



721M

2009--2010 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 721M **SCHOOL NAME:** 721 Manhattan Occupational Training Center

DISTRICT: 75 **SSO NAME/NETWORK #:** 75 Network 5

SCHOOL ADDRESS: 250 West Houston Street, New York, NY 10014

SCHOOL TELEPHONE: 212-675-7926 **FAX:** 212-255-3227

SCHOOL CONTACT PERSON: Antoinette Bello **EMAIL ADDRESS:** abello2@schools.nyc.gov

POSITION/TITLE PRINCIPAL, I.A.

PRINT/TYPE NAME ANTOINETTE BELLO

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Joseph Stewart

PRINCIPAL, I.A.

Antoinette Bello

UFT CHAPTER LEADER

Henry Gonzalez

**PARENTS' ASSOCIATION
PRESIDENT**

Caritina Torres

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Carol Brady	*Principal or Designee	
Henry Gonzalez	*UFT Chapter Chairperson or Designee	
Caritina Torres	*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, if applicable	
Patria Bautista	Parent Representative	
Rebecca Lewis	Parent Representative	
Ritza Lino	Parent Representative	
Dorothy Arroyo	Assistant Principal	
Maureen Brown	Teacher Representative	
Laura Hanrahan	Teacher Representative	
Joseph Stewart	SLT Chairperson (Teacher)	

* 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.

721M (Manhattan Occupational Training Center) is part of the constellation of fifty-eight District 75 schools. It has 251 high school age (14 – 21 years) students enrolled in five (5) sites. Students participate in the Individualized Education Program process (I.E.P.) and receive a myriad of related and support services including a twelve-month school year. All students participate in the New York State Alternate Assessment with the exception of students attending general education high school inclusion sites.

The main site of 721M is located at 250 West Houston Street, NY, NY. The site houses fifteen (15) 12:1:1 ratio classes. Six (6) classes attend community worksites daily. Four (4) classes are departmentalized classes, and five (5) classes are self-contained. One off-site is located at 400 First Avenue in New York City within the District 75 headquarters. It consists of two classes for students with multiple disabilities (12:1:4 ratio) and one 12:1:1 worksite class. A second off-site is located at Stuyvesant High School. This site has three classes with 12:1:1 ratios, one of which is a community worksite class. In addition, 721M has two inclusion classes, one at Chelsea High School and one at Legacy High School.

721M students have diverse educational needs. They participate in a variety of research-based instructional programs that serve students with pervasive developmental disorders, including mental retardation, sensory impairments and/or limited mobility including a small percentage of students with learning and emotional challenges. 721M's educational focus is on achieving successful postsecondary adult life outcomes through transition planning for our students.

The 721M departmentalized classes serve students within the moderate to severe range of disabilities. The focus for these students is on the integration of functional academics, social skills, and work-related skills that are aligned with the core curriculum subject areas for 90 minute blocks (i.e. English Language Arts/social studies and mathematics/science). Departmentalized classes employ a structured teaching/center-based classroom environment where students work in small groups and independently to acquire necessary skills in preparation for their transition to the world of work.

Self-contained classes address students' academic, social, vocational and career needs through the use of visual supports and/or a structured teaching model of Treatment and Education of Autistic and Related Communication of Handicapped Children (TEACCH), which provides a non-deficit model of teaching and individualizes instruction through ongoing assessment in a highly organized environment with clear physical and visual boundaries. Structured teaching minimizes student distractions and potential for behavior and maximizes independence and sense of order.

Worksite classes have students placed in twenty (20) community job-related sites which include nursing homes, hospitals, the Labor Department, McDonald's, Federation Employment and Guidance Services, Inc. (FEGS), CVS, Housing Works Thrift Stores and the headquarters of District 75 including the Mailroom and the Placement Office. Students travel in enclaves of about three to four with our trained job coaches to worksites and apply skills learned in school to the world of work. When back at school, instruction in the content areas and vocational/career education takes place. 721M has two self-contained worksite classes within the main site which are called Entrepreneur Classes. The focus of these classes is to begin a "virtual" business enterprise and be responsible for all aspects of the business. All of the worksite classes use the new NEXT Transition Skills System which is a computerized program for assessing competencies in the ten basic skill areas necessary for work as identified by the New York State Department of Labor (Secretary's Commission on Achieving Necessary Skills --SCANS). The NEXT Transition Skills System provides an assessment of individual student progress on each of the identified goals and objectives. This is done through the use of an electronic checklist which lists competencies and objectives in order of difficulty and provides an objective and quantifiable means of measuring progress in these competencies.

Our vision/ mission is to **motivate** all students to be as independent as possible; provide them with dynamic academic, social and vocational/career **opportunities** through a coordinated set of activities, identified skills and competencies necessary to support their **transition** into adult life. Toward this end, we will work together to establish better **communication** and collaboration amongst students, parents and professionals. We are committed to support each other and implement the use of data to drive all instructional decisions to achieve successful student outcomes.

721M will continue its partnership with the New York State Model Transition Program (MTP) Grant for the final year (3rd year) of implementation. The thrust and focus of this grant is to have students, parents and the school partner with the Association for the Help of Retarded Citizens (AHRC) and Vocational Educational Services for Individuals with Disabilities (VESID) to increase the number of students involved in an integrated employment model and postsecondary adult service systems.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. M721 - Manhattan Occupational Training Center							
District:	75	DBN:	75M721	School BEDS Code:	307500011721			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8	√	12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		89.5 / 83.2			
Kindergarten	0	0	0					
Student Stability - % of Enrollment:								
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		83.3			
Grade 3	0	0	0					
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		56.7			
Grade 8	0	0	1		62.2			
Grade 9	1	1	4		0.0			
Students in Temporary Housing - Total Number:								
Grade 10	1	8	5	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	2	2	10		5			
Grade 12	72	9	100		0			
Ungraded	169	235	132	Recent Immigrants - Total Number:				
Total	245	255	252	(As of October 31)	2006-07	2007-08	2008-09	
					4			
					4			
					2			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	245	255	252	Principal Suspensions	1	2	9	
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9	1	2	
Number all others	0	0	0					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)								
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	48	34	31	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	17	12	9	Number of Teachers	44	45	46	

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	62	50	43	Number of Administrators and Other Professionals	12	42	43
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	31	26
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	39	32	35	% fully licensed & permanently assigned to this school	100.0	97.8	100.0
				% more than 2 years teaching in this school	75.0	80.0	87.0
				% more than 5 years teaching anywhere	52.3	53.3	67.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	89.0	96.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	40.0	0.0	91.4
American Indian or Alaska Native	0.0	0.8	0.8				
Black or African American	29.4	29.8	31.3				
Hispanic or Latino	58.4	56.5	53.6				
Asian or Native Hawaiian/Other Pacific Isl.	7.4	7.8	7.1				
White	4.9	5.1	7.1				
Male	62.0	61.6	60.3				
Female	38.0	38.4	39.7				
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							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation: ▶			
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data ▶			
School Environment:				Quality Statement 2: Plan and Set Goals ▶			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals ▶			
School Performance:				Quality Statement 4: Align Capacity Building to Goals ▶			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise Δ			
Student Progress:							
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:							
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

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?

721M Major Accomplishments 2008--2009

Technology

- Awarded Lower Manhattan Development Corporation (LMDC) Grant for \$82,000.00 with an additional \$100,000.00 to be awarded by need. This grant will significantly increase and support student interactive participation during instructional activities at all sites.
- \$150,000 Resolution A Grant (RESO A) – purchased and delivered computer hardware and peripherals to support instruction. The number of students receiving technology instruction increased 43% during the 2008--2009 school year resulting in the school conducting our First Annual Literacy/Technology Fair in May 2009 to display student generated technology projects.

Use of Data (to inform instruction)

- 2008--2009 School-Based Inquiry Team data from a targeted population of students yielded significant increases on English Language Arts/Native Language Arts communication skills (following directions) and each student's ability to follow multi-step directions (both bilingual and monolingual students) as evidenced on the Brigance Inventory of Basic Skills baseline data October 2008 and reassessed June 2009. Projected increase was 5% for each student. Overall average increases ranged from 12% to 17.5% using structured teaching techniques (visual supports).

Professional Development – comparison of Professional Development statistics from 2007--2008 to 2008--2009:

- 43% increase in number of teachers attending full-day teacher workshops
- 44% increase in the number of interschool visitations to similar District 75 programs
- 100% of teachers at the Houston Street Site (Main Site) and all offsites participated in interclass visitations for identification of “best classroom practices”
- 50% increase in the number of teachers attending small group teacher meetings with administrators

- 33% increase evidenced in teacher observation reports showed appropriate planning and differentiation
- 79% increase in the number of paraprofessionals attending workshops (full day or equivalent) related to classroom/worksite assignment

Parent Engagement – comparison of data from the 2007--2008 to 2008--2009 school year:

- 57% increase in the number of events held for parents
- 75% increase in the number of Parent Coordinator newsletters sent home to parents
- 312% increase in the number of parents attending PA meetings
(# of parents attending 2007--2008 totaled **60** / # of parents attending 2008--2009 totaled **187**)
- 12% increase in the number of parents attending Fall/Spring Parent/Teacher Conferences
- 79% increase in the number of parents responding to the Learning Environment Survey

Performance Trends

1. We have seen continued growth with our students in alternate assessment classes particularly in the area English Language Arts/communication as measured by the Brigance Assessment Inventories. While growth is apparent, we will continue to work in this area because it is critical in developing greater student independence.
2. As a result of analyzing student performance data, it became apparent that we needed to organize our efforts to provide focus on differentiated instructional environments depending on the needs of the students (modified departmental program focus on skills related to our worksite program; self-contained Treatment and Education of Autistic and Related Communication of Handicapped Children (TEACCH) classes for students who require structured rituals and routines to be taught in a clear and supported environment through the use of visual supports aligned to functional daily living / academic and vocational skill development). Students in our worksite classes are generalizing and honing skills learned to support their postsecondary transition outcomes as stated in their individual transition plans.
3. 721M staff identified their own particular professional development interests and needs on a survey developed by the School Leadership Team. A specific Professional Development Plan for 2009-2010 was implemented to target the needs of the staff serving each type of instructional environment.
4. We are using Vocational Level I Assessments to place students in school or community-based, job-related experiences. Based on age, level of functioning, level of independence and job readiness, students were placed in specific types of instructional environments. To improve the quality of instruction and to match jobs to students' skills and interests based on objective data, we will continue to use the NEXT Transition Skills System to provide additional quantifiable data for individual students for all worksite classes. Fall /Spring 2009--2010 NEXT Transition Skills System data assessment will reveal individual student strengths and areas of need related to the Transition Plan (Page 10 of Individualize Education Program) and subsequently empower staff to make better informed decisions regarding student worksite and future postsecondary placements.
5. Over the past year, we have seen a significant increase in the level of parental involvement. A close review of the subgroup of parents involved still indicated that parents tend to increase involvement as their children come close to transitioning out of the school. It is critical that we continue outreach to parents, especially for those new to the school as

parental involvement earlier in students' education will attain more positive outcomes for our students.

6. The Transition Linkage Coordinator, Job Developer, and school team will work together to implement many of the new District 75 Standard Operating Procedures Manual (SOPM) for Transition Procedures to improve the transition process by implementing a systematic procedure to provide and document all of the academic, social, and vocational-related experiences including formal travel training at 721M to fulfill the requirements for successful postsecondary transition outcomes for students.

The School Leadership Team, Administrators, and the United Federation of Teachers Chapter Leader for 721M reviewed the CEP goals and action plans set forth during the 2008--2009 school year and reflected upon those that we felt needed further development. In addition, we reviewed the results of the 2008--2009 Quality Review, the 2008 and 2009 Learning Environment Surveys, and grants received along with the results of the School-Based Inquiry Team Action Plan, surveys and teacher-made assessments as these data sources are pertinent to our school. Based on the data reviewed, we decided to focus on the following areas:

- **Data Analysis:** The results of the Quality Review found that teachers at 721M need to systematically gather, interpret and analyze assessment data on all students in all classes to set measurable, rigorous, differentiated Individualized Education Program goals and objectives. The data must systematically be checked and adjusted to inform instructional practice and increase student achievement levels in English Language Arts and Mathematics.
- **Technology:** As recipients of the Lower Manhattan Development Corporation Grant for the 2009--2010 school year, we decided to continue to expand the use of technology as an instructional learning tool to increase student engagement and produce a multi-media project.
- **Professional Development:** The 2009 Quality Review "What the School Needs to Improve" Section indicated that teachers need opportunities to build teams that take ownership of projects for change in and improvement of instruction. A staff Professional Development Survey was developed and disseminated by the School Leadership Team in April 2009. Results indicated staff interest in job coaching strategies, behavior management, structured teaching, and technology and school-based vocational training activities. Professional development has been provided in these areas both in and out of the school setting. A Professional Development Calendar has been published, and a formalized system established whereby staff members provide feedback on training received. Turnkey training will be provided to staff on designated Professional Development Days, monthly faculty conferences, and during scheduled peer group/cohort meetings to take ownership and accountability for the improvement of their instructional practices and the achievement of all students.
- **Transition:** 721M will implement procedures as outlined in the new District 75 Standard Operating Procedures Manual (SOPM) to produce better postsecondary outcomes for students through effective transition planning.

- **Align Capacity to School Goals:** The Quality Review and Learning Environment Survey results revealed among staff a “lack of trust” and “poor communication” between staff and administration and a need to clarify school goals to produce whole-faculty ownership to improve student achievement. Focus for the 2009--2010 school year will be to develop both qualitative and quantitative means to improve communication among all school members through electronic communication, scheduled small-group teacher meetings, committees to work on projects for change, leveled accountability by all team members, periodic reviews of assessments and Individualized Education Programs conducted jointly by staff and administrators, professional development – team building, forming peer groups with lead teachers all with a commitment to improve instructional practices aligned with the Professional Teaching Standards (PTS), setting Professional Teaching Standards with all teachers and accountability through periodic assessment and data reviews.

Aids

- District 75 Implementation of Core Curriculum Guide and pacing calendars for 12:1:1 students
- District 75 Standard Operating Procedure Manual (SOPM) for Transition which provides the most up-to-date compliances and mandates transition
- Assignment of District 75 Coaches to provide hands-on assistance to staff for content area instruction, modeling “best practices” for 12:1:4 and 12:1:1 classrooms, Individualized Education Program development, lesson planning (grouping/differentiation), transition, Positive Behavior Supports, and the use of technology as a tool for instruction.

Barriers

- Cuts in the overall school budget and the reduction of the number of classes at 721M significantly impact and decrease the allocation of funds for professional development and team-building activities.
- The school team’s “lack of trust” in administration and poor communication between staff members and administrators

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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

- ✚ **By June 2010, 75% of 721M students will master at least one Individualized Education Program objective and/or goal in each of the following areas: English Language Arts, Mathematics, and Work/Transition Skills as measured by data collection sheets and updated Page 6's on Individual Education Programs.**

- ✚ **By June 2010, there will be a 20% increase in professional development offered and conducted by Administrators and pedagogues to the school community on various topics as evidenced by agendas and attendance sheets for professional development sessions.**

- ✚ **By June 2010, all 721M students (100%) at each site will have used technology to assist in gathering, organizing, and/or presenting information as evidenced by completed individual or group multi-media generated projects that meet the standards and address the area of transition which will be presented at the school's Literacy/Technology Fair.**

- ✚ **By June 2010, communication amongst staff members will improve through the implementation of a Communication Committee and the identification and implementation of two (2) best practices for improved communication as evidenced by the publication of the results of a staff survey on improved communication and by a 20% increase in staff participation on the 2010 Learning Environment Survey with a 25% rise in the staff Communication section of the survey as evidenced by results from the survey.**

- ✚ **By June 2010, vocational experiences for students at 721M will increase by 10% as demonstrated by student placement in at least (2) additional community-based worksites, and 100% of all students ages fourteen (14) and older will have completed Transition Plans as evidenced by each student's Transition Plan.**

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 2008-09 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 (SINI/SRAP/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**DATA****Annual Goal**

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2010, 721M will systematically gather, interpret and analyze assessment data for all students in all classes to set measurable, rigorous, differentiated Individualized Education Program goals and objectives which will be regularly checked and adjusted to inform instructional practice and increase student achievement levels in English Language Arts, Mathematics and work skills as related to areas identified for improvement in the 2008--2009 Quality Review.

Objective 1 – By March 2010, 50% of 721M students will master at least one Individualized Education Program objective and/or goal in each of the following areas: English Language Arts, Mathematics, and Work/Transition Skills as measured by data collection sheets.

Objective 2 – By June 2010, 75% of 721M students will master at least one Individualized Education Program objective and/or goal in each of the following areas: English Language Arts, Mathematics, and Work/Transition Skills as measured by data collection sheets.

Objective 3 – By June 2010, **50%** of the targeted School-Based Inquiry Team students selected by School-Based Inquiry Teams will demonstrate a 15% gain in focusing on tasks or communication skills as evidenced by data collection sheets from the “Get Ready to Learn” Sensory Program or social skills training program.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- **Data Collection Timeline:** During the first week of each month, beginning January 2010, each teacher will submit a paper or electronic copy of the Individualized Education Program goal/objective mastery data for each student to his/her supervising Administrator.
- Administration/staff will review results of baseline data to identify target goals for students for skill mastery.
- Teachers will submit Individualized Education Program goal/objective mastery data for each student to be reviewed by school team (teachers/administrators) monthly.
- Teachers will attend scheduled weekly small group meetings with administrators and/or cohort peer groups/ colleagues to discuss pertinent topics for implementation of “best classroom practices” and procedures.
- Teachers will use individual student binders for targeted students identified by the School-Based Inquiry Team to cull data and inform decisions regarding curriculum, teaching strategies, techniques and to review authentic student work and assessments conducted as evidence of student achievement. Administration/staff will review student binders periodically.
- The School-Based Inquiry Team will analyze initial data from Individualized Education Programs, “Get Ready to Learn” Sensory Program/social skills training program and classroom observations to identify and target students’ strengths and specific needs.
- School-Based Inquiry Teams will utilize essential information for appropriate student groupings, differentiation of instruction and intervention support to address the particular learning styles of students essential to implement strategies that will effectively target learning challenges.
- Professional development will support staff and improve the quality of instruction as it pertains to the collection and alignment of data with classroom lessons in the following areas: training on Individualized Education Programs, design and implementation of strategies, selection/utilization of appropriate instructional materials for intervention, small group planning/instruction and differentiating lessons, NEXT Transition Skills System continuous data collection and follow up with School-Based Inquiry Teams with results from “Get Ready to Learn” or social skills training program.
- School-Based Inquiry Teams will consist of classroom teachers, School-Based Coach, Principal and/or Assistant Principals. Teams will meet at least twice monthly to monitor student progress from data collected on Individual Education Program goals mastery and from data collection for targeted students.
- Teams will meet to share, analyze and discuss pertinent data for targeted students and actual implementation approaches: conditions of learning, identified learning challenges, and research-based strategies to assist in the development of individual instructional programs to maximize student performance outcomes.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Other Than Personal Services (OTPS) budget will provide for consultants from HG Birch and AbleNet, Inc. • District 75 Professional Development Calendar for workshops congruent to teacher needs • District 75 school coaches and Special Education School Improvement Specialist (SEIS) coach assigned to our school • School-Based Inquiry Team funding will provide for after school per session for administration and teachers to meet as scheduled • Weekly common planning times • Lower Manhattan Development Corporation Grant of \$ 82,000.00 will be used to acquire additional computers and peripherals to teach technology skills and record/analyze student progress. • Monthly faculty meetings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Bi-monthly classroom walkthroughs by the Principal/Assistant Principals will follow up on teacher data collection including: student binders, “Get Ready to Learn” Sensory Program/social skills training data, Lexia software data results, NEXT Transition Skills System, and/or attendance reports. • Weekly Coach/Administrator Debriefing Forms (CAD’s) from District 75 coaches will be reviewed by administrators for progress and implementation of Teacher Action Plans/next steps. • Periodic review of student data on progress for achieving Individualized Education Program objectives/goals aligned to specified report card/ updates (January, March, and June 2010) <u>Projected Gains</u> March 2010: 50% of 721M students will master at least one Individualized Education Program objective and/or goal in each of the following areas: English Language Arts, Mathematics, and Work/Transition Skills June 2010: 75% of 721M students will master at least one Individualized Education Program objective and/or goal in each of the following areas: English Language Arts, Mathematics, and Work/Transition Skills

- Teacher Observations: Formal: 1 to 4 times of year Informal: periodic visits
- Cohort team meetings conducted weekly (agendas/handouts/minutes/attendance sheets)
- Scheduled at least twice monthly School-Based Inquiry Team Meetings (agenda/minutes/attendance sheets) to monitor student progress via data collected.
Projected Gains:
 - ~~ 15% increase in focusing on tasks through participation in the “Get Ready to Learn” Sensory Program
 - ~~ 15% increase in communication skills through participation in a social skills training program
- School-Based Inquiry Team bulletin board at each site will feature essential information and highlight the progress of students targeted for intervention by each team.

Subject/Area**Professional Development**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>721M will expand and support a school-wide professional development program that improves “best classroom practices” and effective instructional procedures as identified as an area of improvement by the 2009 Quality Review.</p> <p>Objective 1 - By June 2010, 75% of pedagogical staff will participate in professional development and will become skilled at using assessments: Brigance, NEXT Transition Skills System, Lexia Reading Software Program, “Get Ready to Learn” Sensory Program, New York State Alternate Assessment (NYSAA) and structured teaching/Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) to deepen the understanding of student performance as evidenced by agendas and attendance sheets for professional development sessions and data from assessments.</p> <p>Objective 2 - By June 2010, there will be a 15% increase in professional development offered and conducted by pedagogues to peer groups and Administrators on topics including but not limited to: writing a quality Transition Individualized Education Program, creating an effective classroom environment/learning centers, content-based instruction, data, developing independent tasks/differentiated instruction, team building, English as a Second Language (ESL) methodologies, adaptive communication, activities for students that are aligned with Individualized Education Program goals/objectives, technology, Positive Behavior Supports, rerouting, preparing students for worksite assignments, preparation for post-secondary outcomes, and the Professional Teaching Standards as evidenced by agendas and attendance sheets for professional development sessions.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 721M professional development will be presented by in-house staff members who have attended training sessions offered at the district, outside conferences, in school workshops given by D75 coaches and outside agencies in an effort to expand team-building capacity. We will increase the number of staff who will conduct turnkey training during designated staff development days, cohort sessions and faculty meetings. • 721M school team will develop and implement a ten (10) month Professional Development Plan and post a monthly Professional Development Calendar to align with the school implementing “best classroom practices” and instructional procedures. • All sites will post feedback sheets on Professional Development bulletin boards for collegial review by school community.

	<ul style="list-style-type: none"> • Scheduled staff bi-monthly cohort meetings are conducted with Principal, Assistant Principals and/or lead teachers at all sites with specific topics related to School-Based Inquiry Team foci, New York State Alternate Assessment (NYSAA), Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), English Language Learners/Native Language Arts, NEXT Transition Skills System, Extended MeVile to WeVile Literacy Program, adapted Weekly Reader social studies programs, science programs, transition issues, Individualized Education Program quality and compliance issues, using Brigance Inventory Assessments to formulate quality instructional goals and objectives, worksite assignments, Quality Review, Positive Behavior Supports, and Professional Teaching Standards (PTS). • To promote team building, teachers will meet during bi-monthly sessions in peer groups to reflect, share ideas and/or set goals related to “best classroom practices” aligned to Professional Teaching Standards. • 721M will continue to review and expand information as it relates to Professional Teaching Standards at staff conferences. • As of September 2009, 721M teachers’ schedules will reflect common professional periods and preparation periods which can be used for weekly teacher cohort meetings for sharing of collegial “best practices”.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Other Than Personal Services (OTPS) and New York State Model Transition Program (MPT) Grant will provide for HG Birch consultants • District 75 Coaches and a Special Education School Improvement Specialist (SEIS) will work with individual teachers and cohort groups. • Tax levy funds for substitute teachers/paraprofessionals to provide coverage for staff members who attend inter-visitations and workshops/conferences • 721M School Coach, teachers, paraprofessionals, Job Development Coach, Transition Linkage Coordinator, Assistant Principals, Principal and other school personnel

Indicators of Interim Progress and/or Accomplishment

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

- Staff Needs Assessment Surveys from April 2009 will be utilized monthly to develop and implement the 721M 2009--2010 Professional Development Plan/Calendar based on staff members' preferences, strengths and needs.
- Weekly Coach/Administrator Debriefing Forms (CAD's) from District 75 Coaches will be reviewed by school administrators for progress and implementation of Teacher Action Plans/next steps.
- Bi-monthly teacher peer group meeting (agendas/minutes/attendance sheets)
- Bi-monthly cohort meetings with Principal and/or Assistant Principals (agendas/minutes/attendance sheets)
- 2009--2010 dedicated bulletin boards for professional development feedback from staff at all sites who attended Professional Development Sessions or completed an inter-visitiation to another District 75 school
- September 2009 – June 2010 consultant notes and agendas (attendance sheets) and handouts from HG Birch/AbleNet, Inc., Professional Development
- September 2009 – June 2010 scheduled Webinars conducted by District 75, the Department of Education and/or outside/community organizations and agencies
- 2009--2010 teacher observations (Formal: conducted 1 to 4 times a year Informal: periodic visits) will reflect highlights of "best practices" strategies and techniques, curriculum knowledge, groupings and differentiation instruction, assessment, planning and data implemented in lessons to support improved student outcomes.
- Principal/Assistant Principal bi-monthly walkthroughs will observe student achievement made as evidenced by data results which indicate gains, small group instruction that utilizes differentiated instruction, visual supports, technology and hands-on materials.

Subject/Area**Technology**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>721M will continue to expand the use of technology as an instructional learning tool to increase student engagement.</p> <p>Objective 1 – By June 2010, all 721M students (100%) at each site will have used technology to assist in gathering, organizing, and/or presenting information as evidenced by a completed individual or group multi-media generated project that meets the standards and addresses the area of transition.</p> <p>Objective 2 -- By June 2010, 721M will sponsor a Literacy/Technology Fair to highlight student achievement through the use of technology as evidenced by students' literacy/technology projects.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Needs Assessment conducted to determine the technology needs for each site • By February 2010, 721M students and staff (cohort groups) will collaborate with technology teacher to develop a project proposal for a multi-media project. The project will integrate technology applications aligning with Career Development and Occupational Studies (CDOS) and will address the area of transition (i.e.: e-portfolios, e-resumes, i-movies). Proposals will be reviewed by administrators to provide feedback to staff. • Support for the completion of multi-media projects will be provided by: <ol style="list-style-type: none"> a) Technology teacher b) Technology liaisons c) Newly purchased technology for sites (laptops, desktops) and assistive teaching technology (i.e. Smart Boards/ELMO's) from the Resolution A Grant and Lower Manhattan Development Corporation Grant • Scheduled cohort meetings with administrators, technology teacher, and/or technology liaisons will be implemented to share ideas and information to plan for the development and implementation of the technology projects for Spring 2010 completion. • Ongoing Professional Development will be provided for the application of the new technology purchased by Resolution A Grant from 2008--2009 and the Lower Manhattan Development Corporation Grant by providing workshops/training or in-class demonstrations conducted before/during/after school by the technology teacher.

	<ul style="list-style-type: none"> • Purchase appropriate software aligning to instruction to enhance student learning • Form a technology committee at each of 721's sites
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Lower Manhattan Development Corporation Grant (LMDC) award money of \$82,000.00 to purchase computer technology • New York State Tax Levy (NYSTL) funds to purchase software • Technology teacher • Technology liaisons
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Through classroom bi-monthly walkthroughs, Principal/Assistant Principals will observe students demonstrating computer functions that include the following: <ul style="list-style-type: none"> ➤ Independently accessing the internet for research and/or instructional information ➤ Using power point programs ➤ Applications that clearly display an increase in technology proficiency in completing projects • Through classroom bi-monthly walkthroughs, Principal/Assistant Principals will observe the progress and achievement students have made in various areas: working collaboratively and following directions to complete their projects and utilizing the internet access to acquire information for their research whereby improving literacy and writing skills • By May 2010, each class will use technology to complete at least one class or individual project for the school year. • By June 2010, 721M will conduct a school-wide Literacy/Technology Fair to display the completed student technology projects. • October 2009 – May 2010 the technology teacher will provide ongoing professional development for 721M staff on the use of technology as a tool for instruction as evidenced by agendas and attendance sheets.

Subject/Area**Capacity Building**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Align capacity building to school goals by improving communication among all members of the school community.</p> <p>Objective 1 - By June 2010, there will be a 20% increase in staff participation on the 2010 Learning Environment Survey as evidenced by results from the survey.</p> <p>Objective 2 - By June 2010, communication amongst staff members will improve through the implementation of a Communication Committee and the identification and implementation of two (2) best practices for improved communication as evidenced by the publication/staff survey of improved communication.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Conduct a Needs Assessment Survey for input from staff on improving communication among school team members and share the results of the survey with the School Leadership Team and the school community • Share results of Learning Environment Survey from 2009 with the School Leadership Team and school community • Establish an electronic communication system to share, disseminate and gather pertinent school information to all school members • Form a committee to research, review, discuss and analyze effective ways to improve communication among the school team and implement two (2) identified best practices during the 2009--2010 school year • Share results of the 2010 Learning Environment Survey with the School Leadership Team and school community • Conduct Communication Survey

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Communication Committee members • School Leadership Team Members • Administrators • Cohort Teams • School-Based Coach • Electronic communication system (on-line, emails, Daily/Morning memo sent to sites)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By January 2010, monthly Communication Committee Meetings will be held (agendas, minutes, and attendance sheets). • By February 2010, the results of a staff Needs Assessment Survey to improve communication will be published. • By March 2010, the identification and implementation of two (2) best practices for improved communication will be implemented. • By June 2010, data documenting the successful implementation of improved communication will be published • 20% increase staff participation in the 2010 Learning Environment Survey (Spring 2010)

Subject/Area	Transition
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>721M will continue to increase community-based job opportunities and transition planning as per District 75's Transition Standard Operating Procedure Manual (SOPM).</p> <p>Objective 1 - By June 2010, vocational experiences for students at 721M will increase by as demonstrated by at least (2) additional community-based worksites.</p> <p>Objective 2 - By June 2010, 100% of all students ages fourteen (14) and older will have completed Transition Plans as evidenced by each student's Transition Plan.</p> <p>Objective 3 - By June 2010, 40% of all graduating students will have accessed Community-Based Organizations (CBO's) in order to obtain case management/Medicaid Coordination as evidenced by Transition Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • As part of the transition process, parents, students, teachers, Transition Linkage Coordinator and Counseling Department staff members will work to complete the Level 1 Vocational Assessment for all students. The findings of the assessment will be utilized to develop transition plans and determine long-term adult outcomes. These findings will also be used to drive instruction by teachers to develop appropriate Individualized Education Program goals and objectives. • An on-going inventory of worksites and the skills necessary for each site (including social skills) will be maintained by the Job Developer and shared with job coaches. In addition, new sites will be acquired and inventoried to provide additional opportunities for more students to participate in work site programs. • On-going evaluation of job matching for students • Professional development for staff to enable the school's Job Developer to provide optimum experiences for students will be conducted. • The Transition Team (Transition Linkage Coordinator, Parent Coordinator, and Counseling Department staff members) will work with parents and students to assist them in seeking and applying to agencies which provide case management. • Transition Linkage Coordinator and Parent Coordinator will assist parents in planning

	<p>and scheduling visits, visiting sites, and selecting programs for their children.</p> <ul style="list-style-type: none"> • Transition Presentations will be held at the school for parents to learn about various agencies that can provide assistance for their children in coordinating with adult agencies. • Ensure equal access for English Language Learner (ELL) families • The implementation of the use of a social skills curriculum to enhance students' appropriate social skills as part of their pre and post community-based work site experiences will be completed. • The focus of one of the School-Based Inquiry Teams for a targeted group of students is enhancing communication skills for students at worksites through their participation in a social skills curriculum.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Transition Linkage Coordinator and Job Developer • Counseling Department staff members • Parent Coordinator • Common planning time • Parent/Teacher Conferences and IEP Transition Conferences • Parent Association Meetings with a focus on Transition ~~~ Panel of adult agency representative, travel trainers, and District Transition Representative • Tax Levy funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Daily Report/Log of Transition Meetings/Activities is reviewed and data is used for monitoring of transition planning. • By June 2010, transition plans will be completed for all 721M students.

- By June 2010, our Transition Survey will show that at least 40% of all graduating students will have accessed Community-Based Organizations in order to obtain case management/Medicaid Coordination.
- By June 2010, 721M will have its total of worksites increased by at least two (2) sites.

721M**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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8	10	10	10	10	5	N/A	N/A	GRTL 1
9	31	31	31	31	16	N/A	N/A	GRTL 2 CHAMPS 1
10	22	22	22	22	12	N/A	N/A	GRTL 2 CHAMPS 3
11	36	36	36	36	20	N/A	N/A	GRTL 2 CHAMPS 3
12	152	152	152	152	88	N/A	N/A	GRTL 6 CHAMPS 15

*** GRTL = Get Ready to Learn Sensory Program

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

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

Part B. Description of Academic Intervention Services 8:1 Inclusion

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><u>English Language Arts:</u></p> <p>Study Skills, homework help</p> <p>Visual Strategies</p> <p>Quick Reads</p> <p>Acuity</p> <p>Writers Express</p> <p>Test Prep Strategies</p>	<p>Small group instruction * 5x weekly * during tutoring and advisory periods</p> <p>Study Skills, homework help: Content comprehension strategies</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners</p> <p>Quick Reads: a program using high-interest, short texts to be read quickly and with meaning to build vocabulary and fluency</p> <p>Acuity: Prepare students for state assessments using item content that mirrors the content on those assessments</p> <p>Writers Express during English Skills: This is an extra period of English in which students focus on the mechanics of writing (grammar, punctuation, etc.). The program provides writing prompts and student models for various genres. Also, this program focuses on how to prepare a multimedia presentation and an interactive report.</p> <p>Test Prep Strategies for Regents exams and RCT exams</p>

<p><u>Mathematics:</u></p> <p>Study Skills</p> <p>Visual Strategies</p> <p>Acuity</p> <p>Eduplace.com</p> <p>Test Prep Strategies</p>	<p>Small group instruction * 5x weekly * during tutoring and advisory periods</p> <p>Study Skills, homework help: Content comprehension strategies</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners</p> <p>Acuity: Prepares students for state assessments using item content that mirrors the content on those assessments</p> <p>Eduplace.com is a website that has practice and extension activities for the Houghton Mifflin mathematics textbook.</p> <p>Test Prep Strategies for Regents exams and RCT exams</p>
<p><u>Science:</u></p> <p>Study Skills</p> <p>Visual Strategies</p> <p>Acuity</p> <p>Test Prep Strategies</p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p>Study Skills, homework help: Content comprehension strategies</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners</p> <p>Acuity: Prepare students for state assessments using item content that mirrors the content on those assessments</p> <p>Test Prep Strategies for Regents exams and RCT exams</p>
<p><u>Social Studies:</u></p> <p>Study Skills</p> <p>Visual Strategies</p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p>Study Skills, homework help: Content comprehension strategies</p> <p>Visual Strategies: PowerPoint, SmartBoard, graphic organizers, planners</p>

<p><u>Social Studies, continued:</u> Global History Skills Class</p> <p>Test Prep Strategies</p>	<p>Global History Skills Class: This is an extra global class that focuses on teaching students how to write thematic essays, document-based question essays and how to analyze primary and secondary sources.</p> <p>Test Prep Strategies for Regents exams and RCT exams</p>
<p><u>At-risk Services Provided by the Guidance Counselor:</u></p> <p>Counseling Period</p> <p>Positive Behavior Intervention Support (PBIS) Program</p>	<p>One-to-one/small group * 1x weekly * during the day</p> <p>Counseling Period: Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives.</p> <p>PBIS Program: Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p>
<p><u>At-Risk Services Provided by the School Psychologist:</u></p>	<p>N/A</p>
<p><u>At-Risk Services Provided by the Social Worker:</u></p>	<p>N/A</p>
<p><u>At-Risk Health-Related Services:</u></p> <p>Clubs</p>	<p>After-school * 4x weekly</p> <p>Student Government, cross country track, baseball and bowling</p>

Part B. Description of Academic Intervention Services 12:1:1 Alternate Assessment

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><u>English Language Arts:</u></p> <p>Structured Teaching</p> <p>Ablenet: MeVille to WeVille</p> <p>Ablenet Weekly Reader</p> <p>Ablenet Star Reporter</p>	<p>Small group instruction * 5x weekly * during English Language Arts instruction</p> <p>Structured Teaching provides research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p>MeVille to WeVille is a cross-content literacy program specifically developed for students with disabilities who have difficulties learning to read and write through traditional instructional methods.</p> <p>Weekly Reader: This standard's-based cross content program provides materials and activities designed for Students with Disabilities that includes sensory activities, literacy games and Web-Links.</p> <p>Star Reporter is a theme-based, cross-content curriculum for creating a school or classroom newspaper using assistive technology devices.</p>
<p><u>Mathematics:</u></p> <p>Structured Teaching</p>	<p><i>Small group instruction * 5x weekly * during Mathematics Instruction</i></p> <p>Structured Teaching provides researched based methodologies for people with developmental disabilities. Strategies include structuring the physical environment, and using visual supports to make the sequence of daily activities predictable and understandable.</p>

<p><u>Science:</u> Structured Teaching</p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p>Structured Teaching provides research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p>
<p><u>Social Studies:</u></p> <p>Structured Teaching</p> <p>AbleNet: Weekly Reader</p> <p>AbleNet Star Reporter</p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p>Structured Teaching provides research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p>Weekly Reader: This standards-based cross content program provides materials and activities designed for Students with Disabilities that includes sensory activities, literacy games and Web-Links.</p> <p>Star Reporter: A theme-based, cross-content curriculum for creating a school or classroom newspaper using assistive technology devices.</p>
<p><u>At-risk Services Provided by the Guidance Counselor:</u> Positive Behavior Intervention Support (PBIS) Program</p>	<p>One-to-one/small group * 1x weekly * during the day</p> <p>Counseling Period: Individual session available once a week, as needed, for supporting students socially and emotionally in the classroom to help them meet their academic goals and objectives.</p> <p>PBIS Program: Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p>

<u>At-risk Services Provided by the School Psychologist:</u>	N/A
<u>At-risk Services Provided by the Social Worker</u>	N/A
<u>At-Risk Health-Related Services:</u> Clubs	Clubs: CHAMPS: basketball, fencing and wrestling

Part B. Description of Academic Intervention Services 12:1:4 Alternate Assessment

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><u>English Language Arts:</u></p> <p>Structured Teaching</p> <p>AbleNet: MeVille to WeVille</p> <p>AbleNet Weekly Reader</p>	<p>Small group instruction * 5x weekly * during the literacy block</p> <p>Structured Teaching provides research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p>MeVille to WeVille is a cross-content literacy program specifically developed for students with disabilities who have difficulties learning to read and write through traditional instructional methods.</p> <p>Weekly Reader: This standards-based cross content program provides materials and activities designed for students with disabilities that includes sensory activities, literacy games and Web-Links.</p>
<p><u>Mathematics:</u></p> <p>Structured Teaching</p>	<p><i>Small group instruction * 5x weekly * during the math block</i></p> <p>Structured Teaching provides research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment, and using visual supports to make the sequence of daily activities predictable and understandable.</p>
<p><u>Science:</u></p> <p>Structured Teaching</p>	<p>Structured teaching provides research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p>

<p><u>Social Studies:</u></p> <p>Structured Teaching</p> <p>AbleNet: Weekly Reader</p>	<p>One-to-one/small group * 5x weekly * during the day</p> <p>Structured teaching provides research-based methodologies for people with developmental disabilities. Strategies include structuring the physical environment and using visual supports to make the sequence of daily activities predictable and understandable.</p> <p>Weekly Reader: This standards-based cross content program provides materials and activities designed for students with disabilities that includes sensory activities, literacy games, Web-Links.</p>
<p><u>At-risk Services Provided by the Guidance Counselor:</u></p> <p>Positive Behavior Intervention Support (PBIS) Program</p>	<p>PBIS Program: Behavior intervention support plan for students to motivate and reinforce pro-social skills and habits such as organization to support achievement of academic goals.</p>
<p><u>At-risk Services Provided by the School Psychologist:</u></p>	<p>N/A</p>
<p><u>At-risk Services Provided by the Social Worker</u></p>	<p>N/A</p>
<p><u>At-Risk Health-Related Services:</u></p> <p>"Get Ready To Learn" Sensory Program</p>	<p>Small group instruction * 5x weekly * daily</p> <p>"Get Ready To Learn" Sensory Program: A daily preparatory therapy program for the classroom designed for all populations including students with multiple handicaps, developmental disabilities, and autistic spectrum disorders. The program is designed to calm students and increase their alertness prior to classroom learning.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELL'S)

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.

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

Form TIII – A (1)(a)

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

Number of Teachers 1 Other Staff (Specify) Paraprofessional, Supervisor, Secretary

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.

721M is an ungraded special education high school program with a focus on transitional skills that serves the full spectrum of mentally retarded (and other disabled adolescents 14 – 21). All students are referred to 721M through the Integrated Service Centers (ISC) or another District 75 school organization. The entire 721M student population is certified as special education and participate in Alternate Assessment with the exception of thirteen students who are classified as standardized assessment. Every aspect of the students' instructional program is IEP driven including their bilingual/ESL Only classification and 12:1:1 staffing ratio.

Students are placed in accordance with their cognitive abilities, Brigance results and teacher recommendation. This ensures newcomers and SIFE students are placed in the appropriate beginner class. The instructional program is adapted and differentiated to meet the functional and linguistic needs of the students. In order to meet the student's linguistic and academic needs, we continue to expand our literacy program by aligning it with ELA/ESL/NLA Standards and/or Alternate Grade Level Indicators (AGLIs). NLA/ESL literacy activities are extended throughout the curriculum and subject areas, by combining a theme-based approach with read alouds,

reading/writing workshop, contextualization and multisensory approaches, small group instruction, structured teaching methods/strategies, the infusion of the arts, and the use of technology tools. Each classroom library contains books in the native language, including audio books and those adapted by teachers to meet the needs of students with severe disabilities.

At present 721M has three bilingual classes (Spanish), two in-house and one work site. Bilingual students receive NLA/ESL programmatically by a licensed/certified Bilingual Special Education and/or licensed/certified ESL teacher. For all ELL students, content area instruction is provided as follows: the remaining subject areas are taught in English through ESL methodologies by a Bilingual Special Education and/or Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations, all ELL work-study students at minimum receive ESL service upon their return to school from work. The students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English.

Title III funds will be utilized for a 20 week after school program (January to May 2010). The class will meet twice a week on Tuesday and Thursday from 3PM to 5PM. One licensed/certified bilingual teacher (Spanish) along with a bilingual (Spanish) paraprofessional will work with students after school hours and focus on literacy activities. The aim of the program is to increase the students' vocabulary skills. The program will utilize the "Meville to Weville Extended" curriculum which is a step-by-step program that systematically integrates reading, writing, speaking and listening into lessons. The lessons are taught within the context of a familiar theme. This age-appropriate program is specifically designed for the older special needs student. The use of this program will be new to some students and/or enrichment for those who are still struggling with skills related to concepts, print processing and word reading in connected text. A consultant will work with students and staff during the course of the program on integrating technology to enhance their literacy projects. Teachers will be asked to identify our younger students who have moderate to profound language deficits and/or need to increase their vocabulary skills. The program will be introduced by the assistant principal during our parent meeting on January 13, 2010. Once the students are identified the official Title III invitation letter in a language the parent understands will be sent prior to the beginning of the program. On January 21, 2010, the parents of the participating students will be invited for an orientation meeting to discuss the purpose and aim of the program. There will also be a culminating celebration where students will present their work to the parents.

The results from the NYSESLAT and Brigance assessments indicate that the targeted ELL students fall within the beginning level. These students will benefit from an enrichment program that focuses on the improvement of native and English language skills. The instructional program will encompass a student selected theme that will incorporate hands-on and multisensory activities that would culminate in a multimedia literacy-focused project (Cambourne, 1988, Orelove & Sobsy, 1993). The project(s) will reinforce the skills that are taught during the instructional day and will be aligned with the AGLI's. Focus questions at the beginning of each session will require students to talk about issues/topics that are important to them (Krashen, 2006). During the course of the program, the students will have opportunities to utilize technology to enhance their project(s). The teacher will provide pictorial tasks for our more challenged students. Providing these instructional supports will expand the student's comprehension and acquisition of English and Spanish skills. Teacher-made assessments/rubrics will be used to gauge student progress.

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.

In order to integrate more technology, we will secure professional development services from Making Books Sing during the course of the after school program. Making Books Sing will work with the staff (other non-Title III teachers will be invited) and students for four days of the Title III program. Making Books Sing will also conduct two technology workshops for parents on March 9, 2010, and April 1, 2010 (3:00-5:00). To support our more challenged students, one teacher and one paraprofessional will attend two full-day professional development sessions at the Birch School to learn the elements of structured teaching that will assist in integrating pictorial task activities. They will attend the professional development sessions conducted by Birch during winter 2010.

Form TIII – A (1)(b)

School: 721M BEDS Code: 307500011721

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

Allocation Amount: 16,540.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	10425.40	After-school Per Session: 1 Teacher: 49.89 x 80 = 3991.20 (20 week x 2 days @ 2 hours per day = 80 hours; 1 Paraprofessional: 28.98 x 80 = 2318.40 (20 week x 2 days @ 2 hours per day = 80 hours; 1 Supervisor: 52.21 x 70 = 3654.70 (20 week x 2 days @ 1.75 hours per day = 70 hours; 1 Payroll Secretary: 30.74 x 15 = 461.10
Purchased services	3050.00	Making Books Sing – Professional Development (350. x 7 days = 2450.) Birch – Professional Development (300. X 2 Participants = 600.)
Supplies and materials	2093.00	Meville to Weville [875.00], color printer [500.00], velcro [318.50], laminating film [270.00], supplies [craft materials, markers, etc 129.50]
Educational Software (Object Code 199)	555.00	Rosetta Stone Software - English
Travel	216.00	Metrocards: 12 parents x 4.50 x 4 sessions
Other	200.60	Refreshments
TOTAL	16540.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

For the purpose of clear communication with families, we establish the parents' language preference during the intake process. At the beginning of the year, 721M conducts an ATS/CAP survey in order to ascertain the home language of all students. In addition, parents must be contacted for their child's Annual Review Conference; and the Notice of Individualized Education Program (I.E.P.) Meeting asks the parents to indicate if they need an interpreter for the conference. Upon receipt of this request, the teacher must make the appropriate arrangements to have an interpreter available at the conference. We also have signs posted at the entry location in the building and in the Parent Coordinator's Office that alert parents of the availability of interpreting services.

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

After the ATS/CAP survey, we found that at least forty-eight percent of our students come from a home where a language other than English is spoken. The breakdown of the languages is visually posted on one of our bulletin boards.

Part B: Strategies and Activities

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

Parents are always welcome to inquire about our program before their children attend the school. We encourage parents to visit the school before they make any decisions regarding their children's placement. When they make their final decisions, we request that they go through an orientation where the program is reviewed; they meet key staff members (Parent Coordinator, the Unit Teacher, the Dean, the counselors and other office personnel). It is at that time that they are introduced to bilingual staff that can assist them.

All 721M parent contacts are sent home in English, Spanish and Chinese. The 721M Parent Coordinator in collaboration with the Parent Association facilitates parent workshops that address the needs of the parents and their children (i.e.; Starting the Guardianship Process; Transition Services, etc). These workshops are designed to empower our parents so they may participate in their children's education. Whenever possible, the Parent Coordinator obtains presenters that are bilingual. If this is not possible, translators are available at the school level. Bilingual staff members are always available to meet with parents to answer questions or discuss concerns they may have (i.e.; Open School Week, I.E.P. meetings, community-based organization information, etc.).

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.

The office staff in the main office will always call a staff member and/or notify an administrator when the need of an interpreter arises unexpectedly. If a parent is attending a planned meeting (i.e., I.E.P. Conference, meeting with staff) the necessary arrangements are made beforehand.

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>

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL..

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All School Improvement Schools

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

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURR Area(s) of Identification: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

The administrative/instructional cabinet of 721M, which consists of lead teachers, the data specialist, the school-based coach, a UFT Representative (United Federation of Teachers), and administrators will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, Professional Development Sessions, School Leadership Team (SLT) Meetings, Parent Association Meetings, and School-Based Inquiry Team Meetings.

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

Applicable Not Applicable

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

The report supports areas of need that our school exhibits. Curriculum that is aligned to the state standards has been and continues to present challenges. It is a challenge to differentiate the curriculum and to meet the diverse needs of the students we serve who have significant cognitive delays. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program. Teachers at 721M are beginning to develop competencies in the analysis of data, the alignment of curriculum, differentiation of instruction, and student groupings.

ELA alignment issues and the provision of English as a Second Language services (ESL), as described in Key Finding 1A have been considered. The instructional staff is aware of the New York State Standards for ELA & ESL. However, deficits have been noted in the curricular implementation with regard to data analysis and differentiation, as well as, horizontal alignment.

Although staff members working regularly with English Language Learners (ELL's) have received professional development focused on New York State Learning Standards for ESL, it has been determined that further professional development on the use of ESL methodologies and structured teaching, including the use of visual supports, is necessary. The determination is based on data obtained through periodic assessments with the Brigance Assessment Inventories, teacher observations, NEXT and I.E.P. data, learning walks and classroom walkthroughs. This professional development will address ways that all staff working with ELL students can "drill deeper" to determine each student's language needs and support requirements. We provide Bilingual or ESL instruction to 23% of our student population; however, we have a high percentage of students who are not required to receive Bilingual/ESL services (x-category students) although they need curriculum that is embedded with comprehensible input that is varied due to the fact that they come from homes that speak a language other than English.

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.

721M is continuing to “drill down” towards more intense data analysis. Our worksite and Entrepreneur classes are using the NEXT computerized Transition Program from AbleNet, Inc., to monitor assessment results enabling teachers to develop transitioning goals and objectives to further drive instructional practice. We will continue to use Brigance, Assessment of Basic Language and Learning Skills (ABLLS), Treatment and Education of Autistic and Communication-Handicapped Children (TEACCH) methodologies/strategies and various assessment tools to assist teachers in data analysis and in the development of instructional and communication goals that are aligned to the Alternate Grade Level Indicators (AGLI’s) and clearly meet students’ individual needs while targeting independence and communication skills. The information culled from the various data sources will be shared with the school community to ensure that there is a common understanding and application of strategies and instruction to meet the needs of all our students.

For our English Language Learners (ELL’s), instruction and assessment will be aligned to the New York State Learning Standards for ESL. It is essential to plan differentiated lessons for small student groupings incorporating visual and hands-on materials that are both age and culturally appropriate.

All of our students are classified as students with disabilities; therefore, all instruction and services are I.E.P. driven. All of our students participate in New York State Alternate Assessment (NYSAA) except for fifteen (15) inclusion students who participate in standardized assessment and receive instruction in general education classrooms. Students who participate in NYSA receive instruction in self-contained, departmental and worksite special education classes. Because of the severity of their cognitive disabilities, many of our students are significantly below grade level. We recognize that students will not achieve full proficiency on the New York State tests; however, these students eventually can meet the standards at a different pace. Since our students are able to attend school until age 21, we believe this will enable them to achieve their individualized transition outcomes. Due to the diverse needs of our students with severe cognitive delays, we research, adapt, and use a variety of other appropriate materials and curriculum.

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

The administrative/instructional cabinet of 721M, which consists of lead teachers, the data specialist, the school-based coach, a UFT Representative (United Federation of Teachers), and administrators will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, Professional Development Sessions, School Leadership Team (SLT) Meetings, Parent Association Meetings, and School-Based Inquiry Team Meetings.

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

Applicable Not Applicable

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

All of our students are classified as students with disabilities; therefore, all instruction and services are I.E.P. driven. All of our students participate in New York State Alternate Assessment (NYSAA) except for fifteen (15) inclusion students who participate in standardized assessment and receive instruction in general education classrooms. Students who participate in NYSAA receive instruction in self-contained, departmental and worksite special education classes. Because of the severity of their cognitive

disabilities, many of our students are significantly below grade level. We recognize that students will not achieve full proficiency on the New York State tests; however, these students eventually can meet the standards at a different pace. Since our students are able to attend school until age 21, we believe this will enable them to achieve their individualized transition outcomes. Due to the diverse needs of our students with severe cognitive delays, we research, adapt, and use a variety of other appropriate materials and curriculum.

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.

721M will continue to address the relevant issues relating to the alignment of curriculum to the New York State Learning Standards for Mathematics and the New York State Alternate Assessment Alternate Grade Level indicators (AGLI's) in the area of Mathematics. The administrative/instructional cabinet will continue to assist teachers in data collection and analysis so that an instructional program can be developed that focuses on the differentiation of instruction and best practices which will increase engagement and achievement outcomes of our students. Implementation of a viable mathematical program must encourage active student participation and requires differentiated, hands-on materials to help students better understand and retain information to problem solve, reason, prove, make connections and represent mathematical ideas in a variety of ways. The use of technology, including SmartBoards, as an instructional tool is used to increase students' mathematical engagement and gives students opportunities to display their models for problem solving and to communicate their choices for reasons and connections used to solve problems to their peers and instructors. We received the Lower Manhattan Development Corporation Grant to enrich existing technology and facilitate the use of technology as a tool for instruction across all content areas.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The administrative/instructional cabinet of 721M, which consists of lead teachers, the data specialist, the school-based coach, a UFT Representative (United Federation of Teachers), and administrators will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, Professional Development Sessions, School Leadership Team (SLT) Meetings, Parent Association Meetings, and School-Based Inquiry Team Meetings.

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

Applicable Not Applicable

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

Data gathered through classroom observations, learning walks, and classroom walkthroughs also indicates that "best practices" are not consistently being used. In some classrooms, there is an over reliance on direct whole-group instruction with insufficient evidence of research-based instruction and data-based differentiation. While staff is beginning to incorporate strategies to enhance student learning, evidence shows that best practices used to meet these goals needs to be more consistent and pervasive.

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.

721M has addressed this issue by implementing the following:

1.) Extensive Professional Development Plan has continued for all staff identifying "best practices" and research-based strategies for effective ELA/ELL instruction including:

- | | |
|---|--------------------------------|
| ~~~ learning centers | ~~~ adaptive communication |
| ~~~ visual strategies | ~~~ content-based instruction |
| ~~~ small grouping and 1:1 instruction | ~~~ creating a quality I.E.P. |
| ~~~ age appropriate / adapted materials | ~~~ data analysis |
| ~~~ instructional accommodations | ~~~ differentiated instruction |
| ~~~ ESL methodologies | |

2.) Implementation of scheduled weekly teacher cohort meetings for collegial sharing and best practices

3.) Utilizing consultants from HG Birch and Ablenet, Inc., to provide professional development, including Webcasts, and hands-on classroom training and consultation on best practices for ELA instruction

4.) Application of structured teaching (TEACCH) methodologies has been continued in many of our classes. Some of our other class classes have refined the use of visual supports and structured teaching. Structured teaching is data driven, individualized instruction which employs individual student and class schedules; incorporates 1:1 teaching time with each student daily; utilizes a vast array of written and/or adapted visual supports to increase student independence and task completion skills; and provides daily data collected during 1:1 teaching and through student work completed independently at work areas.

5.) Continued use of an ELA curriculum from Ablenet, Inc., '*MeVille to WeVille*' which is aligned to the NYS Learning and Alternate Assessment Standards and Alternate Grade Level Indicators for secondary age students. The curriculum is differentiated based on students' functioning levels so it can be used for a wide range of student populations. It is thematic-based, teacher-friendly program that incorporates adapted lessons, home work, and assessments.

6.) Continued use of the *Weekly Reader* (Special Education Version) for literacy-based instruction in social studies and science. This high interest, low readability program offers students current events, pop culture and health articles that provide them opportunities to be successful readers. It is delivered weekly and has adapted lesson plans, homework, and follow-up activities for the week.

7.) Continued use of *Star Reporter* which is a theme-based, cross-content curriculum for creating a school or classroom newspaper using assistive technology devices.

8.) Continued use of *Lexia* which is a computer-assisted English Language Arts program.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics

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

classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The administrative/instructional cabinet of 721M, which consists of lead teachers, the data specialist, the school-based coach, a UFT Representative (United Federation of Teachers), and administrators will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, Professional Development Sessions, School Leadership Team (SLT) Meetings, Parent Association Meetings, and School-Based Inquiry Team 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?

Data gathered through classroom observations, learning walks, and classroom walkthroughs also indicates that “best practices” are not consistently being used. In some classrooms, there is an over reliance on direct whole-group instruction with insufficient evidence of research-based instruction and data-based differentiation. While staff is beginning to incorporate strategies to enhance student learning, evidence shows that best practices used to meet these goals needs to be more consistent and pervasive.

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.

With our last award of \$150,000.00 from a Resolution A (Reso A) Technology Grant, we were able to purchase multiple laptop computers, desktop computers, a SmartBoard, and ELMO's which were distributed across our sites. In addition, our school received an \$82,000.00 grant from The Lower Manhattan Development Corporation enabling us to purchase additional NEXT software, SmartBoards, computers, a Laptop Cart, and various other software programs. 721M has a technology teacher on staff who will continue to provide training to staff members and students in the use of this technology. It is anticipated that the use of technology in mathematics classes will continue to increase significantly over the course of this academic year.

In order for 721M to continue improving the quality of instruction, we require additional financial resources to purchase the services of outside consultants to provide further professional development, to purchase additional instructional and assessment programs for our students, and to fund per session work by our staff on curriculum development.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The Data Specialist and Administrators will evaluate all the findings and identify whether this finding is relevant to our school's educational program.

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?

721M has a teaching staff with experience and stability. The evidence that dispels the relevance of this finding is the School Demographics and Accountability Snapshot that indicates that as of the 2009 school year, teacher qualifications were as follows: almost 98% of teachers in 2008-2009 were fully licensed and permanently assigned to the school. Eighty percent of our teachers have more than two years teaching experience in this school. Fifty-three percent of teachers have more than five years teaching experience. Eighty-nine percent of our teachers have Masters Degrees or higher, and 85% of our classes are being taught by "highly qualified" teachers (as defined by NCLB/SED). In the fall of 2009, we did not have to hire new teachers.

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.

Not applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

As mentioned in response to 1A, the administrative/instructional cabinet, as well as, the teachers who provide services to ELL students have conducted a preliminary review of this finding to determine how relevant it was to our school. Last year's School-Based Inquiry Team's focus – *following directions* – was also conducted in our Bilingual classroom. Strategies used consisted of 1:1 conferencing, work areas, visual supports (symbols), verbal prompting, structured teaching, and small student groupings. These strategies and materials used increased the majority of our students' abilities to follow directions. The results from our School-Based Inquiry Team were shared with the school community. A consultant from HG Birch provided individualized classroom training for all classroom teachers and paraprofessionals. Staff members attended Professional Development related to structured teaching offsite and during interclass visitations in effective TEACCH classrooms. Our Language Allocation Plan (LAP) Team will continue to regularly examine our programs for ELL's to determine strengths and challenges that inform instruction.

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?

While ELL teachers participated in outside Professional Development (PD) they felt that most outside PD opportunities have been tailored for standardized assessment students. After reviewing our PD records, we found that the only ELL PD sessions monolingual teachers attended were the mandated Jose P. trainings. In addition, our past school-based PD focused on topics related to monolingual classes. Therefore, most of our monolingual teachers do not have a sufficient background in ELL strategies and

methodologies. It should be noted that another challenge that impacts on PD is the unavailability of a uniform curriculum that addresses the needs of special education ELL's in particular native language materials. Additionally, the School-Based Inquiry Team also found last year that the involved monolingual teachers needed more professional development with regards to ELL strategies/methodologies and data collection. Our last Quality Review (March 2009) also indicated that our teachers need to be more involved in the data analysis of student performance.

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.

It is not anticipated that we will need additional assistance support from central to address this issue. 721M has begun to “drill down” toward more intense data analysis. The LAP team and ELL teachers will continue to identify skill areas needed and review assessment results. The Inquiry Team will continue to monitor the original bilingual class and broaden its work with four additional classes. ELL topics will be added to the school-based PD calendar.

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 ELL's or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

All ELL students including those with disabilities are mandated to take the NYSESLAT, which is a benchmarked standardized test. Our ELL's do not follow a standardized uniform curriculum. Since all of our ELL students participate in New York State Alternate Assessment and receive instruction in a secondary ungraded special education program, there has been a “disconnect” with regard to NYSESLAT testing. Normally NYSAA students do not take standardized tests ergo the “disconnect”. We have followed the mandate and the results have been predictable ~~ almost one hundred percent falling in the beginning level. Furthermore, some students appear to regress with regard to their results from year to year.

The New York State Education Department (NYSED) needs to continue to address the issue of New York State Alternate Assessment and x-coded students. It is our hope that there will be a more specific policy related to NYSAA students. The LAP team and the teachers who provide services to ELL students will conduct a preliminary review of this finding to determine how relevant it is to our school. The findings will be shared with the school community during staff conferences, professional development days and LAP team meetings.

The language progress of all our students is also assessed through the use of subtests of the Brigance Diagnostic Inventory each fall and spring. The results are shared with all professionals working with each student. Assessment results from this inventory are used to develop I.E.P. goals and objectives.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The results of the NYSESLAT have been shared with some ELL teachers; however, they were not remarkable. The results have been used for reports. Many of the teachers are concerned about New York State Alternate Assessment (NYSAA) ELL students taking a test which they will in all likelihood never pass.

The language progress of all our students is also assessed through the use of subtests of the Brigance Diagnostic Inventory each fall and spring. The results are shared with all professionals working with each student. Assessment results from this inventory are used to develop I.E.P. goals and objectives.

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.

It is not anticipated that we will need additional assistance support from central to address this issue. The results of the NYSESLAT will be shared and discussed during small group meetings with all ELL teachers. The language progress of all our students will continue to be assessed through the use of subtests of the Brigance Diagnostic Inventory each fall and spring. The results will continue to be shared with all professionals working with each student.

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 IEP's of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

The administrative/instructional cabinet of 721M, which consists of lead teachers, the data specialist, the school-based coach, a UFT Representative (United Federation of Teachers), and administrators will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, Professional Development Sessions, School Leadership Team (SLT) Meetings, Parent Association Meetings, and School-Based Inquiry Team 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?

The following evidence supports the relevance of this finding to 721M. All 721M students are students with disabilities as indicated on their I.E.P.'s. The 721M Professional Development calendar for school year 2009-10, agendas of weekly cohort meetings, and the 721M Instructional Teacher Binder reflect a strong commitment to providing all staff with a vast array of professional development opportunities provided by the school, District 75 and other professional agencies, which include the areas of but are not limited to the following: behavior management, adapting and differentiating curriculum, rerouting students, assessments/data collection, technology, transition, New York State Alternate Assessment, preparing students for worksite assignments, preparation for post-secondary outcomes, Professional Teaching Standards, structured teaching, and writing quality I.E.P.'s.

Instructional adaptations and approaches, assessment accommodations, Achievement Reporting and Innovation System (ARIS), I.E.P. development and compliance issues are among the topics that are addressed at weekly teacher cohort meetings at all 721M sites. All 721M students are assessed using one or more of the Brigance Inventories. An Assessment Considerations Checklist is on file for each student. The assessment modifications used during the Brigance assessment are utilized in the various instructional settings at 721M and are recorded on the I.E.P. All staff members working with each student with significant behavioral issues are aware of these behaviors, intervention plans, and consequences; and all teachers are involved in the process of formulating Behavior Intervention Plans (BIP's).

To build school-wide capacity in disseminating information to all, staff members who attend professional development participate in turnkey trainings for other staff members. On scheduled professional development days, as well as, during cohort meetings, many staff members who have attended workshops present the information received to their colleagues. Administrators along with the school-based coach view the District 75 Professional Development website at the beginning of the school year and frequently throughout the school year to select appropriate workshops for staff to attend. All staff members also have access to this website to view workshops in varied areas available to them.

During walkthroughs, formal observations, and informal observations, administrators are able to witness the follow up of professional development as it relates to instructional planning in the classroom and implementation of modifications. Although improvements in implementing I.E.P. accommodations and modifications have occurred, staff members need further support to continue in this direction.

SETSS (Special Education Teacher Support Services) providers work collaboratively with general education teachers at our inclusion sites and assist general education teachers in determining and providing a better understanding of the accommodations for both standardized and alternate assessment students in inclusion placements including in the area of Positive Behavior Supports.

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.

721M will continue to address teachers' familiarity with the use of modifications for instruction and incorporating the assessment modifications into classroom instruction and informal assessment.

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

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

Please respond to the following questions for Key Finding 7:

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

The administrative/instructional cabinet of 721M, which consists of lead teachers, the data specialist, the school-based coach, a UFT Representative (United Federation of Teachers), and administrators will evaluate all the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at faculty conferences, Professional Development Sessions, School Leadership Team (SLT) Meetings, Parent Association Meetings, and School-Based Inquiry Team Meetings.

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

X Applicable Not Applicable

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

The evidence to support the relevance of this finding is that all students entering a D75 program have an Individual Educational Plan (I.E.P.). All 721M students participate in New York State Alternate Assessment except for fifteen (15) inclusion students who participate in standardized state and local assessments. The SETTS teachers of the inclusion students are active in working with the general education teachers to ensure that students receive their I.E.P. mandated testing accommodations and modifications and that the I.E.P. consistently specifies accommodations and modifications for the classroom environment. In addition, the I.E.P. goals and objectives for these students are written as process goals, which apply to the classroom instructional content, as well as, to content on which inclusion students are assessed on grade-level state tests. Students with more severe behavior management needs have Behavior Intervention Plans, which are developed by the entire team working with the student. Students with Special Education issues/concerns have related I.E.P. goals and objectives that focus on their particular needs.

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.

Professional development has stressed that I.E.P. goals and objectives must be aligned with appropriate standards and modifications. Professional development will continue to focus on linking and correlating assessment, instruction, and I.E.P. documentation.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
721M has four (4) students who live in temporary housing.
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 75studnets are eligible to attend any programs run through the STH units at the ISC.**

721M Language Allocation Policy 2009--2010

Our program serves 256 students in special education between the ages of 14 and 21. Approximately 223 are mandated for a 12:1:1 class. Another 18 students are mandated for a 12:1:4 class along with 15 students who participate in our inclusion program. Our English Language Learners (ELL's) make up approximately 23% of our total population. The following native languages are represented among our ELL's: 49 are native speakers of Spanish, 7 are native speakers of Chinese and 2 are native speakers of French. Although we are an ungraded program in the traditional sense we use age-grade equivalents.

All students are referred to 721M through the Committee on Special Education (CSE) or another District 75 school organization. We receive our referrals electronically through the District 75 placement office. At that time we research the student's information in CAP and ATS to ensure that the students are placed appropriately. Once we receive the student's IEP, we review it as well to ensure that it is aligned with the information in CAP and ATS. Corrections are made to any information that does not match. If the Home Language Information Survey or the LAB-R was not administered that will be corrected. The entire 721M student population is certified as special education; therefore, every aspect of the students' instructional program is IEP driven including their bilingual/ESL Only classification and staffing ratio. Therefore, all ELL students that are referred to 721M are already classified as bilingual or ESL Only. Parental involvement is encouraged and expected especially throughout the entire IEP process. Although a student's linguistic service classification can be changed/modified via a Type III/SBST re-evaluation, a student's ELL status stands until the student has passed the NYSESLAT. Various ATS reports are utilized to ensure that all eligible students participate in NYSESLAT testing.

Parents are always welcome and encouraged to inquire about our program before their children attend the school. As part of our intake protocol, we encourage parents to visit the school before they make any decision regarding their children's placement at 721M. During the visit, the parent and the child meet the staff members that will work with them. When they make their final decision we request that they go through an orientation where the program is reviewed; and they meet other key staff members (bilingual Parent Coordinator, the Unit Teacher, the Dean, the counselors and other office personnel). Bilingual staff members are always available to meet with parents to answer questions or discuss any concerns they may have.

All of our ELL's enter the school with a varied educational history. Some students have been admitted into general education settings, tested and then referred for special education evaluation. Others are fortunate enough to have been evaluated promptly and placed in a special education environment. We have students with some formal schooling, some with interrupted schooling and a fraction that have had little or no formal schooling in their native countries. What they all have in common is a lack of literacy skills in their native language and English as well.

Due to their disabilities, students referred to 721M are exempt from standardized testing and participate in the New York State Alternate Assessment (NYSAA). The majority of our population is classified as mentally retarded (MR) or learning disabled (LD). We also have students with secondary and tertiary classifications. Given their cognitive abilities, the majority of our students fall in the beginning level of language proficiency. At this time, there are no ELL's participating in standardized assessment with the exception of the NYSESLAT.

Fourteen of our eligible ELL's participated at the benchmark levels for the New York Alternate Assessment in the content areas. A comprehensive datafolio was compiled, submitted and scored. Students receive Native Language Arts (NLA) and/or content area instruction through a departmentalized program. Classroom instruction is aligned with ELA/ESL/NLA Standards and/or Alternate Grade Level Indicators (AGLI's). Since our Spanish speaking students do not participate in standardized assessments, they do not take the ELE. Instead we monitor native language progress through the administration of the Spanish Brigance.

We are considered an Alternate Assessment school and have rarely had students scoring in the advanced or proficient level of language proficiency. Current and past NYSESLAT results reflect that. The scores show strengths in the areas of listening and speaking, the modalities that are less cognitively challenging. The lower scores in reading and writing are also predictable and are indicative of the student's handicapping conditions. This pattern has been consistent for the past three years, and we anticipate seeing the same pattern next year. Most of our students can complete the listening and speaking portions of the NYSESLAT but due to their cognitive disabilities are unable to read and write on the appropriate proficiency level (or not at all) in either language. Out of all of the eligible students who took the NYSESLAT last spring, only thirteen students received a full score. The others could only complete the Listening/Speaking section thus received an invalid score this is indicative of their disabilities. In contrast two of our inclusion students scored above the beginning level due to their higher cognitive skills. Should any of these students pass the NYSESLAT we would have an IEP conference so their IEP would reflect their new status and then move the student(s) to a monolingual class. However we would still strive to provide some ESL support to ensure the student's success in a monolingual placement.

As previously stated all of our students are certified as special education students. Students are placed in accordance with are their cognitive abilities, Brigance results and teacher recommendation. This ensures newcomers and SIFE students are placed in an appropriate class. The instructional program is adapted and differentiated to meet the functional and linguistic needs of the students. ALL of our students receive some form of AIS. Each year the staff serving ELL's is surveyed for recommendations for the Title III after school program. Regardless of their status, all ELL's who are appropriately placed receive an enriched program that includes an extra unit of ESL service per week. Additionally students have the opportunity to participate in the CHAMPS program. In order to meet the student's linguistic and academic needs, we continue to expand our literacy program by aligning the student's IEP goals with the Brigance Priority goals and ELA/ESL/NLA Standards and/or Alternate Grade Level Indicators (AGLI's).

NLA literacy activities are extended throughout the curriculum and subject areas by combining a thematic based approach with read alouds, reading/writing workshop, literacy programs (specifically adapted for students with special needs), T.E.A.C.C.H methodologies (structured teaching), contextualization and multisensory approaches, cooperative learning, the infusion of the arts, and the use of technology tools. Each classroom library contains books in the native language, including audio books and those adapted by teachers to meet the needs of students with severe disabilities. For bilingual students, ESL is delivered programmatically. ESL instruction incorporates various ESL strategies such as, visual supports, modeling, total physical response (TPR), role-playing, bridging, schema building through the use of graphic organizers and contextualization of material. These strategies are used extensively throughout the instructional day because it allows students to link acquired skills to new experiences and apply them across real every day activities. The use of thematic instructional units supports the development of basic and academic language. Multisensory and multicultural ESL materials are integrated throughout all aspects of instruction. Content area instruction is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review; and a minimum of two subjects taught in English through ESL methodologies. Instruction for beginner students focuses on differentiated instruction and intensive content scaffolding strategies.

For our worksite students, freestanding ESL is provided through a pullout model. ESL instruction follows the NYS ESL Standards and/or AGLI's and incorporates various ESL strategies. ESL strategies include modeling, visual supports, TPR, role-playing, bridging, schema building through the use of graphic organizers and contextualization of material. These strategies are used extensively throughout the instructional day because this allows students to link acquired skills to new experiences and apply them across real every day activities. Multisensory and multicultural ESL materials are integrated throughout all aspects of instruction. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. For all students, content area instruction is provided as follows: all subject areas are taught in English through ESL methodologies by a Bilingual Special Education and/or Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. Paraprofessionals have also participated in the mandated 10 hours of Jose P. ESL training.

As a vocational school, our ultimate goal is to promote students' independence and to prepare them for the world of work. In order to attain these goals, we ensure that the skills acquired in the classroom translate to the work environment. Students' potential at the work-sites is maximized by providing them with opportunities to apply acquired English language skills to "real world" settings. Linguistic support is provided by a bilingual teacher and/or paraprofessional for ELL work-study students. ELL work-study students at minimum receive ESL service at the beginning of the day or upon their return to school.

In an effort to expand our literacy program and continuum of assessments for ELL's, we have implemented the use of the Brigance Inventories (a diagnostic assessment tool) in Spanish. Teachers have used that along with the English counterpart to inform planning, classroom instruction and creating IEP goals. Last year the Inquiry Team (IT) continued it work with the original targeted bilingual class. Additional teachers and paraprofessionals have been trained in the use of T.E.A.C.C.H. methods and materials at the Birch School. Our most challenged students including two of our SIFE students were placed in this class. We have started to develop a school-based informal assessment to monitor students' linguistic progress. Our curriculum is supplemented with manipulatives, technology and realia to make the material more comprehensible to the students.

NLA instruction follows the tenets of balanced literacy emphasizing the development of phonics and comprehension skills through literature-based materials and activities. NLA instruction is parallel to the literacy instruction imparted in our monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials such as *Lectura y Comunicación*, *Cuentos Simpaticos* (National Textbook Co.), "Nuestro Mundo en la Poesia" (Modern Curriculum Press) and "Escritura y Comunicación" (Santillana). Native Language science materials include: "Ciencias del la Salud" (McGraw Hill), "Biología Humana" (Globe Fearon). In addition each bilingual class has a NYCDOE Spanish Core Library. We are piloting the "Meville to Weville" literacy program (Spanish edition – AbleNet, Inc.) with one bilingual class. The use of multimedia enhances and supports the development of native language skills.

At 721M we believe it is imperative that all ELL's be exposed to a literacy rich environment. The students receive an instructional program that follows CR Part 154 regulations and incorporates established best practices in the field of literacy and second language acquisition. In addition to NLA and ESL, bilingual students benefit from bilingual content area instruction through a departmentalized program. Our school program has eight, forty-eight minute periods per day. The Transitional Bilingual Program consists of three high school bilingual classes for ELL's in Alternate Assessment. Two classes are self-contained, one is a work study class and the other is an in-house class. The self-contained, in-house class is with a licensed/certified bilingual teacher for periods 1, 2, 5, 7 and 8. The students have gym and music with monolingual teachers using ESL methodologies. The self-contained work site class is also with a licensed/certified bilingual teacher from periods one to seven. They have gym eighth period with a monolingual teacher using ESL methodologies. The other class follows a departmentalized program. They are with a

licensed/certified bilingual teacher for periods 1, 2, and 7. Our licensed/certified ESL teacher pushes into their science class during fifth period. The bilingual teachers assigned to these classes are NYS certified/ NYC licensed and provide instruction in more than one subject area. All bilingual ELLs receive NLA (1+ unit/one 48 minute period) and ESL instruction (3+ units/three 48 minute periods) programmatically that is consistent with the units per week indicated in the CR Part 154. For all ELL students, content area instruction is provided as follows: the remaining subject areas are taught in English utilizing ESL methodologies by a Bilingual Special Education and/or Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. In accordance with CR Part 154 regulations, all ELL work-study students at minimum receive ESL service at the beginning of the day or upon their return to school via the pull-out model. The students in Alternate Placement receive additional support in the native language (Chinese) and English from a paraprofessional who speaks the students' native language and English. All bilingual students who are mandated for speech are seen by a bilingual speech provider. Our ESL program serves nine students whose IEP indicates "ESL Only". In addition 12 alternate placement students (at work-sites) also receive ESL service. ESL is provided by our ESL teacher through a pull-out/push-in model in our departmentalized program.

To further develop best practices we have designed the instructional schedule to accommodate common preparatory periods wherever possible to facilitate collaborative planning. Additionally teachers are required to attend department and administrative cohort meetings (each of these are bi-monthly). Over the past two years various teachers and paraprofessionals have also been trained by H.G. Birch in T.E.A.C.C.H. strategies/ methodologies. Staff has participated in District 75 workshops in backward design, differentiated instruction, New York State Alternate Assessment, Brigance diagnostic assessment, ESL strategies, writing quality IEP's, curriculum planning and other workshops. Some staff have also attended outside conferences and turn key the information at small group meetings and/or staff conferences.

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District District 75	School 721M
Principal Carol Brady	Assistant Principal Dorothy Arroyo
Coach Deborah Downing	Coach
ESL Teacher Timothy Fox	Guidance Counselor Cynthia Reid
Teacher/Subject Area Jose L. Fernandez	Parent Caritina Torres
Teacher/Subject Area Maria Polonia	Parent Coordinator Madeline Nieves
Related Service Provider Gail Novick	SAF Sheryl Watkins
Network Leader Ketler Louissant	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	256	Total Number of ELLs	58	ELLs as Share of Total Student Population (%)	22.66%
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Part II: ELL Identification Process

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	6	35	41
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained	0	0	0	0	0
Push-In/Pull-Out	0	0	2	5	7
Total	0	0	8	40	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	57
SIFE	4	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	40

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	9			6			33			48
Dual Language										0
ESL	1			1			7			9
Total	10	0	0	7	0	0	40	0	0	57

Number of ELLs in a TBE program who are in alternate placement: 13

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	0	5	39	44
Chinese	0	0	0	5	5
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French	0	0	1	1	2
Korean					0
Punjabi					0
Polish					0

Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	6	45	51

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

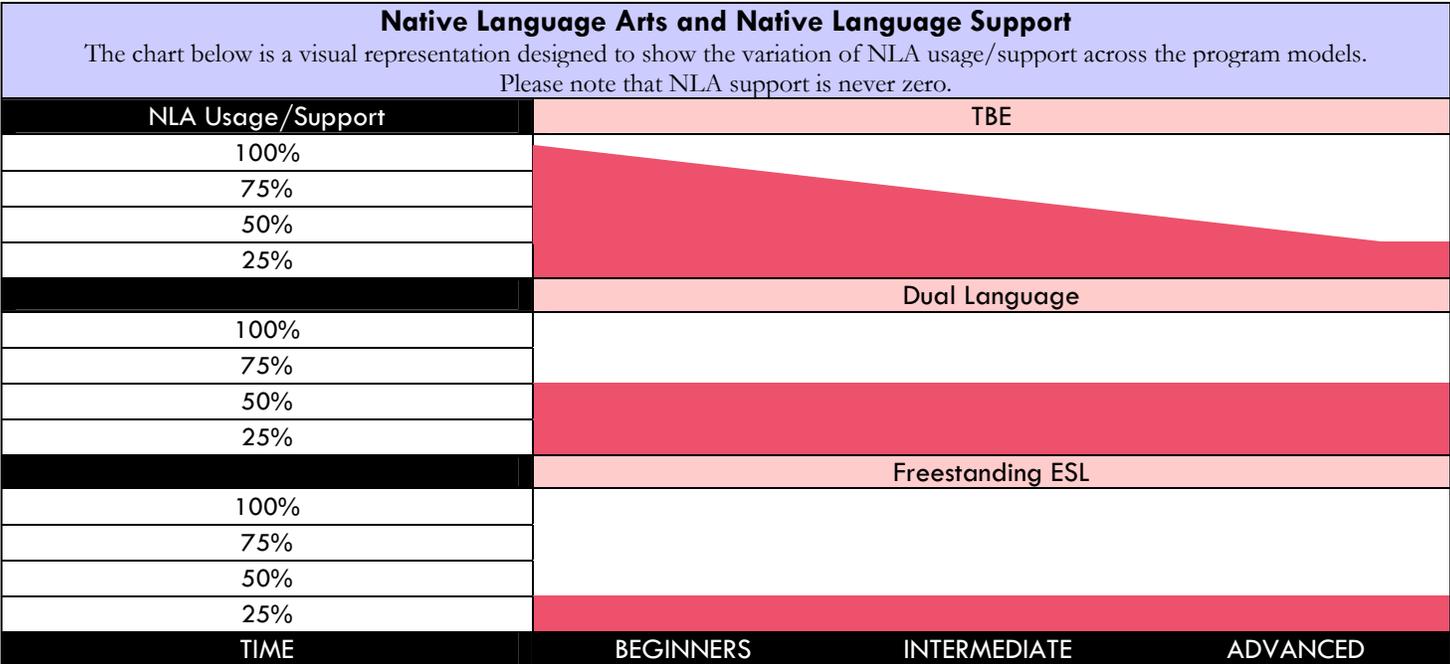
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	2	4	6
Chinese	0	0	0	1	1
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	0	0	0	0	0

Programming and Scheduling Information					
TOTAL	0	0	2	5	7

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

	9	10	11	12	TOTAL
Beginner(B)	1	4	0	7	12
Intermediate(I)	0	0	0	1	1
Advanced (A)	0	0	0	1	1
Total Tested	1	4	0	9	14

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math A	0	0	0	
Math B	0	0	0	0
Integrated Algebra	0	0	0	0
Integrated Geometry	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
NYSAA ELA	14	0	14	0
NYSAA Mathematics	14	0	13	0
NYSAA Social Studies	14	0	14	0
NYSAA Science	14	0	13	0
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	0.00%	0.00%

Chinese Reading Test	0.00%	NA%
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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)
Dorothy Arroyo	Assistant Principal		
Madeline Nieves	Parent Coordinator		
Timothy Fox	ESL Teacher		
Caritina Torres	Parent		
Jose L. Fernandez	Teacher/Subject Area		
Maria Polonia	Teacher/Subject Area		
Deborah Downing	Coach		
	Coach		
Cynthia Reid	Guidance Counselor		
Sheryl Watkins	School Achievement Facilitator		
Ketler Louissant	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date



