



Department of  
Education



MANHATTAN TRANSITION CENTER 751M  
2009-2010  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)

LAST UPDATE: 10/6/2009 10:07:00 PM

SCHOOL: 75 MANHATTAN/ 75M751  
ADDRESS: 113 EAST 4<sup>TH</sup> STREET  
NYC, 10003  
TELEPHONE: (212)477-2090  
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P751M SCHOOL NAME: Manhattan Transition Center

DISTRICT: 75 SSO NAME/NETWORK #: Ketler Louissaint

SCHOOL ADDRESS: 113 East 4<sup>th</sup> Street NYC 10003

SCHOOL TELEPHONE: (212)477 2090 FAX: (212)228-7090

SCHOOL CONTACT PERSON: Tobias Weissman EMAIL ADDRESS: tweissm@schools  
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Lawrence Rolla (UFT)

PRINCIPAL

Tobias Weissman

UFT CHAPTER LEADER

Lawrence Rolla

PARENTS' ASSOCIATION  
PRESIDENT

VERONICA LEWIS

STUDENT REPRESENTATIVE  
*(Required for high schools)*

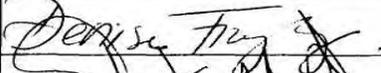
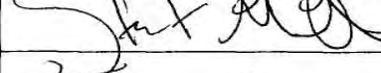
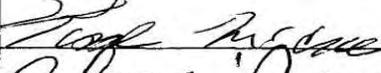
Crystal Pabey

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(re/er to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at [http://schools.nyc.gov/Administratioiv"ChancellorsRc^ulations/default .htm](http://schools.nyc.gov/Administratioiv)). *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
Tobias Weissman	Principal	
Lawrence Rolla	Chapter Leader/SLT chair	
x Veronica L. Lewis	* PA/PTA President or Designated Co-President	Veronica L. Lewis
Willie Mae Johnson	Title I Parent Representative (suggested, for Title I schools)	Willie Mae Johnson
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
x Denise Fryburg	teacher	
x STUART MILNER	teacher	
x TAD MCCALL	para professional	
x EDNA DIAZ	parent	Edna Diaz
x Ophelia Smalls	CBO representative	Ophelia Smalls
x		

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**

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The Manhattan Transition Center/751 M is located in the dynamic and culturally diverse Lower East Side of Manhattan. Our equally dynamic students come to us from diverse areas of the five boroughs, but all share the vision of entering the world of work upon graduation. To achieve this end, the school is organized on a developmental continuum that ensures students move systematically from an intensive, vocationally oriented, school-based experience in their first two years and culminates in a full-time community-based vocational (CBVI) experience in their final two years of participation. The CBVI opportunities take place full-time in one of twelve or more "offsites." Each offsite is staffed by a teacher/paraprofessional team. The experience includes two full periods of instruction in relevant workplace literacy and numeracy, as well as an emphasis on social skills acquisition throughout the school day. To the extent possible, all student site placements are driven by students' informed choices made as part of regular conferences among students, teachers, Guidance Counselors and other staff.

The present school administration has undertaken to improve the quality of life and the quality of instruction for all members of the MSCD school community. A few recent highlights are:

- The implementation of a new comprehensive curricular approach incorporating extensive reading and mathematics activities in all classes, especially shop classes wherein half of all class time is dedicated to work related literacy and numeracy activities.
- The creation of a Bicycle Repair Program intended to introduce the proper use and function of hands tools through a highly motivating set of activities. Students repair, build, paint, and maintain their own bicycles, as well as those of community drop-ins. In the near future, the program expects to expand to maintenance and repair of assistive devices, e.g., wheel chairs and walkers.
- The school has responded positively to students' expressed desire for greater academic rigor in instruction and more "hands-on" learning. Accordingly, Manhattan Transition Center/751 M has inaugurated new academic programs, specifically Achieve 3000 and Math Voyager, which are intended to revitalize academic instruction within the schools. The new programs incorporate state-of-the art computer instruction in the classroom with active parental involvement in the student's home.
- The school continues its renovation and beautification programs. A brand-new auditorium and a state-of-the-art library are being constructed. In addition, a fully equipped teacher resource room, student center, and a new staff lounge are in the process of construction. All these improvements are intended to increase student performance and staff productivity.
- Recognizing that the physical environment surrounding the school is also of importance, 751M has implemented a tree-planting program where nearly a score of new trees will be planted to further beautify the school campus and to reinforce the "green" nature of our school.
- The Manhattan Transition Center/751 M has participated in two School Quality Reviews to date. Both SQRs were favorable. In SY 2008/09 the SQR identified the school as "Proficient." This designation was based on the Reviewer's extensive observations of our building- and community-based programs. The reviewers singled out for particular praise the area of transition services offered by our school. It is the goal of 751M to continually improve our

performance. Thus, even though the job placement rate of our students is one of the highest in New York City, we will redouble our efforts this year to improve job placement even further as we continue to set the bar higher and higher in service to our students.

- In line with the fact that we have experienced success with our transition programs to wit: placing 19 out of 28 of our 2009 graduates into full-time competitive employment, , we will be opening two new transition worksites, in the early Fall of 2009, and based upon current projections, an additional new site may need to be founded in 2010.
- The creation of separate Women's and Men's Groups addresses the social and emotional needs of young men and women as they attempt to understand themselves and successfully move through the turbulent years of adolescence. The mutual support model used in the group fosters positive, self-affirming relationships which lead to greater resiliency and self-efficacy. Although participation is voluntary, over half of our students choose to attend the weekly meetings.
- Complementing the Women's and Men's Groups, the Physical Education Department has embraced the model of mutual support and recast itself as a "Fitness Club" with daily, systematic programs created for each student by our highly trained teachers, who are also certified Fitness Trainers. Developing and maintaining a healthful lifestyle contributes to a positive self-image.
- A major student art project assisted by local artists and our Parent Coordinator resulted in the painting of a mural covering approximately eight-thousand square feet of the school cafeteria. The mural's theme conveys the color and excitement of life in Manhattan. The mural replaces drab brown walls and welcomes students, families, community members and staff as they enter the building each day.
- All students entering the MTC program for a minimum of six weeks are linked with their local Office of Vocational and Educational Services for Individuals with Disabilities. The mean employment rate for program completers has ranged from 73% to 80+% over the past three years.

MTC has forged long-term relationships with many other local and state agencies especially the NYSED Office of Educational and Vocational Services for Individuals with Disabilities, as well as community based organizations such as Goodwill, YAI, Contemporary Guidance Services and AHRC.

The MTC experience ensures the implementation of a person specific, contingency based *TransAction Plan* developed, in part, through a grant from VESID in collaboration with the University of Buffalo. Thus, MTC site teachers and paraprofessionals serve as case managers for *TransActioners* who present with a wide range of intensive support needs including, but not limited to, vocational preparation.

The main site building which has been designated a NYC landmark has been benefiting from significant facility improvements ranging from extensive air conditioning and full networking to security enhancements that include full camera coverage of all public areas of the building.

This current school year has seen a three-fold increase in the number of parents actively participating in School Leadership Team meetings and an increasingly active Parent Teacher Association. With a renewed sense of urgency the Manhattan Transition Center/751M is prepared to face the challenges of a new era of hope and economic uncertainty.

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	<b>23</b>	<b>17</b>	<b>42</b>	Number of Administrators and Other Professionals	34	12	35
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	15	N/A	<b>13</b>

<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-0
	47	36	28	% fully licensed & permanently assigned to this school	98.0	100.0	100.0
				% more than 2 years teaching in this school	84.0	94.4	97.0
				% more than 5 years teaching anywhere	70.0	80.6	87.9
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	88.0	86.0	85.0
(As of October 31)	2005-06	2006-07	2007-08	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	70.5	33.3	100.0
American Indian or Alaska Native	0.6	0.4	0.4				
Black or African American	500	563	56.2				
Hispanic or Latino	44.9	39.1	39.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.1	1.1				
White	3.2	32	2.9				
<b>Male</b>	75.6	75.7	73.2				
<b>Female</b>	24.4	24.3	26.8				

**2008-09 TITLE 1 STATUS**

	Title I Schoolwide Program (SWP)			
	Title I Targeted Assistance			
	Non-Title I			
Years the School Received Title I Part A Funding:	2005-06	2006-07	2007-08	2008-09

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School (Yes/No)** No If yes, area(s) of SURR identification:

**Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 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 \_\_\_\_

**SECTION III - Cont'd**

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

**CEP Section III: School Profile  
Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>									
<b>School Name:</b>	Manhattan School for Career Development								
<b>District:</b>	75	<b>DBN:</b>	75M751	<b>School BEDS Code:</b>	307500011751				
<b>DEMOGRAPHICS</b>									
Grades Served:					2005-06	11	12		
					7	60.5	Ungraded		
					8				
					9	<i>- % of Enrollment:</i>			2007-08*
					10	2005-06			63.9
<b>Enrollment</b>	Pre-K	3							
	K	4							
<i>(As of October 31)</i>	1	5				48.9		2006-07*	
	2	6						62.6	
Kindergarten									
Grade 1 Grade 2	2005-06	2006-07	2007-08	<b>Student Stability - % of Enrollment:</b>					
Grade 3 Grade 4				<i>--- -- ""</i>	2005-06	2006-07	2007-08		
Grade 5 Grade 6	0	0	0	<i>(As of June 30,</i>	74.1				
6 Grade 7	0	0	0						
Grade 8 Grade 9	0	0	0	<b>Poverty Rate</b>					
Grade 10 Grade 11	0	0	0	<i>(As of October 31)</i>		2006-07			
11 Grade 12	0	0	0			49.8			
Ungraded Total	0	0	0						
	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
	0	0	0	<i>(As of June 30)</i>	2005-06	2006-07	2007-08		
	0	0	0		"	.	"		
	0	0	0						
	21	2	3	<b>Recent Immigrants - Total Number:</b>					
	12	8	8	<i>, &lt;,, - ,"</i>	2005-06	2006-07			
	14	6	21	<i>(As of October 31)</i>					
	39	89	48						
	230	179	196	<i>(As of June 30)</i>					
	316	284	276						
									2007-08
									47.8
									2007-08
									5
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number</b>					
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	<i>(As of June 30)</i>	2005-06	2006-07	2007-08		
# in Self-Contained									
Classes	316	284	276	Principal Suspensions	2	0	0		
# in Collaborative Team				Superintendent					
Teaching (CTT) Classes	0	0	0	Suspensions	4	3	4		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>				# receiving ESL services only		9	10		
							2		
<b>English Language Learners (ELL) Enrollment:</b>									
<i>(BESIS Survey)</i>	2005-06	2006-07	2007-08						
# in Transitional Bilingual Classes	16	9	7						
# in Dual Lang Programs	0	0	0						

**Special High School Programs - Total Number:**

*(As of October 31)*

	2005-06	2006-07	2007-08
CTE Program			
Participants	0	0	0
Early College HS			
Program Participants	0	0	0

**Number of Staff - Includes all full-time staff: (As of October 31)**

	2005-06	2006-07	2007-08
Number of Teachers		50	36
			33

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:

Elementary/Middle Level

ELA, Math-Science:

This school's (AYP)

accountability measure:

Adequate Yearly Progress determinations for each

Secondary Level	
ELA	
Math	
Graduation Rate:	

Student Groups

All Students

Ethnicity

American Indian or Alaska Native  
 Black or African American  
 Hispanic or Latino  
 Asian or Native Hawaiian/Other Pacific Islander  
 White

Elementary/Middle Level      Secondary Level

ELA    Math    Science    ELA    Math    Grad Rate

Other Groups

Students with Disabilities  
 Limited English Proficient  
 Economically Disadvantaged

Student groups making AYP in each subject

Progress Report Results - 2007- CHILDREN FIRST ACCOUNTABILITY SUMMARY Q

08 Overall Letter Grade: Overall

Score: Category Scores:

School Environment  
 (Comprises 15% of the Overall Score)  
 School Performance:  
 (Comprises 30% of the Overall Score)  
 Student Progress:  
 (Comprises 55% of the Overall Score)

Quality Review Results - 2007-08

Overall Evaluation: Quality

Statement Scores:

Quality Statement 1 Gather Data  
 Quality Statement 2 Plan and Set Goals  
 Quality Statement 3 **Align** Instructional Strategy to Goals  
 Quality Statement 4 Align Capacity Building to Goals

Additional Credit

KEY: AYP STATUS

M = Made AYP  
 \<sup>SH</sup> = Made AYP Using Safe Harbor Target

Quality Statement 5 Monitor and Revise

▶ = Underdeveloped with Proficient Features  
 \ = Proficient

X = Did Not Make AYP

- - Insufficient Number of Students to Determine AYP Status  
 W = Well Developed  
 O = Outstanding

KEY: QUALITY REVIEW SCORE

A - Underdeveloped

' = For 2006-07 & 2007-08, the PAR Attendance Rate is **listed** for District 75 schools, and the Progress Report Attendance Rate(s) is listed for all other schools. If more than one attendance rate given, it is displayed as K-8.'9-12.

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

## **SECTION IV: NEEDS ASSESSMENT**

### **Job Placement**

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While our overall job placement rate for our June, 2009 graduates is high (said rate being is calculated based upon outcomes from 9/08-6/09), we intend to improve our 2010 graduation rate even further. Job placement is the core of the mission of our school, and thus deserves the highest priority. Our current trend of successful outcomes is evidenced not only by the high job placement rate but also by our collaboration in job development/placement with AHRC, with LDANYC, with YAI, with recognition by Cornell University of the overall excellence of our programs, by the expansion of the GED program at the ICD site, and by the institution of internships at NYU for our culinary arts students. Our current worksites are at capacity, and we are currently opening additional sites. We continue our past policy of ensuring that all students are provided with TransAction Plans in order to "track" their movement from school-based academics to worksite to full-time competitive employment. We will incorporate new methodology in data collection to ensure that all students are properly tracked and that relevant data can be captured to assist us in improving our levels of job placement as well as to implement more highly nuanced methods to continually increase our overall success rate. We will further enhance our job placement rate through adoption of a multi-faceted approach based on intensive personal outreach, behavioral intervention, peer mediation, data collection, and provision of options, such as VESID, newly revised Attendance Plan, and positive relationships with participating agencies and agency linkages.

### **Students' Perceptions of School Academic Expectations**

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Our baseline data derived from our Learning Environment Survey Report for 2008/09 summarizes the most recent LES data. It reveals from the survey score of Academic Expectations 6.1 (scale of 0-10).

Students at 751M commonly express the belief that the school is not sufficiently rigorous in its academics. While perceptions are not necessarily reality, it is important that the school addresses the issue of student expectations. It is part of our "contract" with our students to provide them with quality instruction while recognizing the differentiated learning needs of our particular populations. In the current school year, the faculty will implement new academic programs and provide more individualized "hands-on" instruction. All faculty will be fully trained in ARIS to allow for more comprehensive tracking of student performance, both at school as well as at home through communication with parents/guardians. The current system of student portfolios will be augmented through weekly student-teacher conferences, daily case notes, and peer review in the individual classes. The construction of a student computer lab and student center will enhance student learning as well as encourage student discussion and information sharing. Finally 751M will implement a "Mouse Squad" to train students in basic computer repair and augment their technological skills. All these programs/activities are intended to permit students to "see" a connection between their academics and their actual activities, to make learning more relevant and valuable, and to provide students with a heightened sense of both academic expectation as well as academic accomplishment.

### **Improve Reading Comprehension Skills by One Grade Level**

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Based upon the findings of the Quality Assurance Report and the 751M Inquiry Team, students in selected classes will be periodically assessed throughout the school year as 751M commits itself to raising the students' reading comprehension skills by one full grade level. Designated teachers will be trained in the implementation of the Achieve 3000 Reading System and in the Math Voyager Program to provide these students with focused instruction. Data collection will be augmented to enhance instruction and to provide rapid feedback on student progress. Additionally, the teachers will review the students' IEPs to ensure that the document accurately reflects the personal goals/needs. These individualized IEP goals/needs will infuse the student's instruction and be reflected in the Achieve 3000/Math Voyager lessons to assist the student in reaching the ultimate goal of increasing his/her academic competency by one grade level.

## **OVERVIEW OF BARRIERS TO SECTION IV – NEEDS ASSESSMENT:**

At Manhattan Transition Center/751M, we recognize that any school faces barriers to program implementation. Some barriers are internal, and thus can be remedied. Other barriers are external to the school and may well be intractable. In order to most fully present a complete “snapshot” of our school, we identify these respective barriers.

### **Internal Barriers:**

- Need to increase travel training options for prospective students in order to accommodate additional students who express interest in our programs but who are not yet travel trained at the time of initial application
- Need to revamp the current TransAction Plan to create a document/program that will effectively “follow” the student from age 14 through 21. The new program will have to be interactive and incorporate current technology to increase data collection of outcomes.
- Need to create online communities of all 751M teachers (both main site and worksite) to augment teacher communication and collaboration.
- Need to combine both transition worksites and co-operative worksites under a single administrative umbrella in order to ensure a “continuum of service” to our students

### **External Barriers:**

- Lack of Internet and/or wireless access at some worksites due to site restrictions on Internet usage.
  - Lack of computer access for some students in their homes.
  - Pre-existing obligations of our students, viz. court appearances, reporting to probation officers, familial duties, that may negatively impact on regular school attendance.
-

**SECTION V: ANNUAL SCHOOL GOALS**

**Goal 1      STUDENT INDEPENDENT JOB PLACEMENT IMPROVEMENT**

Job placement will improve from 65% to 70% during the 2009-2010 school year.

**Goal 2      INCREASE STUDENTS' ACADEMIC EXPECTATIONS**

Academic Expectations will increase from 6.1 (2008-2009) to 7.0 (2009-2010).

**Goal 3      IMPROVE SELECTED STUDENT READING COMPETENCY BY ONE GRADE LEVEL**

**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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** Job Placement Improvement

<p><b>Annual Goal #1</b> Goals should be SMART- Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Student independent job placement will improve by 5% from last year. The goal is to increase overall independent student job placement from 65% to 70% during the 2009-2010 school year (specifically 10/1/09-6/15/10) as evidenced by actual placement of our students in employment positions. In the area of job placement, we continue to implement our transition programs in order to prepare students for entry into competitive and supported potential employment placement for our students and to maintain positive relationships with participating agencies and agency linkages.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Introduction The goal is to increase overall job placement by 5%. Students will be provided with practical, "hands-on-work experience in preparation for entry into competitive and supported employment We continue to implement our transition programs in order to provide employment placement for our students and to maintain positive relationships with participating agencies and agency linkages.</p> <p>Steps in obtaining the goal include:</p> <ol style="list-style-type: none"> <li>1. <b>Completion of Trans Action Plans</b> <ul style="list-style-type: none"> <li>▪ Design and implement the TransAction Plan, curriculum, and teacher manual. Responsibilities: Project Coordinator ■ Implement a TransAction Plan Outreach program to contact students at risk of dropping out. Responsibilities: Attendance Teacher, paraprofessional. ■ In collaboration with MTC Parent Coordinator, sponsor a series of TransAction workshops for students and their families. Topics will include work opportunities, VESID services, self-determination, and post-secondary options including trade school. Responsibilities: Parent coordinator, Project coordinator ■ Training of staff members in the use and implementation of the TransAction plan and accompanying curriculum. Responsibilities: Project coordinator</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>■ Implementation of school guidance staff in assessing individual students' TransAction plans. Responsibilities: guidance staff</li> </ul> <p><b>2. Increase Number of VESID applications</b></p> <ul style="list-style-type: none"> <li>■ MTC team will assist students and families in completing VESID applications, arrange appointments, gather necessary paperwork, and, if needed, accompany student to VESID appointments. Responsibilities: Parent coordinator, Attendance teacher, MTC paraprofessional. ■ Develop a brief questionnaire where VESID counselors rate quality of VESID applications submitted by our students - Responsibilities: Project coordinator ■ Establish meetings with school guidance counselors to review procedures to enhance probability of successful outcomes. Responsibilities: Counseling Staff: ■ Establish quality assurance team to review VESID submissions to ensure that required data is available and complete. Responsibilities: Project coordinator, Inquiry Team ■ Escort students to VESID orientation/intake appointments. Responsibilities: worksite teacher, paraprofessional</li> </ul> <p><b>3. Increase number of students participating in agency training programs</b></p> <ul style="list-style-type: none"> <li>■ Identify appropriate students for programs based on Level One Vocational Assessments and Transaction Plan. Responsibilities, worksite teacher, paraprofessional ■ Student will be VESID certified. Diagnostic Vocational Evaluations will be provided to assess students strengths and weaknesses. Responsibilities: respective agency personnel ■ Certificates awarded to students completing program. Follow up by teacher and noted on Transaction Plan A Responsibilities: respective agency personnel, worksite teacher</li> </ul> <p><b>4. Increase number of worksites</b></p> <ul style="list-style-type: none"> <li>■ Open new transition worksite locations at Goldwater Hospital and Borough of Manhattan Community College to increase work opportunities for students. Responsibilities: Project coordinator</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>In addition to Tax Levy funds, resources include funds from the Office of Vocational Assistance; VETEA funding through the State of New York for instructional materials; Training Opportunity Programs (TOP) funding provided through the IDEA.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be assessed/monitored based on the following timeline:</p> <p>Step 1: Daily review of site observation records.</p> <p>Step 2: List of students who maintain 100% attendance will be noted weekly on the attendance Bulletin Board to continue to motivate them and other students as well.</p> <p>Step 3: Outreach Logs maintained by site teacher Student Handbook highlighting student's responsibilities will be filed with main office on a weekly basis.</p> <p>Step 4: Student-Teacher conferences will be conducted monthly to evaluate and assess student progress.</p> <p>Step 5: Quarterly student report cards issues (in 11/09; 2/10; 4/10; 6/1) by site teachers.</p> <p>Step 6: Student-Parent conferences will be conducted (11/09 and 4/10) to evaluate and assess student progress.</p> <p>Step 7: TransAction plans will be reviewed in February, 2010, and June, 2010, to determine the numbers of goals written and achieved across TransAction areas. Remedial action will be</p>

	<p>Instituted to assist student progress and ensure successful outcomes</p> <p>Step 8: Professional Development (9/09; 11/09; 2/10; 4/10; 6/10) for teachers: Motivating Students, Social Emotional Literacy in the Workplace; Graphic Organizers; Self Determination; and Transition Planning.</p> <p>Step 9: Review/assessment (6/10) of student employment interviews.</p> <p>Step 10: Completion (6/10; otherwise as needed) of Outcomes Survey form</p>
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**Improve Students' Academic  
Expectations**

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

<p><b>Annual Goal #2</b> <i>Goals should be SMART- Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the Students' Academic Expectation score of 6.1 (on a scale of 1 to 10) previously generated on the 2008-2009 Student Learning Environment Survey to a score of 7.0 on the 2009-2010 Student Learning Environment Survey, said survey to be administered in May, 2010.</p> <p>Improved results will be achieved through teachers delivering more challenging learning experiences that promote autonomy, interaction, and choice. Critical thinking and problem solving skills will be incorporated within and across all subject matter areas. Life skills will be taught in real life contexts in order to promote self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. Students will engage in instructional activities that promote both independent learning as well as collaborative activity. The actual physical environment of certain areas of the school will be reconfigured to engage all students in purposeful learning activities and to encourage constructive interactions among students.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The goal is to increase overall student academic expectations from 6.1 to 7.0 (on a scale of 1 to 10). Our plan is to engage students in meaningful academic activities, to improve instructional rigor, to implement new academic programs in order to increase student achievement, and to improve the classroom physical environment to create an environment conducive to student learning.</p> <p>Steps in obtaining the goal include:</p> <ol style="list-style-type: none"> <li>1. <b>Renovations made within school building and classrooms to enhance student learning environment and academic outcomes</b> <ul style="list-style-type: none"> <li>■ Construction of computer lab room</li> <li>■ Creation of student center</li> <li>■ Creation of staff resource room for lesson planning and collaborative inquiry</li> <li>■ Renovation and upgrading of the culinary arts program</li> </ul> </li> <li>2. <b>Implementation of ARIS</b> <ul style="list-style-type: none"> <li>■ Program will provide teachers and parents with immediate access to data outlining their academic progress and areas of academic strength/weakness</li> </ul> </li> <li>3. <b>Implementation of new academic programs in literacy and math</b> <ul style="list-style-type: none"> <li>■ Voyager V-Math program is being utilized for mathematics instruction</li> <li>■ Achieve 3000 Reading and Writing program is being utilized for literacy instruction</li> </ul> </li> </ol>

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- Star Reporter program is being utilized to enhance literacy instruction and improve student writing skills
  - Implementation of a music curriculum to teach literacy skills
4. **Development of a student "Mouse Squad"**
- Students become members of "Mouse Squad" where they are trained in computer repair and in-school technology to directly assist in assisting with school's technology needs & to increase students' technological competency
5. **Addition of new student shop class in main building and addition of new transition worksites**
- In response to student interest, addition of wheelchair repair classes and related curriculum to the current bicycle repair shop
  - Development of new transition worksites at Goldwater Hospital and Borough of Manhattan Community College that align worksites, e.g. horticulture, studio to student's individualized interest for employment
6. **Development of student portfolios that track academic progress**
- Creation of binders for all students that will include attendance, assessments, TransAction Plan, IEP, student work (including student-teacher conferencing and evidence of student's self-determined goals). Teachers will provide students with opportunity to review portfolios twice monthly by students to assess academic progress and assist in improving academic outcomes..
    - Creation of form for student request to review portfolio.
7. **Reconfigure school's physical environment**
- Specific classrooms of the school will be reconfigured to engage all students in purposeful learning activities and to encourage constructive interactions among students
8. **Creation of a 751M Debate Team**
- Organization of a new school debate team with a debate coach; regular instruction in the techniques of persuasive argument and debate; schedule of future debates.
9. **Peer Review & TransAction Plan Review**
- Students will engage in weekly "peer review" sessions within the classroom to evaluate their peer's individual work and make suggestions for enhanced academic outcomes
  - Student TransAction plans will be individually reviewed with the respective student in February and June to determine the number of goals written and achieved across TransAction areas.
- 10.. **Greater Parental Involvement**
- Parental involvement in their student's academic performance by increased involvement in curriculum development by the School Leadership Team, the Parent-Teacher Association, and the Parent Coordinator.

	<p>11. Monthly overview by school-based literacy coach of school's music/literacy curriculum.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>In addition to Tax Levy funds, resources were written into the Model Transition Project for purposes of serving at-risk age 17+ non-attendees. Per session pay is available for Saturday VESID Outreach for teachers and para professionals. Carfare reimbursement for outreach will be reflected in budget increase in the relevant category.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Step 1: Effective 9/09, Portfolios will be maintained for all students. In addition to twice monthly reviews with their teachers, students will engage in periodic portfolio presentations to demonstrate growth and to reflect/track their academic progress.</li> <li>▪ Step 2: Individual student-teacher conferences will be conducted weekly throughout the semester to evaluate and assess student academic progress, to identify areas of strength/weakness and to verify that the student's page 6 IEP goals are reflected to ensure academic success</li> <li>▪ Step 3: Students will engage in weekly "peer review" sessions within the classroom to evaluate their peer's individual work and make suggestions for enhanced academic outcomes.</li> <li>▪ Step 4: Student TransAction Plans which have been completed prior to December 1, 2009, will be individually reviewed with the respective student in 2/10 and 6/10..</li> </ul>

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

**Improve Students'  
Reading/Writing Skills by One  
Grade Level**

<p><b>Annual Goal #3</b> Goals should be SMART- Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Commencing October 2009 through June 2010, students in a minimum of four classes (VO2, VO3, VO4, and Paraprofessional Training worksite) will increase comprehension, viz. sequence of events, main ideas, and details/facts in literary/informational text with 80% accuracy, of a variety of printed materials by one grade level and demonstrate an increase in lexile scores as measured by Achieve 3000 level assessments, the Scantron Performance Series, anecdotal data, and observations</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>751M will implement the Achieve 3000 (web-based reading curriculum) to provide individualized and differentiated instruction for reading and writing based on the students' lexile (academic level).</p> <p><b>1. Implementation of Achieve 3000</b></p> <ul style="list-style-type: none"> <li>■ Teachers will distribute assignments and assessments to the students and Achieve 3000 differentiated assignments based on the individual student's reading and writing level.</li> <li>■ Teachers will utilize Achieve 3000 five-step literacy routine for 30 minutes daily</li> <li>■ Teachers will review each student's work assignments to assess progress and needs</li> <li>■ Teacher will utilize Achieve 3000 assessment tool to track each student's individual progress.</li> </ul> <p><b>2. Professional Development</b></p> <ul style="list-style-type: none"> <li>■ Develop a Case Conference Notes Form</li> <li>■ Implementation a Case Conference Form</li> <li>■ Incorporation of motivation in each lesson</li> <li>■ Scantron training</li> <li>■ Implementation of common planning time among teachers to discuss and refine pedagogy &amp; intervisitation of classrooms among cooperating teachers</li> <li>■ Support from District Coach for Literacy to strengthen instructional methodology</li> <li>■ Inter-visitation and formal Learning Walks</li> <li>■ Formal and informal classroom observations by Assistant Principals</li> <li>■ In-house professional development presentations to review instruction, refine teaching techniques, and incorporate motivational strategies within the classroom. Professional development sessions will be utilize "critical friends" team approach; recommendations of school inquiry team; and mini-groups of teachers focusing on collaborative teaching methodologies.</li> </ul> <p><b>3. Inquiry Team</b></p> <ul style="list-style-type: none"> <li>■ Utilizing , Excel spreadsheet and rubric to monitor students' progress</li> <li>■ Analyzing inquiry team teaching methodologies to determine which strategies can be transferred to all students</li> </ul> <p><b>4. Upgrading of school physical environment</b></p> <ul style="list-style-type: none"> <li>■ Creation of teacher resource room</li> <li>■ Creation of new computer lab</li> <li>■ Creation of student center</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

■ Implementation of the Achieve 3000 Five-Step Literacy Routine: Before Reading - Step 1: Set a schema - students read and reply to a daily e-mail that sets the stage for what they are about to read. During Reading - Step 2: Read for information - students read an appropriately leveled nonfiction article. The article engages and involves students via a high-interest and grade-appropriate theme. After Reading - Step 3: Demonstrate mastery - after reading the article, students answer questions that monitor comprehension and vocabulary mastery. The questions also serve to assess higher-order thinking skills. After Reading - Step 4: Construct meaning - students write a response to an open-ended question. This builds critical cognitive skills and allows students to practice their writing skills each week. Students also practice interpreting visual data. After Reading - Step 5: Form an opinion - students also participate in a poll about the article so they can demonstrate opinions and share their opinions with other people. ■ Teacher made test ■ ARIS documenting the following: 1. Report cards / performance reports 2. Communication tools: e-mails 3. Assessment tools: tests and essays 4. Student work: class and homework assignments 5. Usage reports: number of assignments completed

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval of periodic review; instrument(s) of measure; projected gains*

- Step 1: Authentic student work such as writing samples, journals, poetry, magazine, Imovie, and individual student portfolios will be reviewed with student on a weekly basis.
- Step 2: Teacher will log onto ARIS weekly to update student information, write in blog, and engage in collaborative discussion with colleagues about students' progress. Student
- Step 3: NYSAA results will be evaluated to determine future lesson planning and to inform teacher made test
- Step 4: All students taking the Alternate Assessment/NYSAA in ELA will have increased their Level 3 & 4 scores by 10% in May 2010.

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) - Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION - CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

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

**APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 - SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving, AIS	# of Students Receiving AIS	# 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								
9								
10								
11								
12	263	263	84	84	20	0	8	n/a

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Express Writing; the Wilson Reading System; 4-square method, and conferencing. Writers Express is a district approved program which enhances student writing skills through a prescriptive assignment approach. Small group instruction is delivered * 5x weekly * during the literacy block. Wilson Reading System develops basic literacy skills through a phonics-based approach. It is delivered during the school day, and after school, individually and in small group settings by Wilson certified ELA staff.
Mathematics:	Small group instruction * 5x weekly * during the math block, 4 square method, functional academics: time, measurement, and money.
Science:	Science instruction combines hands-on vocational training experience and explicit instruction with every day science concepts relevant to possible career areas. For example, cooking teacher uses weekly break outs sessions to explain acidity of baking soda/brown sugar in recipes. This is carried through in our in school and offsite programs. Science AIS is delivered in small groups, and in extra class sessions, during teacher's administrative and donated preparation periods.
Social Studies:	Social Studies is infused in all exploratory classes. Shop teachers coordinate Social Studies concepts with real world applications. For example, typical topics in the woodshop class include: Where does lumber come from? What are rain forests? Review environmental issues as they relate to employment, etc. This is carried through in our in school and offsite programs. Social Studies AIS is delivered in small groups and in extra class sessions, during teachers' administrative & donated preparation periods.
At-risk Services Provided by the Guidance Counselor:	Women's and men's groups meet weekly to discuss specific topics related to academic growth, attendance, punctuality, responsibility, self determination, self advocacy, life skills, positive self esteem, and relationships.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Women's group meet weekly to discuss specific topics related to academic growth, attendance, punctuality, responsibility, self determination, self advocacy, life skills, positive self esteem, and relationships.

At-risk Health-related Services:	N/A
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

*NCLB/SED requirement for all schools* **Part A: Language Allocation**

**Policy (LAP)** - Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

**751M- LANGUAGE ALLOCATION POLICY**

**TOBIAS WEISSMAN, Principal**  
**JOSEPH GIACALONE, Asst. Principal**  
**JOHN MCGINNESS, Asst. Principal**

**113 EAST 4TH STREET**  
**New York, N.Y. 10003**  
**(212) 477-2090 Fax (212) 228-7095**

Members of the LAP team include: Tobias Weissman, Principal; Joseph Giacalone, Assistant Principal; John McGinness, Assistant Principal; Josephine Marmolejo, Bilingual Teacher; Oscar Marmolejo, Bilingual Teacher; Thomas Rosa, ESL Instructor; Maria Ayala, Parent Coordinator; Marie D'Avila, Parent.

751M is located in the dynamic and culturally diverse Lower East Side of Manhattan. Our 263 dynamic students come to us from diverse areas of the five boroughs, but all share the vision of entering the world of work upon graduation. The ethnic breakdown of the population consists of 47.45% African Americans, 48.23% Hispanic, 0.78% Asian, 1.17% American Indian, and 2.35% White. All students are diagnosed as Learning Disabled or Emotionally Disabled, as per their IEPs. The total number of English Language Learners (ELL) is 64. (24.30%). Please note that of this stated total of 64 students, 31 are entitled ELL students and 33 are "X-coded" ELLs, serviced as per their IEP mandates. For purposes of the LAP, the numbers reflected in this appendix are for the entitled ELL students only. Our program is ungraded as we are an Alternate Assessment non-Diploma bound school. However, using chronological age as a guide, 1 student would be classified as 9<sup>th</sup> grade; 4 students as being on a tenth grade level; 4 students on an eleventh grade level, and 17 students would be classified as grade twelve. All of our ELL students come from Spanish speaking homes, therefore the language is Spanish.

As we are an IEP driven school, our program incorporates the students' individual needs to all instruction. As per 2009 NYSESLAT the breakdown of our ELLs are as follows:

Beg	Intermediate	Advanced
18	9	1

At the commencement of the fall school term, students whose names appear on the cross reference list are checked against their CAP screen to determine whether a student is currently, or previously was, mandated for ELL service. As an additional cross-check, an ATS report is also run for verification purposes of a student's status as well as eligibility for the LAB-R and the NYSESLAT. All students identified as ELL have their files reviewed to verify that the IEP is current and for verification of the Home Language Survey. Once this preliminary process has been completed, the pupil accounting secretary and the 751M parent coordinator inform Assistant Principals Giacalone and McGinness of any new intakes.

Weekly admit reports are run to keep this notification process current.

Upon initial admittance to the school, new students are placed in an instructional setting appropriate to their IEP. The ESL teacher will meet with the parents of all ELL students to discuss the student's educational needs and strategies. This meeting is conducted in the parent's native language and usually occurs on the actual date of admittance, but in no event later than 48 hours after the date of the student's admittance to 751M. Parents are also informed of the ESL workshops to be offered in the early part of 2010. The parent coordinator, the ESL teacher, and the bilingual teachers will conduct the workshop. As is customary in District 75, a student's placement is determined by the CSE. The CSE will inform the parent concerning their rights, responsibilities, the three language choices, and legal due process. All eligible incoming students are given the LAB-R within 10 days of their arrival at 751M in English or in Spanish if the latter is their native language. The LAB-R assessment assists our school to gauge present level of performance in English and in Spanish. For students so identified after the test, academic intervention services are provided. SIFE students are provided with instruction that is highly differentiated and scaffolded to provide them with the additional support they may require to adequately access school curriculum.

The majority of our ELL students are on the beginning level as determined by NYSESLAT testing. Most ELL students arrive at 751M having already received BLS or ESL for several years. For those who still require services, ELL instruction is integrated into their work experiences with a licensed Bilingual and/or ESL instructor. Our students are integrated throughout Manhattan into work experiences. Students are evaluated by how they handle daily practical work experiences, their ability to work independently, and the ability to follow multi-step directions. Teacher made exams, teacher observations, NYSAA, Scantron, Achieve 3000, and the Brigance are used for assessment purposes as well.

All students in bilingual classes receive the appropriate number of units of English as a Second Language (ESL) instruction as required by CR Part 154, to wit: 180 minutes per week of ESL/ELA instruction for advanced students; 360 minutes per week of ESL instruction for intermediate students; 540 minutes per week of ESL instruction for beginning students. ESL instruction follows the New York State ESL standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Whole Language graphic organizers, Balanced Literacy, Natural Approach, Language Experience Approach for ELA, and Cooperative Learning. The use of technology is incorporated to give ELL students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. Materials are adapted to individual student cultures. All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA) which follows the tenets of Balanced Literacy, the New York State standards, the Native Language Standards, and uniform curriculum (see the attached list of Bilingual, ESL, and Native Language materials used). The classroom library includes a variety of books of all levels that reflect the background, needs, and strengths of ELLS.

The special needs of the students at 751M preclude their development being efficiently assessed and/or tracked through standard city and state assessment data. It is the policy of 751M to track their academic levels through non-standard assessments such as project-based learning and student performance. A number of students throughout the school that complete the NYSESLAT received a score of invalid on the NYSELAT due to the fact that they did not complete all four modalities of the exam. However, when seeking to determine patterns in looking at the scores of the student's performance across the proficiencies tested in the NYSSLAT, it is apparent that our students score the best in speaking with listening following in second place. Because most of our students have delayed reading and writing skills, the scores in these areas are low. The trends which occur in scoring are based not as much on grade level as on the cognitive ability which plays the largest role in students academic advancement. The Bilingual and ESL programs provide services for these students, as well as those students who scored at the beginning level (2 students) and intermediate level (2 students). Students unable to complete the exam were assessed by certified Bilingual and/or ESL and content area teachers to determine their language needs in the formal setting of IEP meetings, based on student work and performance. Students of whom it has been determined by the IEP team that their inability to achieve proficiency on the NYSESLAT is due to their disability and not to reasons of language acquisition have been X-coded, which meets the services required as per their IEP, and will also take the NYSESLAT in the Spring. The literacy levels of Bilingual students are low in both languages and in all modalities with speaking and listening ranking highest. In reading and

writing, students in both Spanish and English are assessed at the second and third grade level. Many students are unable to read or write in their Native language past a kindergarten level and exhibit autographic errors in writing underlining a lack of basic knowledge in language structure. With no schema to build upon, academic language and literacy skills are incorporated in every aspect of instruction. Teachers reinforce content area instruction and build CALP using visuals, manipulatives, and realia. Read alouds are incorporated to improve comprehension as well as methodologies based on developing language structure and phonemic awareness, such as Wilson are also utilized. Off-site students focus on job and career language and activities including job application vocabulary, reading instruction manuals and completing standard forms.

In referenced to the NYSAA (New York State Alternate Assessment) test, our ELL students do participate in same. It should be noted that not all ELL students participate every year inasmuch as the assessment is administered based on the age range of the student. With the NYSAA framework, students are assessed in four content areas: Language Arts, Math, Social Studies, and Science. In the prior year, in Language Arts, 3 students scored on Level 4; 2 students on Level 3; and 3 students on Level 2. In Math, 4 students scored on Level 4; 2 students scored on Level 3; and 2 students scored on Level 2. In Social Studies, 2 student scored in Level 4; 4 students scored on Level 3; 2 students scored on Level 2. In Science, 3 students scored on Level 4; 3 students scored on Level 3; 2 students scored on Level 2.

Our Instructional Program for ELLs has both ESL and Bilingual Programs at our main site 751M as well as our offsites - Teachers College, Para Training and 69<sup>th</sup> Armory. We have one ESL teacher and two certified bilingual teachers who are also certified in Special Education. They deliver instruction by using the following techniques: cloze procedure, semantic mapping, "wh" questions, four square methods, project based learning for students' portfolios, technology, realia, incorporating multiple intelligences, assessing students'-based portfolios, project based learning, student-created rubrics aligned with Bloom's taxonomy, scaffolding techniques, multiple content area instruction, TPR, Language Experience, and graphic organizers. Multisensory and multicultural materials are infused throughout all aspects of instruction. Curricular: We follow the New York City and New York State Standards and alternate grade level indicators in all of our exploratory shop classes as well as the content areas that we offer throughout the school year. The following ESL methodologies and strategies are incorporated into content area instruction Total Physical Response (TPR), The Language Experience Approach, Cooperative Learning, graphic organizers, scaffolding and bridging. Our school population consists of students who participate in the New York State Alternate Assessment. As such they do not participate in standardized testing. Most of our students were unable to complete the NYSESLAT due to their cognitive disabilities and as a result they received a score of invalid; of the students who took the NYSESLAT two scored at the beginning level and two scored in the intermediate level.

The data received from the LAP and its implications for instructional planning are numerous. Our instructional plan at 751M is created by the Instructional Planning Committee which utilizes backward design. It is a compilation of outcomes, assessments, and learning experiences which are calendar-driven and developed around six week intervals. The pacing calendar provides for differentiation of instruction to meet individual student needs. Activities, strategies, and skills are implemented which are appropriate to each student's level.

For students who are considered newcomers to the ELL program (1 to 3 years of service), 751M provides additional support to build communication skills in English and in the student's native language through the following programs :AIS, Title III, and Project Art, in addition to the mandated bilingual and ESL instruction.

For those ELL students who are in years 3 through 6 of service, we provide continued development and support for continued acquisition of skills through a balanced literacy approach; maintaining bilingual communication and story boards both inside and outside the classroom; alternative and augmentative communication in both Spanish and English; use of current NYS and NLA standards; paraprofessionals who speak both languages; provision of bilingual and ESL instruction at the worksites; and follow-up activities both in the community and at home.

For those long-term students (in excess of six years), 751M provides service for as long as an ELL student requires such service based upon his/her IEP mandate, and in accordance with their proficiency levels as indicated on the NYSESLAT. 751M students will receive ESL and bilingual

services until they transition out of our school. Even after transitioning out, such ESL services will continue for another two years.

Furthermore, in the case of a student whose IEP recommendation is bilingual services but for whom no bilingual class is available, these ELLs will receive additional support in their native language from an Alternative Placement paraprofessional who speaks both their native language and English. This additional support is provided at the same time that the student receives ESL instruction from our licensed ESL teacher in a pull out/push in program which is in accordance with CR Part 154 mandates for the requisite number of minutes/units of instruction.

Extracurricular activities include: bike shop, chess club, newsletters, sporting events, assembly programs, trips, Safari East, and all celebrations. Manhattan School for Career Development will establish a Title III program on six scheduled Saturdays during the winter and spring semesters for English Language Learners. The Saturday program will be named Cultural Awareness Project (CAP). The program will emphasize the acquisition of listening, speaking, reading, and writing skills in English. The program will also reinforce students' consumer math skills through stimulating cultural events. Students and their parents/guardians will engage in community activities such as dining, spectator sporting events, and trips to museums. The students will learn to socialize in activities such as purchasing, ordering, calculating, and interacting to promote positive social skills. This program will provide students with opportunities to improve their functional math and communicative skills in English.

Parents of students that are in ESL/BIL are introduced to the Parent Coordinator and an overview is conducted on an individual and/or group basis. She conducts workshops in the following areas: components of the IEP, Alternate Assessments, NYSLTAT, work-study, ESL program, Bilingual program, related services, entitlements and support services. Furthermore, through conversations via open school day and night, email, newsletter, telephone, and at registration process, the Parent Coordinator reviews students progress and how parent and student communicate to achieve positive outcomes. Finally, Parent Coordinator discusses NYS standards, assessments, and transition.

Staff Development activities for school year 2009-2010:

- September and October 2009 - Balanced Literacy - Groups of teachers met to review and develop lessons in the following areas: listening, speaking, reading, and writing in English.  
November 2009 - Four Square Method - Groups of teachers met to review and develop lessons in the following areas: listen, speak, read, and write in English for literary response, enjoyment, and expression.  
December 2009 - Multiple intelligence methodology for special needs students - Groups of teachers met to review and develop lesson in the following areas: speaking, reading, and writing in English for critical analysis and evaluation.
- January and February 2010 - Multicultural activities/community experience - Groups of teachers will meet to develop community based extracurricular activities that relate to students' backgrounds and their academic goals.
- March and April 2010 - TransAction Plans - Group of teachers will be trained on the utilization of the TransAction plan from the multicultural perspective. This will support the students' transition plan which ultimately will enable students to achieve independence.
- May and June 2010- International Food Festival - Group of teachers will plan and coordinate an international food festival related to use of skills and strategies appropriate to students' level of English proficiency; to listen to, read, and respond to oral and written language and express their own life experiences to understanding the diverse social, historical, and cultural dimensions related to this assignment.

Additional support services will be provided in our Saturday Cultural Awareness Project (CAP) via enriched instruction that integrates practical, functional, real-life applications of standards-based math concepts into lessons that are aligned with the New York State ESL and performance indicators and with the ELA and Mathematics learning standards and their corresponding Alternate Grade Level Indicators (AGLIs). The Learning Experience format is the vehicle for delivering instruction, as recommended by the New York State Education Department in their publication entitled "The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers."

Furthermore, we offer our students an opportunity to pre-register with VESID services via TransAction Plan.

SIFE students are well supported through individualized and differentiated instruction from all content area teachers. SIFE Students are given regular counseling sessions and social interaction is encouraged through athletics, school clubs and social emotional events, school dances, and Title III after school programs such as chess club, women's group, men's group, school newspaper, and various multicultural celebrations. Long term ELLs are also encouraged to participate and attend all school clubs, athletics and social emotional events, per Banduru and Krashen, social interaction supports the development of language structure and actively encourages second language acquisition. All students whose IEPs require Bilingual services are in Bilingual classes. In the event a Bilingual student is placed in a monolingual class, a paraprofessional bilingual in their native language will be assigned to them. Newcomers are also encouraged to participate in all available school programs, athletics and social emotional events. Counselors are available, including a bilingual Spanish counselor, to assist newcomers to their new cultural and academic environment. Highly differentiated materials are provided in all content areas.

The ELL Department includes an ESL teacher, two bilingual teachers, a bilingual counselor, and bilingual paraprofessionals. A bilingual parent coordinator is also actively involved with the department, providing a crucial link to the community and communicating the schools goals, student needs and parental concerns. Programs are explained to our parents via CSE reviews, open school day and/or night, IEP conferences, as well as through workshops conducted by our Parent Coordinator.

The teachers, counselor and paraprofessionals are in constant communication both formally and informally to discuss student needs and determine the overall ELL goals and progress. Common planning preparation periods have been established within the school class schedules in order to enable ESL teachers, content area teachers, and ELA teachers to plan curriculum and units of study in which the ESL teacher will provide to students lessons and activities which utilize ESL methodologies (e.g. TPR, Language Experience Approach, Graphic Organizers, text adaption, among others) to further successful ELL student outcomes.

Our professional development is provided by members of the LAP Team as an ongoing process throughout the school year. Some of the topics include NYSAA and ESL methodology, positive behavior supports (PBISO, and conflict resolution. Individual professional development goals for staff are discussed with the principal and APs. Workshops through District 75 targeted specifically to the needs of Special Education ELLs are attended by teachers who turnkey the information to the rest of the ELL department. Professional development seminars are provided for the ESL department. Workshops are also held at the school during professional development days targeting ELL needs.

751M uses the following intervention strategies:

- Academic Intervention Services (AIS)
- Counseling, parent conferences
- Self-contained classes
- Student contracts
- Positive Behavior Intervention Support (PBIS)
- Differentiated instruction
- Chapter 683 summer program

Our bilingual and ESL teachers are New York State certified/New York City licensed and provide instruction in all subject areas as well as ESL.

For transition planning, students are assigned to work experiences throughout Manhattan which are most often multicultural environments. However, all Bilingual and ESL services continue for these students through graduation. The Bilingual/ESL teachers also helps students adapt to

using English on a daily basis at their worksites through practical experiences employing ESL strategies. A Bilingual paraprofessional is also on site to assist students and mirror instructions as needed. The goal of the school is to place all students in full time competitive employment. For students in bilingual, native, and target languages, the native and target languages are used in proportion directly related to students' proficiency levels. Beginners address all four learning modalities 60 percent in native language and 40 percent in English, Intermediates 50/50 and Advanced students receive 25 percent of instruction in Spanish and 75 percent in English.

Once students score proficient on the NYESELAT, they are given up to two years of additional ESL/Bilingual services as individually determined by the ESL/Bilingual and content area teachers, and IEP team. The resources of ELL department also continue to be available to them and the parent coordinator is always available to support students' families in their ongoing educational plan.

Materials Used:

Practical Exercises in Basic English	Level A-F
Reading for Review Comprehension	Level A-F

Reading for Today	Level A-F
Wilson Reading System	Level 1-6
High Noon Reading Books	Level 1 & 2
High Noon Reading Comprehension	Levels A-D
High Noon Reading Fluency	Levels A-E
The Oxford Picture Dictionary (English/Spanish)	
Ingles Para Latinos	
Latinas Magazine	
Hispanic Magazine	
Word by Word - Diccionario Ilustrado de Ingles (English/Spanish)	
Spanish - English Extreme Readers	
Dual Language - Paperback Collections	
Vox Spanish and English Dictionary	
Our Country's Holidays - Bilingual	

The bilingual teachers utilize the following assessment tools in order to determine the proficiency of the ELLs:

- Slosson Oral Reading Test
  - Informal teacher assessment
  - Students' Portfolios
  - Achieve 3000
-

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

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

#### **Form TNI - A (1)(a)**

**Grade Level(s) 9-12 Ungraded Number of Students to be Served: 33 LEP 0 Non-LEP**

**Number of Teachers: 3 Other Staff (Specify): 3 paraprofessionals, 1 bilingual school social worker, 1 supervisor, 1 secretary**

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

**Title III, Part A LEP Program. Program will run for six (6) selected Saturdays from January through May.**

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

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**Type of Program/activities:** ESL, Mathematics.

Our Instructional Program for ELLs during the regular school day has both ESL and Bilingual Programs at our main site 751M as well as our offsites - Teachers College, Para training, and 69<sup>th</sup> Armory. Out of a total of 263 students, 31 are classified as ELL which comprises 12% of the population. (Another 33 students are currently "x-coded, and not included in the afore-mentioned total). Spanish is the spoken language in all of the homes of our ELL students. The language proficiency levels as determined by the NYESLAT testing is 18 students in the beginning level, 9 are listed as intermediate level, and 1 are classified as advanced level students. Two teachers are certified in both Special Education and Bilingual; a third teacher holds an ESL license. Native language is assessed by the Bilingual teacher using teacher-made materials. They deliver instruction by using the following techniques: cloze procedure, semantics mapping, "wh" questions, four square methods, project based learning for students' portfolios, technology, realia, incorporating multiple intelligences, assessing students' based portfolios, project based learning, students created rubrics aligned with Blooms taxonomy, scaffolding techniques, multiple content area instruction, TPR, Language Experience, and graphic organizers. Multisensory and multicultural materials are infused throughout all aspects of instruction.

Manhattan Transition Center – 751M will establish the Title III program on six scheduled Saturdays during the winter and spring semesters for English Language Learners. Our school population consists of students who participate in the New York State Alternate Assessment and the student to teacher ratio is 12:1:1. As such they do not participate in standardized testing. 28 of our students were tested using the NYSESLAT. Due to their cognitive disabilities, most received a score of invalid. The Saturday program will be named Cultural Awareness Project (CAP). The program will emphasize the acquisition of listening, speaking, reading, and writing skills in English. The program will also reinforce students' consumer math skills through stimulating cultural events. Students and their parents/guardians will engage in community activities such dining, spectator sporting events, and trips to museums. The students will learn to socialize in activities such as purchasing, buying, ordering, calculating, and interacting to promote positive social skills. This program will provide students with opportunities to improve their functional math and communicative skills in English. Classes will be conducted by certified bilingual teachers and an ESL teacher who will use appropriate ESL methodologies and scaffolding techniques, supported by research, such as the natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), Quality Teaching for English Learners (QTEL), and scaffolds (Walqui, 2005). Of the 263 students at 751M, 31 (12%) are English Language Learners.

**Number of Students to be served: 33**

**Grade Levels:** Non graded

**Language of Instruction:** English using ESL methodologies with (Spanish) Native Language support by paraprofessional

**Rationale for Selection of Program/Activities:** Manhattan Transition Center serves ELLs that are Spanish speaking. Our school focuses on functional life skills.

Our school team felt that it was important to focus on math and literacy skills that would have a positive impact on students' quality of independence. The cross-curriculum approach was selected as the best practice for this program. . In addition, all ELLs have significant cognitive disabilities and would benefit from instructional supports that afford them opportunities to practice and generalize language and functional academic skills (i.e., consumer mathematics) that they will need to succeed in a work setting upon graduation (Haring 1988, Fox 1989, NJCLD 2008, Watson Skinner 2009).

**Times Per Day/Week, Program Duration;** Six Saturdays running from January through May with a duration from 10:00 AM to 2:00 PM. Instruction is provided entirely in English using scaffolding and ESL methodology

modified for use with ELLs with severe cognitive disabilities. Three classes will be formed to serve the thirty-three (33) ELL and “x” coded students as follows:

- Students will be instructed in a 12:1:1 group ratio
- Paraprofessionals are bilingual (Spanish/English)
- Assessment tools will be performance reports; teacher-made tests; class/homework assignments; teacher observation

Students in the Saturday Cultural Awareness Project (CAP) are provided with additional, enrichment instruction that integrates practical, functional, real-life applications of standards-based math concepts into lessons that are aligned with the New York State ESL and performance indicators and with the ELA and Mathematics learning standards and their corresponding Alternate Grade Level Indicators (AGLIs). The Learning Experience format is the vehicle for delivering instruction, as recommended by the New York State Education Department in their publication entitled "The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers." **Service Provider &**

**Qualifications:** ESL/Eilingual Teachers, Bilingual Paraprofessional, Bilingual School Social Worker Staff are certified in the appropriate areas (i.e., ESL, bilingual, special education) as required by State mandates.

### **Parental Involvement Program -**

Parents will participate in a series of parent activities on issues relevant to ELL students, as follows:

- Goal: to provide parents with information and activities that will help them support their child build and generalize consumer math skills and to provide parents with an opportunity to work with teachers, school social worker and paraprofessionals.
- ELL Parent Welcome Breakfast & Orientation. Topic: Having fun in NYC on a budget. Presented by Myrta DaSilva, social worker. Number of anticipated participants: 30. This breakfast orientation will be held prior to the commencement of the program.: January 16, 2010, 9am-10am..
- Parents will be invited to attend the Title III program along with their young adult in order to learn about strategies used to assist students in their development of English language skills, as well as to augment their own abilities in using the English language. An official Title III letter, found on the DOE website, was sent by the Parent Coordinator to all parent in English and in their native language (Spanish) notifying them of the program.

### **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.**

#### **Professional Development Program:**

Teachers, paraprofessionals, social worker and administrators will participate in a six Saturdays emphasizing literacy and fundamental math via cultural activities

- To develop strategies for working with parents for reinforcing functional/consumer mathematic skills that their child is learning during school and in the CAP Program.
- To create materials to be used with students and parents such as math manipulatives, multisensory materials, books, and audio visual equipment.
- Every Saturday for the duration of the Title III program, from 9:00 - 10:00 a.m., individual staff members will each present a chapter from the book "Scaffolding Language, Scaffolding Learning by Pauline Gibbons (Jossey-Bass, 2006) to their colleagues during a Book Study. The ESL methodologies and strategies gleaned from the text will be utilized throughout the Title III program by teachers and paraprofessionals in their delivery of instruction as seen through the lens of ESL methodologies.

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,634.28	Per session for teachers and paraprofessionals who will teach students during CAP program, social worker who will facilitate parent network and conduct workshops, supervisors who will oversee program, and secretary who will process purchases and payroll as follows: <b>Support Staff for ALL Three Components:</b> 1 supervisor x 5 hours x 6 Saturdays x \$52.21 = \$ 1,566.30; 1 secretary x 12 hours x \$30.74 = \$368.88; <b>Professional Staff for Instructional Component:</b> 3 teachers x 5 hours x 6 Saturdays x \$49.89 = \$ 4,490.10 3 paras x 5 hours x 6 Saturdays x \$28.89 = \$2,600.10 <b>Professional Staff for Parental Involvement Component:</b> 1 social worker x 5 hours x 6 Saturdays x \$53.63 = \$1,608.90
Purchased services such as curriculum and staff development contracts		n/a
Supplies and materials	\$3,015.72	Instructional materials, materials for student math & reading activities while on trips, software, and supplies for after school instructional and parent programs as follows: ■ ESL & Math Books, manipulatives, math games, multisensory material (\$1,758) ■ <u>Scaffolding Language, Scaffolding Learning</u> by Pauline Gibbons (\$340)■ Materials for Parents (Books, Bags, writing instruments) (\$439.72) ■ Ink, Copier paper, lamination paper, misc. supplies (\$400)■ Voice Shot ■ Stamps (\$78)
Travel & Other	\$1,350.00	Metro cards (\$650); snacks for students (\$300), purchases made by students during community-based experience (\$200) luncheon (\$200)
<b>TOTAL</b>	<b>\$15,000</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. All parents have been surveyed and have been contacted by the Parent Coordinator to determine the language requirements for documents that need to be sent home. During the intake registration process the preferred written and oral language of family and student is obtained. Through the Model Transition Project extensive home visits are conducted including informal language surveys. The MTP and Parent Coordinator collaborate to provide a series of workshops, these include outreach phone calls to parents. In addition, we developed extensive approach using flyers, newsletters, and Voice Shot Bilingual Messaging.
3. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school profile consists of 50 % parents/guardians who are Spanish/Bilingual. A notice was sent home explaining why all documents were in two languages. We have staff available to interpret all present language needs of the school.

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.  
Written translations are provided by DOE Translation & Interpretation Unit, and our in-house staff such as the Parent Coordinator, Teachers, Paras &/or School aides as needed. All notices are mailed home in the appropriate languages. To the extent possible, all written communication is analyzed and modified to the lowest readable level.
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.  
All oral interpretation for languages other than Spanish will be provided by DOE Translation & Interpretation Unit, in-house translation for Spanish will be provided by Parent Coordinator, Teachers, Paras &/or School aides. Paraprofessionals are employed to provide simultaneous translation into Spanish as needed.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nvcenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>

Notices will be posted in the main lobby, main office and in key locations throughout our facility indicating the translator for Spanish, the Parent Coordinator. The Translation & Interpretation Unit will be contacted for translation of other languages. Parent Coordinator newsletters will also inform parents that translation services are available at the school.

**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 75	School 751 M
Principal Tobias Weissman	Assistant Principal Joseph Giacalone
Coach type here	Coath type here
ESL Teacher Thomas Rosa	Guidance Counselor Myrta DaSilva
Teacher/Subject Area Josefina Marmolejo	Parent type here
Teacher/Subject Area Oscar Mdrmojejo	Parent Coordinator Maria Ayala
Related Service Provider type here	SAFtype here
Network Leader Ketter Louissaint	Other type here

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

**C. School Demographics**

Total Number of Students in School	260	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	10,38%
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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

ELL Program Breakdown					D
Transitional Bilingual Education (<50%:40% -> 50%:50% -> 75%:25%)					0
Dual Language (50%:50%)					0
Freestanding ESL				J	
Self-Contained	4	4	4	4	16
Push-In/Pull-Out					0
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>16</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education	
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs (years)			ELLs (4-6 years)			Long-Term ELLs (0-3 (completed 6 years))			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0

Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)

Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	i		4		4		17		17	a
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	i	0	4	0	A	0	17	0	27	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of <b>third</b> language speakers:
Ethnic breakdown of EPs (Number)	
African-American: _____	Asian: _____
Native American: _____	White [Non-Hispanic/Latino]: _____
	Hispanic/Latino _____
	; Other: 1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0

**Programming and Scheduling Information**

TOTAL	0	0	0	0	0
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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 all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE/DLPROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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

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

## 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)	2	3	1	11	17
Intermediate(I)		1	2	6	9
Advanced (A)			1		1
Total Tested	2	4	4	17	27

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	<b>2</b>	<b>3</b>	<b>1</b>	11
	1		1	<b>2</b>	<b>6</b>
	A			<b>1</b>	
READING/WRITING	B	<b>2</b>	3	1	<b>11</b>
	1		1	<b>2</b>	<b>6</b>
	A			<b>1</b>	

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Math A	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Math ft	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Integrated Algebra	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Integrated Geometry	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Bio fogy	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Chemistry	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Earth Science	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Living Environment	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Physics	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Global History and Geography	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
U5 History and Government	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Foreign Language	<b>0</b>	0	<b>0</b>	<b>0</b>
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
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)

Chinese Reading Test	%	%
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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)
Joseph Giacalone	Assistant Principal		
Maria Ayala	Parent Coordinator		
Thomas Rosa	E5L Teacher		
	Parent		
Josefina Marmolejo	Teacher/Sub[ect Area		
Oscar Marmolejo	Teacher/Subject Area		
	Coach		

	Coach		
Myrta Dasilva	Guidance Counselor		
	School Achievement Facilitator		
Ketler Louissaint	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance one Performance Specialist		Date	

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

**NOT APPLICABLE**

*All Title I schools must complete this appendix.*

**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 2008-2009\_\_\_\_\_
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 2007-2008 school year\_\_\_\_\_
5. If the percentage of high quality teachers during 2007-2008 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.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

**NOT APPLICABLE**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

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 (SINI)**

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: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

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

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

*All SURR schools must complete this appendix.*

**NOT APPLICABLE**

**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.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

*All schools must complete this appendix.*

### **Background**

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

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

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

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

##### **Background**

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

##### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps

were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

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

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

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

*751M is a special education self contained school which consists of adolescents who are all categorized as alternate assessment. Diagnostic tools used for assessment include Brigance Inventories, NYSAA, as well as tools found in special education curriculums such as Scantron.. The majority of students that participated in NYSAA in the Spring of 2009 received level 3 and 4 in Math and ELA. Based on the assessment that we utilize, we have determined that the findings are not relevant to our school's educational program.*

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

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

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 relevance of these findings are not applicable because all of our students have severe delays resulting in a variety of obstacles in their learning process. Due to these obstacles, adaptations made to curriculum in order to assist our students in learning may not align with standard general education curriculum. In addition, instructional materials which are on the students' functioning level, frequently are not age appropriate for adolescents.*

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.

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## 1B. Mathematics

### Background

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

### Specific Math Alignment Issues:

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

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.

*Given our students' disabilities, math taught may be as varied and entry level spatial relations to a level not much higher than simple functional math skills. Based on that reality, the findings are not applicable*

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?

*Evidence includes students' assessments which reveal lack of conceptual understanding in most math 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.

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## KEY FINDING 2: INSTRUCTION

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

### 2A – ELA Instruction

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

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

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

*School will review instruction pedagogy and monitor student skill acquisition through the use of student progress data sheets. Inquiry Team will interpret the findings to determine strengths and weakness of current systems in place and make recommendations. Collaborative departmental teams will work out the particulars to use the findings in the classroom.*

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?

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.

*With students in special education, all instruction must be differentiated in order to address the student's learning style and cognitive ability if there is to be any learning. Since each student is on a different level, all instruction must be individualized and presented in a variety of modalities. Through observations it is noted that the accent is on differentiation of instruction and individually leveled assignments.*

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## **2B – Mathematics Instruction**

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

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

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

*School will review instruction pedagogy and monitor student skill acquisition through the use of student progress data sheets. Collaborative departmental teams will work out the particulars to use the findings in the classroom.*

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?

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 students in special education, all instruction must be differentiated in order to address the student's learning style and cognitive ability if there is to be any learning. Since each student is on a different level, all instruction must be individualized and presented in a variety of modalities. Through observations it is noted that the accent is on differentiation of instruction and individually leveled assignments*

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

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating

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

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.

*Administration has reviewed the history of our teachers and, other than sporadic retirements, teacher stability is good.*

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?

*Data reveals that a high percentage of teachers are tenured and have achieved this tenure at our school.*

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

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

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

Please respond to the following questions for Key Finding 4:

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

*The review of District 75 Professional Development opportunities reveals the number of teachers who have applied for ELL training.*

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?

*Given the nature of our populations, the number of PD opportunities requested by staff are in other areas including learning disabilities and positive behavior supports. Money has been scheduled in Galaxy to cover classes when teachers attend PD.*

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

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

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

Please respond to the following questions for Key Finding 5:

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

*ELLs that are in attendance at 751M for the most part have had a LAB or LABR administered at the time of entry to the school system to determine their level of English Language proficiency. The majority of students received a composite score of level one, signifying the beginning stages of English language acquisition and usage. Although, all students including ELLs at 751M ( according to their latest CSE IEP) are in an alternate assessment category and exempt from taking standardized tests to determine academic proficiencies, we have been directed by NYS Department of Education to administer the standardized NYSESLAT each year.*

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 administration of the NYSESLAT was extremely time consuming, due to the student's attention span and level of accommodations that needed to be put in place in order for the students to be able to participate in the testing process, and not to produce any relevant data on language proficiency for students in alternate assessment. Therefore, should not be used for students in alternate assessment. These same ELLs scored level 3 and 4 on the NYSAA(where applicable) in all subject areas. It is clear that we must continue to use a variety of alternative assessments to determine student progress I.E.P. goals for the 2008-2009 are currently being done for all students in all subject areas (including language and Native language and ESL goals) and will be completed by November 2008. The data collected from the administration of the Inventories will aid the ESL teachers and content area teachers to see where the student is functionally, in order to plan an appropriate unit of study in all subject specific areas (appropriate student grouping, adaptation of materials, and teaching strategies that will address the individual student's educational needs and learning style.)*

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.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

*All teachers and paraprofessionals have attended professional development workshops given by school based staff, District 75 presenters and outside vendors in all relevant areas.*

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 nature of our student population requires the development of IEPs including reading, writing and parental consultations.*

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.

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

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

Please respond to the following questions for Key Finding 7:

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

*All the students at 751M are alternate assessment and therefore the premise is that all classroom practices are adapted to address the individual needs of the student as per their IEPs. Student progress is monitored through the use of student skill acquisition data sheets. Applicable interventions including behavior strategies are included where needed.*

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

Applicable  Not Applicable

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

*IEPs do not consistently specify testing accommodations for the classroom environment nor are behavioral plans regularly included.*

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.

*The Inquiry Team will work with departmental collaborative teams to meet standards set forth in Key Finding #7.*

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**NOT APPLICABLE**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms?**

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

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/rdonlvres/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). 5
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

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

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

## Part I: School ELL Profile

### 1. Language Allocation Policy Team Composition

SSO/District <b>75</b>	School <b>751M</b>
Principal <b>Tobias Weissman</b>	Assistant Principal <b>Joseph Giacalone</b>
Coach <b>Magaly Guignard</b>	Coach <b>William Shepard</b>
ESL Teacher <b>Thomas Rosa</b>	Guidance Counselor <b>Myrta DaSilva</b>
Teacher/Subject Area <b>Josefina Marmolejo, SPED/BIL</b>	Parent <b>D'Avila</b>
Teacher/Subject Area <b>Oscar Marmolejo, SPED/BIL</b>	Parent Coordinator <b>Maria Ayala</b>
Related Service Provider <b>Horace Mallay</b>	SAF <b>type here</b>
Network Leader <b>Ketler Louissaint</b>	Other <b>type here</b>

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>263</b>	Total Number of ELLs	<b>31</b>	ELLs as Share of Total Student Population (%)	<b>11.79%</b>
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## Part II: ELL Identification Process

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	2	1	14	17
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>	0	0	0	0	0
<b>Push-In/Pull-Out</b>	0	3	2	9	14
<b>Total</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>23</b>	<b>31</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	31
SIFE	5	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	13

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	3	2	3	5	1	5	9	2	9	17
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	0	0	0	10	0	10	4	0	4	14
<b>Total</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>15</b>	<b>1</b>	<b>15</b>	<b>13</b>	<b>2</b>	<b>13</b>	<b>31</b>

Number of ELLs in a TBE program who are in alternate placement: 0

## 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	2	1	14	17
Chinese	0	0	0	0	0
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
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>14</b>	<b>17</b>

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

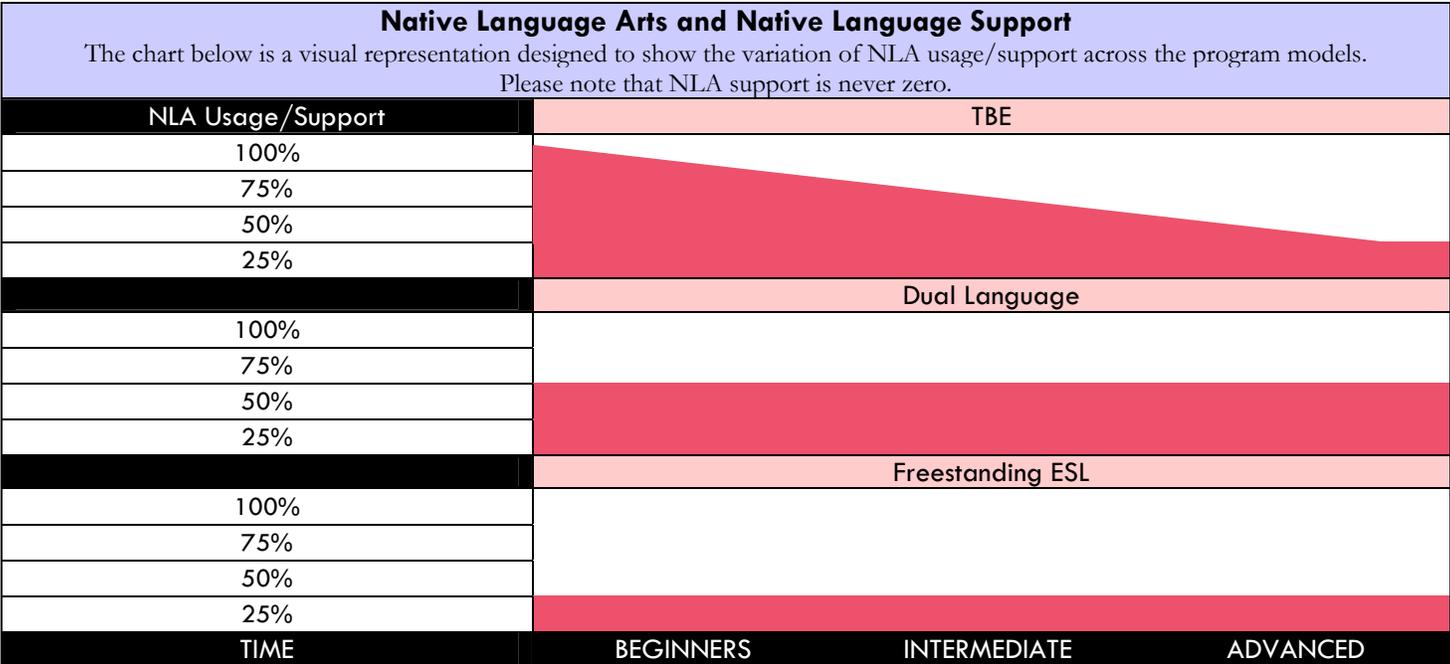
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	3	0	11	14
Chinese	0	0	0	0	0
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					
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>11</b>	<b>14</b>

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



## 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)	2	3	1	12	18
Intermediate(I)	0	1	2	6	9
Advanced (A)	0	0	1		1
Total Tested	2	4	4	18	28

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	3	0	3
	I	2	2	3	10
	A	0	0	1	4
READING/WRITING	B	2	4	1	16
	I	0	1	2	6
	A	0	0	1	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math A	0	0	0	0
Math B	0	0	0	0
Integrated Algebra	0	0	0	0
Integrated Geometry	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	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%	0.00%
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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)
Joseph Giacalone	Assistant Principal		
Maria Ayala	Parent Coordinator		
Thomas Rosa	ESL Teacher		
D'Avila	Parent		
Josefina Marmolejo	Teacher/Subject Area		
Oscar Marmolejo	Teacher/Subject Area		
Magaly Giugnard	Coach		
William Shepard	Coach		
Myrta Dasilva	Guidance Counselor		
	School Achievement Facilitator		
Ketler Louissaint	Network Leader		
	Other		
	Other		

**Signatures**

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

