comprised of lead teachers, instructional specialists, academic coaches and administrators reviewed findings and shared with the school community to determine areas of relevance for our students.

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

x Applicable Not Applicable

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

Our students continue to struggle to maintain the pace required to be successful in completing the necessary units in EveryDay math. Additionally, there is still no adequate curriculum for alternate assessment students

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.

P94M is looking at the "EQUALS" curriculum for alternate assessment students. Additionally, we are working with the District 75 Director of Mathematics to find the most appropriate math instructional programs for our diverse populatin.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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.

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 instructional and Administrative cabinets of P94M, comprised of lead teachers, instructional specialists, academic coaches and administrators reviewed findings and shared with the school community to determine areas of relevance for our students.

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

x Applicable Not Applicable

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

P94M is a school that serves students with severe emotional disturbance and learning disabilities as well as students in alternate assessment, most on the autism spectrum. In order to be successful, this requires highly trained and motivated teachers with specialties in behavior management and social emotional areas as well as academic instructional expertise. We will continue to train our teachers in all of the areas necessary to ensure growth and success in our school.

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.

P94M will continue to provide ongoing professional development as well as the support of school based coaches and instructional specialists. Additionally, we will work with each teacher using the Professional Teaching Standards to improve their craft.

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:

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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.

. New teachers received information regarding "how to "access the district professional development -Jose. P. Training. Older teachers in the program were encouraged to view the websites and register for several workshops directly related to ELLs.. instructional workshops for the Special Education Teacher that are directly related to ELLs are very limited. Less than 6 teachers within the organization are aware of the QTEL methodologies. Of these staff members, two are ESL providers, one is the school-based coach, and the others are speech and classroom teachers. Due to the high magnification of test scores and the number of non-ELLs most teachers gravitate to the Literacy and Mathematics workshop. The ESL teachers gravitate towards the compliance workshops more so than any other workshop. The Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators are charged with reviewing these findings to determine the areas that are relevant to our teachers as instructors and "what" areas of concentration would best suit our students.

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

x 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?

The lack of registered workshop participants supports the findings indicated above. As an organization, the administration needs to dispel the myth of "who" should attend specific workshops and why. It is very relevant to the success of our students. The organization favors push-in services over pull-out, hence the need for classroom teachers to be knowledgeable of the ESL terminologies, methodologies, and scaffolding techniques

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.

Administration needs to assign specific staff members to specific workshops. However, if the organization encounters road blocks along the way, it is up to the organization to inquire from the presenters if there's additional room and/or make every attempt to remedy any and/or all HR issues ahead of time. Moreover P94M will need additional support from the district regarding the number of workshop sessions offered because it is imperative that the organization have most of the staff trained. Currently there are many unserved mandated hours. As a result, P94M requests that schedules should reflect push-in services. Having most of the staff trained would facilitate the organization's goal of providing every child with the opportunity to learn, especially the ELLs and these strategies are effective for all academic instruction.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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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 Instructional and Administrative Cabinets of P94M, which are made up of lead teachers, instructional specialists, academic coaches and administrators will review the findings and determine which areas are relevant to our students. Findings will be shared with the school community at faculty conferences, SLT and PTA meetings as well as through the P94M administration to staff e-communication network. P94M ESL teachers utilizes the data from the NYSESLAT, E-Clas, E-Pal, and State/City assessments to inform instruction and set annual goals and short term objectives for each student they service. However, this information is not shared with classroom teachers. The organization will direct ESL teachers to share this information during grade level meetings with classroom teachers so that everyone can be prepared. The organization also needs to determine "why" students who are in the program for many years are still testing at a beginner level in the NYSESLAT assessment. These students need to be tracked to see whether the instructional strategies used are appropriate and consistent. Student's data must be looked at closely to see connections, deficiencies, and the method by which students are assessed must be looked at closely.

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 lack of ESL teachers sharing student's data and instructional strategies with classroom teachers supports the findings. Teacher registration is also lacking; teachers need to register for workshops under the ELL category since the organization is so diverse.

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.

P94M will need additional support to understand the data by sharing "how to" disaggregate the data by proficiency level. Incoming students with bilingual IEPs need to be looked at programmatically. The organization places an alternate placement paraprofessional (APP) in the

classroom to address the student's need for all bilingual students. However, there is very little training offered for APPs. Assistance is needed in this area to address these deficits.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The instructional and Administrative cabinets of P94M, comprised of lead teachers, instructional specialists, academic coaches and administrators reviewed findings and shared with the school community to determine areas of relevance for our students.

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

x Applicable Not Applicable

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

Although P94M is an all special education school with an IEP for every student, it is difficult to differentiate the instruction for all students at all levels.

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.

P94M is working strenuously to develop appropriate models of differentiated instruction for both or standardized and alternate population. Collegial review at the school level supports alternate assessment teachers in selecting AGLIS (alternate grade level indicators) hat are most appropriate for each student to demonstrate success in NYSAA.

At our sie at PS15, The Roberto Clemente School, there is a collaborative approach to instruction in Science, Technology, Library and physical education as well as team teaching and SETTS for our CTT and Inclusion class.

MAY 2009

Our Positive Behavior Supports program employs a universal matrix of expectations, PPT meetings, FBA and secondary and tertiary interventions when necessary to ensure that students get the support they need in the social/emotional areas to be successful. This year we have introduced Emotional Literacy Education at all sites to equip the students with the necessary language to adequately express their feelings.

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

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

Please respond to the following questions for Key Finding 7:

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

The instructional and Administrative cabinets of P94M, comprised of lead teachers, instructional specialists, academic coaches and administrators reviewed findings and shared with the school community to determine areas of relevance for our students.

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

x Applicable Not Applicable

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

While our school is proficient in providing our students with necessary accommodations indicated on the IEP, page 9, teachers often have difficulty with continuous provision of accommodations during instructional time and on classroom assessments. It is also difficult to align the IEP goals and modified criteria with the assessed grade level content.

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.

Our instructional support team works with teachers and paraprofessionals in developing better understanding of the IEP process and implementation. A classroom responsibility matrix is developed in every classroom that includes specific details for the instruction of every student, and includes all stakeholders throughout the day. IEP goals and objectives are included in the creation and development of this matrix. Teachers and paraprofessionals provide small group instruction to allow for a variety of accommodations for students based on their individual needs. When new students arrive IEPs are reviewed including FBA and BIP if available. Our PBIS (positive behavior

supports) committee regularly reviews SWIS (School Wide Information Systems) data to determine the need for additional supports, intervention or BIP/FBA. Additionally, our counselors meet weekly to have clinical conversations and review any requests for PPT or referral to our CBO, Queens Children's Psychiatric Center. These reviews allow us to develop the best plans and most appropriate IEPs for our high incidence students and behavior recidivists.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

MAY 2009

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District D75	School 75M094
Principal Ronnie Shuster	Assistant Principal Susan Cruz; Yvette Lewis
Coach	Coach
Teacher/Subject Area Makini Velazquez ESL	Guidance Counselor John O'Rourke
Teacher/Subject Area Margarita Ballester ESL	Parent
Teacher/Subject Area	Parent Coordinator Halima Butler
Related Service Provider	SAF
Network Leader Stephanie McCaskill	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	205	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	17.56%
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Part II: ELL Identification Process

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

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

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

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	2	5	4	4	2	6	4	0	1	28
Chinese				2	2		2			6
Russian										0
Bengali										0
Urdu										0
Arabic							1			1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other				1						1
TOTAL	2	5	4	7	4	6	7	0	1	36

Programming and Scheduling Information

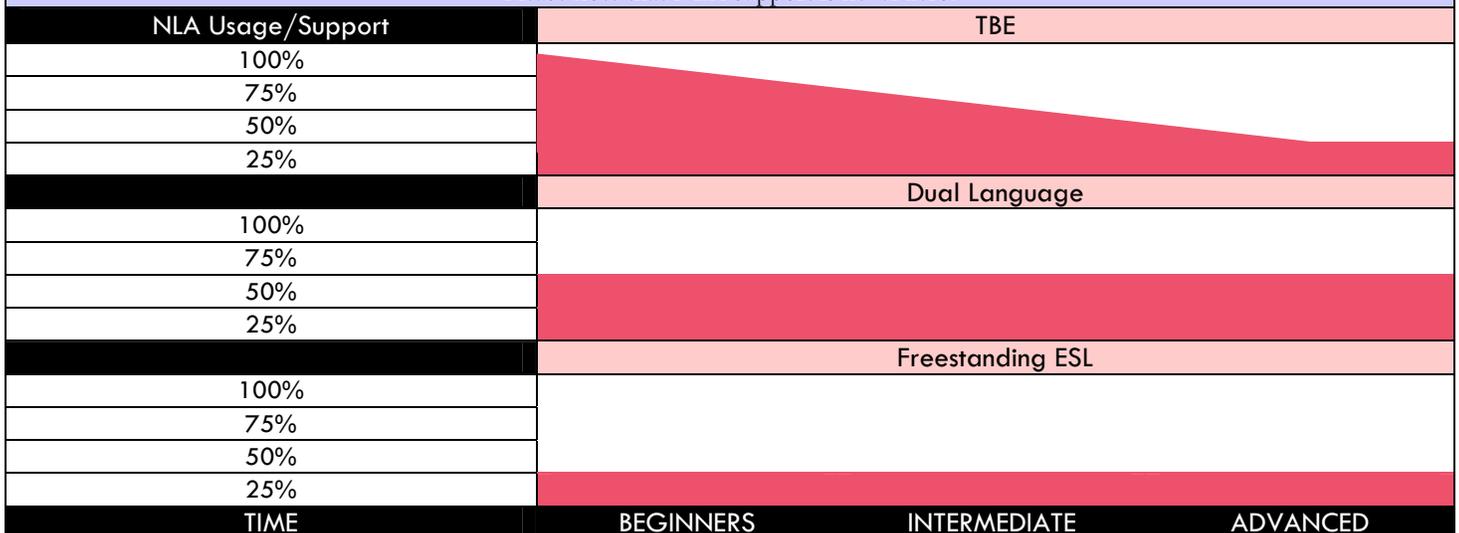
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	3	4	4	6	1	6	0	1	27
Intermediate(I)		2		1		3	1			7
Advanced (A)					2					2
Total	2	5	4	5	8	4	7	0	1	36

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

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Cruz	Assistant Principal		
Halims Butler	Parent Coordinator		
Makini Velazquez	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
John O'Rourke	Guidance Counselor		
	School Achievement Facilitator		
Stephanie McCaskill	Network Leader		
Margarita Ballester	Other		
	Other		

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