



**P.S. 226M**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (75M226)**  
**ADDRESS: 345 EAST 15<sup>TH</sup> STREET, NEW YORK, NY 10003**  
**TELEPHONE: 212-477-5017**  
**FAX: 212-477-5164**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

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

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

**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: P226M SCHOOL NAME: \_\_\_\_\_

SCHOOL ADDRESS: 345 E. 15<sup>th</sup> Street , New York, N.Y. 10003

SCHOOL TELEPHONE: 212-477-5017 FAX: 212-477-5164

SCHOOL CONTACT PERSON: Dania Cheddie EMAIL ADDRESS: 75m226@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Simram Goomer

PRINCIPAL: Dania Cheddie

UFT CHAPTER LEADER: Adriana Garcia

PARENTS' ASSOCIATION PRESIDENT: Anna Blanchette

STUDENT REPRESENTATIVE:  
(Required for high schools) Corey Johnson

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 75 SSO NAME: District 75

SSO NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Bonnie Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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"Our mission at P226M is to enable every student to achieve his or her potential." Accordingly, we believe that every child in our program deserves the best possible education. Thus, we have dedicated ourselves to pioneering new concepts and developing unique strategies that deliver services to students with special needs and their parents/guardians. Assessment/research designs are developed to measure the effectiveness of diverse projects. High expectations and individually tailored instruction facilitate achievement and independence for each child.

We believe that each staff member can continue to develop professional skills through training. P226M is committed to providing and facilitating staff participation in a variety of professional growth opportunities.

We believe that the educational process is always evolving. In this spirit, P.S. 226M is at the forefront of reevaluating present practices and developing new strategies and programs to help the students achieve their highest goals. Administrators and instructional staff participate in new training initiatives to stay current and refine our skills. In accordance with our mission statement, our organization is dedicated to providing students with every advantage to achieve their potential.

P. 226M is a cluster school comprised of seven sites serving students with Autism in 6:1:1 and 8:1:1 classes, Pre-Kindergarten students in 8:1:2 classes and students with Mental Retardation and Emotional Challenges in 12:1:1 classes throughout the borough of Manhattan. Students and staff are culturally diverse, representing a multi-ethnic sampling of communities in New York City. We provide a balance of standards-based academic instruction and practical application in all curriculum areas. Concurrently, effective communication is infused into all subject areas. As students mature, they increase time in the community acquiring skills needed to transition into the work world.

Adapted materials and strategies address the discrete learning needs of our populations. We encourage diverse teaching styles including Verbal Behavior and Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH), within a framework of well planned lessons and positive behavior management.

Our entry level site serving students from Pre-K to Kindergarten, on 12th Street in Greenwich Village, offers numerous possibilities for community exploration. Here, students experience a structured approach to learning. Teachers create visually supportive environments to reinforce concepts, vocabulary and skills. Speech therapists work closely with classroom teachers using PECS and JARS to develop academic and communication skills. Strategies include social stories and modeling of appropriate social behaviors.

Our two Harlem-based elementary sites (P76 and P208) participate in educational and recreational opportunities found in Central Park, the 5th Avenue museums, The Studio Museum of Harlem, and the State Office Building and the Schaumburg Center. Full time inclusion opportunities begin at the P76 site.

Our site at JREC serves middle school students and high school inclusion students. Located on East 67th Street, this site provides libraries, gymnasiums, and inclusive programming with the Urban Academy high school. Many shops and civic facilities (libraries, colleges, senior centers, etc.), provide opportunities for work study and community experiences. The JREC Complex has become a nationally recognized model for educational design.

With two other schools, our high school program shares space in Old Stuyvesant H.S. on East 15<sup>th</sup> St. Emphasis on academic skills continues in school, community, and at work sites preparing students for transition to the world of work.

Our second high school inclusion program is located at Millennium H.S. near Wall St. Students participate in the rigorous general education curriculum alongside their general education peers, with Special Education Teacher Support Service provisions.

The Pace University Inclusion Program was developed to provide “next steps” for our students aging out of inclusive high school settings. The first of its kind in Manhattan, Pace combines job training, socialization, and academics at the University’s downtown campus. Based on interests and skills, students work on campus and audit university courses each semester.

Across all sites, students are educated in a variety of natural, functional, and multi-sensory settings both in the school and in the community. The curriculum is reality- oriented, emphasizing assessment/data based academic instruction, communication, socialization and life skills.

**CEP Section III: School Profile**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>								
<b>School Name:</b>	P.S. M226							
<b>District:</b>	75	<b>DBN:</b>	75M226	<b>School BEDS Code:</b>	307500011226			
<b>DEMOGRAPHICS</b>								
Grades Served:	Pre-K	√	3	√	7		11	√
	K	√	4	√	8	√	12	√
	1	√	5	√	9	√	Ungraded	√
	2	√	6		10	√		
<b>Enrollment</b>				<b>Attendance - % of days students attended :</b>				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09	
Pre-K	19	23	22		87.5 / 86.3			
Kindergarten	15	4	22					
Grade 1	19	2	13	<b>Student Stability - % of Enrollment :</b>				
Grade 2	10	1	17	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Grade 3	8	1	2		92.9		94.1	
Grade 4	8	1	2					
Grade 5	2	2	2	<b>Poverty Rate - % of Enrollment :</b>				
Grade 6	1	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
Grade 7	2	2	0		67.0	68.5	0.0	
Grade 8	1	4	3					
Grade 9	3	2	4	<b>Students in Temporary Housing - Total Number :</b>				
Grade 10	3	2	1	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
Grade 11	0	3	3		2	2	8	
Grade 12	16	0	37					
Ungraded	146	220	142	<b>Recent Immigrants - Total Number :</b>				
Total	253	268	277	<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
					0	0	1	
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09	
# in Self-Contained Classes	234	245	255	Principal Suspensions	0	0	6	
# in Collaborative Team Teaching (CTT) Classes	19	23	22	Superintendent Suspensions	1	0	0	
Number all others	0	0	0					
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>				
				<i>(As of October 31)</i>	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				Early College HS Program Participants	0	0	0	
<i>(As of October 31)</i>	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	16	7	0	<b>Number of Staff - Includes all full-time staff:</b>				

# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	11	5	11	Number of Teachers	62	67	66

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	9	32	12	Number of Administrators and Other Professionals	10	57	57
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	36	29

<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	7	13	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	58.1	68.7	63.6
				% more than 5 years teaching anywhere	48.4	52.2	53.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	87.0	87.0	80.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.5	97.4	100.0
American Indian or Alaska Native	1.6	1.5	1.4				
Black or African American	41.1	39.2	37.5				
Hispanic or Latino	37.6	40.7	41.2				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	7.5	7.2				
White	13.8	11.2	12.6				
<b>Male</b>	81.0	81.3	82.3				
<b>Female</b>	19.0	18.7	17.7				

**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**

<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:				
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>						
	In Good Standing (IGS)					
	School in Need of Improvement (SINI) – Year 1					
	School in Need of Improvement (SINI) – Year 2					
	NCLB Corrective Action (CA) – Year 1					
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)					
	NCLB Restructuring – Year ____					
	School Requiring Academic Progress (SRAP) – Year ____					

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

**Individual Subject/Area Ratings:**

**Elementary/Middle Level**

ELA:	
Math:	
Science:	

**Secondary Level**

ELA:	
Math:	
Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	0	0	0	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09	Quality Review Results – 2008-09
<b>Overall Letter Grade:</b>	<b>Overall Evaluation:</b> √
<b>Overall Score:</b>	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	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 W
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**

- √ = Made AYP
- √<sup>SH</sup> = Made AYP Using Safe Harbor Target
- X = Did Not Make AYP
- = Insufficient Number of Students to Determine AYP Status

**KEY: QUALITY REVIEW SCORE**

- Δ = Underdeveloped
- ▶ = Underdeveloped with Proficient Features
- √ = Proficient
- W = Well Developed
- ◇ = Outstanding
- NR = No Review Required

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

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

A review of our PPR, the 2008-2009 Comprehensive Educational Plan, three School Quality Reviews, State Quality Assurance Review, and Quality Review Self-Assessment document demonstrate that we have successfully met most of our goals. We attribute this to several factors: 1. We have a clearly defined philosophy. 2. The administrators frequently monitored the teaching and learning process in order to ensure that school goals were being met. 3. The utilization of data, our school wide focus, provided a concrete, measurable means of goal attainment. 4. Ongoing parental involvement provides essential support within our school sites.

After reviewing the data collected from city, state and teacher-made assessments, walkthroughs, classroom observations, student portfolios, teacher surveys, the School Inquiry Team (SIT), the Quality Review, the Learning Survey, and after consulting with the staff, School Leadership Team (SLT) members and administrators, we recognize, as life long learners, five areas that we plan to target during the 2009-2010 school year. These five areas are reading, social skills, differentiation of instruction, parental engagement, and mathematics. We chose social skills because most of our students have difficulties in this area, and with the implementation of the Social Skills in Our Schools curriculum we anticipate gains in this area. We continue to improve our differentiation of instruction, but based on student work and other data, we recognize that this is still an area that needs support.. While we have done well on State assessments in reading and mathematics, the School Leadership Team and others feel that there are several skill areas in reading and mathematics that need to be developed. Finally, results of the Learning Survey and the school survey indicate that parents feel strongly about strengthening their involvement in their children's school. With increased hands-on parent workshops, based on an interest survey, we expect parental involvement to increase.

### **PERFORMANCE TRENDS**

Based on a comprehensive review of data available to the SCEP committee, we have seen continued growth in English Language Arts (ELA) and Math with our students in alternate assessment classes as measured on the New York State Alternate Assessment (NYSAA.) While growth is apparent in Science and Social Studies, we will continue to strengthen these two areas to facilitate greater student independence.

As all grade 3-8 students currently participating in standardized assessments scored at Level 3 on the 2008-09 ELA exam, they will continue to practice vocabulary-building, comprehension, and research skills through the use of authentic text. As Math scores of current standardized assessment students were also at Level 3, current strategies in the practice of computation, geometry, measurement, and algebra strands will continue, as well.

Level 2 scores on P226M standardized Science and Social Studies assessments reflect a lack of grade level skill acquisition in these subject areas. As a result, we have worked to move our sole standardized assessment middle school student into a less restrictive environment in an inclusive setting to more fully address grade level curriculum and move trends in Science and Social Studies towards Level 3.

Over the past year, we have seen a slight decrease in overall student attendance. We plan to utilize a number of strategies to improve our attendance rate.

## **GREATEST ACCOMPLISHMENTS OVER THE LAST TWO YEARS:**

- The last NYSAA scores indicate an increase in Levels 3 & 4 in ELA, Math, Science, and Social Studies.
- There were more “Donor’s Choose” grants received during the 2008-2009 school year. Many camp scholarships were secured for our students with autism.
- There was an increase in the number of students going to Least Restrictive Environment (LRE.)
- We have increased the number of graduating students entering supportive and competitive employment.
- We opened up four Verbal Behavior classrooms.
- There was an increase in the number of students going to the Transition Center
- The Urban Advantage Science Program has chosen P226M as a Demonstration School.
- P226M was selected to participate in the National Oceanic and Atmosphere Administration (NOAA) program
- One of our students received the Samuel Stern award.
- A third P226M teacher participated in the CIAE Arts Grant
- As a result of the work the school has done, there are more parents affiliated with service agencies.
- More staff attended TEACCH training
- The first P226M graduate has successfully matriculated to a private university
- Individual students were recognized for receiving Arts awards and participation in exhibits.
- Students at the high school were skill streamed for their job sites

## **SIGNIFICANT AIDS AND BARRIERS**

### **BARRIERS**

- We continue to face a shortage of related service providers to service our students.
- Less time available for Professional Development necessitates creative school based solutions to train all staff members.
- With the cut in Project Arts funding, there will be less opportunities to provide a variety of art experiences to our students.
- Resistance to change in a dynamic educational environment.

### **AIDS**

- Weekly Cabinet meetings
- Weekly class team meetings
- Various cohort groups to address the different needs of the staff
- Professional Development workshops sponsored by District 75
- The support of the District 75 Coaches
- The expertise of the School Based Coach
- School based mentoring
- The strong administrative staff
- Use of the internet provides instantaneous communication between administration and staff at 7 geographically diverse sites.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

*Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

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### **READING**

By June 2010, 80% of the 100 students administered the Developmental Reading Assessment (DRA) will increase their reading scores by at least one level in the areas of engagement, fluency and/or comprehension as defined and measured by Spring DRA assessment outcomes.

### **MATHEMATICS**

By June 2010, 80% of students functioning below a 6<sup>th</sup> grade level will achieve all scheduled IEP math objectives derived from the Brigance Inventory and/or the ABLLS – R, as measured by P226M IEP data collection sheets and IEP updates.

### **DIFFERENTIATION OF INSTRUCTION**

By June 2010, all teachers participating in professional learning communities will use task analysis in all core content areas to implement differentiated instruction aligned to both student assessment data and the NYS Standards as measured by data collection sheets, P226M Assessment – Instruction Connection form, and a variety of teacher made and/or published baseline, benchmark and summative assessments.

### **SOCIAL SKILLS**

By June 2010, 80% of target students with Autism in grades K-12 participating in the Social Skills in Our Schools Inquiry Team will increase their appropriate social initiations in structured and unstructured settings by 10% from October baseline, as evidenced by Social Responsiveness Scale (SRS) and frequency data collected at program baseline, midpoint and endpoint.

### **PARENTAL ENGAGEMENT**

During the 2009-2010 school year, parent participation in school events will increase by at least 15% as measured by attendance rosters and phone logs.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of the 100 students administered the Developmental Reading Assessment (DRA) will increase their reading scores by at least one level in the areas of engagement, fluency and/or comprehension as defined and measured by Spring DRA assessment outcomes.</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Strategies</b></p>	<p><b>Target Population(s)</b></p>	<p><b>Staff members</b></p>	<p><b>Implementation Timelines</b></p>
<p>After participation in trainings on administering the DRA, teachers will assess all students in their classes to establish baseline data.</p>		<p>Teachers, Paraprofessionals</p>	<p>Teachers, Assistant Principals, Principal</p>	<p>October 2009</p>
<p>Reading proficiency and instructional needs will be identified and charted according to DRA outcomes.</p>		<p>Teachers, Paraprofessionals, Students</p>	<p>Teachers, Assistant Principal</p>	<p>October 2009</p>
<p>Teachers will develop reading goals and group students for instruction based on the assessment data and Focus for Instruction: Class Profile</p>		<p>Teachers, Paraprofessionals</p>	<p>Teachers, Assistant Principal, Principal</p>	<p>October 2009</p>
<p>School staff will participate in NYS ELA Standards based training on reading strategies including read alouds, independent, guided, and shared reading strategies</p>		<p>Teachers Paraprofessionals Related Service Providers School Based Coach</p>	<p>Principal, Assistant Principal,</p>	<p>November 2009</p>
<p>Beginning in October 2009, at least 50% of teachers administering the DRA will attend literacy trainings offered by the District.</p>		<p>Teachers,</p>	<p>Teachers, Assistant Principal</p>	<p>October – June 2010</p>
<p>Beginning in September 2009, all teachers participating in DRA assessments will receive</p>		<p>Teachers,</p>	<p>Teachers, Assistant Principal,</p>	<p>September – June 2010</p>

	school based professional development in NYS Standards based reading strategies including decoding, comprehension and fluency during weekly cohort meetings.			
	Beginning in October 2009, 100% of students assessed with the DRA will participate daily in read alouds, independent, guided, and shared reading aligned to the NYS ELA Standards.	Teachers, Paraprofessionals Students	Teachers, Assistant Principal,	October – June 2010
	Benchmark data will be collected on all students utilizing the DRA to record and monitor student progress.	Teachers, Paraprofessionals, students	Teachers, Assistant Principal	February 2010
	Weekly, staff will listen to students as they independently read aloud and then record data on conference sheets, evaluate progress, and adjust instruction.	Teachers, Paraprofessionals, students	Teachers, Assistant Principal, Principal	
	Summative data will be collected on all students utilizing the DRA to evaluate results.	Teachers, Paraprofessionals, students	Teachers, Assistant Principal	June 2010
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Funding – Tax levy, NYSTTL, NYSSL, Funds for substitute teachers Common preps will be scheduled to maximize learning communities meetings.			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Daily homework DRA Student Book Graph Teacher Rubrics-reviewed during team meetings Student Rubrics-reviewed monthly Student Cumulative Guide to show progress over time Student Scores on DRA administered in June 2010 Student daily class work Minutes from Cohort meetings- Monthly Classroom based assessments IEP data collection forms IEP updates- four times a year Literacy School Inquiry Team data			

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Mathematics**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of students functioning below a 6<sup>th</sup> grade level will achieve all scheduled IEP math objectives derived from the Brigance Inventory and/or the ABLLS – R, as measured by P226M IEP data collection sheets and IEP updates.</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Strategies</b></p>	<p><b>Target Population(s)</b></p>	<p><b>Staff members</b></p>	<p><b>Implementation Timelines</b></p>
	<p>Staff will participate in professional development on administering the Brigance Inventory or ABLLS - R</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Assistant Principals, School Coach</p>	<p>October 2009</p>
	<p>Staff will complete gathering baseline data from the Brigance Inventory or ABLLS – R.</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Assistant Principals</p>	<p>October 2009</p>
	<p>Analysis of baseline math data from the Brigance or ABLLS will be completed to group students according to skill levels.</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Assistant Principal</p>	<p>November 2009</p>
	<p>Staff will participate in professional development on task analysis, the development of SMART goals and the use of P226M IEP Data Collection Sheets.</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Assistant Principal</p>	<p>November 2009</p>
	<p>Teachers will attend professional development in Mathematics offered by the District.</p>	<p>Teachers, Assistant Principals</p>	<p>Teachers, Assistant Principal, Principal</p>	<p>October &amp; December 2009</p>
	<p>Assessment data, including data collection sheets, will be reviewed by the administrators, school coach, and teachers during professional learning communities meetings.</p>	<p>Teachers, Assistant Principals,</p>	<p>Teachers, Assistant Principal</p>	<p>September 2009- June 2010</p>

	Ongoing IEP data collection and analysis will indicate that at least 50 % of students in each classroom have achieved their first scheduled math objective or, if this goal is not reached, additional professional development will be delivered to teachers in need of improvement.	Teachers, Assistant Principals, Principals	Teachers, Assistant Principal, Principal	January 2010
	Ongoing IEP data collection and analysis will indicate that 95% of students have achieved their first scheduled math objective and 50 % of students have achieved their second scheduled math objective or, if this goal is not reached, additional professional development will be delivered to teachers in need of improvement.	Teachers, Paraprofessionals, Students	Teachers, Assistant Principal, Principal	April 2010
	Summative data analysis will indicate that 80 % of students will have achieved their second scheduled math objective.	Teachers, Paraprofessionals, Students	Teachers, Assistant Principal, Principal	June 2010
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Funding – Tax levy, NYSTTL, NYSSL, Funds for substitute teachers Common preps will be scheduled to maximize learning communities meetings.			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Daily homework Teacher Rubrics-reviewed during team meetings Student Rubrics-reviewed monthly Student Scores on Brigance administered in May 2010 Student daily class work Minutes from Cohort meetings- Monthly Classroom based assessments IEP data collection forms IEP updates- four times a year			

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Differentiation of Instruction

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all teachers participating in professional learning communities will use task analysis in all core content areas, to implement differentiated instruction aligned to both student assessment data and the NYS Standards as measured by data collection sheets, P226M Assessment – Instruction Connection form, and a variety of teacher made and/or published baseline, benchmark and summative assessments.</p>			
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p>			
	<p><b>Strategies</b></p>	<p><b>Target Population(s)</b></p>	<p><b>Staff members</b></p>	<p><b>Implementation Timelines</b></p>
	<p>Teachers in professional learning communities will assess one student in each class and review their prior assessment to consider goals in one subject area.</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Paraprofessionals, Administrators</p>	<p>September 2009</p>
	<p>Teachers in professional learning communities will analyze the relationship between NYS Standards and assessment outcomes in one subject area for one student in each class to develop student IEP goals/objectives.</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Paraprofessionals, Administrators</p>	<p>October 2010</p>
	<p>Teachers in professional learning communities will analyze NYS standards and assessed student outcomes in one subject area to draft student IEP goals/objectives for <b>all their students</b>.</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Paraprofessionals, Administrators</p>	<p>October 2009</p>
	<p>Professional learning communities will review assessment data in one subject area for one student in each class and utilize task analysis in order to develop student IEP goals/objectives.</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Paraprofessionals, Administrators</p>	<p>November 2010</p>
	<p>In one subject area, teachers in professional learning communities will analyze</p>	<p>Teachers, Paraprofessionals</p>	<p>Teachers, Paraprofessionals,</p>	<p>October 2009</p>

	goals/objectives for all their students to identify appropriate assessment tools for measuring baseline, benchmark and summative data in order to measure progress and adjust instruction		Administrators	
	Teachers will develop instructional plans that take student specific needs into account by differentiating instruction.	Teachers, Paraprofessionals	Teachers, Paraprofessionals, Administrators	
	Teachers will participate in NYSAA collegial reviews in order to ensure that student goals, instructions and AGLIS are aligned	Teachers, Paraprofessionals	Teachers, Paraprofessionals, Administrators	Bi-weekly meetings starting September 2009 – June 2010
	Participants will look at student work and discuss best strategies that are tailored to address each student’s individual learning requirements.	Teachers, Paraprofessionals	Teachers, Paraprofessionals, Administrators	Bi-weekly meetings starting September 2009 – June 2010
	Benchmark data will be collected and reviewed collaboratively in professional learning communities to measure outcomes and monitor progress	Teachers, Paraprofessionals	Teachers, Paraprofessionals, Administrators	February 2010
	District coaches will support teachers by jointly planning lessons, modeling, and team teaching with staff members.	Teachers, Paraprofessionals	Teachers, Paraprofessionals, District Coach	October –June 2009
	School-based coach will support teachers and paraprofessionals by jointly planning lessons, reviewing data, modeling, and team teaching.	Teachers, Paraprofessionals	Teachers, Paraprofessionals, School Coach	October –June 2009
	Summative data will be collected and reviewed collaboratively in professional learning communities to measure student outcomes.	Teachers, Paraprofessionals	Teachers, Paraprofessionals, Administrators	February 2010
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>Tax Levy, State Standards, NYSTL</b>			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Student work aligned to assessment outcomes Formal and informal observations Assessment-Instruction Connection Forms- reviewed three times a year IEP data collection forms reviewed monthly Lesson plans- September 2009 – June 2010 PD agendas Staff attendance at District PDs on differentiation Professional learning communities agendas and minutes Student performance on identified assessments			

	<p>NYSAA Datafolios – October 2009 – February 2010 Student Portfolios reviewed monthly Monthly bulletin boards displays, communication, leveled libraries Walkthroughs indicate differentiation of student work and instruction</p>
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	Teachers and Speech Providers will implement weekly lessons from the Social Skills in our Schools curriculum with targeted students, paired with peer mentor interactions and supervisory sessions	Teachers, target students, general education peers	Teachers, Speech Providers	October 2009 – February 2010
	Benchmark data will be collected and analyzed at program midpoint through a second administration of the Social Responsiveness Scale and social initiation frequency observations, resulting in at least 5% gains in appropriate social initiations for 65% of students participating in the SOS program	Teachers, students	Teachers, Speech Providers, Administrator, Consultant	February 2010
	Teachers and Speech Providers will continue to implement weekly lessons from the Social Skills in Our Schools curriculum with targeted students, paired with peer mentor interactions and supervisory sessions	Teachers, target students, general education peers	Teachers, Speech Providers	March-June 2010
	Endpoint data collection of target students' appropriate social initiations will be collected via the Social Responsiveness Scale and social initiation frequency chart.	Teachers, students	Teachers, Speech Providers	June 2010
	Results of data will be graphed, demonstrating a 10% increase in appropriate social initiations by 80% of targeted students as a result of participation in the SOS program.	Teachers, students	Teachers, Speech Providers, Administrator, Consultant	June 2010
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy, Children First Initiative  Funding will be utilized to purchase SOS resources for each targeted classroom, and to hire Dr. Michelle Dunn as a program consultant.			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>Teacher lesson plans outlining weekly Social Skills in Our Schools activities</li> <li>Data collection and graphing of Social Responsiveness Scale/Social Initiation data at program baseline, midpoint, and endpoint, demonstrating a 10% increase in appropriate social initiations by 80% of targeted students as a result of participation in the SOS program.</li> </ul>			

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|--|---|
|  | <ul style="list-style-type: none"><li>• Staff observation of students' social initiations and interactions</li><li>• Increase in social interactions between the P226M students and their general education peers, as demonstrated through weekly peer mentoring</li><li>• Increase in collaboration between P226M and General Education staff, as evidenced through Fall 2009 peer mentor program planning sessions</li><li>• Heightened levels of exposure and understanding of data by P226M staff, as evidenced through their active use of data collection and analysis strategies in the determination of next programmatic steps throughout the SOS program.</li></ul> |
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Parent Engagement

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2009-2010 school year, parent participation in school events will increase by at least 15% as measured by attendance rosters and phone logs.</p>			
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Strategies</b></p>	<p><b>Target Population(s)</b></p>	<p><b>Staff members</b></p>	<p><b>Implementation Timelines</b></p>
	<p>Gather input from parents through a parent survey about areas of interest to them.</p>	<p>All P226M students All P226M parents</p>	<p>Parent Coordinator, Family Worker, All pedagogical staff members</p>	<p>October – November 2009</p>
	<p>Collaborate with SLT members to develop new ways to involve parents in their children’s education</p>	<p>All P226M students All P226M parents</p>	<p>Parent Coordinator, Family Worker, All pedagogical staff members</p>	<p>October 2009 - June 2010</p>
	<p>Provide relevant parent education workshops on topics such as OT, PT, Communication systems, Positive Behavioral Strategies, and other ways to support their children’s academic achievement</p>	<p>All P226M students All P226M parents</p>	<p>Parent Coordinator, Family Worker, All pedagogical staff members</p>	<p>October 2009- June 2010</p>
	<p>Provide translation services for parent events as needed, to facilitate the participation of non-English speaking parents</p>	<p>All P226M students All P226M parents</p>	<p>Parent Coordinator, Family Worker, All pedagogical staff members</p>	<p>October 2009- June 2010</p>

	Provide childcare for parent events.	All P226M students All P226M parents	Parent Coordinator, Family Worker, All pedagogical staff members	October 2009- June 2010
	Compare fall 2008-9 attendance rosters and phone logs to fall 2009 – 2010 to measure progress and monitor strategies.	Parents	School Leadership Team, Administrators, Parent Coordinator, Family Worker	February 2010
	Compare 2008-9 school year attendance rosters and phone logs with 2009 - 10 to assess outcomes.	Parents	School Leadership Team, Administrators, Parent Coordinator, Family Worker	June 2010
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy funds will be utilized to fund translation services. Title III will be used to fund parental workshops.			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Increase of parent attendance at school event by 15% - Collected every two months Increased satisfaction on school parent survey and the Learning Environment Survey- Collected yearly			

## **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	1	1	N/A	N/A				
1	4	4	N/A	N/A	2			
2	2	2	N/A	N/A	3			
3	12	12	N/A	N/A	4			
4	23	23	6	6	16			
5	11	11	5	5	2			
6	8	8	5	5	14			
7	8	8	4	4	6			
8	11	11	2	2	3			
9	11	11	2	2	9			
10	10	10	7	7	9			
11	10	10	10	10	12			
12	12	12	5	5	9			

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Standardized Assessment: Classroom-based instruction addressing literacy-based remediation based on DRA Assessment to establish reading groups, District 75 Literacy (reading/writing workshop), Test-Taking Strategies (Acuity), Regent Prep Materials, Scantron, Reading A-Z, Teacher Made Materials based on strategies for reading and writing. Alternate Assessment: Skill-streaming instruction to address academic skills through the use of Alternate Grade Indicators, GED Prep Materials, Star Reporter, JARS, MEville to Weville, Social Skills in our schools by Dr. Michelle Dunn, SMILE, Reading A-Z.
<b>Mathematics:</b>	Standardized Assessment: Classroom-based weekly small groups instruction/ one to one tutorials addressing math-based remediation and test-taking skills (Acuity item bank, regents prep material, practice tests, Saxon math computation/calculation, teacher created materials). Alternate Assessment: Skill-steamed instruction to address academic skills alongside peers with similar needs through the use of alternate grade level indicators, JARS, Saxon, GED PREP materials, Acuity item bank (scantron), teacher created materials.
<b>Science:</b>	Standardized Assessment: Classroom-based weekly small group/ one-one tutorials addressing Science Grade Level Core Curriculum, Science regents prep materials, practice tests. Alternate Assessment: Departmentalized Instruction (address grade level science topics through the use of alternate grade level indicators, JARS, GED Prep materials, Teacher created materials.
<b>Social Studies:</b>	Standardized Assessment: Classroom-based weekly small group and one to one tutorials addressing the Social Studies Core Curriculum, Social Studies Standards, Practice tests, teacher created materials Alternate Assessment: Classroom-based group instruction (addressing social studies topics through the use of Alternate Assessment Indicators). GED prep materials, Star Reporter, JARS, Social Skills/ by Michelle Dunn
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counseling Strategies for school success (social skills, study habits, time management)
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

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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) P226M**

Grade Level(s) 2 to 6                      Number of Students to be Served: 11 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2                      Other Staff (Specify) 2 paraprofessionals One speech therapist and one supervisor

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

**Title III, Part A LEP Program**

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

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Twenty nine English Language Learners are served in the P226M ESL ONLY Program. This number includes eight students whose IEPs indicate ESL only, and twenty one students in Alternate Placement. ELLs receive the number of units of ESL required under CR Part 154 by three ESL teachers. Classroom instruction is provided in English and bilingual students are placed in these classrooms with alternate placement paraprofessionals, who speak the native language of the student. There are 14 students in grades K-8. There are 15 students in grades 9-12. ESL is provided by three ESL teachers through a push in model of instruction. 15 students are classified as having autism , their IEP ratio is 6:1:1.. Fourteen students are classified as Mentally Retarded and Emotionally Disturbed and their IEP ratio is 12:1:1. At the elementary level, 14 of our students are Spanish speaking. At the high school level, 13 of our students are Spanish speaking and two speak Chinese. We have a total of 27 Spanish speaking students.

None of the ELLs at P226M are eligible to take standardized assessments with the exception of NYSESLAT.. Instead they participate in the NYS Alternate Assessment. During the 2008-2009 school year, 16 of the 29 ELLs students participated in the NYSAA. 15 students scored at Level 4 in Math, except one who scored at Level 3, all of them scored at Level 4 in Science and Social Studies. In Reading, 16 students scored at Level 4. Students in alternate assessment do not take standardized tests due to the severity of their language and/or cognitive impairments. These students, however, are required to take the NYSESLAT, as mentioned above, including X coded students. Consequently, the results of NYSESLAT do not reflect the true abilities or progress of our students. 54 students took the NYSESLAT in 2009, 51 students, including 25 X coded, scored at the beginning level in all modalities (speaking, listening, reading and writing) due to language and processing deficits related to their autism or mental retardation diagnosis. Three of the students scored invalid as they were unable to take all four modalities assessed on the test.

The P226M Title III Plan for English Language Learners (ELL) is a comprehensive plan that adheres to the NYCDOE guidelines for Title III. The majority of the students receiving ELL services at P226M are students with severe disabilities who require specific strategies and individualization techniques to address their specific needs, including the use of a communication systems and direct social skill instruction, while building their levels of independence. In order to reach many of our students, we utilize a number of creative approaches in embedding ESL strategies in music, the arts, culinary arts, dance/movement, and technology, in order to extend the ELL students' literacy skills. This multi-faceted approach will be the basis of the P226M Title III Plan.

The supplemental instructional services provided through Title III will serve 7 students who receive ESL services and 4 students who are X coded. Their age levels range age from 7 to 12, whose grades range from second to sixth grade We will divide them in two groups: First group will have 1 student second grade, 1 in third grade and 3 students in fourth grade. The second group will have 4 students in fifth grade (these students are X coded) and 2 in sixth grade.

The proposed after-school program will run for two hours.

The first hour the younger group (grades 2 -4) will be provided with services by an artist from Arts Horizon, in collaboration with an ESL teacher. The goal of the Title III program will be on language development in English and Fine Arts. They will make a different piece of abstract art each session and discover the various styles of contemporary art. Students will make sculptures, paintings, installations, costumes and poetry. Students' work will be displayed in the school, creating their very own Abstract Art Museum. ESL strategies will be utilized throughout the lessons. Many of our students are non-verbal or have severe language delays, and require specialized systems to support their communication. LEP/ELL students succeed when instruction is focused on communication (Krashen. 2006). The representative from Arts Horizon will use language-based instruction to develop students' vocabulary and expressive language skills as the art project is planned and executed. Arts Horizons states that *“The arts are important in themselves and they help students learn other subjects. An important series of research papers has recently been commissioned by the Arts Education Partnership and the President’s Committee on the Arts and Humanities. Champions of Change: The Impact of the Arts on Learning provides compelling evidence that students can attain higher levels of achievement through their engagement with the arts. The studies, which may be found at the Kennedy Center’s Arts Edge, point out that the arts reach students who are not being reached, nurture “the development of cognitive, social and personal competencies,” challenge successful students, and “level the playing field for youngsters from disadvantaged circumstances.” The leading educational researchers discovered that “the arts*

*provided a reason, and sometimes the only reason, for being engaged with school” and give examples of classroom failures who “became the high-achievers in arts learning settings.”*

In the second hour of the after school, a licensed ESL/APE teacher will work with the younger group to build students’ language skills through a variety of weekly movement activities. Music will be included in the lessons. Materials from Santillana Editorial and Ablenet will be used as a resource to support instruction. We will run the 2-hour after-school classes on Wednesdays over the course of 17 weeks, at one of our elementary sites. The sessions will run from 3:00PM to 5:00PM, on January 13<sup>th</sup>, 20<sup>th</sup> and 27<sup>th</sup>, February 3<sup>rd</sup> and 10<sup>th</sup> and 24<sup>th</sup>, March 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup> and 24<sup>th</sup> and April 7<sup>th</sup>, 14<sup>th</sup> 21<sup>st</sup> and 28<sup>th</sup>, May 5, 12<sup>th</sup> and 19<sup>th</sup>.

Groups will switch; so the older group (grades 5-6) will be working with the arts Horizon artist on the second hour and ESL/APE during the first hour.

All of the instructional activities will complement ESL services required under CR Part 154.

P226M will use a number of assessment tools in order to determine the success/impact of the support provided as a result of the Title III program. The Brigance Inventory, NYSAA, pre-post tests, rubrics, and teacher-created tests will be used. Bulletin boards will display the art activities the students completed during this after school program.

**Description of Parent and Community Involvement** – Describe how Title III related information is distributed to parents of ELLs or when necessary in the language they understand. Describe orientation session provided to parents about Title III supplemental program.

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Title III related information is distributed to parents of ELLs and it is translated to parents by bilingual staff members. Once translated, information is both mailed and sent home in book bag. In addition our parent coordinator makes follow up phone calls to all parents whose children are eligible for these services.

Workshop sessions are provided by the speech therapist to parents during the afterschool program by our bilingual speech/ language therapist and ESL teachers who will also provide direct training to parents in the classroom to help them create a consistent approach by using similar communication techniques at home and school. In this way, parents can practice with their children in English and their native language. This training is particularly important for our parents since so many students rely on alternate communication systems to make their needs understood. This will create a greater consistency by promoting acquisition of communication in both languages. A better bond between school and ELL student and families is thus achievable.

Workshop sessions will be run during the 2-hour after-school classes on Wednesdays over the course of three weeks, at one of our elementary sites. January 13<sup>th</sup>, February 3<sup>rd</sup>, and March 3<sup>rd</sup>

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

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We plan to provide high quality professional development on ways to enhance literacy skills for ELL students. Teachers, paraprofessionals, and administrators will participate in three sessions, two hours each of professional development activities facilitated by Arts Horizon. These sessions will occur after school hours. Staff will also be provided with current articles ranging in topics from autism to best practices for teaching ELL with special needs. The sessions, two hours each and after school, will occur on January 26<sup>th</sup>, February 25<sup>th</sup> and March 11<sup>th</sup>.

This professional development series is directed for ESL teachers, paraprofessionals, administrator and speech teacher who will take part on the Title III program. The series is developed in conjunction with the NYC Blueprint for Teaching and Learning in the Arts and will expose participants to philosophy, concepts, and methods of integrating the arts into the curriculum (ranging from visual arts: drawing, painting, sculpture, collage, mixed media, to theater, dance and music. Heavy emphasis is directed on strategies to differentiate instruction in, and through the arts and draw connections to arts learning activities within academic learning subjects. Discussion will also include strategies for lesson plans, classroom management, and benefit driven/goal oriented programs for students. It is a further intention to motivate new learning and ideas for staff/administrators working with special education students.

**Form TIII – A (1)(b)**

School:     P226M          BEDS Code:     310300010334    

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.



<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>	\$200	Metro-cards
<b>Other</b>	\$300	Refreshment for parent workshops, snacks for students
<b>TOTAL</b>	\$15,000	

### **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**

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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.

In order to assess our school's written translation and oral interpretation needs we will:

- a. Survey all parents regarding language needs
- b. Document the different languages spoken by parents

Have the Parent Coordinator to continue making outreach.

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

The summary findings of our school's written translation and oral interpretation showed that most of our parents speak Spanish. We also have a small number of parents who speak Chinese. The findings were reported to the school community through the School Leadership Team Meetings, parent handbook and parent newsletters. Additionally, the Parent Coordinator organized events for parents where information about the school and other related issues were relayed. We plan to include such information on the P226M web site.

#### **Part B: Strategies and Activities**

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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.

P226M will continue using the translation services and materials provided by the Department of Education. Parents will be provided with information regarding due process rights, school events, and school and DOE policies in their native language. Where possible, school staff will provide translation services. We also plan to continue using the DOE translations services.

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

Oral translation services for parents who attend parent-teacher conferences and parent meetings will continue to be provided in-house by the Parent Coordinator, Assistant Principal and other staff. When required, contracted services will be secured.

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>.

In accordance with Section VII of Chancellor's Regulations A-663, the school will provide all written DOE materials, including parent resources, letters from the Chancellor and superintendent in the native languages. We will utilize the Translation Interpretation Unit services as well as our in-house bilingual staff. The school will use the Parent Handbook, newsletter and website to inform parents of their rights regarding translation and interpretation services in appropriate covered languages, and instructions on how to obtain them.

**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**

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

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

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

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

**NOT APPLICABLE TO SCHOOL**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> 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 = \$\_\_\_\_\_.

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<sup>1</sup> School Under Registration Review (SURR)  
**MAY 2009**

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

*All SURRE schools must complete this appendix.*

**NOT APPLICABLE TO SCHOOL**

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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


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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this

**MAY 2009**

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)<sup>2</sup> 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.

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

- **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.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.

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings and PTA meetings.

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

Applicable to lack of published ELA materials that are appropriate to the diverse needs of our students.

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 vast majority of students in our program are diagnosed with Autism Spectrum Disorder. To varying degrees, this disability effects all domains of language acquisition resulting in highly concrete, linear thinking patterns, poor generalization of knowledge, deficits in concept formation, and noticeable to severe socialization problems. As a result, students with ASD learn in dramatically different ways than their typically developing peers. Language instruction must be embedded into all lessons and, due to problems with generalization, each of the varied skills needed for concept formation must be first taught discretely and then taught towards generalization before students can use these access skills to form concepts. This requires the use of sophisticated, sequenced task analyses with very small instructional steps. Thus, progress is often dramatically slower for students with this disability. Consequently, as the students grow older, the achievement gap often widens as compared to their typically developing peers, who work with increasingly complex concepts.

There is a paucity of published curricula that address the learning styles of students who are diagnosed with Autism Spectrum Disorder. Furthermore, as the name implies, students with widely ranging challenges and abilities can receive a diagnosis of ASD. Consequently, existing published curricula are narrow in scope and depth, addressing only a small range of students on the spectrum and also highly limited in curriculum domains and content.

#### Gaps in the Written Curriculum:

- Language deficits range from notable, through severe, to students who are non verbal/pre symbolic. To provide a framework that incorporates all students, P226M expanded the definition of writing to include any form of visual language that creates a document and demonstrates the student's intent to communicate.
- Students in self contained classes were expected to produce at least 1 written document each week. The topics that they wrote about were aligned to the NYS Standards. Task analyses were utilized and visual/motor supports provided on an as needed basis. Homework, content area writing assignments, and daily journals provided additional writing experiences for our students. Students in inclusive settings participated in standards based general education curricula with adaptations and supports as needed.
- At each grade level, each area of the standards for writing were addressed including; Spelling, Text Production, Composition, and Motivation to Write.
- "Writing Without Tears", Evan-Moore's "Grammar and Punctuation", "Draw then Write", "75 Picture Prompts for Young Writers", "Four Square Writing Method", "Writing Prompts Journals", and/or "Star Reporter" were some of the curricula utilized.
- Given the lack of comprehensive and appropriate curricula, our teachers faced the additional burden of having to modify most curricula and every lesson to meet the documented range of needs presented by their students.

#### Curriculum Maps:

- Although not designed for students with autism, SAXON Math and Reading are aligned to The NYS Standards and organized according to grade level program expectations. Teachers adapted SAXON and differentiated instruction according the assessed needs of their students.
- At cohort meetings and other PD sessions, teachers were presented with theory and methods to promote differentiated instruction and individualized goals to promote student achievement according to each child's strengths and weaknesses. With an administrator or school based coach, teachers were organized into cohorts according to the range of ability of students in their classrooms. Thus, each cohort analyzed NYS Standards and devised lessons, goals, timeframes, clearly defined outcomes and evaluative criteria appropriate to their student groupings as well as to the needs of each student within their groups. Teacher made and published rubrics also supported this process. Since all students are in buildings with age appropriate general education peers, our teachers are exposed to the instructional topics and pacing for atypically developing students. Without published curricula that is both standards based and appropriate for our students, teachers struggled to create appropriate adaptations for their students in order to assure their access to the general education curriculum.
- Based on the expectations that teachers perform frequent and thorough assessments of each student, analyze the data and know general education curriculum scope & sequence, teachers struggled to develop task analyses that support movement from current level of performance towards the expectations for all students as defined by the NYS Standards. In addition, they tried to adjust levels of cognitive demand accordingly and differentiate for the needs of each student, class, and age range. They needed to design adaptations specific to the various needs of their students. In the absence of deeply analyzed and cohesive curricula, these expectations can be quite daunting for teachers.
- Rubrics are used to define a range of student outcomes. Furthermore, it is expected that rubrics clearly describe what each student must know and do to demonstrate each level of achievement. In the absence of comprehensive and appropriate curricula, teachers have had to design their own rubrics.
- Grade based, District 75 Curriculum Maps were available to all teachers and adapted according to student needs. During the year, teaching cohorts met regularly to design P226M Curriculum Maps with accompanying strategies/suggested activities, in all core content areas. These maps, specifically identify NYS Standards, Concepts/Themes, Skills to be mastered/student outcomes to be attained, , Assessments, strategies to be utilized, suggested activities and Pacing.

#### Taught Curriculum:

- Teachers of self contained HS classes were mandated to follow The NYS Standards and Core Curriculum. They were also required to utilize “Caught Reading” and “Star Reporter”, both of which are aligned to the NYS Standards. “The P226M @15<sup>th</sup> St. Transition Curriculum,” which addresses all curricula including ELA was also followed. Leveled libraries were required in each classroom and visual supports were provided through the use of Mayer Johnson’s “Boardmaker” and/or Google, Images. Teacher made visual supports included photographs, illustrations, and graphic organizers. Best practices from TEACCH and Applied Behavioral Analysis were also utilized. Adaptations were made and objectives adjusted according to student need, learning rate and assessed skill levels. All of this was done in the absence of a wide range of standards based, published curricula designed to address the array of abilities and challenges demonstrated by our students.
- Students in inclusive settings participated in the standards based general education curriculum with supports and adaptations according to immediate needs and assessed data.
- Highly qualified teachers provided discrete ELA instruction as well as ELA in content areas, in school, at job sites, and in the community.
- In accordance with the NYS Standards, all areas within Reading, Writing, Speaking and Listening were addressed. Knowledge of the NYS Standards, various assessments, task analyses, and rubrics were needed in order to identify skill levels, goals, and drive instructional outcomes.
- Since Speech and Language issues are common to all students in our school, students received related services in Speech and language as per IEP mandates. These services were provided in 1:1, small group, classroom, and community settings. The primary purpose of this instruction is to promote speaking and listening skills.
- Speech and Language providers worked closely with and trained classroom teachers. Thus, due to the nature of our students’ disabilities, speaking and listening were core elements of the P226M curriculum. Visual supports were provided to students with severe language processing problems in order to increase their ability to listen with comprehension. Alternate communication devices were provided to students with severe articulation and/or recall problems to promote their ability to speak.
- Students in inclusive classrooms followed the general education curriculum, aligned to the NYS Standards, with adaptations as needed.

#### ELA Materials:

- At P226M, all students have disabilities. Some instructional materials are designed for students with disabilities. Most materials had to be adapted by teachers to meet the varied needs of students.
- ELL students received ELL instruction and were supported in their classrooms with a variety of visual supports to help make the English language clear and easier to both comprehend and speak.
- Skill streaming provided instruction to all students according to their levels of skill acquisition. This reduced the range of adaptations that each teacher must design and narrows the range of instructional goals and pacing. None the less, without standards based, published curricula designed to meet the wide range of abilities and challenges faced by our students, this task remains daunting.
- Instructional materials were purchased according to student ages, interests, and needs.
- A rich and varied supply of culturally relevant materials and literature have been purchased and adapted throughout the years. These can still be found in classrooms and site based libraries.
- To address the diverse needs of our students, a P226M curriculum map was developed for English Language Arts. This map, specifically identifies NYS Standards, Concepts/Themes, skills to be mastered/student outcomes to be attained, , assessments, strategies to be utilized, suggested activities and pacing.
- 

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.

- We would like help from Central in supporting publishers to design and create comprehensive, well developed, Standards based curricula designed to meet the diverse needs of students with ASD.

- In the meantime, we will continue to seek out the most appropriate curricula for our students while we train our staff in assessment, task analysis, modifications, and adaptations suited to the needs of students with ASD.
- We will use P226M curriculum maps in all content area and in all classrooms and continue to utilize the District 75 curriculum calendar, as needed.
- We will expand our cohorts to include all teachers in at least one study group
- We will enhance our PD by developing in depth study groups focusing on all domains of English Language Arts
- We will further develop our PD by focusing more deeply on assessment based task analysis and differentiated instruction.
- We will develop capacity by increasing inter site visits to observe such research based, and best practices as Joint Action Routines (JARs).
- At new teacher meetings, we will also focus on ELA, data analysis, data based task analysis and differentiated instruction.

## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

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

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

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings and PTA meetings.

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

Applicable to lack of appropriate published material and some gaps in the middle school level

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?

- P226M used SAXON Math which is aligned to the NYS Standards, but not designed to meet the needs of students with autism. Thus, teachers adapted this curriculum according to the differentiated needs of each of their students.
- Teacher made materials, "Money" by Continental Press, "Building Skills in Mathematics" by Glencoe Publishers, "Mastering Math" by Steck Vaughn, "The Syracuse Curriculum", FACES, and the "P226M Transition Curriculum" (including math) supplemented instruction. Although the Syracuse curriculum was designed for students with ASD, it is limited in scope. The P226M Transition Curriculum is also designed for students with ASD, but focuses on embedding academic instruction into community, home, job, and home settings.
- Skill streaming was utilized to group students across classrooms into ability groups. This reduced the range of adaptations that each teacher designed and narrowed the range of instructional goals and pacing. None the less, without standards based, published curricula designed to meet the wide range of abilities and challenges faced by our students, this task remains daunting. Teachers were expected to use assessment, knowledge of general education curricula, task analyses, and rubrics to move students from their current level of performance towards the performance levels of their typically developing peers.
- All math concepts identified in NYS Standards were routinely taught in both self contained and inclusive settings.
- Formative and summative assessments included but were not limited to Brigance, ABLLS, P226M portfolios, NYSAA and Periodic assessments.
- In the absence of standards based, published curricula appropriate to the wide range of abilities and challenges in our student body, the depth of instruction was adjusted according to student ages, teacher analysis of skill acquisition, and challenges related to specific diagnoses.
- We included geometry as a specific subdivision of Math in both our program description and our portfolios and We used data analysis to continually adjust and improve teaching and learning outcomes.
- To address the diverse needs of our students, a P226M standards based curriculum map was developed for Mathematics.

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

- We would like help from Central in supporting publishers to design and create comprehensive, well developed, Standards based curricula designed to meet the diverse needs of students with ASD.
  - In the meantime, we will continue to seek out the most appropriate curricula for our students while we train our staff in assessment, task analysis, modifications, and adaptations suited to the needs of students with ASD. In addition, we will continue to respond to the wide range of abilities and challenges in our students by adjusting the rate and depth of instruction according to student ages, analysis of skill acquisition, and challenges related to their diagnoses.
  - We will increase the quantity and quality of data that we are already collecting in all domains of Mathematics.
  - We will increase our focus on Number Sense and Operations in our Middle School classrooms by increasing PD and data analysis in this area.
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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings and PTA meetings.

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

**MAY 2009**

Applicable    Not Applicable

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

- Differentiated instruction across all content areas is fundamental to P226M. It is a basic expectation for all teachers and students. Evidence that supports this assertion includes; agendas from PD sessions, mentor/coach notes, lesson plans, formal observation reports, work samples displayed on bulletin boards and in portfolios.
- ELA routinely includes differentiation in: page setups, writing implements, visual supports, length of task, skill focus, difficulty of skills, receptive and expressive oral language including visual and augmentative communication, adapted books at varying levels and leveled libraries, For example, students working on the same assignment might answer the same question in the following ways; speak, use a voice output device, write, and type. In addition, the same group of children may work at various skill levels with various cognitive or physical adaptations.
- Teachers and students participate in a wide variety of instructional activities including whole class, small group instruction, independent work, 2:1 and 1:1 instruction. Instructional strategies include the use of language (often supported by visual cues), use of hands on materials, writing and drawing, graphic organizers and collaborative learning. Independent work is encouraged in all varieties and levels of instruction.
- In the Middle School and High School programs, students demonstrate skill acquisition and engagement across curriculum domains in classroom settings, in the community, at work sites, and at home.
- Evidence of student engagement is recorded in formal observation reports, mentor/coach reports, informal observational notes, and in P226M portfolios and on **bulletin boards**.

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.

Although this finding is not applicable, we always feel a need to continue improvement in this area. To this end, we will do the following:

- We will enhance our PD by developing in depth study groups focusing on all domains of English Language Arts
- We will further develop our PD by focusing more deeply on data analysis, assessment based task analysis, and differentiated instruction.
- We will increase the quantity and quality of data that we are already collecting in all domains of ELA.
- At new teacher meetings, we will also focus on ELA, data analysis, data based task analysis and differentiated instruction.

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## **2B – Mathematics Instruction**

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

mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings and PTA meetings.

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

Applicable  Not Applicable

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

- In addition to Everyday Math, P226M used SAXON Math which is also aligned to the NYS Standards, Teacher made materials, “Money” by Continental Press, “Building Skills in Mathematics” by Glencoe Publishers, and Mastering Math by Steck Vaughn, “The Syracuse Curriculum”, and the “P226M Transition Curriculum” (including math) were used to supplement instruction.
- Skill streaming was utilized to group students across classrooms into ability groups. Assessment, knowledge of general education curricula, task analyses, and rubrics were used to move students from their current level of performance towards the performance levels of their typically developing peers.
- All math concepts identified in NYS Standards were routinely taught in both self contained and inclusive settings.
- Formative and summative assessments included but are not limited to Brigance, P226M portfolios, NYSAA and Standardized tests
- In the High School, direct instruction in mathematics occurred in a variety of settings including classrooms, community, and work sites. In this way students worked to generalize acquired skills.
- High levels of student engagement were documented in formal observation reports, mentor/coach reports, informal observational notes, and in P226M portfolios and on bulletin boards.

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

- Technology was part of the math curriculum in the elementary years as is evidenced by P226M program card requirements and program cards. Technology as part of mathematics is further enhanced by our Technology teacher especially at the older elementary and High School sites where the students benefited from instruction in computer labs where larger groups of children had access to hands on computer instruction.
- Because there are only 2 computers in self contained P226M classroom, access to computer based math studies was limited, generally to rotations. While our computer labs at JREC and 15<sup>th</sup> St. provided simultaneous access to computers at these two sites, our technology teacher provided instruction in varied curricula (including mathematics) in the labs 2-3 days per week at each site. Classroom teachers could increase hands on computer time by taking their math groups to the lab during skill streaming.
- Adaptive technology was used during math instruction to support students with severe expressive language delays.
- At each site, one overhead projector, 1 or 2 lap top computers, and a video projector with screen were available for math instruction. In addition, to the 1 smart board already at our 15<sup>th</sup> St. site, we purchased new smart boards for JREC and P208, increasing our number of sites with this technology from 1 to 3
- It is extremely difficult to find age appropriate, high interest/early math skills computer programs. Most math programs are either too advanced academically for Junior High School and High School students, or are too babyish for students approaching adulthood. As a result, teachers needed to design or adapt most Math materials used by our students.
- We completed phase 1 of a review and evaluation of our computer math programs.

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.

Although this finding is not applicable, we always feel a need to continue improvement in this area. To this end, we will do the following:

- We would like help from Central in supporting publishers to design and create comprehensive, well developed, Standards based, high interest computer math programs addressing the diverse needs of students with ASD.
- In the meantime, we will continue to seek out the most appropriate computer math programs for our students while we train our staff to increase student use of technology during math instruction.
- We will design and implement new schedules for teachers at P208 and 15<sup>th</sup> Street to ensure math classes equitable use of the computer labs on days that the technology teacher is at another site.
- We will create new schedules for equitable use of our technology “lending libraries” at each site.
- We will implement phase 2 of a review and evaluation of our current computer math programs.
- We will increase our focus

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings 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?

- P226M invested a great deal into our new Teaching Fellows, who received extensive support through; mentors/coaches, Site based, District based, and private PD trainings, cohort groups, and administrative support/meetings.
- The Department of Education also invested heavily in their Teaching Fellows program by providing a free Masters Degree, coaching, mentoring, and even support for rent.
- In spite of these heavy investments in the Teaching Fellows program, only three of the Teaching Fellows who began their 2 years at P226M have remained once they fulfilled their commitment to the DOE. While this is an improvement over last year, the retention rate is far too low as compared to the investment expended.
- Teachers who began their careers at P226M outside of the Teaching Fellows Program have much higher retention rates.

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.

We suggest that the Teaching Fellows Program be amended to require a longer stay in the Department of Education than simply the 2 years it takes to attain a Master's Degree. Yes, in order to achieve this goal we need help from Central.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings and PTA meetings.

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?

- P226M provides ongoing professional development to all staff including those teachers and paraprofessionals with ELL students in their classrooms. Due to the needs of our students with autism, English Language Acquisition methodologies are used throughout the curriculum. Professional Development is provided to staff in differentiated instruction and goal setting to promote student learning according to students needs including ELLs. In addition all of our students receive Speech and Language Services. These therapists closely work with and train pedagogic staff. The primary purpose of this instruction is to promote English language communication skills in all students including those who are ELL.
- Administration also provides Professional Development addressing the needs and topics of ELL students. For example, strategies that support English Language Learners have been included in P.D.s on: Methodologies for Language Acquisition and Language Instruction, Standards Based Instruction and Assessment, Emergent Literacy, Reading Readiness and Writing Procedures through a Balance Literacy Approach, and IEP Writing Techniques. In addition, ESL staff members provide specific training to classroom teachers about pertinent topics, strategies, and materials for ESL instruction. They also provide support to paraprofessionals on ESL techniques through their classroom "push in" model.
- Collaboration among teachers and the district based support coach has been established. The coach will visit the school and trains staff on ESL techniques. Teachers of ELLs attend professional development provided by the district.
- School wide plans, such as the Language Allocation Policy, have been established. This plan is first developed collaboratively with administration and ESL staff. Then it is explained and distributed to teachers who have ELL students in their classrooms.
- Portfolios completed by classroom teachers, S&L providers, and ESL teachers demonstrate English Language acquisition and development of communication skills. Each portfolio compiled by ESL teachers is organized to specifically address the needs of ELLs.
- To monitor ESL trainings, P226M maintains copies of agendas and sign in sheets of meetings with ESL/bilingual teachers and administration regarding discussions, trainings, and goals for ELLs students including RSL techniques.
- LAP is in classrooms
- ESL teachers selected their own personal goals using the Professional Teaching Standards, and will show progress by establishing benchmarks and updating them.

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.

Not applicable

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings and PTA meetings.

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?

- All P226M ELLs are not eligible to take standardized assessments. Instead they participate in the NYS Alternate Assessment.
- Students in alternate assessment do not take standardized tests because, due to the severity of their language or cognitive impairments, the data collected would not be meaningful. None the less, these students are required to take the NYSESLAT. Consequently, the results of NYSESLAT do not reflect the abilities/disabilities or progress of our students. Thus, all of our ESL students scored at the beginning level.
- To demonstrate student growth our data is based on student work, rubrics, Brigance Assessment, ABLLS, portfolios, and updates of student goals in the IEP.

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

**MAY 2009**

### **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.

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings and PTA meetings.

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

Applicable    Not Applicable

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

- All P226M teachers receive annual training in IEP implementation. Careful data is collected and maintained by administration to assure that all students' IEP's are current, appropriate, and enforced. All P226M teachers and the general education teachers who have our students in their inclusive settings are given IEP's for every P226M student.
- P226M teachers and staff work collaboratively with inclusive general education teachers to ensure that IEP mandates are fulfilled and to provide appropriate adaptations, accommodations, and supports. This system creates opportunities for general education teachers to collaborate with special educators to establish and implement IEP behavior plans, BIP's and FBA's. During collaborative teaching, SETS teachers demonstrate use of adaptations and modifications in a large class setting and help the general education teacher to better understand the purpose and effectiveness of these accommodations.
- The P226M chain of command and the criteria for IEP data collection are clearly understood and carefully documented.
- P226M expects all teachers to provide differentiated instruction according to the assessed needs of each student and to use task analysis to move each student toward the standardized curriculum of their general education peers.

- P226M uses a holistic approach to meet the needs of our special education students. Best practices from TEACCH, Applied Behavioral Analysis, and a variety of other approaches are used to provide the most effective strategies to promote academic growth and independence in each and every student.
- Through a variety of PD opportunities including mentor/coaching, in house trainings, District 75 trainings, outside trainings, and administrative conferences, our teachers are trained and supported in their understanding of differentiated instruction, adaptations, research driven techniques and practices, data collection, data analysis and assessment based instruction.
- Multidisciplinary team meetings provide our staff with comprehensive views of student progress, as well as updates to new technology and various professional techniques. Frequent communication with family members assures that a collaborative and cohesive approach is maintained.
- Teachers and paraprofessionals receive regular training in writing and implementing behavior plans, including BIP's and FBA's. Rutgers University and District 75 ABA mentors also provide training to staff in Applied Behavioral Analysis. Data is collected and analyzed to determine progress and identify next steps.
- Access to the general education curriculum is provided in both inclusive and self contained classrooms. In both settings, students participate in age and grade appropriate, standards based instruction with supports and adaptations provided by P226M staff.
- Because of the high levels of collaboration between our P226M staff members, we have discovered that administrators, teachers, and clinicians attending various IEP Trainings presented by The ISC, N.Y.S. and N.Y.C., often receive directions that are unreliable because they are inconsistent with information presented at other trainings. In fact, directions provided at one training often contradict directions presented at another.

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.

- Yes, we need help from central to ensure that presenters from the ISC, City and State work together to provide reliable and consistent directions during trainings. In the meantime, P226M staff will continue to collaborate and compare notes from training to training.
- This fall, to further enhance our students access to the general education curriculum, classroom teachers will receive intensive training on using DRA to assess student reading levels, track outcomes, and plan instruction. Follow up trainings to review progress and refine practice will be conducted throughout the school year.

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

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

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.

P226M formed a committee to examine and collect data in response to all statements in Appendix 7. This committee is comprised of administrators, lead teachers and school based coach/mentor. Data was recorded, and then analyzed for accuracy, reliability and relevance to the findings. By consensus, a determination was made as to the relevance of each finding to P226M. The administration shared findings at faculty conferences, SLT meetings and PTA meetings.

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

Applicable  Not Applicable

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

- At P226M, accommodations and modification are programmatic for every child. IEP requirements are followed in every classroom through differentiated instruction, adaptations, supports and modifications according to the needs of each child and as indicated in the IEP. Allocation of classroom staff and related service providers promote both small group and 1:1 instruction as well as provide opportunity to provide various accommodations including time on task, communication adaptations, and physical accommodations
- P226M carefully monitors the alignment between NYS Standards, assessments, IEP goals, and instruction through the use of our Assessment – Instruction Connection Form This form which identifies connections between, NYS standards, various assessment results, work samples, IEP goals and objectives, is stored along with work samples and assessments in each student's P226M portfolio. IEP promotional criteria are included in our Assessment – Instruction Connection Form to more fully assure that promotional criteria are aligned to all assessments, IEP goals, and instruction.
- Professional development provided on a 1:1 basis with the school based coach/mentor or administrators and in small group cohort meetings allow for individualized supports to teachers in developing differentiated instruction, individualized behavioral supports, small group, 2:1 and 1:1 student to staff instructional opportunities. Site based, District 75, and outside trainings also provide support to teachers in these areas. Following large PD's, teachers have the opportunity to discuss key concepts and implementation with cohorts, mentors, head teachers and administrators.
- All students receive instruction that is standards based and connected to their chronologic grade level.
- Students taking standardized tests who are in inclusive settings, participate in test preparation alongside their general education peers. Like their classmates, our students also take practice tests. When needed, students taking standardized assessments may have modified grade level promotional criteria and testing accommodations.
- Students who participate in the NYSAA have goals and objectives that are aligned with the NYS Standards directly or through the AGLIs.
- Every student in P226M has a Behavior Plan included in their IEP. In addition, every student has a BIP or an FBA for those students with the most severe behaviors. Behavior plans specify goals and objectives for every student.
- We do not need help from Central in this area.

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.

Not applicable

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

*This appendix will not be required for 2009-10.*

**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.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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**This is a NON-TITLE 1 school.**

### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

### **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). 7
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
**N/A: school does not receive any set-aside funds**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
  - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 studnets are eligible to attend any programs run through the STH units at the ISC.**



## THE NEW YORK CITY DEPARTMENT OF EDUCATION

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**P. 226M**  
345 EAST 15<sup>TH</sup> STREET  
NEW YORK, NY 10003  
TELEPHONE: (212) 477-5017  
FAX: (212) 477-5164

**DANIA CHEDDIE, PRINCIPAL**  
**ASSISTANT PRINCIPALS:**  
**DEBRA MASTRIANO**  
**INMACULADA JARDI**  
**SHELLY KLAINBERG**

### OFFICE OF ENGLISH LANGUAGE LEARNERS LANGUAGE ALLOCATION POLICY, SCHOOL YEAR 2009-10

#### LAP NARRATIVE

**Region 9, District 75**

**School: P226M**

**Network leader- Stephanie Mckaskill**

**Parent Coordinator: Dahyana Francis**

**Coach: Paula Beldengreen**

**Number of ESL Providers: 3**

**Principal: Dania Cheddie**

**Parent: Anna Blanchette**

**Teacher: Eduardo Tario**

**Teacher: Aracelis Pimentel**

**Teacher: Camilla Swift**

Twenty nine English Language Learners are served in the P226M ESL ONLY. It is the 10.55% of the total population in the school. P226M has 275 students. This number includes eight students whose IEPs indicate ESL only, and twenty one students in Alternate Placement. ELLs receive the number of units of ESL required under CR Part 154 by ESL teachers and classroom teachers. Classroom instruction is provided in English and bilingual students are placed in these classrooms with alternate placement paraprofessionals. The paraprofessionals in alternate placement speak English and the native the language of the student according to the IEP regulations. There are 14 students in grades K-8, of which five have been receiving ELL services for three years or less, they all are at the beginning English Proficiency level and receive 360 minutes of ESL services according to the CR Part 154. There are 12 students in grades 9-12 and they receive 540 minutes of ESL services according to the CR Part 154. ESL is provided by two certified teachers through a push in model of instruction. Most the students are classified as having autism and they are placed in a student-to-staff ratio of 6:1:1. 14 students are classified as Mentally Retarded and Emotionally Disturbed and are in a student-to-staff ratio of a 12:1:1. We have 2 students in Kindergarten, 1 in first grade, 1 in second grade, 1 in third grade, 5 in fourth grade, 3 in sixth grade, 1 in seventh grade, 2 in ninth, 3 in eleventh grade and 7 in twelfth grade. At the elementary level, most of our students are Spanish speaking. At the high school level all of our students are Spanish speaking except two who speak Chinese. The languages of the alternate placement paraprofessionals who serve the ELLs who have alternate placement

**MAY 2009**

paraprofessionals are Spanish and Chinese. All programs are aligned with the parents' requests and the students' IEPs. P226M ELLs participated in the NYSAA and the NYSESLAT. During school year 2008-09, we did not have bilingual classes.

ELL students are being identified using the Home Language Identification Survey (HLIS) resulting on English not being the language spoken at home. In addition, ELLs have scored at or below the appropriate cut score on the Revised Language Assessment Battery (LAB-R). If students HLIS is not completed by the CSE, it is completed by the school. For those students whose results on the HLIS suggest that a LAB-R should have been administered and was not, arrangements are made for a LAB-R to be administered by the school. The answer documents are sent to the ISC to ensure official scanning. Once the students have been identified as ELLs, they are eligible to take the NYSESLAT. We utilize the ATS report, RLER-LAB-R, to identify students eligible for LAB-R testing and the ATS report, RLER-LAT, to identify students eligible for the NYSESLAT.

Options for special education English Language Learners are discussed with parents during the Educational Planning Conference at the CSE level and at triennial conferences with the SBST. At P226M, parents again receive this information from the school's parent coordinator, school leadership team meetings, semi-annual site parent meetings, school newsletters and parent-teacher conferences. In addition, this information is available in the P226M Parent Handbook. Our school also offers parents on-going information in their home language and trainings on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, assessments, standards and achievement of goals. We also encourage parents of ELLs to attend conferences sponsored by agencies such as YAI.

Most of our English Language Learners take the New York State Alternate Assessment and participate in the ongoing P226M portfolio assessment. As a result, new assessment-based tasks are always being developed. These tasks are designed collaboratively by the special education teachers, related service providers, and the ESL teachers.

All of the ELLs at P226M are not eligible to take standardized assessments. Instead they participate in the NYS Alternate Assessment.

Students in alternate assessment do not take standardized tests due to the severity of their language and/or cognitive impairments, therefore the data collected would not be meaningful. None the less, these students are required to take the NYSESLAT, including X coded students.. Consequently, the results of NYSESLAT do not reflect the true abilities or progress of our students. All students, including the X coded, scored at the beginning level in all modalities (speaking, listening, reading and writing) due to language and processing deficits related to their autism or mental retardation diagnosis.. Three of the students scored invalid. To demonstrate student growth our data is based on student work, rubrics, Brigance Assessment, ABLLS and updates of student goals in the IEP. In the event that students scored at the proficient level on the NYSESLAT, the school will provide the student with an additional year of ESL support.

During the 2008-2009 school year, 16 of the 29 ELLs students participated in the NYSAA. All of them scored at Level 4 in Math except one who scored at Level 3, all of them scored at Level 4 in Science and Social Studies. In Reading, 100% of the students scored at

**MAY 2009**

Level 4. While we will continue to work in all areas, the results of the NYSAA suggest that we continue with the same academic focus. Teachers will participate in cohort meetings to discuss curriculum, share experiences, and learn new strategies to enhance their reading instructions. We will also expand classroom libraries and utilize technology in all subject areas.

The results of the NYSAA suggest that we will continue working in all areas to improve student achievement. We will utilize the TPR approach and increase the use of sensory modalities during instruction. Technology will also be included in all subject areas.

School leadership team members participated by reviewing and analyzing the assessment results for all students, including ELL students in Alternate and Standardized Assessment.

25 students are X coded. These students will be supported for two years with ESL services. The parent coordinator will provide these families with additional support and information using the families' native language. These X coded students all take the NYSESLAT.

The implications of the Language Allocation Policy are to help ensure that students who are limited English proficient achieve a higher level of academic attainment in English. This can be achieved by involving all ELL students in a structured and rigorous ESL curriculum. Our ESL providers utilize numerous recognized ESL approaches such as, the TPR, Natural Approach and the use of technology. In addition we use graphic organizers and multi-sensory approaches in conjunction with augmentative communication devices and Mayer Johnson symbols. Additionally, we utilize the FACES and Syracuse curriculums which are specifically designed to address the very special needs of our students. Teacher dialogues with parents and guardians include a discussion of students' native language literacy levels. This information strongly influences English Language Arts curriculum design and individualized language-development strategies. All staff has participated in the mandated 10 hours of Jose P. ESL staff development.

There are 6 students receiving extension of services. These are students who have been receiving services for more than three years, but less than 6 years. We continue providing the ESL services as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT.

In addition to meeting all CR Part 154 requirements, students who have received ESL instruction for 6 years or more, receive additional ESL support in various areas including job sites, ADL and community based instruction.

P226M makes a strong effort to stay in close contact with all ELL parents. We inform parents of their child's eligibility for ELL services. We provide them with school notices and informational materials translated in their native language. Our Parent Coordinator works closely with ELL supervisors, staff, and families to provide additional support and information.

Presently we have 5 ELL newcomers. The school plan for new ELL entrants to the English Language School System includes providing a nurturing environment to facilitate language production by providing an experience special education teacher and alternate placement paraprofessional that are familiar with bilingual and ESL techniques. If it is possible, we also group students that share the same

first language. This facilitates communication among students and facilitates adaptation to the school system.

Presently, we have no SIFE students. When we do, the students will receive instruction in English through ESL methodology by special education teachers.

Common planning times are scheduled to optimize instruction in order to foster language acquisition. During the instruction of ELA, the collaboration between the special education teacher and the ESL provider is very important. They work as a team and they provide the appropriate instruction for the ESL students. During team meetings, the teacher, paraprofessionals, related services and ESL teacher discuss strategies to optimize instruction for the ELL student; they develop cross curricular IEP goals. For the high school students, transition is considered a primary focus. The team collaborates in the creation of the ESL techniques that will be incorporated during instructional periods to maximize English language acquisition for ELLs

For ESL instruction, we use both a push-in and a pull-out model. Using the push-in model, the ESL teacher and the classroom teacher collaborate on adaptations for the student during whole class instruction. In this model, the ESL teacher spends blocks of time in the classroom with their student and classmates. As the classroom teacher is instructing the full class, the ESL teacher is specifically targeting the goals of the ESL students. Both teachers plan collaboratively to provide the appropriate instruction for the ESL students.

In the pull-out model, the student is removed from class and works individually with the ESL teacher. The work done during these sessions, normally targets the specific needs of the students in a certain subject area. It is always connected to the work they are doing in their regular classroom and it is used as a time of intensive practice or skill development. This pull-out model is only used with students who are able to generalize and apply the information they are learning in the one-on-one session.

Technology, such as Boardmaker and digital cameras, is integrated into ESL and the content areas. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. The classroom library includes a variety of books at all levels reflecting the backgrounds, needs and strengths of ELLs. The SAXON ELA and Math curriculums are followed in the elementary grades. “Writing Without Tears”, Evan-Moore’s “Grammar and Punctuation”, “Draw Then Write”, “75 Picture Prompts for Young Writers”, “Writing Prompts Journals” and “Meville to Weville “ are also some of the curricula utilized in the elementary grades. Additionally, at the Middle and High School grades we utilize Caught Reading, Star Reporter, Santillana materials, FACES and Syracuse Curriculum which are specifically designed to address the very special needs of our ELL students. Content area instruction follows the NYC Scope and Sequence. Functionally based instruction is provided across the curriculum in order to foster generalization of skills and increase independence levels. Additional ESL support is provided in areas including job sites, ADL and community based instruction. Materials from Delta Education are used in our hands-on science program. Community based experiences; field trips and Adaptive Physical Education complete our program for our ELL students.

P. 226M will provide a variety of opportunities for teachers to master the teaching strategies, curriculum practices and behavioral approaches which address the particular needs of our ELL students. P226M provides ongoing professional development to all staff including those teachers and paraprofessionals with ELL students in their classrooms. Due to the needs of our students with autism, English

Language Acquisition methodologies are used throughout the curriculum. Professional Development is provided to staff in differentiated instruction and goal setting to promote student learning according to students needs including ELLs. In addition all of our students receive Speech and Language Services. The therapists work closely with and train pedagogic staff. The primary purpose of this instruction is to promote English language communication skills for all students including those who are ELL.

Administration also provides Professional Development addressing the needs and topics of ELL students. For example, strategies that support English Language Learners have included professional development on Methodologies for Language Acquisition and Language Instruction, Standards Based Instruction and Assessment, Emergent Literacy, Reading Readiness and Writing Procedures, and IEP Writing Techniques. In addition, ESL staff provides specific training to classroom teachers about pertinent topics, strategies, and materials for ESL instruction. They also provide support to paraprofessionals on ESL techniques through their classroom “push in” model.

Collaboration between the school and the district based support coach has been established. Teachers and paraprofessionals serving ELLs are supported through the coaching services provided by the district’s instructional coach. The coach visits the school and trains staff on ESL techniques.

The Language Allocation Policy (LAP) was collaboratively developed with the administration and ESL staff. Then it is explained and distributed to teachers who have ELL students in their classrooms.

Portfolios completed by classroom teachers, Speech and Language providers, and ESL teachers demonstrate English Language acquisition and development of communication skills. Each portfolio compiled by ESL teachers is organized to specifically address the needs of ELLs.

In addition, we provide staff support by encouraging attendance at district, city and state wide seminars focusing on the education of ELLs with severe disabilities.

**MAY 2009**

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>D 75</b>	School <b>P226M</b>
Principal <b>Dania Cheddie</b>	Assistant Principal <b>Imma Jardi</b>
Coach <b>Paula Beldengreen</b>	Coach
Teacher/Subject Area <b>Eduardo Tario (ESL)</b>	Guidance Counselor <b>Adriana Garcia</b>
Teacher/Subject Area <b>Aracelis Pimentel (ESL)</b>	Parent <b>Anna Blanchette</b>
Teacher/Subject Area <b>Camilla Swift (ESL)</b>	Parent Coordinator <b>Dahyana Francis</b>
Related Service Provider <b>Cherise Acevedo</b>	SAF <b>Sheryl Watkins</b>
Network Leader <b>Stephanie McCaskill</b>	Other

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>275</b>	Total Number of ELLs	<b>29</b>	ELLs as Share of Total Student Population (%)	<b>10.55%</b>
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## Part II: ELL Identification Process

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

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



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

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
<b>TOTAL</b>	<b>0</b>																			

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	2	1	1	1	5	0	3	1	0	14
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>14</b>

## Programming and Scheduling Information

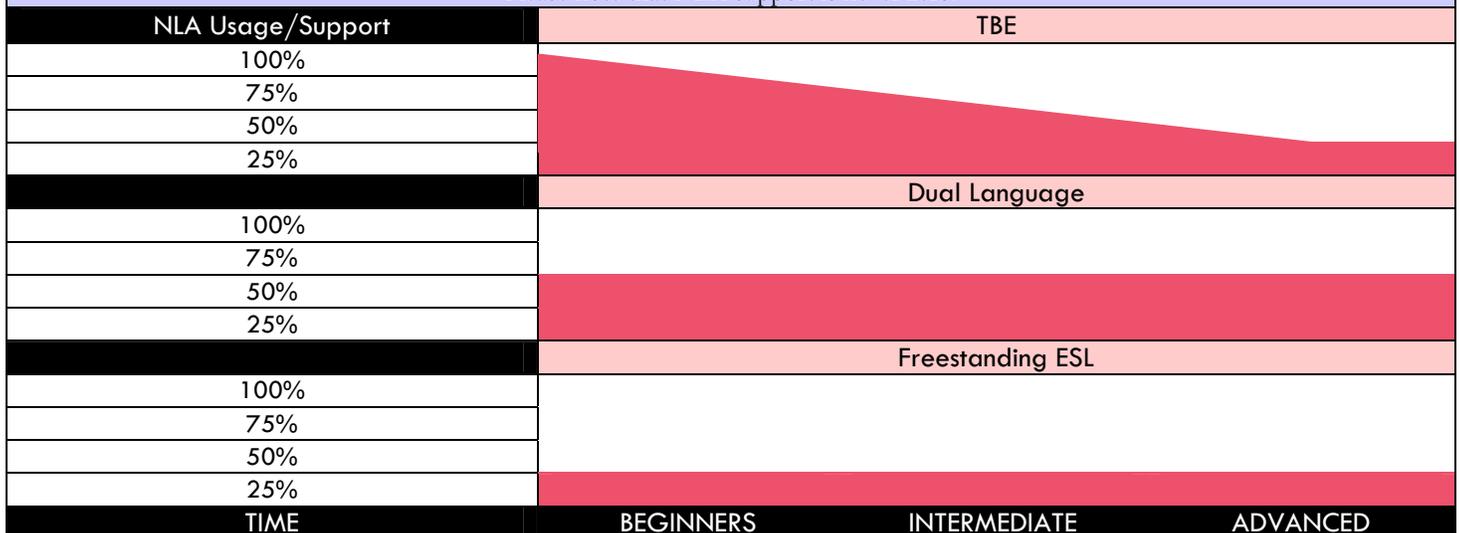
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	1	1	1	5	0	3	1	0	14
Intermediate(I)										0
Advanced (A)										0
Total	2	1	1	1	5	0	3	1	0	14

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	2	1	1	1	5	0	3	1	0
	I									
	A									
	P									
READING/ WRITING	B	2	1	1	1	5	0	3	1	0
	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				10	10

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							10		10

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							5		5

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		0

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

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

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

# Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Imma Jardi	Assistant Principal		
Dyhana Francis	Parent Coordinator		
Eduardo Tario	ESL Teacher		
Anna Blanchette	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Paula Beldengreen	Coach		
	Coach		
Adriana Garcia	Guidance Counselor		
Sheryl Watkins	School Achievement Facilitator		
Stephanie McCaskill	Network Leader		
	Other		
	Other		

<b>Signatures</b>	
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 <b>D75</b>	School <b>P226M</b>
Principal <b>Dania Cheddie</b>	Assistant Principal <b>Imma Jardi</b>
Coach <b>Paula Beldengreen</b>	Coach
Teacher/Subject Area <b>Eduardo Tario (ESL)</b>	Guidance Counselor <b>Adriana Garcia</b>
Teacher/Subject Area <b>Aracelis Pimentel(ESL)</b>	Parent <b>Ana Blanchette</b>
Teacher/Subject Area <b>Camilla Swift (ESL)</b>	Parent Coordinator <b>Dyhana Francis</b>
Related Service Provider <b>Cherise Acevedo</b>	SAF <b>Sheryl Watkins</b>
Network Leader <b>Stephanie McKaskill</b>	Other

#### B. Teacher Qualifications

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

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

#### C. School Demographics

Total Number of Students in School	<b>275</b>	Total Number of ELLs	<b>29</b>	ELLs as Share of Total Student Population (%)	<b>10.55%</b>
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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
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
<b>Dual Language</b> <small>(50%:50%)</small>					0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>					0
<b>Push-In</b>	5	0	3	7	15
<b>Total</b>	5	0	3	7	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	12
SIFE		ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	12

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	0			0			12			12
<b>Total</b>	0	0	0	0	0	0	12	0	0	12

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

### C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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
<b>TOTAL</b>	<b>0</b>									

**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	5			6	11
Chinese			3		3
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0

Albanian					0
Other				1	1

Programming and Scheduling Information					
1. How is instruction delivered? <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol>					
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)? <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol>					
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? <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>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.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol>					
<b>TOTAL</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>15</b>

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
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.	
NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	

75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

### Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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

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

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- 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)	5		3	7	15
Intermediate(I)					0
Advanced (A)					0

Total	5	0	3	7	15
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NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	5		3	7
	I				
	A				
	P				
READING/WRITING	B	5		3	7
	I				
	A				
	P				

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	6			
NYSAA Mathematics	6			

NYSAA Social Studies	6			
NYSAA Science	6			

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

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

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

## Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Imma Jardi	Assistant Principal		
Dyhana Francis	Parent Coordinator		
Eduardo Tario	ESL Teacher		
Anna Blanchette	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Paula Beldengreen	Coach		
	Coach		
Adriana Garcia	Guidance Counselor		
Sheryl Watkins	School Achievement Facilitator		
Stephanie McCaskill	Network Leader		
	Other		
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	

Reviewed by ELL Compliance and Performance Specialist

Date

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