



P138M

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75M138
ADDRESS: 144 EAST 128TH STREET, NYC 10035
TELEPHONE: 212 369-2227
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P138M SCHOOL NAME: _____

SCHOOL ADDRESS: 144 East 128th Street, NYC 10035

SCHOOL TELEPHONE: 212 369-2227 FAX: 212 427-6608

SCHOOL CONTACT PERSON: Jacqueline Keane EMAIL ADDRESS: JKeane@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Audra Vanderland

PRINCIPAL: Jacqueline Keane

UFT CHAPTER LEADER: Michelle Arellano

PARENTS' ASSOCIATION PRESIDENT: Patricia Jewett

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: District 75

SSO NETWORK LEADER: Barbara Joseph

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jacqueline Keane	*Principal or Designee	
Michelle Arellano	*UFT Chapter Chairperson or Designee	
Patricia Jewett	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative	
Audra Vanderland	Teacher/J47 Chairperson	
Kimberly Ramones	Teacher/I90 Secretary	
Lauren Wagner	Member/P33	
Teaque Smith	Para/P30	
Lindsey Friedman	Speech Teacher/P48	
Elyse Jaeger	Teacher/PWHS	
Andrea Weiner	Teacher/Operations Liason	
Linda Bayes	Parent/I90	
Jeff Simpson	Parent/J47	
Stacey McKie	Parent/P30/P33	

(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

P138M is a Special Education cluster school with seven sites and five special education programs. Our main site is located in P30, an East Harlem elementary school. Our community school offsites - two elementary, two middle schools, one middle/high school and one high school - are located in neighborhoods spanning the borough of Manhattan - Washington Heights, Harlem, Midtown, Gramercy Park, and Chelsea – and include a wide diversity of communities and cultures.

With the support of our home, general education, and community partners, and through focused instructional planning, we are continually expanding student options for participation in learning experiences in school, at work, and in the larger community. The entire school community, with the support of professional consultants, is committed to creating and expanding programs with clear expectations to support greater student independence, build self-esteem and instill a commitment to personal excellence.

Community Partners/Professional Consultants include:

- NYU Nordoff Robbins School of Music Therapy: weekly music therapy for P33 students
- Carnegie Hall: music residency with P30 students
- Henry Street Settlement/Abrons Art Center: choreography residency at Park West HS
- Ann Buckley-Reen, OT: Get Ready To Learn program at PWHS
- Best Buddies International: weekly program supporting social relationships between our students and their non-disabled peers at School of the Future
- Kelley Brooke, Golf Pro/Randall's Island Golf Center: Park West HS work site partner
- Food Emporium, CVS, Sal's Pizza, Jam Paper, NYC Public Library, Sonic Yoga Studio, Skyline Hotel and City Harvest: Park West HS community work site partners

All P138M students have Individualized Education Plans (IEPs) and receive the full continuum of instructional services and related services. Nurses provide the specialized medical services required by a number of our students. Additionally, English language learners (ELLs) are served in two bilingual classes, an English as a Second Language (ESL) program, and/or by alternate placement classroom paraprofessionals proficient in the student's native language.

It is our mission to build highly specialized instructional programs. Our broad strategy of person centered planning, and the implications of functional, alternate and standard assessments, drive the development of meaningful goals, objectives and instructional strategies for each student.

Students performing in the moderate to profound range of developmental disabilities, many who are additionally challenged by physical and sensory disabilities, participate in communication rich programs focused on integrating experiential learning in naturally occurring, "real world" settings that are essential to achieving high standards of independence in school, at home, at work, and in the community. For many, technology is the key to providing effective individual communication systems.

In classes implementing TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) and sensory integration strategies, students with autism are taught skills through numerous and structured functional learning opportunities and challenging behaviors are addressed through systematic reinforcement of appropriate alternatives.

Students challenged with severe emotional disabilities receive guidance and behavioral supports, as well as instruction in all academic areas. Strategies for turning student crises into opportunities for learning and that teach students effective choice making and self-regulation skills are implemented.

Three 12:1:1 ratio classes serve students who are deaf or hard of hearing and use cochlear implants or hearing aids. This Auditory-Oral program is committed to maximizing auditory skills for learning spoken language and intelligible speech.

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. 138							
District:		75	DBN:	75M138	School BEDS Code:		307500011138		
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 / 81.6				
Kindergarten	26	6	21	Student Stability - % of Enrollment:					
Grade 1	55	7	27	(As of June 30)	2006-07	2007-08	2008-09		
Grade 2	43	6	37		93.0		92.9		
Grade 3	44	7	12	Poverty Rate - % of Enrollment:					
Grade 4	44	7	12	(As of October 31)	2006-07	2007-08	2008-09		
Grade 5	12	21	10		90.7	81.7	0.0		
Grade 6	1	9	18	Students in Temporary Housing - Total Number:					
Grade 7	4	1	1	(As of June 30)	2006-07	2007-08	2008-09		
Grade 8	0	3	3		6	9	13		
Grade 9	0	1	2	Recent Immigrants - Total Number:					
Grade 10	0	2	1	(As of October 31)	2006-07	2007-08	2008-09		
Grade 11	0	0	5		1	1	0		
Grade 12	0	3	11	Special Education Enrollment:					
Ungraded	130	313	247	(As of June 30)	2006-07	2007-08	2008-09		
Total	359	388	419						
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	359	388	419	Principal Suspensions	0	0	4		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	0		
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:				Special High School Programs - Total Number:					
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	N/A	0		
# in Transitional Bilingual Classes	31	12	0	Early College HS Program Participants	0	0	0		
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:					
# receiving ESL services only	51	30	9	(As of October 31)	2006-07	2007-08	2008-09		
				Number of Teachers	76	91	97		

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	58	16	12	Number of Administrators and Other Professionals	9	108	114
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	64	64
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	9	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.1	67.0	66.0
				% more than 5 years teaching anywhere	56.6	52.7	52.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	88.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	96.7
American Indian or Alaska Native	0.6	0.5	0.5				
Black or African American	37.3	36.3	36.3				
Hispanic or Latino	49.6	51.3	50.4				
Asian or Native Hawaiian/Other Pacific Isl.	5.0	4.9	4.5				
White	7.5	7.0	8.4				
Male	74.4	72.7	72.6				
Female	25.6	27.3	27.4				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
In Good Standing (IGS)							
School in Need of Improvement (SINI) – Year 1							
School in Need of Improvement (SINI) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year ____							
School Requiring Academic Progress (SRAP) – Year ____							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:		Overall Evaluation:	√
Overall Score:		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:		Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:		Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:			
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

SECTION III: SCHOOL PROFILE (CONTINUED)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

PLEASE SEE THREE PAGE ATTACHMENT

SECTION IV: NEEDS ASSESSMENT

The Administrative Cabinet, School Leadership Team and SCEP committee reviewed the 2008-09 SCEP goals, action plans and indicators of success, the Quality Review, and NYS assessment results including the NYSAA results for students in alternate assessment classes. Additional sources of data pertinent to our school and students were the Periodic Assessments, the results of the Inquiry Team action plan, Brigance Inventories and ABLLS data, teacher made assessments and ongoing surveys of instructional and professional strengths and needs.

PERFORMANCE TRENDS and INSTRUCTIONAL FOCUS

Based on data reviewed, P138M will make a concerted effort to address achievement of all students, with a focus on the following performance trends and instructional priorities for improving student performance:

- Based on a comprehensive review of all summative and formative data available to the SCEP committee, we have observed an ongoing, gradual increase in the number of students in standard assessment grades three through six performing at levels 2 and 3 on NYS ELA, math, social studies and science exams.

A comprehensive review of deficit areas for students in standardized instruction indicated that poor *listening*, specifically the inability to take notes while focusing on materials read, negatively impacted ELA exam performance and general student achievement. Students in the auditory oral classes, due to the nature of their disability, experienced the greatest difficulties with processing language which significantly impacted their performance as reflected in their Level 1 ELA scores. Staff participated in ongoing professional development activities to improve data analysis and targeted instruction skills; listening and note taking strategies were modeled and practiced throughout the year. As a result, student performance on the listening portion of the ELA exam improved significantly. This was particularly evident for students in the auditory oral classes – 70% moved from Level 1 in 2008 to Level 2 in 2009.

A careful analysis of 2009 ELA test booklets, as well as score reports, identified areas to target during the 2009-10 school year. While there has been a general improvement in reading skills across grades as reflected in multiple-choice responses, *author's purpose* and *making inferences* continue to be problematic. However, the most significant deficit area is *writing*. Knowledge of punctuation, grammar, spelling and sentence structure is limited. As a result, some students did not attempt some of the extended response items and many did not attempt the essay. The *Units of Study* does not provide resources for structured, sequential writing instruction. It postulates that students be taught writing skills in the context of their own writing. However, students' writing experiences are severely limited by their lack of writing skills. To support more effective instruction, P138M will be implementing *Reading Street* (Scott Foresman), supplemented by *Write Source* and the use of technology, to provide the systematic strategies and grade level content needed by our students. An Inquiry Team will follow the progress of this initiative.

A review of 2008 Math score reports identified *word problems* as a deficit area for students in standardized instruction. Instruction focused on strategies for reading and identifying key words and important details. These efforts resulted in improved 2009 scores: 52% of the students achieved Level 3; 72% achieved Level 2 and above. This intervention will continue. A careful analysis of 2009 Math test booklets and score reports revealed areas to target during the 2009-10 school year. Students lost valuable points by not completing *extended response* items and/or by not showing how they arrived at their answers. Ongoing professional development will focus on strategies for building *show-your-work* skills and for providing practice opportunities.

- Students in alternate assessment classes have demonstrated continued growth, particularly in the areas of communication for socialization and self-regulation as measured by Brigance Inventories, ABLLS, Inquiry checklists and TANGO (a voice output communication device used by students) video documentation and checklist data; and in independence as demonstrated by self-generated questions and independent completion of work, as documented by structured workstation skills data. While growth was evident – 67% exceeded, and 23% met their goals - communication deficits impact opportunities for fulfilling social interactions, effective problem solving and successful learning experiences, and continued work in these areas is a priority. We will continue to focus on building teacher capacity for implementing strategies for improvement. An Inquiry Team will follow the progress of students in our 6:1:1 classes.
- As part of the second year of the D75 TANGO pilot program, students and staff in one 12:1:4 class received ongoing hands-on support for integrating this high tech device, a SmartBoard and digital cameras. A qualitative tool for classroom data collection was designed and implemented, increasing staff accountability for instructional actions and outcomes. A review of the data and video documentation indicates a decrease in cues needed to answer questions and for socialization using technology. The class has exceeded its goal of completing not only the first instructional unit, but the second unit as well. Future progress will be compared with that of two 12:1:4 classes using a variety of (other than TANGO) devices/systems.
- A restructured positive behavior program was implemented and data clearly indicates a significant decrease in both the number of physical confrontations among our students with emotional challenges (one 12:1:1 and three 8:1:1 classes at P30) and the number of students requiring level two behavior supports. While most students remain on task during literacy and math blocks with their homeroom teachers, incidents increase during afternoon instruction with some coverage teachers. It is critical that we continue to implement a consistent positive behavior support system with clearly defined expectations and immediately expand the program to our I90 site to further decrease incidents. Additionally, a school-wide PBIS Team will begin the process of modifying the current behavior program to meet the specific needs of students in our 12:1:4 and 6:1:1 classes. A matrix of meaningful/purposeful behavioral expectations will be carefully developed for our wide spectrum of students; professional development and cohort collaborations will be conducted.
- Despite ongoing outreach efforts, we continue to see only sporadic, slight increases in the level of parental/family involvement in PTA meetings, workshops, and other school activities. A close review of the subgroups of parents/families most involved appears to indicate parents/families of students in our early grades and in elementary inclusion programs. It is crucial that we increase parental/family involvement in order to expand and sustain positive outcomes for our students. To accomplish this goal we will enhance our PBIS program by focusing on parent involvement; as the PBIS program goes school-wide within the next two years, parent involvement should grow apace. Monthly meetings will alternate between topics of interest and celebrations of success during which families gather together as a school community and bi-monthly small group opportunities will be offered and tailored to meet parents' specific needs.

- Staff surveys reflect the ongoing staff requests to participate in intermediate and advanced TEACCH/Structured Classroom training; to continue intervisitations to model classrooms; and to meet with cohorts for instructional planning and sharing of effective strategies. Our Inquiry Plan targeting students in 6:1:1 classes will focus on PECS strategies therefore, PECS training will be added to the list of professional development priorities. Additionally, there have been number of requests for professional development addressing positive behavior support strategies. This professional development will be conducted as the school-wide PBIS program is rolled out. We will continue to strategically link professional development to school priorities.
- Staff surveys and cohort discussions indicate the need for structured curriculum resources for alternate assessment classes. In response, we will continue to build staff capacity for using the D75 Curriculum Frameworks as well as participate in the District 75 SMILE phonics curriculum pilot program beginning in the Fall of 2009. SMILE will be piloted with students in 6:1:1 classes at the main site.
- In response to a staff needs assessment, we will be introducing the Early Childhood Assessment of Mathematics (ECAM) as an additional resource for assessing K-2 students.
- We will continue to collect data, using technology and improved formats for identifying progress/performance patterns/trends; analyzing data to effectively plan instructional interventions; and comparing data to that of similar groups of students. Six alternate assessment classes will participate in the District 75 Lakeshore/SANDI assessment pilot program. In response to the 2009-10 Quality Review, we will reinstitute the ongoing collection of science and social studies alternate assessment data.

GREATEST ACCOMPLISHMENTS

- P138M's greatest accomplishments over the past few years include the following:
- The number of teachers attending intermediate and advanced levels of UNC/Chapel Hill TEACCH training continues to increase. Two teachers are now qualified trainers and participated in the D75/UNC TEACCH model classroom project.
- Staff continues to make great strides in implementing exemplary TEACCH strategies and structured classroom design; students are making significant educational and social progress.
- The Getting Ready to Learn (D75 pilot program), sensory integration, yoga, and Handwriting W/O Tears best practices continue to be successfully integrated, providing positive behavior supports throughout the instructional day.
- Park West HS students, supported by a Hewlett Packard grant, created a weather station and use technology to design communication symbols and to maintain a weather tracking database. These are accessible to all sites via EChalk. Park West's weather station was visited by Channel 2's weatherman and highlighted during a news broadcast.
- Park West HS students participated in a Sensory and Social Awareness pilot program designed by Dr. Valerie Paradiz to foster self advocacy skills in students with autism spectrum disorders who are capable of functioning at or near grade level.
- A 12:1:4 class at the main site successfully completed its second year of the D75 TANGO/AAC pilot program.
- The UFT Teacher Resource Room at J47 is entering its third year. The teacher trainer continues to provide hands-on tech support throughout our sites, as well as professional development during and after school hours.
- The number of high school students (12:1:1; 6:1:1, 12:1:14) working in community based jobs and the number of community based job sites have increased significantly. Students have applied for and received Department of Motor Vehicles enhanced identification cards.
- P138M was awarded a \$200,000 RESO grant. This will fund a complete update of the computer lab at P30 and the opening of a lab at I90. Each will have thirteen stations, as well as current software and all the necessary furnishings.
- The number of students traveling to/from school independently nearly doubled as a result of the D75 Travel Training program.
- Ninety-five percent of students participating in NYSAA achieved Level 3 or 4 scores for Accuracy in all content areas assessed; eighty-nine percent achieved Level 3 or 4 scores for Independence in all content areas assessed.
- Five students moved to Less Restrictive Environments (LREs): two students moved from 12:1:4 to Inclusion classes; one moved from 8:1:1 to a 12:1:1 D75 class; and two moved from 8:1:1 to community school 12:1:1 classes.

SIGNIFICANT AIDS TO IMPROVEMENT

- > Highly motivated classroom staff and service providers electively expand their skills by participating in advanced workshops on their own time, and at their own expense.
- > Related service teams work closely with classroom staff to deliver unified services and lead instructional teams implementing best practices initiatives (i.e. TANGO, Get Ready to Learn, Handwriting without Tears, yoga).
- > Scantron and Acuity data provides item/skill analyses and resources to support targeted instruction and intervention for students at-risk in standard assessment classes.
- > Highly successful collaborations with several host community school administrators.

SIGNIFICANT BARRIERS TO IMPROVEMENT

- > Continued low parent participation rate (3% average) at meetings, workshops and celebrations offered throughout the year despite the provision of supports including translation services, transportation, child care. Supports are also provided to facilitate case management services. However, many families, challenged with the responsibility of caring for one or more special education children and further impacted by economic and housing issues, are simply unable to be active and consistent participants in their children's education.
 - > Central DOE protocol does not include D75 Inclusion students in the count of students on general education class registers. This results in their exclusion when general education class size caps are reached.
 - > NYSAA data recorded in ATS does not provide sufficient performance data. P138M has developed its own system and reports which include detailed data for identifying both accuracy and independence performance trends.
 - > Time constraints and budget reductions, in particular, which limit professional development opportunities.
 - > Ongoing inability to fully meet students' Speech and ESL needs recommendations.
 - > Need for increased/improved collaborations with some host community school administrators; ongoing need for adequate and appropriate space and equitable use of shared spaces in host community school facilities.
 - > Insufficient availability of special education substitute teachers appropriately trained to work with our diverse student population.
 - > Continuing absence of DOE driven IEP process including efficient/accurate administrative structure, sufficient training and ongoing supports.
 - > Contractual restrictions preventing Principal from moving teachers and paraprofessionals site-to-site, thereby inhibiting staff assignments that would best benefit instructional programs.
-

SECTION V: ANNUAL SCHOOL GOALS

- By June 2010, elementary and middle school students participating in standard assessments, and identified as an Inquiry target group, will demonstrate improved extended response and essay writing skills as evidenced by an 85% minimum of students achieving Level 2 or higher on the 2010 ELA assessment.
- By June 2010, elementary and middle school students participating in standard assessments will demonstrate improved “show your work” and extended answer skills as evidenced by an 80% minimum of students achieving Level 2 or higher on the 2010 Mathematics assessment.
- By June 2010, students in three elementary 12:1:4 classes will demonstrate a 20% increase in self-initiated communication for academic participation and socialization as evidenced by TANGO assessment data. One class will use TANGO AAC devices exclusively; two classes will use a variety of AAC devices/communication systems.
- By June 2010, middle and secondary students in 6:1:1 classes, and identified as an Inquiry target group, will demonstrate an increase in communication skills resulting in improved self-regulatory behaviors. This will be evidenced by a 5% increase in the number of students meeting or exceeding their goals as indicated by Inquiry assessment data.
- By June 2010, students in elementary and middle school 12:1:1 and 8:1:1 classes will demonstrate a decrease in the number of aggressive and disruptive behaviors as evidenced by a 12% decrease in the number of students requiring level two behavior supports.
- By June 2010, parent participation will increase by a minimum of 15% as measured by parent attendance at PBIS activities, PTA meetings, and school-wide celebrations.

SECTION VI: ACTION PLAN #1

Subject/Area :

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, elementary and middle school students participating in standard assessments, and identified as an Inquiry target group, will demonstrate improved extended response and essay writing skills as evidenced by a 10% increase in the number of students achieving Level 2 or higher on the 2010 ELA assessment.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • AP and coach will facilitate monthly standard assessment cohort meetings/PD; data, skill deficits, and instructional resources and strategies will be addressed (emphasis on writing skills) • Reading Street /Write Source programs/materials will be rolled out during weekly cohort mtgs • Coach will provide ongoing classroom follow-up w/teachers to support instructional strategies. • As needed, coach will visit class(es) to observe targeted instruction; will model lessons • Academic cabinet will review/analyze Sept/Oct Scantron reports • Students will be identified for Academic Intervention Services (AIS) and parents notified • Calendar of monthly AIS mtgs will be created; monthly AIS service calendars will be maintained • AP and coach will conduct monthly AIS meetings; AIS plan will be developed • Teachers will write individual intervention plans; instructional resources will be identified • Professional development info will be disseminated; staff will register for wksps, as appropriate • Coach will facilitate Nov 3rd PD - Prep, Test, Score! (emphasis on writing skills) • Academic cabinet will review/analyze December/January Acuity and Scantron reports • Coach/teachers will collaborate for ongoing test prep • Parent workshops will be scheduled: in October to review score reports and plan home intervention strategies; and in June to discuss ELA test results and plan next steps • Academic Cabinet will analyze NYS data, comparing student/class/site performances
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p><u>Budget</u> Tax Levy and NYSTL allocations for: Reading Street; Write Source; DOE core curriculum; and test prep materials, including NYS Coach. <u>Scheduling Implications</u> Common meeting time(s) for: standard assessment cohorts; AIS team</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • Monthly: Minutes of cohort and AIS meetings; AIS tracking forms • Sept/Oct 2009: Scantron initial ELA Assessment completed • January 2010: Acuity ELA Assessment (predictive) completed • 5% increase in extended answer skills as evidenced by Dec'09/Jan'10 Scantron interim data • April/May 2010: NYS ELA assessment completed • 10% total increase in extended answer skills as evidenced by June'10 final Scantron data • Oct 2009/June 2010: parent workshop minutes and attendance • Monthly: Review of student classroom portfolios and classroom assessment data • 10% increase in number of students achieving Level 2 or higher on the 2010 ELA assessment.

SECTION VI: ACTION PLAN #2

Subject/Area: Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, elementary and middle school students participating in standard assessments will demonstrate improved “show your work” and extended response skills as evidenced by a 10% increase in the number of students achieving Level 2 or higher on the 2010 Mathematics assessment.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • AP and coach will facilitate monthly standard assessment cohort meetings/PD; data, skill deficits and instructional resources/strategies will be addressed (emphasis on extended response skills) • Coach will visit class(es) to observe targeted instruction; will model extended response lessons • Academic cabinet will review/analyze Sept/Oct Scantron and Acuity reports • Students will be identified for Academic Intervention Services (AIS) and parents notified • Calendar of monthly AIS mtgs will be created; monthly AIS service calendars will be maintained • AP and coach will conduct monthly AIS meetings; AIS plan will be developed • Teachers will write individual intervention plans; instructional resources will be identified • Professional development info will be disseminated; staff will register for wksp, as appropriate • Coach will facilitate Nov 3rd PD - Prep, Test, Score! (emphasis on extended answer skills) • Academic cabinet will review/analyze December/January Acuity and Scantron reports • Coach/teachers will collaborate for ongoing test prep • Parent workshops will be scheduled: in October to review score reports and plan home intervention strategies; and in June to discuss Math test results and plan next steps • Academic Cabinet will analyze NYS data, comparing student/class/site performances
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p><u>Budget</u> Tax Levy and NYSTL allocations for: DOE core curriculum; and test prep materials, including NYS Coach. <u>Scheduling Implications</u> Common meeting time(s) for: standard assessment cohorts; AIS team</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • Monthly: Minutes of cohort and AIS meetings; AIS tracking forms • Sept/Oct 2009: initial Scantron Math Assessment completed • January 2010 Acuity Math Assessment (predictive) completed • 5% increase in extended response skills as evidenced by Dec’09/Jan’10 Scantron Math data • May 2010: NYS Math assessment completed • 10% total increase in extended response skills as evidenced by June’10 final Scantron Math data • October/June parent workshop minutes and attendance • Monthly review of student classroom portfolios and classroom assessment data • 10% increase in number of students achieving Level 2 or higher on the 2010 Math assessment.

SECTION VI: ACTION PLAN #3

Subject/Area: ELA/Communication
(for Participation/Socialization)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, students in three elementary 12:1:4 classes will demonstrate a 20% increase in self-initiated communication for academic participation and socialization as evidenced by TANGO assessment data. One class will use TANGO AAC devices exclusively; two classes will use a variety of AAC devices/communication systems.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • Parent surveys for baseline at-home performance will be distributed • Team (OT, speech teacher, classroom teacher) will modify quantitative tool for classroom data collection • Classroom staff will collect baseline data; weekly data will then be collected • Weekly team meetings will be conducted to plan weekly projects, review progress and discuss instructional intervention strategies • D75 tech team will collect video documentation, bi-annually • Ongoing: Team will customize response devices for Meville to Weville curriculum-specific questions; OT will consult w/cluster teachers and parents and make relevant customizations • Daily: Students will use TANGO devices to: participate in morning meetings; answer academic questions during instruction; comment during literacy activities. • November 3rd team meeting/collaboration will be conducted • OT and teacher will design: <i>Wh</i> question class activities; spelling activities for identified students; class categorization skill activities; life skills activities. • Team will model integration of new activities. • Parent training will be scheduled/conducted; follow-up will include homework activities
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>D75 '08 Tech Solutions Budget: provided devices, and curriculum materials D75 '10 Tech Solutions Budget: will provide device repair services</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • 75% of Parent Surveys of At-Home Performance completed/returned by October 2009 • 100% of initial TANGO and Brigance assessments completed by October 2009 • 50% parent attendance at training workshop(s) as documented by sign-in sheets • Weekly TANGO checklists completed • 5% increase in self-initiated communication skills as evidenced by November 2009 TANGO assessment data; additional 5% increase by February 2010. • 20% total increase in self-initiated communication for academic participation and socialization as evidenced by Brigance and TANGO Pilot Program June 2010 final assessment data.

SECTION VI: ACTION PLAN #4

**ELA/Communication
(for Self-Regulation)**

Subject/Area:

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, students in elementary, middle and secondary 6:1:1 classes, and identified as an Inquiry target group, will demonstrate a 20% increase in communication skills resulting in improved self-regulatory behaviors as evidenced by Inquiry assessment data.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • Principal will post availability/description of Inquiry Team positions; will select members • Team will meet to review 2008-09 student data and assessments • Team will meet to re-define focus/goals/learning targets; identify expanded target group • Team will modify customized assessment system to facilitate identification of patterns/trends of student performance; define benchmarks • Team/classroom staff will collect 2009-10 baseline data • Team will meet to review/analyze conditions of learning • Team will disseminate plan to all participants • Team will collaborate with teachers re: instructional strategies w/focus on PECS • Team/classroom staff will complete weekly assessment • Team will meet monthly to review data; revise instructional strategies as needed • Classroom staff will participate in D75 and site-based PD (w/focus on PECS), cohort collaborations, intervisitations, and professional consultations to support instruction • Team will meet to summarize/compare student performance (class to class, site-to-site) • Team and classroom staff will meet to share outcomes; outline “the next step”
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Inquiry Plan Budget: assessment and instructional materials; per session for Inquiry Team meetings and for staff attending after school/weekend professional development; teacher/para daily substitutes to provide coverage during cohort collaborations and intervisitations to exemplary classrooms; consultant fees Scheduling Implications: common meeting time for participating classroom</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • Fall 2009 Applications submitted in response to Inquiry Team posting • Ongoing: Calendar of Inquiry Team meetings; Calendar/Log of PD activities/participants • October 2009: Dissemination of Inquiry Plan and initial assessment tool • Oct/Nov 2009: Completion of ABLLS/Brigance assessments and initial Inquiry checklists • 5% increase in communication skills as evidenced by January 2010 review of Monthly Inquiry checklist data; additional 5% increase as evidenced by March 2010 review • May 2009: Completion of ABLLS/Brigance end-year assessments • 20% total increase in communication skills as evidenced by June 2010 Inquiry data

SECTION VI: ACTION PLAN #5

Subject/Area: Positive Behavior Supports

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students in elementary and middle school 12:1:1 and 8:1:1 classes will demonstrate a decrease in the number of aggressive and disruptive behaviors as evidenced by a 12% decrease in the number of students requiring level two behavior supports.</p>
<p>Action Plan</p>	<ul style="list-style-type: none"> • AP, CIT and guidance counselor will facilitate monthly PBIS meetings • Protocol modifications will be rolled out with support of CIT, guidance counselor and AP • Two assembly programs (one for students; one for parents) will be conducted in October to “kick off” behavior program for the new school year. • AP and CIT will turnkey w/ cluster teachers • Baseline data will be collected and analyzed for protocol reduction • Points competition results for each class will be posted weekly • PBIS team will collect/review/analyze ongoing data • PBIS team will revisit structure/protocols of program as needed • Points competition winning class will receive “grand” prize (projected for March) • Concurrently, PBIS team (AP, CIT, Coach, Guidance Counselor, alternate assessment classroom teachers) will customize positive behavior program (develop matrix of meaningful/purposeful behavioral expectations for wide spectrum of alternate assessment students, refine points system, introduce an alternate to student checkbooks, etc.), for 12:1:4 and 12:1:6 students. Monthly collaborations begin Nov’09.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Tax Levy Budget: allocation for incentives/rewards Scheduling Implications: common meeting time for participating classroom staff.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • Ongoing: Minutes of monthly PBIS meetings/collaborations • October 2009: PBIS Plan and behavior program protocols completed • Ongoing: Posting of points earned by students • Monthly: PBIS Team review of behavioral data • February/June 2010: PBIS team review of incident report summaries • 3% decrease in number of students requiring level two behavior supports as evidenced by Dec’09 review of monthly data; additional 3% decrease as evidenced by Mar’10 data • 12% total decrease in number of students requiring level two supports by June 2010 • 10% decrease in ORRS reporting as evidenced by June 2010 review of annual data

SECTION VI: ACTION PLAN #6

Subject/Area: Parent Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, Timebound</p>	<p>By June 2010, parent participation will increase by a minimum of 15% as measured by parent attendance at PBIS activities, PTA meetings, and school-wide celebrations.</p>
<p>Action Plan</p>	<p>It is our intent to enhance PBIS programs through a focus on parent/family involvement. As we focus on building parent engagement in specific situations in which there are academic and/or behavioral challenges, as well as take our PBIS program school-wide (within the next two years), parent involvement should grow apace.</p> <ul style="list-style-type: none"> • Administrators, SLT and Parent Coordinator will review completed parent surveys, charting parents’ topics of interest and preferences re: meeting times/dates/locations. • Principal and SLT will share survey and review information with PTA executive board. • Monthly activities will alternate between meetings devoted to topics of interest and celebrations of success shared by families and the school community. • Bi-monthly, small group workshops tailored to parents’ specific needs will be offered. • Requested workshop presentations will be prepared; some topics will be presented as a series to encourage ongoing participation by parents. • Arrangements will be made for guest speakers. • Promote “Good News” phone calls/letters home from staff to share student successes. • Parent Newsletters featuring PBIS information and highlighting student successes will be prepared and distributed. • A minimum of two announcement/reminder flyers will be sent home prior to each scheduled activity; outreach will also be made by phone. • A minimum of one school administrator will attend each activity. • Attendance at meetings/celebrations will be documented; parents of PBIS students will be identified as a percentage of total attendees to test hypothesis that promotion of PBIS builds family engagement.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Tax Levy Budget: allocation for materials, transportation, refreshments and para per session to provide after school childcare as needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<ul style="list-style-type: none"> • 10% of Annual Parent Surveys completed and returned by December 2009; additional 10% completed during follow-up phone calls and/or at parent meetings by February 2010. • Monthly: Review of parent/family attendance at meetings and celebrations; comparison of total attendance with attendance of parents/families of PBIS students. • Monthly: Compilation of family/school interactions (ex. phone calls, classroom meetings) • Completed parent workshop evaluations • 5% increase in parent participation as evidenced by February 2010 review of attendance data • 15% total increase in parent participation as evidenced by June 2010 review of attendance data

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	2	1	0	N/A	0	0	0	0
5	4	4	N/A	0	0	0	0	0
6	7	5	N/A	N/A	0	0	0	0
7	5	5	N/A	N/A	0	0	0	0
8	7	4	0	0	0	0	0	0
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>Acuity and Scantron web-based assessment and intervention programs are implemented. These programs identify students' present level of academic preparedness, and provide web-based resources to address identified target deficits. In addition, we utilize the NYS ELA Caoch test preparation materials. This series of workbooks, along with the teacher guides, provide excellent resources for remediation.</p> <p>Services: 1:1 and 2:1 small group tutoring services provided during the school day; 3-4 periods per week (during literacy block and teacher professional option periods).</p> <p>Strategies: NYS ELA Coach</p>
Mathematics:	<p>Acuity and Scantron web-based intervention programs are use as our primary resource for assessment and intervention. In addition, NYS Math Coach, Everyday Math Games, and the Understanding Math software program are used as additional remediation resources. The Understanding Math software program is excellent for below-grade-level remediation.</p> <p>Services: 1:1 and 2:1 small group tutoring services provided during the school day; 3-4 periods per week (during math block and teacher professional option periods).</p> <p>Strategies: NYS Math Coach; Everyday Math Games; Understanding Math software</p>
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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

Part A: 2009-10 Language Allocation Policy (LAP)

District 75 School: 75M138M Principal: Jacqueline Keane

Four hundred twenty-five students are enrolled in the 12:1:1, 12:1:4, 8:1:1 and 6:1:1 classes at P138M. According to recent ethnic data, 37% of our student population is Black; 50% is Hispanic; 4% is Asian; 8.8% is White and .2% is Native American. Sixty-five students (15.2% of total register) are identified as ELL students and participate in P138's Bilingual and ESL programs; nine of these students are coded. The grade levels of our ELL students are as follows: 2 kindergartners; 10 first graders; 3 second graders; 8 third graders; 9 fourth graders; 13 fifth graders; 3 sixth graders; 1 seventh grader; 3 eighth graders; 9 ninth graders; 1 tenth grader; 2 eleventh graders; and 1 twelfth grader. Spanish is the native language of fifty-seven students and Chinese is the native language of three students. Mandarin, Cantonese, Japanese, Urdu and Burmese have been identified as the native languages of five students respectively. Sixty-four ELL students (98.5%) participate in alternate assessment classes; only one ELL student participates in standardized assessment. Eight alternate assessment ELL students are in Inclusion classes.

CSE IEPS, Home Language Surveys, LAB-R reports, and Information Sheets of Entitled ELL Students are reviewed periodically by the lead ESL teacher, site unit teachers, and the pupil accounting secretary to initially identify ELL students enrolled in classes at P138M. The ESL and bilingual teachers, with the additional support of the school based coach, administer the NYSESLAT to assess the language skills of all entitled ELL students. The ESL and bilingual teachers provide ongoing instructional intervention supports to all ELL students in preparation for the NYSESLAT; ELL students participating in the Title III Afterschool program receive supplementary individual and small group instruction targeting skills addressed in the assessment.

Two Spanish bilingual classes provide services to thirteen ELL students. Both bilingual class teachers have NYC bilingual licenses; one has NYS bilingual certification as well. Both bilingual classes are elementary alternate assessment classes; one provides services for students with multiple disabilities, the second provides services for students with autism. Expressive and receptive native language development and proficiency of these students is assessed through observation, instructional activities directly eliciting language, and alternate assessment strategies designed by their classroom teachers. Assisted communication strategies including communication devices, picture symbols and modified curriculum materials are implemented for both assessment and instruction.

MAY 2009

Forty bilingual students participate in alternate assessment monolingual classes with the support of assigned paraprofessionals who speak the students' native languages; twelve students are designated as ESL only. Two certified ESL teachers implement the push-in model to provide ESL instruction for these students.

As indicated above, twelve students are identified for ESL Only services; forty bilingual students are in alternate placement classes. The ESL teachers work collaboratively with classroom teachers and alternate placement paraprofessionals across content areas to ensure that ELLs are receiving appropriate language instruction with an emphasis on ESL and ELA learning standards, NYS alternate grade level indicators and alternate performance indicators. ESL and classroom teachers are able to plan aligned instruction during common preparation periods. ESL services are provided to students identified as ESL Only and to bilingual students in alternate placements. CR Part 154 mandates that our students (52 K-8 students and 11 HS students at the Beginner level; two HS students at the Intermediate level) receive 360 minutes (2 units) of weekly ESL instruction, incorporating ESL strategies and materials. Our two NYC licensed ESL teachers utilize the push-in model, but do implement the pull-out model when more appropriate. Whenever possible, students are clustered by instructional needs. Instruction is provided, with required supports and accommodations, during regularly scheduled academic periods.

Sixty-four ELL students participate in Brigance, ABLLS and/or NYSAA alternate assessments; one ELL student participates in NYC predictive and NYS assessment programs. Additionally, teachers use informal and alternate teacher designed methods to assess student progress. Data is reviewed to identify priority target skills and instructional strategies and materials are developed to address the identified skills. The average performance level of our ELL student who participates in NYS standard assessments is a Level 2. Standard assessment ELL students and alternate assessment ELL students as appropriate, participate in NYSESLAT testing. One fifth grader who participates in alternate assessments performed at the Intermediate Level on the NYSESLAT; six additional students participated in the assessment but were unable to complete the entire test for a valid score. The remaining fifty-eight alternate assessment students were unable to demonstrate the required language skills. In general, during instructional and community based activities, our students are progressing well in communication/speaking and listening skills, but continue to require further remediation for their reading and writing skills.

As indicated above, 98.5% of our ELL students participate in alternate assessments. Seventy-three percent of English Language Learners who participated in the NYS Alternate Assessment during the 2008-2009 schoolyear achieved Level 4 in ELA, Science and Social Studies; eighty-seven percent achieved Level 3 or 4 in Math, as demonstrated by the scoring data and student work included in their assessment portfolios. P138M's ELL standard assessment student is ranking as well in standard content area assessments as his non-ELL counterparts; alternate assessment ELL students are also progressing as well as their non-ELL counterparts.

Students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our sixty-four alternate assessment ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. One student demonstrates emergent receptive and expressive language skills; one demonstrates intermediate skills; the remaining sixty-three (97%) demonstrate beginner skills. Of the thirteen ELL students in bilingual classes, three students with verbal abilities demonstrate beginner English listening and speaking skills. Intermediate English listening and speaking skills are demonstrated by one student in alternate placement. Ten students in the bilingual classes are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate. The one ELL student who demonstrates intermediate language skills is in a monolingual class. Our school day is six hours and fifty minutes long. Students in our bilingual classes receive the required 180 minutes (1 unit) of Native Language Arts, as well as 360 minutes (2 units) of ESL pursuant to CR Part 154. Due to the nature of our students' disabilities, math, science and social studies content is imbedded within NLA/ELA instruction throughout the day; there is a 60:40 Spanish/English ratio per instructional unit.

ELL students who participate in standard assessment use textbooks, leveled libraries and standards based instructional materials that are aligned to the Department of Education's core curriculum. Our bilingual classes for students who participate in alternate assessment also use classroom libraries that include both Spanish and English fiction and nonfiction books. Nearly fifty percent of the books in each classroom are in Spanish. There is evidence of student work in both English and Spanish, and walls are print rich in each language. These print rich environments include assisted communication symbol coreboards to support each learning center; bilingual classroom/environmental labels and displays; and bilingual word walls when appropriate. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are

developed specifically to meet the individual communication needs of each student. These individual systems support greater independence and increase participation in instructional activities. Additional supports include computer software, books on tape and music CDs. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create communication materials. Students also have access to adapted books, science resource kits, science big books, thematic literacy sets. Object cues, manipulatives and modified materials further support instruction. Ongoing efforts are made to acquire and develop a wide range of instructional materials that are not only age and grade appropriate, but also functional and meaningful for our students with severe disabilities.

Brigance, ABLLS and NYC assessment data is reviewed periodically and target skills and instructional priorities are identified. The implication for the P138 Language Allocation Policy is that ELL students receive the number of units of ESL as required by CR Part 154. To insure that students meet the learning standards and alternate performance indicators, and pass the required state and local assessments, ESL instruction follows the NYESL standards and incorporates ESL strategies. These strategies include cognitive academic language learning approach, total physical response, language experience, whole language, graphic organizers, assisted/augmentative language and cooperative learning to provide the differentiated instruction required to meet our students' varied needs. The use of technology is incorporated to give students additional instructional support. The classroom libraries and adapted books include a variety of books on all levels reflecting the background, needs and strengths of the ELL students. The students' level of literacy in their native language aids in the acquisition of English Language skills by having them transfer knowledge of their native language into the target language. Academic language is developed in collaboration with classroom teachers, content area teachers and the ESL teachers. Curriculum mapping and scaffolding strategies aid in the development of our academic language curriculum.

Presently we do not have students identified as SIFE. At such time that we do have SIFE students, we will provide remedial ESL instruction. Identified students are mandated to receive the appropriate number of mandated ESL instructional units per CR Part 154. Units of study would be developed in partnership with the ESL, cluster and homeroom teachers. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction for new students.

Long term ELL students are supported by academic intervention services provided through individual and/or small group instruction, by adapted technology and by assisted communication materials. An Extension of services is provided for students requiring services beyond three years. Our special education students identified for an extension of services all demonstrate language and communication skills, both academic and social, which are severely compromised by their disabilities. They receive specialized instruction and academic intervention services as described for long term ELL students. ELLs are encouraged to transition their skill set from BICS to CALP. Students who test at the Proficient Level on the NYSESLAT assessment and transition into a monolingual class, may be supported with ESL/AIS services for a period of two years.

The 2009-2010 academic professional development plan for P138M includes a variety of issues and topics pertaining to the education of our ELL students. School based professional development provided on September, November, June and July professional development days, and during Title III Saturday workshops, will address the following: NYS ELL Learning Standards and Alternate Performance Indicators; ESL Instructional Strategies; and Modifying Instructional Methods and Materials. Prior to the Spring assessment period, the lead ESL teacher will turnkey NYSESLAT training for her cohorts. The ESL and BIS cohorts, with the support of the school based coach, will meet quarterly during a common professional development period to collaborate on balanced literacy, ESL through content areas, and technology in ESL education; the school based coach will be available to provide ongoing supports, as needed. P138M's teachers and paraprofessionals who serve ELL students will also benefit from the services provided by the District 75 coaches. In addition, P138M will ensure the attendance of ESL monolingual teachers and paraprofessionals at district and city level conferences focusing on the education of ELL students.

Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's parent coordinator, P138M will offer parents of ELLs ongoing information in their home languages and translation services are available. A variety of workshops addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year. Such workshops include: effective parent participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals.

The P138M LAP Committee members are as follows:

Jacqueline Keane, Principal	Susan Guzman, ESL Teacher	Mercedes Florez, BIS Teacher
Patrice O'Donnell, Staff Developer	Darnell Lewis, ESL Teacher	Revenya Murray, Parent Coordinator

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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) K-7 Number of Students to be Served: 18 LEP

Number of Teachers: 2 ESL; 2 (Spanish) BIS Other Staff (Specify): 1 (Spanish) Bilingual Classroom Para; 1 Secretary

School Building Instructional Program/Professional Development Overview

Four hundred twenty-five students are enrolled at P138M. According to recent ethnic data, 37% of our student population is Black; 50% is Hispanic; 4% is Asian; 8.8% is White and .2% is Native American. Sixty-five students (15.2% of total register) are identified as ELL students and participate in P138's Bilingual and ESL programs. Spanish is the native language of fifty-seven students; Chinese is the native language of three students. Mandarin, Cantonese, Japanese, Urdu and Burmese are the native languages of the five remaining students. Of the sixty-five students, 98.5% participate in alternate assessment classes; only one ELL student participates in standardized assessment. Eight alternate assessment ELL students are in Inclusion classes.

Two Spanish bilingual classes provide services to thirteen ELL students. Both bilingual classes are elementary alternate assessment classes; one provides services for students with multiple disabilities, the second provides services for students with autism. Forty bilingual students participate in alternate assessment monolingual classes with the support of assigned paraprofessionals who speak the students' language. The remaining twelve students are designated as ESL only. Two certified ESL teachers implement the push-in model to provide ESL instruction to the forty alternate placement and the ESL twelve Only students. The ESL teachers work collaboratively with teachers and alternate placement paraprofessionals across content areas to ensure ELLs are receiving appropriate language instruction with an emphasis on both the ESL and ELA learning standards, NYS alternate grade level indicators, and alternate performance indicators.

As indicated above, 98.5% of our ELL students participate in alternate assessments. Seventy-three percent of English Language Learners who participated in the NYS Alternate Assessment during the 2008-2009 school year achieved Level 4 in ELA, Science and Social Studies; eighty-seven percent achieved Level 3 or 4 in Math, as demonstrated by the scoring data and student work included in their assessment portfolios. Standard assessment ELL students and alternate assessment ELL students as appropriate, participated in 2008-09 NYSESLAT testing. One fifth grader who participates in alternate assessments performed at the Intermediate Level on the NYSESLAT; six additional students participated in the assessment but were unable to complete the entire test for a valid score. The remaining fifty-eight alternate assessment students were unable to demonstrate the language skills required to participate in the assessment. P138M's ELL standard assessment student is ranking as well in standard content area assessments as his non-ELL counterparts; alternate assessment ELL students are also progressing as well as their non-ELL counterparts.

Students' language and communication skills are significantly compromised by their disabilities. Therefore, all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. Students demonstrate expressive language using picture symbol communication systems, voice output devices, communication core boards, and picture symbol schedules that are developed specifically to meet the individual needs of each student. One student demonstrates emergent receptive and expressive language skills; one demonstrates intermediate skills; the remaining sixty-three (97%) demonstrate beginner skills. Of the thirteen ELL students in bilingual classes, three students with verbal abilities demonstrate beginner English listening and speaking skills. Intermediate English listening and speaking skills are demonstrated by one student in alternate placement. Ten students in the bilingual classes are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate. The one ELL student who demonstrates intermediate language skills is in a monolingual class.

P138M's ELL population is ranking as well in standard content area assessments as their non-ELL counterparts. Of the alternate assessment ELL students, most are progressing as well as their non-ELL counterparts. Teachers will reference IEP goals, as well as Brigance and/or ABLLS Fall 2009 assessments, to identify priority target skills. Program effectiveness will be evaluated by 2009-10 NYSAA and Spring 2010 Brigance and/or ABLLS data. Informal and alternate methods to address student progress are also used. Teacher designed skills checklists will be reviewed monthly.

Title III, Part A LEP Program

SUPPLEMENTARY LANGUAGE INSTRUCTION PROGRAM

Afterschool Program

Afterschool activities will be conducted in collaboration with the existing United Cerebral Palsy (UCP) afterschool program. The UCP program provides school bus transportation after regular school hours for our participating non-ambulatory and ambulatory special education students. Without such transportation, most students are unable to remain after regular school hours. Nine ELL students registered in the UCP program will participate in the Title III afterschool program three afternoons each week. Additionally, a group of nine ELL students who are able to travel on public transportation, and whose parents are able to pick them up a minimum of one afternoon each week, will also be included. Metro cards will be provided, when necessary, for these parents (2-way fare) and their children (1 way fare). The eighteen students will rotate their participation during the three afterschool days, and will meet as indicated in the schedule below.

The Title III afterschool program will be conducted Tuesday, Wednesday and Thursday afternoons from 3-5pm. The program will run for fifteen weeks, from December through June. Two certified Spanish speaking bilingual teachers will provide supplementary instruction one afternoon a week each, and two certified ESL teachers will provide instruction two afternoons a week. One Spanish speaking paraprofessional will participate one afternoon a week. Our goal is to have eighteen elementary students (grades K-6) diagnosed with autism or developmental disabilities participate. Approximately twelve students will participate three days a week; approximately six will participate one or two days a week. Spanish will be the instructional language of our Title III program.

Instruction will be provided as follows:

Tuesdays –

ESL Tchr A and ESL Para - 6:1:1 Class (Gr 1-3)
BIS Tchr A - 12:1:4 Class

3:00pm Small Group Instruction
3:30pm Individual Instruction
4:30pm Small Group Instruction

Wednesdays –

ESL Tchr A - 6:1:1 Class (Gr4-6)
ESL Tchr B - 12:1:4 Class

3:00pm Individual Instruction
3:30pm Individual Instruction
4:30pm Small Group Instruction

Thursdays –

BIS Tchr B - 6:1:1 Class (Gr1-3)
ESL Tchr B - 12:1:4 Class

3:00pm Individual Instruction
3:30pm Individual Instruction
4:30pm Small Group Instruction

During the regular school day the students participate in 6:1:1 classes for children with autism or 12:1:4 classes for children with multiple disabilities. In contrast to the regular school day when the students receive instruction in self-contained bilingual classes or as part of the push-in ESL program, the afterschool program will provide opportunities for them to receive direct instruction individually and in small groups of two or three.

Recommended instructional ratios will be maintained for each small instructional group. It is anticipated that this specific and targeted instruction will be very effective for addressing each student's special communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The inclusion of six former English language learners provides just such communication and socialization opportunities for our participating students currently identified as ELLs. The afterschool program will provide time, focus and intense supports to positively impact student progress towards meeting learning standards and successfully achieving NYS alternate grade level indicators, and alternate performance indicators.

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Small group instruction is an effective way to further differentiate instruction. Students develop interpersonal skills, learning to relate to their peers and to help each other through these structured interactions. Teachers have additional time to reinforce instruction and provide personal feedback, and students have more opportunities for active involvement in learning. Individual and small group instruction raises the level of supported instruction for our most challenged students. The benefits of these instructional strategies are supported by extensive research as represented by the following small sampling: *The Power of Small Group Instruction* by Theresa London Cooper; the Channel 13 Cooperative and Collaborative Learning series; *Motivating Small Groups to Learn* by Dorit Sasson; and *Small Group Instruction* by Prof. Eugene R. Watson of UNC at Chapel Hill.

Our primary instructional objective is to increase student independence. To this end, it is necessary to expand the English language proficiency and communication skills of our ELL students. Students will use picture symbol communication systems; voice output devices, and picture symbol schedules developed specifically to meet the individual communication needs of each student. These individual systems will support spontaneous, interactive and independent student participation in our Title III after-school instructional activities. Additional supports will include computer technology and software. Teachers and students will use Mayer Johnson Boardmaker and Writing with Symbols software to create communication materials. Students will also have access to classroom libraries, adapted books, object cues, manipulatives and modified materials. A wide variety of differentiated materials and communication systems will be developed by teachers to enhance hands-on experiential learning activities for students participating in the afterschool program. Instruction preparing students for participation in the NYSESLAT assessment will also be implemented. Additionally, commercially published/produced materials will be purchased to further support best instructional practices.

ELL teachers reference IEP goals, as well as Brigance and/or ABLLS Fall 2009 assessments to identify priority target skills. In response to this data, the following ESL Learning Standards will be addressed by our Title III program:

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.

Program effectiveness will be evaluated by 2009-10 NYSAA and Spring 2010 Brigance/ABLLS data. Teacher designed skills checklists will be reviewed monthly.

PROFESSIONAL DEVELOPMENT

Saturday Staff Professional Development Workshops

Two bilingual teachers, one ESL teacher, and one bilingual paraprofessional, lead by our Lead ESL Teacher, will participate in three Saturday professional cohort collaborations.

These cohort collaborations will be conducted in January, February and March of 2010 from 8am to 12noon at the P30 site.

The objective is to model strategies and collaborate to develop curriculum materials and activities incorporating best practices; classroom intervisitations will be included.

Teachers will also have the opportunity to make supplementary differentiated materials and structured tasks.

A collegial review will be conducted during a working lunch.

The collegial review feedback and instructional materials created will be used to support our after-school Title III instructional program.

Participants will receive the per session rate of pay.

PARENT INVOLVEMENT

Title III supplemental program services are addressed in a special segment of our fall parent meeting. This orientation meeting conducted by one ESL teacher and one bilingual teacher will inform our Spanish speaking parents of programs available for their children, as well as scheduled parent meeting(s) and workshop(s).

School generated written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) will be translated into Spanish by bilingual school staff members for timely dissemination. These materials will be sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls will be made by Spanish speaking bilingual staff members who will also be available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Saturday Parent/Student Workshop(s)

Two Spanish speaking bilingual teachers and two ESL teachers will conduct one workshop for twelve Spanish speaking parents and their children who are designated as ELLs.

One Spanish speaking bilingual paraprofessional will assist to facilitate hands-on participation by students with their parents.

A share and review will be conducted during a working lunch.

Lunch will be provided for participating students and their parents.

Metro cards will be provided, when necessary, for participating students and their parents.

The workshop will be conducted in April 2010, from 9am to 1pm at the P30 site.

The objective is to demonstrate effective strategies/activities for parents to implement at home/in the community; students will actively participate.

Bilingual paraprofessional will continue activities with students while parents have the opportunity to make differentiated instructional materials to use at home with their children.

(If participation is positive, an additional workshop will be scheduled as the budget allows.)

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Form TIII – A (1)(b)

School: P138M BEDS Code: 307500011138

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

Allocation: \$15,000.		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure as it Relates to the Program Narrative
Professional Salaries (Note: schools must account for fringe benefits)	\$13,752.16	Afterschool Program/Teacher and Para Per Session 2 teachers @ 2 days/wk x 2hrs/day x 15 wks = 120hrs @ 49.89 = \$5986.80 2 teachers @ 1 day/wk x 2hrs/day x 15 wks = 60hrs @ 49.89 = \$2993.40 1 para @ 1 day/wk x 2hrs/day x 15 wks = 30hrs @ 28.98 = \$ 869.40 Professional Development/Teacher and Para Per Session to Conduct Workshops 4 teachers @ 4hrs/day x 3 workshops = 48hrs @ 49.89 = \$2394.72 1 para @ 4hrs/day x 3 workshops = 12hrs @ 28.98 = \$ 347.76 Parent Involvement//Teacher and Para Per Session to Conduct Workshop 4 teachers @ 4hrs/day x 1 workshop = 16hrs @ 49.89 = \$798.24 1 para @ 4hrs/day x 1 workshop = 4hrs @ 28.98 = \$115.92 Secretary Per Session/Payroll Entry as Described Above 1 sec'y @ 8hrs @ 30.74 = \$245.92
Purchased Services	\$0	N/A

Supplies/Materials	\$911.84	<p>Instructional Program 1 ESL text (Spot/Santinela Publ.) @40. = \$40.00 1 set thematic big books (K-2) @200. = \$200.00 3 sets adapted books (K-6) @100. = \$300.00</p> <p>Professional Development 1 set TEACCH task resource books @100 = \$100.00 4 pkgs printer ink (black and color) @25 = \$100.00 2 rolls laminating plastic @25 = \$50.00 2 rolls Velcro @10 = \$20.00 storage containers/zip lock bags @10 = \$10.00</p> <p>Parent Involvement 2 pkgs printer ink (black and color) @25.00 = \$50.00 2 boxes of laminating sheets @12.50 = \$25.00 1 roll Velcro @10.00 = \$10.00 Storage containers/zip lock bags @6.84 = \$6.84</p>
Travel	\$216.00	<p>Instructional Program Metro Cards for Participating Students and Their Parents 24 Metrocards @ \$4.50 (parent/roundtrip) = \$108. 24 Metrocards @ \$2.25 (student/one way) = \$54.</p> <p>Parent Involvement Metro Cards for Participating Parents and Students 6 Metrocards @ \$4.50 (parent/roundtrip) = \$27. 6 Metrocards @ \$4.50 (student/roundtrip) = \$27.</p>
Other	\$120.00	<p>Parent Involvement Lunches for Saturday Parent/Student Workshop 1 workshop w/24 participants (12 parents/12 students) = 24 @ \$5 = \$120.</p>
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.
 - **Parents who may require written translation and oral interpretation services are initially identified by:
A review of: ATS Home Language, POB/Lang/Geo (RPOB), and Informational Report of Entitled ELL Students;
A review of IEPs indicating parents' preferred language.**
 - **Specific details of individual translation and interpretation needs are ascertained by:
Review of information provided in the P138M Annual Survey of Parent Interests and Needs
Approximately 55% of our Spanish speaking parents need, in part or in full, written translation and/or interpretation services.**

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.
 - **According to recent data, fifty-one percent of our students/families are Hispanic and 4.5% are Asian. The majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Two Asian students are identified as English language learners and both families require translation and/or interpretation services.**
 - **Professional development activities, School Leadership Team meetings, IEP conferences, staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs and the school's responsibility to provide written translations and/or verbal interpretations as necessary and the availability of these services**

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.
 - **Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms).**
 - **School generated written materials for families are translated in a timely manner by school staff members, and these bilingual materials are sent to all households simultaneously.**
 - **School staff members translate parents' written communications to the school.**
 - **In the event a document cannot be translated in time (ex. before student boards school bus to return home at the end of the day), the parent will be called by a bilingual staff member and/or a note will be sent in the parent's native language indicating the item(s) of importance and requesting that a bilingual family member translates it for the parent.**
 - **NYCDOE Translation/Interpretation services will be used as needed.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - **Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours.**
 - **A budget is in place to employ staff members to provide interpretation services during afterschool hours, when needed.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - **Parents are notified, in writing, of the availability of translation and interpretation services. Information on how to obtain these services is included.**
 - **The *Notice for Parents Regarding Language Assistance Services* is posted at all school sites.**
 - **The NYCDOE Translation and Interpretation Unit will be contacted for assistance in the event that we are unable to provide esoteric language services.**
 - **The Parents' Bill of Rights and Safety Plan Procedures are provided to parents in their native languages.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

NOT APPLICABLE TO SCHOOL

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

NCLB/SED Status: _____ **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 (SURRE))

All SURRE schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURRE Area(s) of Identification: _____

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

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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.

P138M's academic cabinet of lead teachers, school coach and administrators has reviewed and will further review the findings relevant to our students.

- **The cabinet reviews findings of NYS Alternate Assessment (NYSAA), Brigance Inventory assessment, the Assessment of Basic Language and Learning Skills (ABLLS), and Acuity/Scantron assessments.**
- **Administration shares the findings with the school community at faculty conferences, cohort meetings, SLT/PTA meetings and during PD activities.**

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

Applicable Not Applicable

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

The report supports areas of need that our school exhibits. We follow a standards-based curriculum for all standardized assessment students and align instruction to NYSAA alternate grade level indicators for students participating in alternate assessment. The areas cited in the report, curriculum maps and ELA materials in particular, are the same areas that we find to be challenging for our teachers as they struggle to support their students. Curriculum maps aligned to the state standards have been, and continue to be, a challenge to differentiating the curriculum and meeting the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes. Additionally, core curriculum materials do not meet the diverse learning needs of many of these students. The use of formative assessments has provided us with additional evidence that highlights deficit areas. (For example, this year we will target writing skills for extended responses.) Our students with significant cognitive delays who participate in alternate assessment require differentiated ELA lessons and adaptations throughout their instruction, presenting ongoing challenges to their teachers. Also, an ESL curriculum that meets the varied and special instructional needs of our most disabled students is not available.

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.

P138M continues to analyze data at greater depth to identify skill areas for targeted instruction and to better focus instructional planning. The students that we serve are all identified as having special needs. Eighty-six percent of our students participate in alternate assessment and due to the severity of their disabilities perform significantly below grade level; fourteen percent of our students with disabilities participate in standardized assessment and the majority of these students are, at minimum, two years below grade level. We recognize that these students will not achieve full proficiency on NYS exams; however these students will eventually achieve standards at a different pace and since they are able to attend school until age twenty-one, we believe this will assist in moving students with special education needs forward.

In the absence of a uniform curriculum that addresses the needs of students with severe cognitive disabilities we have turned to the Special Schools District 75 Curriculum Frameworks as well as published curricula such as AbleNet Star Reporter, ABLLS, Syracuse Curriculum and Handwriting Without Tears. In addition, 6:1:1 classes at the main site are participating in a Structured Methods In Language Education (SMILE) pilot program. The District 75 Units of Study provide a detailed, structured format to assist teachers in aligning core curriculum instruction to the standards. While DOE and District materials provide core curriculum structure and strategies, it was necessary for us to identify and purchase curriculum materials (ie. Reading Street and Write Source) that provide schoolwide structured and scaffolded instruction to better address our students' needs. During professional development and cohort meetings we assist staff in the selection of appropriate components of each curriculum to address learning standards and academic needs of our students. D75 continues to provide support for assessing students and linking findings to the learning standards and IEP goals.

While an ESL curriculum that meets the needs of our most disabled students is not available, the ESL standards are aligned to the ELA standards. Just as alternate grade level indicators are used to address ELA standards, they are also used to provide access to the ESL standards for our ELL students. Certified ESL and bilingual classroom and speech teachers provide ELL services to students and assist with our efforts to expand ELL professional development; district coaches provide a minimum of 10 hours of ESL training for new teachers. Additionally, paraprofessionals provide native language supports for ELL students in alternate placement classes. With the support of Title III funds, participating ELL students receive supplemental afterschool instruction to enrich their communication/language learning experiences; parent workshops and professional development are also offered.

Budgetary support from central is needed to support these specialized curriculum efforts.

1B. Mathematics

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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:

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1B. Math

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. P138M's academic cabinet of lead teachers, school coach and administrators has reviewed and will further review the findings, identifying areas relevant to our students.

- The cabinet reviews findings of NYSAA, Brigance Inventory Assessments, and Acuity and Scantron assessments.
- Administration shares the findings with the school community at staff faculty conferences, cohort meetings, SLT and PTA meetings, and during professional development activities.

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

Applicable Not Applicable

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

The report supports areas that challenge our teachers as they struggle to support their students. We follow a standards-based curriculum for all standardized assessment students and align instruction to NYSAA alternate grade level indicators for students participating in alternate assessment. Curriculum materials continue to be a challenge to differentiate the curriculum and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes. In particular, Everyday Math does not provide sufficient instructional time for our students to gain understanding and retain mathematical knowledge. The use of formative assessments has provided us with additional evidence that highlights deficit areas. (For example, this year we will target "show your work" skills.) Our students with significant cognitive delays who participate in alternate assessment require differentiated lessons and adaptations throughout their instruction, presenting ongoing challenges to their teachers.

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

P138M continues to analyze data at greater depth to identify target skills for instruction and to better focus instructional planning. The students that we serve are all identified as having special needs. Eighty-six percent of our students participate in alternate assessment and due to the severity of their disabilities perform significantly below grade level; fourteen percent of our students with disabilities participate in standardized assessment and the majority of these students are, at minimum, two years below grade level. We recognize that these students will not achieve full proficiency on NYS exams; however these students will eventually achieve standards at a different pace and since they are able to attend school until age twenty-one, we believe this will assist in moving them forward. In the absence of a uniform curriculum that addresses the needs of students with severe cognitive disabilities, we have turned to the Special Schools District 75 Curriculum Frameworks as well published curricula such as Attainment Math, and Checks and Balances functional curriculum. Math Steps, intended as a supplement, has been a better resource for instruction and mastery of mathematics skills for our standard assessment students and is also now used in many 6:1:1 classes. In response to staff needs assessments, we will be introducing the Early Childhood Assessment of Math (ECAM) as an additional resource for assessing K-2 students. Additionally, District 75 Units of Study provide a detailed, structured format to assist in aligning core curriculum instruction to the standards.

Our focus is on functional mathematics (ex. numeration, time, money, budgets, measurement, computation, word problems) including the use of technology and community based instruction. During PD and cohort meetings we assist staff in selecting appropriate components of each

curriculum to address learning standards and academic needs of our students. D75 continues to provide support for assessing students and linking findings to learning standards and IEP goals.

Budgetary support from central is needed to support these specialized curriculum efforts.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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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.

P138M's academic cabinet of lead teachers, school coach and administrators reviewed and will further review the findings, identifying the areas relevant to our students.

- The cabinet reviews Inquiry Team findings, Brigance, ABLLS and NYSAA assessment data, as well as Acuity and Scantron reports.
- The administration shares the findings with the school community at staff faculty conferences, cohort meetings, SLT and PTA meetings, and during professional development activities.

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

Applicable X Not Applicable

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

The use of research based and best practices is evident by formal and informal observations, monitoring of such practices, and data indicative of positive outcomes. These practices include, but are not limited to TEACCH, Picture Exchange Communication Systems (PECS), Handwriting Without Tears, Structured Methods in Language Education (SMILE), Therapeutic Listening, Augmentative Alternative Communication, Adaptive Technology, Getting Ready to Learn, PBIS, and community based experiential instruction. Our observations show that to meet our students unique and varied learning styles, and to provide positive behavior supports, a *strategic* balance of differentiated direct instruction, interactive learning, individualized seatwork and independent workstations is evident in all classrooms.

We align instruction to the learning standards for all students and differentiate the curriculum to meet the diverse needs of our students with severe cognitive and/or emotional challenges, as well as our students on the autism spectrum and those with multiple disabilities. We are continually creating specialized learning opportunities to meet the individual goals of our diverse student population.

Budgetary support from central would assist us in expanding these specialized instructional efforts.

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.
N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80% of K–8 math classes, it was observed at this level only in 45% of the high school math classes. Further, a high level of student engagement was observed either frequently or extensively in 52% of Grades K–8 and 35% of Grades 9–12 math classrooms. *School Observation Protocol* and SEC results also shed light on

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some of the instructional practices in the math classroom. The SOM noted that direct instruction in K-8 math classes was frequently or extensively seen 75% of the time in Grades K–8 (and 65% 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 math 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 208-09 school year, to assess whether this finding is relevant to your school's educational program.

P138M's Academic Cabinet of lead teachers, school coach and administrators have reviewed and will further review the findings, identifying areas relevant to our students.

- The cabinet reviews Brigance and NYSSA assessment data, as well as Acuity and Scantron reports.
- Administration shares the findings with the school community at faculty conferences, cohort meetings, SLT and PTA meetings.

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

Applicable X Not Applicable

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

Our observations show that to meet our students unique and varied learning styles, and to provide positive behavior supports, a *strategic* balance of differentiated direct instruction, interactive learning, individualized seatwork and independent workstations is evident in all classrooms. The use of research based and best practices is evident by formal and informal observations, monitoring of such practices, and data indicative of positive outcomes. Practices include, but are not limited to TEACCH, Picture Exchange Communication System (PECS), Therapeutic Listening, Augmentative Alternative Communication, Adaptive Technology, Getting Ready to Learn, PBIS, use of manipulatives and real life materials, and community based experiential instruction.

We align instruction to the learning standards for all students, as well as the math alternate grade indicators, and differentiate the curriculum to meet the diverse needs of our students with severe cognitive and/or emotional challenges, as well as our students on the autism spectrum and those with multiple disabilities. We are continually creating specialized learning opportunities to meet the individual goals of our diverse student population.

Budgetary support from central would assist us in expanding these specialized instructional efforts.

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.

N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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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.

P138M's administrative cabinet of administrators and lead teachers has reviewed and will further review the findings, identifying areas relevant to our school.

- The cabinet reviews school personnel records and CEP school profile data.
- Administration shares the findings with the school community at faculty conferences, SLT and PTA meetings.

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

Applicable Not Applicable

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

Our teacher turnover rate continues to be very low; the opening of additional classes continues to be the primary reason for the addition of new teachers. Two teachers are currently on maternity/child care leaves, but intend to return to their positions at P138M. Only one teacher has opted to leave our school, but this was to accept a position at another D75 school. A review of the CEP School Profile demographics and school personnel data indicates that the majority of teachers have been on staff for more than five years. We are fortunate to have a staff of highly qualified teachers: eighty-seven percent have a Masters Degree or higher; and 100% of our core classes are taught by "highly qualified" teachers according to NCLB/SED definition. P138M continues to provide professional development opportunities and instructional supports to build capacity among staff. Positive feedback on annual staff surveys reflects appreciation of these supports, increasing confidence, and work satisfaction.

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.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-

based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

P138M's academic cabinet of lead teachers (including BIS and ESL teachers), school coach, staff developer and administrators has reviewed and will further review the findings, identifying areas relevant to our students.

- Staff completes an annual survey of professional development interest and needs.
- Staff has access to the online professional development catalog of workshops; teachers receive, via e-mail, the Chancellor's *Teachers' Weekly* which highlights professional development opportunities.
- A log of PD activities and registered staff is maintained.
- The administration shares the findings with the school community at faculty conferences, cohort meetings, SLT and PTA meetings, and during professional development activities.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers and paraprofessionals have access to information about professional development opportunities from a variety of sources. However, few take advantage. Our professional development logs indicate that only our ESL teachers have been registering and attending ELL workshops.

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

- Academic cabinet will review ELL professional development offerings, highlighting recommendations for our staff.
- Memos highlighting recommended ELL professional development opportunities will be distributed to staff at all sites.
- School based ELL professional development activities will be expanded and ELL alternate placement classroom staff will be encouraged to attend.

Additional support from central, in the form of professional development specifically addressing academic needs of students with severe cognitive and physical disabilities, is needed.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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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. P138M's academic cabinet of lead teachers (including BIS and ESL teachers), school coach, and administrators has reviewed and will further review the findings, identifying areas relevant to our students.

- Academic cabinet reviews ELL instructional data periodically.
- ATS reports (NYSESLAT, LAB-R) will be reviewed and analyzed for progress.
- Brigance and ABLLS Assessment data for ELL students is reviewed and compared with that of their monolingual peers.
- Language Allocation Policy (LAP) is reviewed and updated annually to reflect progress by students in their language acquisition skills, and to address implications for instruction.
- Administration shares findings with the school community at faculty conferences, cohort meetings, SLT and PTA meetings, and during professional development activities.

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?

School coach and lead ESL teacher have access to all ELL assessment data for our students and a system for periodic review of ELL instructional and assessment data is in place. However, only one (alternate assessment) ELL student was able to complete all parts of the NYSESLAT as is required to receive a score. The remaining sixty-four ELL students were unable to complete all or part(s) of the NYSESLAT due to the limitations of their severe disabilities; partial scores are not reported. Therefore, performance for those sixty-four students is anecdotal only. 98.5% percent of our ELL students have severe cognitive and physical disabilities and participate in alternate assessments; only one student participates in standard assessments. Only twenty percent (13) of our ELL students are in bilingual classes; forty students are in alternate placement and receive instructional support from classroom paraprofessionals who speak their native languages. (The remaining twelve students are designated for ESL Only services.) Therefore, it is important that data and instructional reviews should include the teachers and paraprofessionals providing instruction in ELL alternate placement classes.

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 issues.

- The academic cabinet will conduct periodic reviews of all ELL data .
 - School based ELL data reviews will include ELL alternate placement classroom teachers.
 - Professional development activities will continue to expanded, with an emphasis on providing instructional supports to paraprofessionals providing native language supports to ELL students.
-

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.

P138M's cabinet of lead teachers, SETTS, school coach, staff developer and administrators have reviewed and will further review the findings, identifying areas relevant to our school.

- The cabinet reviews IEPs, reports cards and assessment reports for student progress.
- Teachers complete an annual survey indicating their professional development interests and needs.
- Staff has access to the online professional development catalog of workshops; teachers receive, via e-mail, the Chancellor's *Teachers' Weekly* which highlights professional development opportunities.
- A log of PD activities and registered staff is maintained.
- Administration shares the findings with the school community at faculty conferences, cohort meetings, SLT and PTA meetings.

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?

P138M's review of needs assessments completed by staff, cohort discussions, classroom observations, IEP reviews, report cards and data indicating positive outcomes reveals an ongoing need to provide professional supports to expand exemplary differentiated instructional models across all classrooms. While ongoing program growth and student progress is apparent, the instructional impact of our students' severe disabilities

and the challenge faced by staff to differentiate curriculum to meet their diverse needs drives our professional development priorities. Professional development priorities include both increasing access to the general education curriculum for students participating in standardized assessment and differentiating instructional approaches to alternate grade indicators for students participating in the NYS Alternate Assessment.

General education partners who teach our students in inclusive classrooms need continued support addressing the content of students' IEPs, the use of individualized instructional modifications and the incorporation of assessment accommodations into classroom practice to improve the performance of their students with disabilities.

All staff must be aware of behavior intervention plans, and must continually develop the skills needed to implement the behavior intervention processes.

Also, the ongoing review of IEPs clearly indicates the need for DOE system-wide CSE/IEP team professional development. Skills must be expanded to ensure the development of IEPs that clearly and accurately articulate student performance as well as instructional and therapeutic needs. Compliance with all procedural and clerical requirements is also a priority.

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.

P138M's SETTTS teachers collaborate with general education partners to carefully review student IEPs, assist with the design of instructional modifications, and to implement appropriate assessment accommodations. District 75 coaches provide a series of workshops for inclusion teams and on-site support, as needed. Our school based coach conducts professional development activities addressing the core curriculum and learning standards. We continue to collaborate with our general education partners to increase awareness and understanding of our students' diverse learning styles, effective strategies and alternate indicators of success.

Staff participation in District 75, school based professional development activities, and classroom intervisitations continues to expand best practice skills and exemplary instructional programs.

Time for collaborative and professional development activities for special and general education partners during the school day is extremely limited. An adapted core curriculum, as well as budgetary support for per session activities, is needed from central.

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.

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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.

P138M's Pupil Personnel team which includes administrators, lead teachers and IEP coordinator

- Reviews IEPs for accommodations and modifications, as well as behavior plans when appropriate.
- Administrators observe use of accommodations/modifications during instruction.
- Administration shares findings with school based IEP team, instructional staff and related service providers.

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?

A review of our students' IEPs indicates that testing location and time are the most prevalent accommodations addressed. Currently, appropriate assessment accommodations and modifications required by our students with severe cognitive disabilities to access the curriculum and support positive outcomes are not included in the accommodations selections provided.

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Behavior plans are a required addendum to IEPs for all P138M students with behavioral issues and concerns. However, in some instances, the ancillary staff may not be informed of and/or utilizing specific plans. As a result, consistency of implementation is impacted.

Core curriculum content and instructional priorities drive the development of IEP goals, objectives and modified promotional criteria for students in standard assessment classes. Therefore, there is an alignment. However, IEP goals and objectives for our students who participate in alternate assessment often reflect access and functional skill priority needs, rather than core curriculum 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.

Teachers and paraprofessionals regularly provide accommodations to student during instruction. Paraprofessionals assist with small groups of students, under teachers' supervision, so the appropriate accommodations can be met and all students have access to the instruction. P138M provides professional development to increase staff knowledge and implementation of appropriate accommodations needed by students to access instruction. We will continue to expand this professional development to include our general education partners.

All staff should not only be aware of the IEP Addendum behavior intervention plans, but also continually develop the skills to implement the behavior intervention processes. Therefore, the IEP and Positive Behavior Intervention Support (PBIS) teams have expanded their professional development to increase the number of trained staff.

Since appropriate accommodations and modifications are not addressed on page 9 of the IEPs for our students in alternate assessment, they are reflected in the present level of educational performance, management needs, and the goals and objectives. Professional development and cohort collaborations increase staff capacity for developing quality IEPs.

Ongoing professional development addresses the alignment of instruction to the standards and alternate grade level indicators.

The support of a comprehensive DOE system-wide process, addressing both IEP compliance procedures and IEP content professional development, is needed.

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

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/ronlyres/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).

8 Students

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

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As students in a non-geographic administrative district, the D 75 school students 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.**

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District District 75	School P138M
Principal Jacqueline Keane	Assistant Principal MGaffney, GSoulette, KSolomon
Coach James Bhagwandin	Coach N/A
Teacher/Subject Area SGuzman, DLewis, ESL/SpecEd	Guidance Counselor Jocelyn Cohen
Teacher/Subject Area Mercedes Florez, SpecEd	Parent None to Date
Teacher/Subject Area Patrice O'Donnell, Spec Ed	Parent Coordinator Revenya Murray
Related Service Provider LRodriguezColon, Speech	SAF N/A
Network Leader Barbara Joseph	Other N/A

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	425	Total Number of ELLs	65	ELLs as Share of Total Student Population (%)	15.29%
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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		1								1
TOTAL	2	10	1	5	8	10	2	1	3	42

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish			2	2		3	1			8
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other				1	1					2
TOTAL	0	0	2	3	1	3	1	0	0	10

Programming and Scheduling Information

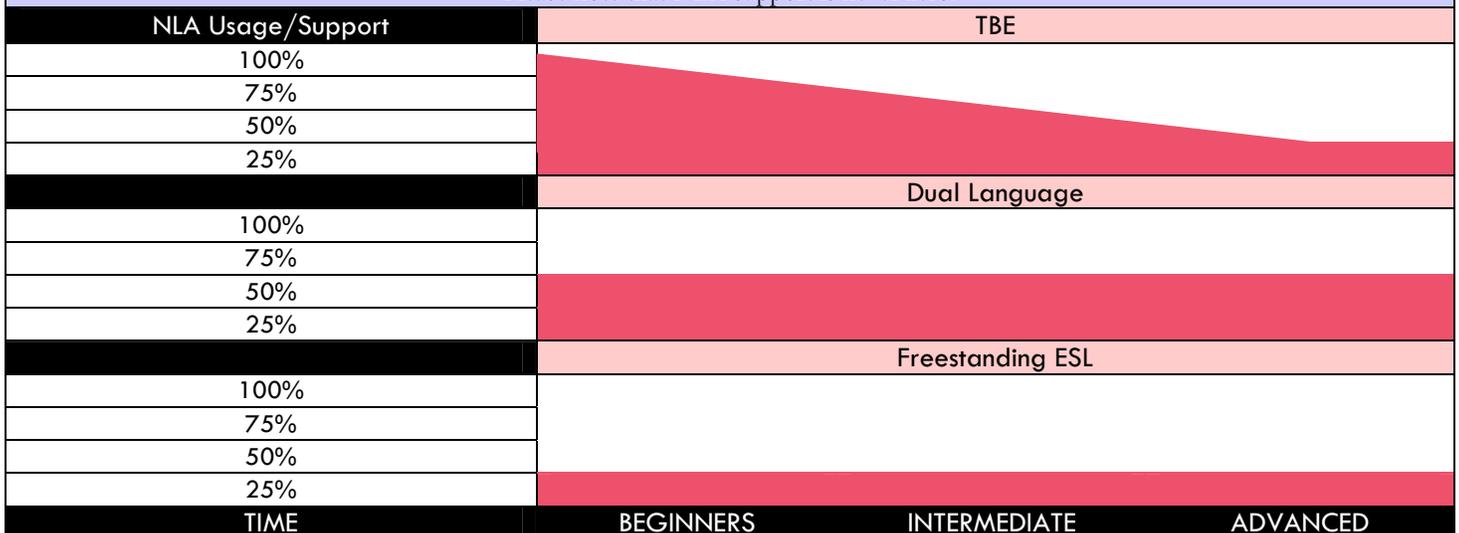
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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)										0
Intermediate(I)						1				1
Advanced (A)										0
Total	0	0	0	0	0	1	0	0	0	1

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	1	3	4	21	29

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0		3		10		16		29

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	0		1		2		9		12

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		1		2		13		16

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)	0	0	0	0	0	0	0	0	
Chinese Reading Test	0	0	0	0	0	0	0	0	

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MGaffney, GSoulette, KSolomon	Assistant Principal		10/15/09
Revenya Murray	Parent Coordinator		10/15/09
Susan Guzman, Darnell Lewis	ESL Teacher		10/15/09
None to Date	Parent		
Mercedes Florez, SpecEd (6:1:1)	Teacher/Subject Area		10/15/09
Patrice O'Donnell, SpecEd	Teacher/Subject Area		10/15/09
James Bhagwandin	Coach		10/15/09
N/A	Coach		
Jocelyn Cohen	Guidance Counselor		10/15/09
N/A	School Achievement Facilitator		
Barbara Joseph	Network Leader		10/15/09
	Other		
	Other		

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

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District District 75	School P138M
Principal Jacqueline Keane	Assistant Principal MGaffney, GSoulette, KSolomon
Coach James Bhawandin	Coach N/A
Teacher/Subject Area S Guzman, D Lewis, ESL/SpecEd	Guidance Counselor Jocelyn Cohen
Teacher/Subject Area Mercedes Florez, BIS/SpecEd	Parent None to Date
Teacher/Subject Area Patrice O'Donnell, SpecEd	Parent Coordinator Revenya Murray
Related Service Provider Lorraine RodriguezColon/Speech	SAF N/A
Network Leader Barbara Joseph	Other N/A

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	425	Total Number of ELLs	65	ELLs as Share of Total Student Population (%)	15.29%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In	1	1	1	1	4
Total	1	1	1	1	4

B. ELL Years of Service and Programs

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

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

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

Number of ELLs in a TBE program who are in alternate placement: 10

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	8		1		9
Chinese			1		1
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	8	0	2	0	10

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

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number)

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

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

Programming and Scheduling Information

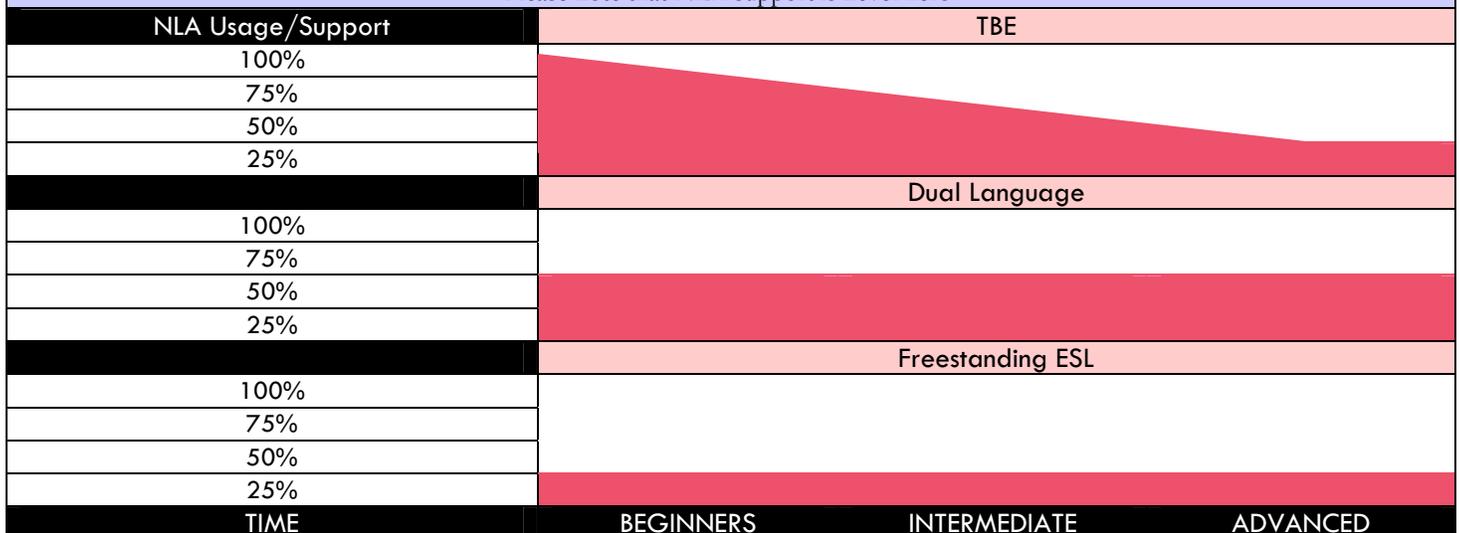
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0
	I	0	0	0	0
	A	0	0	0	0
	P	0	0	0	0
READING/WRITING	B	0	0	0	0
	I	0	0	0	0
	A	0	0	0	0
	P	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math A	0	0	0	0
Math B	0	0	0	0
Sequential Mathematics I	0	0	0	0
Sequential Mathematics II	0	0	0	0
Sequential Mathematics III	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
NYSAA ELA	10	0	10	0
NYSAA Mathematics	10	0	10	0
NYSAA Social Studies	10	0	10	0
NYSAA Science	10	0	10	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MGaffney, GSoulette, KSolomon	Assistant Principal		10/1/09
Revenya Murray	Parent Coordinator		10/1/09
Susan Guzman, Darnell Lewis	ESL Teacher		10/1/09
None to Date	Parent		
Mercedes Florez, SpecEd (6:1:1)	Teacher/Subject Area		10/1/09
Patrice O'Donnell, SpecEd	Teacher/Subject Area		10/1/09
James Bhagwandin	Coach		10/1/09
N/A	Coach		
Jocelyn Cohen	Guidance Counselor		10/1/09
N/A	School Achievement Facilitator		
Barbara Joseph	Network Leader		10/1/09
Lorraine Rodriguez-Colon, Speech	Other		10/1/09
	Other		

Signatures

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