



P10X

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 75X010
ADDRESS: 2750 LAFAYETTE AVE. BRONX, NY 10465
TELEPHONE: 718-828-4022
FAX: 718-823-1573**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P10X **SCHOOL NAME:** _____

DISTRICT: 75 **SSO NAME/NETWORK #:** District 75

SCHOOL ADDRESS: 2750 Lafayette Ave. Bronx, NY 10465

SCHOOL TELEPHONE: 718-828-4022 **FAX:** 718-823-1573

SCHOOL CONTACT PERSON: Barbara Hanson **EMAIL ADDRESS:** Bhanson1@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Ms. Nancy Maurer

PRINCIPAL Ms. Barbara Hanson

UFT CHAPTER LEADER Ms. Maureen Brady

**PARENTS' ASSOCIATION
CO-PRESIDENTS** Emanuel Gordon and Andrea Daniels

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Bonnie Brown

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** District 75

SSO NETWORK LEADER: Barbara Joseph

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Barbara Hanson	*Principal or Designee	
Maureen Brady	*UFT Chapter Chairperson or Designee	
Emanuel Gordon	*PA/PTA President or Designated Co-President	
Andrea Daniels	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nancy Maurer	Chairperson	
Elissa O’Brien	A.P. Financial Liaison	
Tracey Krawchuk	Speech Teacher	
Donell Ford	Teacher	
Xiomara Carvajal-Nunez	Teacher	
Maura Haggerty	Teacher	
Chenay Maxwell Johnson	Paraprofessional	
Nina DeNardo	Parent	
Beatrice Nieves	Parent	
Dropadi Ramdin	Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

In accordance with P10X's belief that all children can learn, our students with the active participation of parents, community and staff will learn to the best of their ability in a safe and supportive environment, which respects the individuality of all students. P10X strives to promote high expectations and standards for students through continued professional development and self-evaluation along the continuum of the Professional Teaching Standards to improve outcomes for our students to participate in the least restrictive environment

P10X is a NYC Department of Education District 75 program located in the Bronx. It is housed in 7 sites, geographically located in regions 1, 2 and 9. Six of the sites are in community school buildings, and one site is in a District 75 leased self-contained building. P10X serves students in both standardized and alternate assessment from ages 3-21 in the following class ratios: 12:1:4; 6:1:1, 8:1:1; 12:1:1; 12:1:1 MR, 12:1:2 and 8:1. Our students have varied disabilities which include: moderate to profound developmental delays and physical handicaps, autism, and severe emotional disabilities. We also have students in a universal pre-k program.

One hundred percent (100%) of our students have Individual Education Plans (IEP's). Students are mandated for a continuum of services including related services such as speech and language therapy, occupational therapy, physical therapy, health services, hearing education, vision education and counseling. Students also receive support services such as: health paraprofessional, special transportation paraprofessional, toilet training services, crisis management paraprofessional, and alternate placement paraprofessional. P10X has 55 ELL's ~ 10 students in one Transitional Bilingual classes and 45 students who receive ESL services.

Different curricula are followed throughout P10X due to its diverse student populations. The 12:1:4 population follows District 75 curriculum frameworks and TEACCH methodologies. The 6:1:1 population uses PECS, ABA/Verbal Behavior and TEACCH methodologies. The 12:1:1 MR population in alternate assessment follows a functional academic program. The standardized 12:1:1 and 8:1:1 population follows the Part 100 Regulations and uses the NYC Department of Education Core Curriculum, as well as, the District 75 mandated curriculum.

Current strategies to improve literacy instruction in standardized assessment classes include a balanced literacy approach through the use of Foundations, Treasures, Literacy Navigator, Headsprout, and RAMP UP curricula and intervention programs, Step Up to Writing, District 75 Units of Study, literacy fairs (school and district), 90 minute literacy block scheduling (K-8), classroom and school libraries, and trips to community libraries. P10X also continued to improve literacy through Push-In teacher assists.

Currently grades K-5 students in standardized assessment are using Everyday Math; grades 6-8 are using Impact Math. The intermediate school will continue a 75-minute block schedule in the area of mathematics. Elementary students will continue with 60 minutes of math instruction.

Technology is infused into all curriculum areas for all populations. P10X has actively pursued grant funding to expand technology integration throughout instruction. P10X has set up a computer lab through funding sourced from a Reso A Grant via Councilman Vacca for \$100,000. In addition, P10X has also been awarded \$ 234,000 for a Middle School Implementation grant that enabled the purchase of Smart Boards, desktop and laptop computers for all Middle School classrooms. Teachers and paraprofessionals are receiving ongoing training to integrate Smart Board technology throughout instruction.

P10X students in standardized assessment use computers to conduct research, use supplemental instructional programs, write stories and complete their class work. Academic Intervention strategies incorporated within technology include Headsprout and Everyday Math Games. Staff uses the “Boardmaker” program to create their own books and to enhance communication for our alternate assessment students. Each site has access to software correlated to their curriculum areas. Many augmentative communication devices are used with our students in the 12:1:4 and 6:1:1 class ratio. Speech teachers and classroom staff work collaboratively to use assistive technology devices. P10X has school-wide Communication and Sensory Committees to ensure instructional best practices are implemented for students in Alternate Assessment throughout the school.

In the area of Art, P10X cluster teachers expose our students to various art mediums. Through Project Arts funding, P10X, in collaboration with Marquis Studios brings Arts Residencies such as Circus Arts, Visual Arts and Dance and Movement programs to P10X students.

Our licensed Physical Education teachers provide both Physical Education and Adapted Physical Education to our various populations.

We incorporate a Positive Behavior Supports program “We’ve Got the POWER” for our students with emotional disabilities. P10X also reviews student behavior data that is entered weekly, on the online SWIS program at both middle school sites to inform student behavior plans. P10X has a Positive Behavior Support Committee that meets regularly to monitor the programs at each site. Most staff have attended training on Functional Behavior Analysis and / or Life Space Crisis Intervention. Our Positive Behavior Supports program consists of a point and level system. The goal of our program is to help students develop the academic and social skills necessary to make the transition to a less restrictive environment. The behavior program encourages students to make the right choices and take ownership of their own behavior so they can experience learning and success. P10X uses the behavior data to determine and then support student placement into less restrictive settings.

Our Community Partnerships have enriched our P10X programs. The Reso A grant from Councilman Vacca’s office helped us set up a computer lab for our students. Also, the Throggs Neck Merchants Association in the Bronx has supported our school and given Scholarship Awards to our students in the areas of ELA, Math, and Citizenship. Our school, through the Urban Advantage Program has collaborated with the Queens Botanical Gardens to help bring hands-on science to our students. P10X also has a partnership with P754X by having their high school students in their Transition Internship Program work to become teacher assistants. Each month classes from P10X visit Barnes and Nobles for read-alouds and community integration.

As stated in the May 2009 Quality Review Report:

“The school has comprehensive and effective systems and procedures for collecting and utilizing information about students’ performance over all core subject areas. The school knows its own strengths and weaknesses very well because inquiry and self –reflection are major features of the school’s culture. There is very effective teamwork by all those who work in the school to bring about rapid improvement in the academic, intellectual, social and physical performance of the students. The school is very child-centered and works very hard to ensure

that each student receives all necessary support in order for everyone to achieve their personal and academic goals. ”

We expect our school to continue its improvement in student achievement as evidenced by New York State Alternate Assessment scores, New York State ELA and Math scores, the QRI-4, periodic assessments and predictive assessments. Over the past four years, the number of standardized assessment students at our school performing at level one in ELA fell by two-thirds. We have addressed the consistently low performing student population by implementing Foundations, Treasures and the Ramp-Up Literacy program as ELA intervention programs. Staff has been fully trained to teach these programs. All students are also given Academic Intervention Services (small group and individual instruction) to improve ELA and mathematics achievement. Smartboards have been installed in all middle school classrooms. We hope to further close the achievement gap by training staff to integrate the new technology (funded by grants recently awarded) that will increase student motivation and engagement.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. X010			
District:	75	DBN #:	75X010	School BEDS Code #: 307500012010

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	23	23	18		84.2/7 7.1				
Kindergarten	44	7	49						
Grade 1	55	16	39	Student Stability: % of Enrollment					
Grade 2	57	9	68	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	46	25	18		88.2		83.9		
Grade 4	36	25	18						
Grade 5	24	30	26	Poverty Rate: % of Enrollment					
Grade 6	23	19	26	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	20	15	17		90.8	85.8	0.0		
Grade 8	14	30	13						
Grade 9	0	2	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	1		15	14	22		
Grade 12	0	0	0						
Ungraded	123	266	124	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	467	451	429		0	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	445	428	411						
No. in Collaborative Team Teaching (CTT) Classes	22	23	18	Principal Suspensions	1	0	8		
Number all others	0	0	0	Superintendent Suspensions	3	10	0		
<i>These students are included in the enrollment information above.</i>									

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DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	26	10	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	35	42	8	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	50	17	12	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	82	95	91
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	112	108
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	72	63
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.1	0.4	0.7	Percent more than two years teaching in this school	65.9	68.4	68.1
Black or African American	35.6	36.1	36.6	Percent more than five years teaching anywhere	56.1	53.7	56.0
Hispanic or Latino	57.6	56.3	54.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.7	2.1	Percent Masters Degree or higher	90.0	84.0	84.0
White	3.4	4.4	6.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	94.3	94.5
Multi-racial							
Male	72.0	71.4	71.3				
Female	28.0	28.6	28.7				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual	Elementary/Middle Level	Secondary Level	

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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:		ELA:			
	Math:		Math:			
	Science:		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	W
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends

P10X students in standardized assessment have shown a significant decrease in those performing at Level One on New York State tests, in both English Language Arts (ELA) and Mathematics:

In 2006, sixty-one (61%) percent of students in standardized assessment performed at Level One in ELA. In 2007, that number dropped by one-third to forty-one (41%) percent for Level One ELA scores. In 2008, thirty (30%) percent of students in standardized assessment performed at Level One. Finally in 2009 the percent of students at Level One dropped down to twenty (20%) percent. Thus, over the course of just four years, the number of students in P10X performing at Level One in ELA fell by two-thirds..

A similar trend has been observed in mathematics for P10X students in standardized assessment: In 2006, sixty-nine (69%) percent of students performed at Level One in mathematics. In 2007, that number dropped 17 points to fifty-two (52%) percent. In 2008, the percent of students at Level One decreased further to forty-two (42%) percent. Finally in 2009 the percent of students at Level One, fell further, down to thirty-one (31%) percent.

In the past year, P10X organized an Inquiry Team to plan for a sensory program to address processing issues of severely developmentally delayed students (12:1:4) in the elementary grades. The Inquiry Team process included planning and professional development trainings. There was significant measurable progress of the targeted students in their engagement rates, expressive and receptive communication skills along with a decrease in behaviors that interfere with learning. The program's proven success will enable us to expand the program throughout the school.

Greatest Accomplishments of the Last Few Years

Among P10X's greatest accomplishments of the last few years include the significant improvement in test scores on standardized tests:

Over the past four years, the percent of P10X students achieving a Level Two or higher on the English Language Arts standardized tests has consistently increased: In 2006, thirty-seven (37%) percent of students achieved a Level Two or higher. In 2007, fifty-eight (58%) percent of students achieved a Level Two or higher, in 2008, sixty-nine (69%) percent achieved Level Two or higher. By 2009 the percent of students achieving Level Two or higher reached seventy-nine (79%) percent. In 2006, just four (4%) percent of students performed on Level Three. In 2007 and 2008 that number more that doubled to eleven (11%) percent for each year. Level Three achievement increased again in 2009 to sixteen point five (16.5%) percent.

Similarly in mathematics, standardized assessment students at P10X have been improving each year on their city/ state test scores. The number of students achieving a Level Two or higher are as follows: In 2006, thirty (30%) percent of P10X students performed on Level Two or higher. The following year, 2007, that number reached fifty (50%) percent. In 2008 the number climbed further to fifty-eight (58%) percent. Finally in 2009 the percent of students at Level Two or higher reached sixty-nine (69%) percent. Furthermore, students achieving Level Three or higher increased significantly. In 2006, nine (9%)percent of students performed on Level Three or higher in mathematics. In 2007, fourteen (14%) percent of students achieved Level Three or higher. In 2008, twenty-one (21%) percent of students performed at level three or higher. By 2009 students at Level Three or higher reached thirty-two point eight (32.8%) percent.

P10X has implemented and continued research-based reading intervention programs: Foundations Program for elementary, Wilson Reading Program for elementary students and Ramp Up for Middle School.

P10X has upgraded its technology components. The use of Smartboards is being integrated into classroom instruction across curriculum areas. P10X has created a computer lab funded by a \$100,000 Reso A technology grant. P10X has also been awarded a \$ 234,000 Middle School Improvement Implementation grant. The Middle School grant is being used to integrate technology throughout instruction to increase student engagement rates to decrease behaviors that interfere with learning and ultimately accelerate improvement of student outcomes.

P10X continues to refer a significant number of students to a Less Restrictive Environment (LRE). Students are being referred to our inclusion programs and also to community schools.

Other noteworthy achievements at P10X include the continued implementation of TEACCH and Verbal Behavior methodologies. These methodologies are used in all 6:1:1 classes of students in grades K-5 in alternate assessment.

P10X continued a mealtime communication program based on an Inquiry Team investigation. Students with severe and profound developmental disabilities use individualized communication systems to request or make choices during instructional mealtime. Students demonstrate significant measurable progress in their communication skills, and this methodology has been expanded throughout other instructional environments.

In the past year P10X has conducted another inquiry team investigation on the implementation of a sensory program that addresses the sensory processing issues of each individual severe and profoundly developmentally delayed student. Students participating in this program have demonstrated significant measurable progress in engagement rates, communication skills and have shown a decrease in behaviors that interfere with learning. This program is being expanded throughout P10X.

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P10X has continued and expanded the "Get Ready To Learn" program in which students with mild to profound developmental delays participate in a relaxation techniques routine. Data points to measurable positive student outcomes compared to pupils who do not participate in the program.

P10X continues to provide ongoing professional development relevant to the curriculum being taught.

Significant Aids / Barriers to the School's Continuous Improvement

The overriding issue that presents a barrier for the continued growth of P10X is lack of space. We need more space within each site. P10X cannot fully develop Science, Technology, PE/APE and Art programs due to space constraints. The lack of space also hinders our extracurricular programs brought into the school.

In addition, there is a shortage of Related Service Providers so that many students are underserved as per their IEP mandates. Without mandated services, students are not given the opportunities to fully reach their potential.

Many students in P10X have receptive and expressive language deficits, as well as sensory integration issues, which affect their communication skills. P10X is addressing this challenge by implementing individualized communication systems and expanding the sensory integration activities program. We need to further increase the level of collaboration between therapists and classroom staff.

Approximately 35% of teachers have 4 years or less experience, with 22% having less than 2 years experience. This presents a number of challenges, as new staff must continually be trained in all areas of curriculum and classroom and behavior management. Student achievement is dependent upon well-skilled teachers implementing quality instruction.

Home/school relationships are key to student success. While P10X has been able to increase parent engagement, we continue to struggle in raising the participation rate further.

Even though P10X has had tremendous growth in the areas of ELA and Math, as evidenced by NYS ELA and Math scores, many of our students have not reached grade-level standards. We must continue to implement programs and support students to enhance their success.

SECTION V: ANNUAL SCHOOL GOALS

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

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

P10X will implement the Professional Teaching Standards to reflect on their teaching practices and professional development.

By June 2010, there will be an increase in teachers' proficient delivery of instruction. This will be evidenced by 80% of the P10X teachers demonstrating improvement on the "Continuum of Teacher Development" after they identify their Professional Teaching Standard goals and track them throughout the school.

P10X will improve student achievement in mathematics.

By June 2010, 60% of P10X students in 8th grade standardized assessment will demonstrate a mean scale score growth of 5% in the Mathematics sub skill area of Numbers and Operations, over the 2009-2010 school year, as evidenced by improvement in state test scores, predictive assessments, periodic assessments and Impact Math Unit Tests.

P10X will improve student achievement in English Language Arts.

By June 2010, 60% of students in 4th grade standardized assessment will demonstrate a mean / scale score growth of 5% in the sub skill of main idea over the 2009-2010 school year as evidenced by state test scores, predictive assessments, periodic assessments in ELA and the QRI-4.

P10X will improve communication skills of students in Alternate Assessment.

By June 2010, teachers will increase the functional language of students' requesting skills through the use of individualized communication systems for selected students in 12:1:4 and 6:1:1 programs as evidenced by a 5% increase in specific communication skills profiled in ABLLS and Brigance and ongoing data collection.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary *improvement*

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>P10X will implement the Professional Teaching Standards to reflect on their teaching practices and professional development.</i> By June 2010, there will be an increase in teachers’ proficient delivery of instruction. This will be evidenced by 80% of the P10X teachers demonstrating improvement on the “Continuum of Teacher Development” after they identify their Professional Teaching Standard goals and track them throughout the school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All teachers will evaluate themselves using the continuum of teacher development by October 15, 2009. • Each teacher will develop a Professional Teaching Goal and an Action Plan of how s/he will meet his/her goal, through ongoing conversations and meetings with administration, coaches and mentors by December 2009. • Teachers will attend monthly cohort meetings to discuss best teaching practices and data analysis (ongoing through June 2009). • Teachers will be assigned common preps to share and reinforce best practices and data analysis (ongoing through June 2009). • Cohort members will be active participants in the ARIS community (ongoing through June 2009). • Cohort calendars and agendas were established during September 2009. • Cohort meetings will be posted in ARIS communities by October 5, 2009. • Evaluation/review of each teachers PTS on the Continuum of teacher development Rubric (June 2009)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • School-Based Mentor • Cohort Groups • School Based Staff Developer • District Based PD • Formal Observations • Middle School Planning Grant • Middle School Implementation Grant

Indicators of Interim Progress and/or Accomplishment

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

- 80% of teachers attending Cohort meeting agendas and sign-in sheets (Monthly)
- Professional Teaching Goal Action Plan for each teacher (By December 15th)
- 80% of teachers show evidence of attendance at professional development workshops, inter-visitations, and cohort meeting. (Review January and June)
- Teacher Observations will reflect the Professional Teaching standards (Ongoing throughout the year)
- Final Evaluation of PTS Goals/Rubric. (June 2010)

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

<p>annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 60% of P10X students in 8th grade standardized assessment will demonstrate a mean scale score growth of 5% in the Mathematics sub skill area of Numbers and Operations, over the 2009-2010 school year, as evidenced by improvement in state test scores, predictive assessments, periodic assessments and Impact Math Unit Tests.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Use periodic and / or predictive assessments to inform instruction and intervention strategies (ongoing through May 2009). • Continued use of Impact Math and NY Coach Programs (September through June) • New Teacher School-Based Professional Development workshops (once per month) • District 75 Professional Development workshops for Impact Math (ongoing throughout the year). • District Coach support for Impact Math (ongoing throughout the year). • Middle School Cohort meetings (ongoing through June 2009). • Use of integrated technology (ongoing through June 2009). • Middle School Math teachers are being given professional development in Smartboard training/ certification. (September and October 2009). • Academic Intervention services will include the following: One-to-one conferencing with students, small group instruction, use of math assessments to inform instruction (ongoing through June 2009). • Parental notification of student progress and achievement through the “Engrade” system. (4 times a year).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • School-Based Professional Development & District Professional Development • Interclass Visitations • Team Meetings • Tax Levy Funding • NYSTL funding • School Based Mentor • Middle School Planning grant and Middle School Implementation grant

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Impact Math assessments (Unit tests) • Scantron test results in math (November, February, May) • Periodic test results in math • Student Action Plans in the area of math • NYS Math results (May) • Teacher review of student action plans and data during Cohort Meetings • Teacher student conferencing
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Subject/Area (where relevant): Communication

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>P10X will improve communication skills of students in Alternate Assessment.</i> By June 2010, teachers will increase the functional language of students' requesting skills through the use of individualized communication systems for selected students in 12:1:4 and 6:1:1 programs as evidenced by a 5% increase in specific communication skills profiled in ABLLS and Brigance and ongoing data collection.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Each 12:1:4 student will be given a communication assessment to determine his/her individualized communication system. (Vocalizations, PECS, AAC devices) by November 2009. • All K-5 students in 6:1:1 will be assessed using the ABLLS (September and October) • Use of an individualized sensory program to help self-regulate students • Monthly Cohort meetings for teachers of 6:1:1 And 12:1:4 students to discuss student assessments and communication programs (ongoing thru the year). • School-based and District-based Professional Development workshops • Teacher Inter-visitations • Communication and Sensory Committee meetings (Every 6 weeks) • Support from District Autism Coach (Cycle 1, 2 and 3)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • School -Based Professional Development • District Professional Development • Interclass Visitations • Team Meetings • Tax Levy Funding • School-Based Mentor
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Communication Profiles and assessments completed for all students by December 15th • Sensory assessments completed for all students by December 15th • ABLLS assessments completed for 6:1:1 Students in grades K-3 by October 31st • 80% of teachers attend Cohort meetings (agendas and sign-in sheets) • Mastery of IEP goals • Improved outcomes from ABLLS and Communication Assessments

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>P10X will improve student achievement in English Language Arts.</i> By June 2010, 60% of students in 4th grade standardized assessment will demonstrate a mean / scale score growth of 5% in the sub skill area of main idea over the 2009-2010 school year as evidenced by state test scores, predictive assessments, periodic assessments in ELA and the QRI-4.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Use periodic and / or predictive assessments to inform instruction and intervention strategies. (October, January, and April) • Continued use of Foundations (ongoing throughout the year). • Implementation of Treasures curriculum (November through June). • New Teacher School-Based Professional Development workshops (once a month) • District 75 Professional Development workshops for English Language Arts • Professional Development provided by McMillan-McGraw-Hill for Treasure Program (September and November) • Elementary Cohort Meetings (monthly) • Inter-visitations (Ongoing)

	<ul style="list-style-type: none"> • Academic Intervention Services will include the following: One- to- one conferencing with students, small –group instruction, use of ELA assessments to inform instruction. (Ongoing throughout the year). • Parental notification of student progress and achievement through the “Engrade” system (4 times a year)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • School-Based Professional Development • School -Based ELA Committee • Interclass Visitations • Cohort Meetings • Classroom staff Team Meetings • Tax Levy / NYSTL funding • School-Based Mentor • School Based Coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Scantron assessment results in ELA • Predictive assessment results in ELA • Student Action Plans in the area of ELA • QRI-4 results • NYS ELA results (May) • Teacher review of student action plans and data during Cohort Meetings • Teacher-student conferencing

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	3	N/A	N/A	0	0	3	0
1	8	8	N/A	N/A	0	3	5	0
2	6	6	N/A	N/A	0	2	4	0
3	27	27	N/A	N/A	5	3	19	0
4	12	12	12	12	3	6	3	0
5	25	25	25	25	0	16	9	0
6	15	15	15	15	5	5	5	0
7	30	30	30	30	10	8	12	0
8	15	15	15	15	3	6	6	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>P10X provides several different intervention programs for students in AIS:</p> <ul style="list-style-type: none"> • The <i>Foundations</i> program is implemented for Kindergarten through 4th grade Standardized Assessment students and for some Alternate Assessment students where appropriate. The <i>Foundations</i> program addresses phonemic awareness, phonics, word and syllable study, sight word instruction, fluency, word and sentence writing practice, and comprehension. • The <i>Ramp-Up</i> program is provided for Standardized Assessment students in grades 6-8. This program immerses striving readers in the strategies and practices of literacy. It uses a workshop model and differentiates instruction for all students. <i>Ramp-Up</i> uses a scaffolding model that takes students from the known to the new. Students move through a progression of steps from totally assisted reading instruction through guided group and individualized instruction, to the stage of independence and fluency. • <i>Step Up to Writing</i> is provided for all students in Standardized Assessment and for Alternate Assessment where appropriate. <i>Step Up to Writing</i> is a writing program which guides students as they learn to write clearly, consistently, and in an organized manner. It gives students the guidance, support, and direction they need to become successful writers. The basic writing elements addressed in the program are: paragraphs, transitions, letter-writing, conclusions, speeches, creative writing, note taking and planning. • Sensory Integration programs are used with Alternate Assessment students. The <i>Get Ready to Learn Program</i> and the <i>P10X Sensory Cart Program</i> create a foundation for function that will organize and prepare students to learn. And increase on-task behavior. <p>Methods of delivery include small-group instruction, push-in 1:1, individual tutoring and conferences. All AIS is provided during the school day.</p>
Mathematics:	<p>Everyday Mathematics games are used for AIS. Test preparation materials supplement the math Standardized Assessment AIS program. Instruction is provided in small groups, push –in 1:1 tutoring and conferences. Mathematics AIS is provided during the school day.</p>
Science:	<p>Test Preparation materials are used for AIS in Science. Methods of delivery include small group instruction, push-in 1:1 tutoring and conferences. Science AIS is provided during the school day.</p>

Social Studies:	Test Preparation materials are used for AIS in Social Studies. Methods of delivery include small group instruction, push-in 1:1 tutoring and conferences. Social Studies AIS is provided during the school day.
At-risk Services Provided by the Guidance Counselor:	At-risk services provided by the Guidance Counselors include the implementation of the “I Can Problem Solve” (ICPS) Social Skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Life Space Crisis Intervention (LSCI) is used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.
At-risk Services Provided by the School Psychologist:	At-risk services provided by the School Psychologists include the implementation of the “I Can Problem Solve” (ICPS) Social Skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Life Space Crisis Intervention (LSCI) is used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.
At-risk Services Provided by the Social Worker:	At-risk services provided by the Social Workers include the implementation of the “I Can Problem Solve” (ICPS) social skills curriculum. Positive Behavior Intervention Supports (PBIS) principles are integrated throughout the program. In addition, Life Space Crisis Intervention (LSCI) is used to assess problematic behaviors and misguided thought patterns and to redirect students toward more appropriate coping skills. Intervention is provided using push-in and/or pull-out small groups and 1:1 conferences. Services are provided during the day.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 1 - 3 **Number of Students to be Served:** 24 LEP _____ Non-LEP _____

Number of Teachers 3 **Other Staff (Specify)** 10 Paraprofessionals, 1 Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Description of P10X School Language Instructional Program

P10X is a school organization that serves approximately 434 students with severe cognitive disabilities, autism, and/or emotional disabilities in grades Pre-K through High School. The ethnic breakdown of our school consists of 56.7 % Hispanic, 33.8% Black, 7.0 % White, 1.8.0% Asian/Pacific and .7% American Indian. The school’s total student population breakdown by grade consists of Pre-K ~ 10 students; K ~ 12 students; 1st ~ 18 students; 2nd ~ 61; 3rd ~ 59 students; 4th ~ 37 students; 5th ~ 136 students; 6th ~ 37 students; 7th ~ 22 students; 8th ~ 26 students; 9th ~ 0 students; 10th ~ 5 students; 11th ~ 1 student; and 12th ~ 2 students.

The total number of English Language Learners (ELL's) in P10X is 55 students. English Language Learners by grade at P10X are as follows: Pre K:~ 0 students; K ~ 2 students; 1st~ 9 students; 2nd ~ 7 students; 3rd ~ 7 students; 4th ~ 8 students; 5th ~ 15 students; 6th ~ 2 student; 7th ~ 2 students; 8th ~ 1 student; 9th ~ 0 students; 10th ~ 2 students; 11th ~ 0 students; and 12th ~ -0 students.

At the Pre-K through High School level, P10X has a total of 79 ELL students ~ 55 students are entitled to services and 24 students are X-Coded. Of the 55 students receiving services in school, 6 students are in Standardized Assessment and 49 are in Alternate Assessment. , Of the 49 students in Alternate Assessment, 10 students are in one Transitional Bilingual class and the remaining 39 students receive ESL services. All of the students' Native Language is Spanish.

Description of Title III Supplemental Instructional Program

P10X's Language Instructional Program funded by Title III will help ELL students attain English proficiency through a Saturday program. The Four Saturday Instructional Program will run for four hours each Saturday from 9:00 AM to 1:00 PM.. The dates will be March 13, 2010, March 20, 2010, April 10, 2010, and April 17, 2010. Of the 55 students in the P10X ELL Program, approximately 30 elementary students will be invited to attend the Title III Saturday Instructional Program. The students who will be attending this program will be from 12:1:1 and 12:1:4 ratios in alternate assessment from grades 1-3. The first language of all of these students is Spanish. The number of students broken down by grade is as follows: 1st – 6 students, 2nd – 8 students, 3rd – 10 students. All of these students are in alternate placement. Their main language of instruction will be English. All of the students who will be participating in the Saturday Title III program will be at the Beginner level of instruction. Beginner level students are entitled to 360 minutes of discreet ESL instruction. All of the students who participated in the NYSAA and will be attending the Saturday Program received levels 3 and 4 scores in the areas of ELA and Math. None of the students participating in the Saturday Instructional Program are in standardized assessment. These students were chosen based on the results of the Brigance Assessment to participate in this program to enhance their communication skills.

These special education students, who are mostly severely developmentally delayed, will work on their communication skills through literacy activities, with integrated activities in math, ADL, technology and art. The literacy activities will be based upon pieces of literature such as *Roberto Walks Home, My Name is Gabriela, Fire Race, and Hair*. All of the activities will be aligned with the standards and alternate grade level indicators for the students in each grade. ESL instruction will follow the NYS ESL standards and incorporates ESL strategies such as TPR, whole language, Language Experience Approach, and the use of graphic organizers. Multi-sensory approaches and materials such as Mayor Johnson symbols and augmentative communication devices will be used. Since communication skills are paramount for these students, this Title III Saturday Program will enhance and reinforce the instruction that is provided during the regular school day. Title III funds will be used to pay staff and to provide the materials used during the Saturday Instructional programs.

A meta-analysis of education research in Special Education ELL instruction (NCTE Guidelines, April 2006); (Cloud, Genesee & Hamayan; TESL-EJ, 2000), (McCray & Garcia, International Journal of Qualitative Studies in Education, Vol. 15, Number 6, 2002), (Cummins; Exceptional Children, Vol. 56, 1989) supports all components of this program:

- **There is a recognition that second language acquisition is a gradual developmental process and is built on students' prior knowledge in their native language**

- Provides authentic opportunities to use language in a non-threatening environment
- Key vocabulary words are connected to the topic of the lesson
- Teaching oral language in the context of various content areas
- Importance of the role of parents
- Translation services provided for parents in their native language/ socio-cultural context;
- Differentiated instruction
- Cooperative learning
- Interactive and discovery learning
- Ongoing assessment using multiple measures
- Integration of technology that is adapted for each student's specific communication system

All of the students attending the Title III Instructional Saturday Program have been assessed using the Brigance Inventory Assessment. Student assessment sheets as well as teacher-made assessments and rubrics that are used during their regular instructional day will be used to assess each student during this Title III Saturday Program.

This Title III Instructional Program will consist of one 12:1:4 class and one 12:1:1 class. One certified ESL teacher, one teacher who has a NYS Transition B License (Bilingual Special Education), one Special Education teacher who possesses a Bilingual license, and one technology teacher will participate in the program. The technology teacher will work in conjunction with the ESL and Bilingual teachers in order to help them use computer technology in our Computer Lab. Ten bilingual (Spanish-speaking) paraprofessionals would also be participating in this program to help maintain the student to staff ratios and to help with differentiating the instruction for the students.

Parents will be invited to work with their children on communication skills in all areas of need. Technology will be integrated into the instruction. The teachers in this program will be Bilingual certified, ESL certified and Special Education certified.

Parent and Community Involvement

Parents will be informed about the Title III Program through the official Title III letter, located on the DOE website, and flyers describing the program. This correspondence will be in the language of the parent. This program will also be discussed at School Leadership Team Meetings, Parent Association Meetings, Parent Teacher Conferences and Parent Coordinator Workshops. Interpreters will be available at all parent meetings and workshops when discussing the Title III Program. An orientation to the Title III Program for parents of ELL students will be held prior to the Title III Instructional Program on February 24, 2010 to explain the Title III Policy and implications of the instructional program. This session will be held after school from 3:00 p.m. – 4:00 p.m., and will be conducted by the ESL teachers.

Title III funds will be used to help increase parent participation and awareness of community agencies. Funds will be used to hold four Saturday Parent Workshops on March 13, 2010, March 20, 2010, April 10, 2010, and April 17, 2010 for approximately 24

parents. The workshop will be four hours in length from 9:00 AM to 1:00 PM. These workshops will be conducted by an ESL teacher. Parents will have the opportunity to work with their children on enhancing communication skills through literature. Parents will also learn to enhance student learning through the use of computer technology on a one on one basis in our technology lab. Parents will also participate in arts and crafts projects with their child. Our Parent Coordinator will also hold a workshop on “Working with Outside Agencies.” Parents will be invited to attend this program through the official Title III letter, located on the DOE website, in their native language. All correspondence (invitation, reminders, etc) will be in their native language. Spanish interpreters will be available throughout all workshops and during activities with their children.

Throughout the course of the year materials are translated into Spanish for the parents of our ELL students. Interpreters are always available at our parent meeting and during all Annual review meetings.

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.

P10X’s Professional Development Program for the Title III Instructional program for the 2009-2010 school year will include three After-School workshops located at the main site. The After-School workshops will be held on February 10, 2010, March 10, 2010, and March 24, 2010. Each workshop will be held from 3:00 PM – 5:00 PM. The workshops will be provided by the ESL teachers and will address “Effective Instructional Strategies for ELLs”. The target audience for these workshops are the 3 ESL/Bilingual teachers, the 10 paraprofessionals, and the administrator, who are involved in the Title III program. Title III funds will be used to pay staff to attend these workshops.

At these workshops, the administrator, teachers, and paraprofessionals will undertake a book study to assist in fostering student language acquisition. The book used will be “Scaffolding Language, Scaffolding Learning” by Pauline Gibbons. At each session, the teachers will prepare two chapters of the book in order to present the information from these chapters to the other Title III staff members. The Title III staff members will also view a video entitled, “Maximize Learning for ELLs,” and will develop questions for the Title III staff member, which will enable them to understand the information in the book/video and how these strategies and approaches will assist our students in moving along the language continuum.

Form TIII – A (1)(b)

School: P10X

BEDS Code: 32 7500010010

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

Allocation Amount: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 11615.20	Instructional Program: (Total: \$8665.12) 1 Administrator X 4 Saturday X 4 hours X \$52.21 = \$835.36 4 Teachers X 4 Saturdays X 4 hours X \$49.89 = \$3192.96 10 Paraprofessionals X 4 Saturdays X 4 hours X \$28.98 = \$ 4636.80 Professional Development: (Total: \$2950.08) 1 Administrator X 3 AfterSchool PD's X 2 hours X \$52.21 = \$ 313.26 3 Teachers X 3 AfterSchool PD's X 2 hours X \$49.89 = \$ 898.02 10 Paras X 3 AfterSchool PD's X 2 hours X \$28.98 = \$ 1738.80
Purchased services		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	\$2184.80	Student Books – <i>Roberto Walks Home, Hair, My Name is Gabriela & Fire Race</i> = 1026.10 Laminating Materials 9" X 12" (5 mil & 10 mil) = 155.02 Crayons = 57.45 Construction Paper = 51.12 Velcro = 63.91 Markers = 53.04 Ink for printers = 180.60 Glue sticks = 52.56 PD Books– <i>Scaffolding Language, Scaffolding Learning</i> " = 325.00 PD Video/CD <i>Maximizing Learning for ELLs</i> " = 220.00
	700.00	Provide transportation for students and parents for Saturday Instructional Programs.
Other	500.00	Provide breakfast and lunch for Saturday Instructional Programs for students and parents.
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At the beginning of each school year, P10X takes a survey of how many parents are in need of language translation and interpretation services. We do this by sending home a survey and/or by having the teachers give us the information about the needs of their parents. We look at the number of Limited English Proficient parents and the languages they represent. Usually it is for the Spanish language. Once we have established our needs, we use our translation funding allocation to pay per session for staff to translate materials and/or attend after-school meetings. We also make sure that we have an interpreter at all parent meetings, Parent-teacher conferences, etc. If it is for a language other than Spanish, then we look to see if we have a staff member who can help to translate materials and or interpret for the parent. If we have no such staff member, then we use the services of the Translation and Interpretation Unit.

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

A small percentage of our parents require written translation and oral interpretation services. The major language in need of interpretation is Spanish. We have staff members that can interpret at Parent Association Meetings, Parent-Teacher Conferences, IEP meetings, Report Card Meetings, and Parent Workshops. Besides Spanish, P10X has one parent in need of Albanian oral translation. At both sites we have staff members that can interpret for these languages. These findings were discussed at our School Leadership Team meetings and Parent Meetings. Staff members were also made aware of the parental needs and informed on the importance of providing non-English speaking parents with communication in their language.

Part B: Strategies and Activities

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

School-generated written materials sent to parents will continue to be translated in Spanish by school staff members. Parents are sent notices/letters in both English and Spanish. Translated documents are sent to parents at the same time English versions are sent to them.

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.

P10X employs the services of school staff to translate information discussed at meetings, workshops, and for telephone conferences/calls. A parent volunteer is sometimes used at parent meetings or workshops.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Through written correspondence parents are made aware of the availability of interpretation services available to them and information on ways to obtain needed interpretation services. The Notice for Parents Regarding Language Assistance Services is posted at all our sites. If at any time we are unable to provide parents with translation and/or interpretation in their native languages due to the fact that no staff members speak these languages, school officials will contact the Translation and Interpretation Unit of the New York City Department of Education to obtain assistance.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All School Improvement Schools

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.

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

All SURRE schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURRE Area(s) of Identification: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

The P10X School Leadership Team, along with staff addressed, and will continue to review and maintain that the curriculum of our school is vertically and horizontally aligned with the New York State Standards. P10X has addressed the NYC DOE vertical and horizontal gaps of alignment with the NYS ELA and writing standards through the implementation of school-wide intervention programs.

Findings were shared with the school community at staff conferences, professional development and Parent Association meetings.

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

Applicable Not Applicable

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

Each grade level in standardized assessment (and where relevant- alternate assessment) has a specific intervention program that addresses all seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read). P10X has implemented the Foundations Intervention program and Treasures for elementary students. Ramp Up and Literacy Navigator has been implemented for the Middle School population. These programs are employed school- wide and thus address the horizontal gap of alignment with the NYS reading standards. In addition, P10X uses the District 75 Units of Study program, which further addresses the aforementioned reading gaps.

P10X focuses on the five different areas of writing for students in standardized assessment and where relevant in alternate assessment (spelling, handwriting, text production, composition, motivation to write) by use of the school-wide Step Up to Writing program. P10X also implements the District 75 Units of Study program that includes the five skills of writing.

Our Alternate Assessment students also follow guidelines set forth by the State. Results from the New York State Alternate Assessment demonstrate this.

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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.

P10X will continue to review content being taught school wide to ensure that it continues to be fully aligned horizontally and vertically with NY State Reading and Writing ELA standards.

One hundred percent of P10X students are Special Needs students who are either emotionally disturbed, autistic, developmentally delayed or multiply handicapped. A significant number of our students are consequently below grade level but will eventually achieve the standards at a different pace because they are able to attend school until 21 years of age.

The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula and intervention programs and methodologies. Such curricula include the piloting of Lakeshore 12:1:4 curriculum that includes the SANDI (Student Annual Needs Determination Inventory).

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

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some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The P10X School Leadership Team, along with staff and cohort meetings, examined what steps need to be taken to fully align curriculum with the New York State Mathematics Standards. We reviewed, where relevant, what actions can be taken for students in Alternate Assessment. Findings were shared with the school community at staff conferences, professional development, and Parent Association meetings.

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

X **Applicable** Not Applicable

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

P10X will review the supplemental materials used by the school (including Math Steps and academic intervention services [AIS] including Everyday Math and Impact Math games) to ensure that these materials close the gap of alignment with New York State Standards.

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.

P10X will continue to review content being taught school wide to examine programs that will close the gap with NY State standards in Mathematics curriculum.

One hundred percent of P10X students are Special Needs students who are either emotionally disturbed, autistic, developmentally delayed or multiply handicapped. A significant number of our students are consequently below grade level but will eventually achieve the standards at a different pace because they are able to attend school until 21 years of age.

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The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula and intervention programs and methodologies. Such curricula include the piloting (for multiply handicapped students), of the Lakeshore 12:1:4 curriculum which contains the SANDI (Student Annual Needs Determination Inventory). Another piloted curriculum being researched is the EQUALS math curriculum for Alternate Assessment students with mild developmental delays.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

P10X Administration, as well as the School Leadership Team, during our PASS review, assessed and will continue to review the ELA instruction of our school. Our review monitors staff use of research-based best practices, including differentiated instruction. Findings will be shared with the school community at staff conferences, cohort meetings, professional development, and Parent Association meetings.

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

Applicable

Not Applicable

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

P10X administration conducts walkthroughs and formal and informal observations of classroom instruction. Observation reports indicate the extent of research-based, best practices, including differentiated instruction. Differentiated instruction is an expectation of the daily routine of direct instruction. P10X professional development workshops, as well as, the annual staff administration orientation meeting communicates with staff the priority in which P10X places differentiated instruction along with other research-based best practices.

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.

P10X has received a \$ 250,000 Implementation Grant with a focus on training staff to increase student engagement by use of Smartboard technology in the classrooms. To ensure best practices we schedule interclass visitations, conduct professional development and support the mentoring program.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in

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

Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

P10X Administration and the School Leadership Team, have already assessed, and will continue to review whether Mathematics instruction of our school includes research-based best practices, including differentiated instruction. Findings will be shared with the school community at staff conferences, professional development, and Parent Association meetings.

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

X **Applicable** Not Applicable

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

P10X administration conducts walkthroughs and formal and informal observations of classroom instruction. Observation reports indicate the extent of research based and best practices, including differentiated instruction. Differentiated instruction is an expectation of the daily routine of direct instruction. P10X professional development workshops as well as the annual staff administration orientation meeting communicates with staff the priority in which P10X places differentiated instruction along with other research-based best practices.

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.

P10X has received a \$ 250,000 Implementation Grant with a focus on training staff to increase student engagement by use of Smartboard technology in the classrooms. To ensure best practices we schedule interclass visitations, conduct professional development and support the mentoring program.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

P10X Administration and the School Leadership Team studied and will continue to review the number and percent of new versus experienced teachers at the school. The teams will also examine the extent of staff turnover. Findings were shared with the school community at staff conferences, professional development, and Parent Association meetings.

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

Applicable Not Applicable

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

As part of the school data, P10X will collect data related to staff experience and turnover rate. The Principal also has access to a tenure notification screen to analyze data on teacher experience and retention rates.

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

The school addresses this issue by ensuring that teachers remain current with the latest educational research. One of the strengths of P10X includes the extent of staff development offered within our school, as well as, professional development provided by the district. Staff who feel supported, are less likely to leave the school.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

P10X administration and the School Leadership team planned to conduct future surveys and interview a random sampling of personnel to determine level of awareness of staff development opportunities for English Language Learners.

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?

The School Leadership Team in its PASS reviews, interview personnel and record the amount and percent of teachers who are aware of the ELL staff development opportunities.

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.

School administration will keep track of all staff trained on instruction for ELL's. All teachers will be made aware of ELL staff development workshops via the District PD website and school postings.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

P10X administration will mandate that ESL teachers meet with all classroom teachers to ensure all those involved with the ELL students are given regularly updated progress reports on language development and academic progress.

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

X **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?

Evidence will consist of ESL and Classroom teacher team meeting forms.

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.

P10X administration will review the team meeting forms to determine the level of consistency of communication among all staff who serve ELL students.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **P10X administration observed teacher lesson presentations. Pre and Post-Observation conferences among teachers and administration revealed level of staff understanding and capacity to implement a full range of instructional approaches to improve student performance and access to the general education curriculum.**

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 evidence that supports or dispels the findings include: formal observation reports and administration conversations with teacher during pre and post observation conferences. Agendas and sign-in sheets for professional development will also be evidence for this finding.

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. **P10X administration will make available targeted Professional Development that improves teacher understanding of the general education curriculum. Teachers will participate in interclass visitations with general education teachers.**

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. **P10X administration reviewed all student annual reviews, and checked for consistent alignment throughout**

each document. All students with behavior issues had behavior plans. In addition, Functional Behavior Assessments were mandated by P10X administration for all students with a 1:1 Crisis Paraprofessional.

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

X **Applicable** Not Applicable

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

The IEPs themselves demonstrate consistent alignment (or lack thereof) throughout each document.

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

Our school will provide staff development trainings on completing the IEP process. Central can assist by ensuring adequate opportunities for IEP trainings throughout the school year.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is not a Title 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

The number of students in Temporary Housing is 16 students.

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

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

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

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.

P10X LANGUAGE ALLOCATION POLICY

School: P10X

Date: October 15, 2009

District: 75

TEAM MEMBERS:

Principal: Barbara Hanson

Assistant Principal: Elissa O'Brien

ESL Coordinator: Elissa O'Brien

Coach: Beth Ann Morris

Parent Coordinator/Parent: Laverne Hamilton

Related Service Provider: Giselle Ferreira

Guidance Counselor: Melinda Billig

ESL/Bilingual Teachers:

Leslie Hack

Dianne Pagan

Gia Theodore

Overview:

P10X is a school organization that serves approximately 434 students with severe cognitive disabilities, autism, and/or emotional disabilities in grades Pre-K through High School. The ethnic breakdown of our school consists of 56.7 % Hispanic, 33.8% Black, 7.0 % White, 1.8.0% Asian/Pacific and .7% American Indian. The school's total student population breakdown by grade consists of Pre-K ~ 10 students; K ~ 12 students; 1st ~ 18 students; 2nd ~ 61; 3rd ~ 59 students; 4th ~ 37 students; 5th ~ 136 students; 6th ~ 37 students; 7th ~ 22 students; 8th ~ 26 students; 9th ~ 0 students; 10th ~ 5 students; 11th ~ 1 student; and 12th ~ 2 students.

MAY 2009

The total number of English Language Learners (ELL's) in P10X is 55 students. English Language Learners by grade at P10X are as follows: Pre K:~ 0 students; K ~ 2 students; 1st~ 9 students; 2nd ~ 7 students; 3rd ~ 7 students; 4th ~ 8 students; 5th ~ 15 students; 6th ~ 2 student; 7th ~ 2 students; 8th ~ 1 student; 9th ~ 0 students; 10th ~ 2 students; 11th ~ 0 students; and 12th ~ -0 students.

At the Pre-K through High School level, P10X has a total of 79 students ~ 55 students are entitled to services and 24 students are X-Coded. Of the 55 students receiving services in school, 6 students are in Standardized Assessment and 49 are in Alternate Assessment. , Of the 49 students in Alternate Assessment, 10 students are in one Transitional Bilingual class and the remaining 39 students receive ESL services. All of the students' have a Native Language of Spanish.

ELL students are identified in our school by checking the student file/IEP from the CSE. A Home Language Identification Survey (HLIS) is also part of the P10X Intake Package for all new students. Parents are asked to complete this survey at school so we can identify our ELL students immediately. ATS reports are also utilized for both newly admitted and students already in the system to identify student eligibility for the LAB-R and NYSESLAT testing.

Parents of ELL students are provided with a Parent Orientation Day in September, where our Bilingual and ESL Teachers describe our Bilingual and freestanding ESL Programs. Also each site conducts a Parent Curriculum Day, where our parents are notified about our programs. Parents are sent flyers in their native language.

P10X uses both the Transitional Bilingual and English as a Second Language models; we do not use the Dual Language model. ELL services are provided at our school by one teacher with a Bilingual Extension and two certified ESL teachers. Our ELL's incorporate 13 % of our student population.

The results of the 2009 NYSESLAT indicate the following results :

- Standardized Assessment (Including X-coded Students) :7 Beginners- two students currently in grade 2, two students currently in grade 3, two student currently in grade 7, one students currently in grade 8; 6 Intermediate – two students currently in grade 3, one students currently in grade 4, one student currently in grade 5, and one student currently in grade 7, one students currently in grade 8
- Alternate Assessment: 3 Beginners - 2 students currently in grade 6, one student currently in grade 8; 2 Intermediate – 2 students in grade 10, 1 student in grade 8; 53 students received an INV - 11 students in grade 1, 7 students in grade 2, 9 students in grade 3, 7 students in grade 4, 15 students in grade 5, 3 students in grade 6

Transitional Bilingual Program:

The students in our Bilingual Class (TBE) are severely/ profoundly developmentally delayed in a 12:1:4 class ratio. These students were not able to take all components of the NYSESLAT and thus received an INV score. However, based on the students' functioning levels of language fluency and academic proficiency they would be at the Beginner Level. Being that all the students in this bilingual class are at the Beginners level, they receive a ratio of 60:40 Spanish (NLA)/English (ESL). The breakdown of how Native Language and ESL instruction are allocated is as follows: ADL Skills – 45 min (NL); ELA – 45 min (NL)/ 45 min –(ESL); Math- 50 min(NL)/10 min (ESL); Science – 35 min (NL)/10min (ESL); ADL -35 min (NL); ADL(Mealtime) – 45 (ESL); Social Studies – 35 min (NL)/10 min (ESL); and Art/Music/APE – 45 min (ESL). The students receiving Native Language instruction for a 245 minutes a day (1225 min/week) and ESL for 145 minutes a day (725 min/week), which is well above the mandated Beginners ratio of 180 minutes of Native Language instruction and 360 minutes of ESL instruction per week.

MAY 2009

The ESL instruction follows the New York State ESL standards and incorporates ESL strategies such as TPR (Total Physical Response), Language Experience, Whole Language and graphic organizers. Technology is incorporated to give students additional instructional support. Multicultural and multi-sensory materials are also infused throughout all aspects of instruction. All students in the TBE class also receive a minimum of one unit (180 minutes) per week of NLA (Native Language Arts). NLA instruction follows the aspects of Balanced Literacy, emphasizing development of literacy skills, especially comprehension through literature-based and standards-based materials and activities. NLA instruction and the ELA program are parallel to literacy instruction in monolingual classes and are provided by a teacher who has a NYS Transition B License. Instruction includes native language age-appropriate literacy materials such as books, software and a Spanish classroom library. The use of bilingual software and multimedia materials enhances and supports the development of NLA literacy. Age-appropriate activities are extended throughout the curriculum and subject areas by combining an interdisciplinary approach with Whole Language, Language Experience, multi-sensory approaches, infusion of the Arts and use of technology. The classroom library contains books in the native language, including those adapted by the teacher to meet the needs of students with severe disabilities. Words, Mayer Johnson symbols and programmed augmentative communication devices in Spanish and English are used to create a print and symbol-rich communication environment for these students.

The ELA program for the TBE class follows Balanced Literacy, using software, such as KidPix, and multimedia to enhance and support English literacy. Age-appropriate activities are extended throughout the curriculum and subject areas by combining an interdisciplinary approach with language experience, whole language, multi-sensory approaches, infusion of the Arts, and use of technology. The classroom library contains age-appropriate books in English, including those adapted for students with severe disabilities. Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for these students.

Content-area instruction links language instruction to the subject areas. For K-3 students at the beginning level of English language acquisition, content area instruction is provided with a minimum of one subject area taught in the native language followed by an ESL Linguistic Review and a minimum of one subject area taught in English through ESL methodologies. ESL strategies in the content area include whole language, language experience and use of graphic organizers. Age-appropriate multi-sensory materials, multicultural materials and technology are infused throughout all content areas. Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for these students. All students that are mandated for Bilingual Instruction that are not in a Bilingual class are receiving the services of Alternate Placement Paraprofessionals.

Due to the fact that the students in this class are severely developmentally delayed and have severe deficits in speaking, writing, listening and reading skills, they will have difficulty in obtaining a proficiency level on the NYSESLAT. Students who no longer require Bilingual or ESL services will be supported for two years. These services will be implemented through the use of varied flexible schedules, small group instruction, Academic Intervention Services, Balanced Literacy, graphic organizers, residency programs in which teaching artists integrate arts across the curriculum, adaptation of literacy materials to meet the needs of students with severe disabilities, augmentative communication devices, technology across the curriculum, multi-sensory materials, big books, listening centers, learning centers, instruction that moves from concrete to more abstract concepts, hands-on materials, manipulatives, and classroom libraries to further enhance their skills.

ESL Program:

MAY 2009

ESL instruction is provided by a teacher with a Bilingual Extension and two certified ESL teachers through a push-in/pull-out model. For both Standardized Assessment and Alternate Assessment students in K -8, students at the Beginning and Intermediate levels receive 360 minutes per week of ELL instruction; and students at the Advanced level receive 180 minutes of ESL and 180 of ELA instruction per week. For our ELL's on the High School Level, students on the Beginning level receive 540 minutes of ESL, students on the Intermediate level receive 360 minutes of ESL, and students on the Advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction

ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as TPR, Whole Language, Language Experience, and graphic organizers. Multicultural materials, multi-sensory materials and technology are infused throughout instruction. Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for students.

Special education teachers teach content-area instruction in English through ESL methodologies on both the elementary and middle school levels. ESL teachers and special education classroom teachers on the elementary level work together on weekly common preps to coordinate instruction and methodologies so that language acquisition will be fostered. At the middle school level, ESL teachers and content area teachers plan curriculum/units of study which the ESL teacher will provide to the students using ESL methodologies. ESL methodologies include TPR, Whole Language, use of graphic organizers and multi-sensory approaches used with Mayer Johnson Symbols and augmentative communication devices. Students in Alternate Placement receive additional support in native language and English from a paraprofessional who speaks both English and the student's native language. Multicultural and multi-sensory materials and technology are infused throughout the program. Literacy (ELA) instruction for ELL's in the ESL program follows Balanced Literacy, supported by multicultural library books, technology and adaptation of literacy materials to meet the needs of students with severe disabilities. Supplementary materials used include: *Children Around the World* (Rand McNally), *Learn at Home Grades 1 - 5* (American Education Publishing), *Now I'm Reading* (Innovative Kids), *Amazing English* (Addison Wesley Publishing Company), and *People and Places* (McMillan/McGraw Hill). Additional materials include games focusing on ELA strategies by Trend (Parts of Speech Bingo, Alphabet Bingo, and Synonyms Bingo) and the *Big Book of Knowledge A – Z*. Materials by Didax include Basic Skills Puzzles focusing on Synonyms, Antonyms, Homonyms, Sound Alike, Compound Words, Silent Consonants, Rhyming Words, and Consonant Blends. Words, Mayer Johnson symbols and programmed augmentative communication devices are used to create a print and symbol-rich communication environment for these students.

P10X does not have enough ESL teachers to fully support the number of students who require ESL instruction. We have 2 ESL teachers. however, this is not enough support to meet the needs of our students.

Currently P10X has no SIFE's. However, according to the September 2009 BESIS Report, we currently have 6 students with "Extension of Services" on our school register. To aid us in helping SIFE's and students with "Extension of Services" increase their speaking, listening, reading, and writing skills, we use books in Native Languages, provide multicultural instruction and small group instruction, have residency programs in which teaching artists integrate arts across the curriculum, adapt literacy materials to meet the needs of students with severe disabilities, and use augmentative communication devices. We also implement Balanced Literacy, technology across the curriculum, Academic Intervention Services, graphic organizers, multi-sensory materials, big books, instruction that moves from concrete to the more abstract, listening centers, classroom learning centers, hands-on materials, manipulatives, and classroom libraries. For students who are new comers to the English Language School System, we employ services such as the following with these students: small group instruction, 1:1 tutoring, peer tutoring, buddy systems, big books, graphic organizers, hands-on materials, instruction that moves from concrete to the more abstract, listening centers, multicultural instruction, classroom learning centers, manipulatives, and literature in Native Languages. We also institute an orientation process and building walk-throughs to familiarize students with the school environment. These students are exposed to strategies used with other ELL's in our school. Students designated as long Term ELL's continue to receive ESL

services, as per their IEP and in accordance with their proficiency levels indicated on the NYSESLAT. The same methodologies used with our students in the Bilingual Program and Freestanding ESL Program are used with our long Term ELL's.

Students who no longer require Bilingual or ESL services will be supported for an additional two years. These services will be implemented through the use of ESL, varied flexible schedules, small group instruction, Academic Intervention Services, Balanced Literacy, graphic organizers, residency programs in which teaching artists integrate arts across the curriculum, adaptation of literacy materials to meet the needs of students with severe disabilities, augmentative communication devices, technology across the curriculum, multi-sensory materials, big books, listening centers, learning centers, instruction that moves from concrete to more abstract concepts, hands-on materials, manipulatives, and classroom libraries to further enhance their skills.

CR Part 154 Mandates:

For both Standardized Assessment and Alternate Assessment students in K -8, students at the Beginning and Intermediate levels receive 360 minutes per week of ELL instruction; and students at the Advanced level receive 180 minutes of ESL and 180 of ELA instruction per week. For our ELL's on the High School Level, student on the Beginners level receive 540 minutes of ESL, students on the Intermediate level receive 360 minutes of ESL, and students on the Advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction.

Parent Participation:

The process of classifying students as ELL's is dictated by CSE. Options for special education ELL's are discussed with parents at Educational Planning Conferences. At the school level, we have translators available at meetings (e.g., Parent Association Meetings).

Also to promote parent involvement, P10X's Parent Coordinator offers parents of ELL's information in their home language and training on various components of their children's education such as parent involvement in school activities, ways to support learning through home activities, standards, student progress, assessment, and achievement of goals. Each year we have workshops to help increase parent participation and awareness of community agencies, as well as, teaching parents strategies to effectively communicate with their children. At these workshops, parents of ELL students have the opportunity to work with their children on enhancing communication skills, to strengthen their technology skills, and to participate in literacy, math, art, and sensory activities with their children.

Analysis of Student Assessment:

Of the 55 ELL students mandated for service, six students in standardized assessment are designated ELLs. Five students took the NYSESLAT in 2009. Two students score in the Intermediate level and 3 students scored at the Beginning level. Students also showed higher performance in the listening and speaking part as compared to the reading and writing sections of this assessment. This indicates that ELL standardized assessment students need more practice in writing and reading than do their non-ELL counterparts due to their limited English proficiency. An analysis of assessment reports reveal that we need to extend a high level of opportunities for reading and writing to our ELL's to enhance their English Language Arts skills. Of the six standardized assessment students, four students were eligible to take standardized assessments.

One 5th grader received a level 1 in ELA, both 7th graders received a 2 in ELA, one 8th grader received a level 2 in reading In math, the one 5th grader received a level 2, both 7th graders received a 2, and the one 8th grader received a level.

Of the 55 ELL students, 49 students in alternate assessment are designated ELLs. Of these students, three student scored at the Beginner level and two student scored at the Intermediate level. All the others received an INV. score due to their low cognitive ability. Of

the 49 alternate assessment students, 26 students were eligible to take the 2009 New York State Alternate Assessment (NYSAA). Twenty-five of these students received either a level 3 or 4 in ELA and Math. One student received a level 2 in ELA.

Presently, P10X does not have any (Students with Interrupted Formal Education (SIFE). If we had students in this category we would test these students to determine their reading, writing, listening, and speaking abilities in English. If students need services, then they would be scheduled to receive the support services. In addition, these students would receive A.I.S., where students are grouped homogeneously in small groups for targeted skills instruction. Students continually have access to instructional materials, including books, classroom libraries, manipulatives, computer technology, augmentative communication devices, etc. that are aligned with the school's curriculum. Classrooms are print rich and literacy instruction is aligned with individual instructional goals.

Intervention Services for our "Long Term ELL's" and students for whom 'extension of services' has been requested consists of scheduling our students to receive ESL services for the number of instructional units required. In addition, our students receive A.I.S., where students are grouped homogeneously in small groups for targeted skills instruction. Students continually have access to instructional materials, including books, classroom libraries, manipulatives, computer technology, augmentative communication devices, etc. that are aligned with the school's curriculum. Classrooms are print rich and literacy instruction is aligned with individual instructional goals.

Professional Development:

P10X's Professional Development plans for the 2009 – 2010 school year will include topics pertaining to ELL education such as strategies for Native Language instruction, Balanced Literacy, teaching of ESL through the content areas, Standardized Assessment and Alternate Assessment methods for ELL's, the use of technology in Bilingual and ESL education, and the adaptation of Bilingual and ESL materials for instructing ELL's with severe disabilities. It will also explore ways of accessing data on ELL's with regard to various types of standardized tests and using data to inform instruction. Teachers and paraprofessionals at P10X will also be supported by the D75 Bilingual Office.

Attendance by both bilingual and monolingual staff at District ESL Institutes and workshops will continue to be encouraged. Additional emphasize for Professional Development will be placed on training Bilingual teachers, ESL teachers, and teachers who have students mandated for ESL services in their classrooms. Also included in this Professional Development will be Alternate Placement paraprofessionals. School-based professional development will be provided by our ESL teachers. In addition to these staff members, paraprofessionals in Bilingual classes and classes with ESL students will participate in Professional Development in this area. Jose P. ESL Training will continue to be mandated for teachers.

Tentative Schedule for Professional Development:

How to Start Teaching ELLs–1/12/10

Getting Ready for Testing -2/10/10

Using Data – 3/24/10

Strategies and Methodologies for Teaching ELLS– 3/10/10

Implications of the Language Allocation Policy:

This Language Allocation Policy will be used to improve and enhance instruction of all ELL's. The goal for these students is the same as for all students --- to enable them to achieve a better understanding of the English language so that their speaking, listening, reading, writing skills, and communication abilities will allow them to meet English Language Arts standards, improve their scores and become better and more confident students.

All materials should be in the students' Native Language and at the level that each student is performing. Collections of culturally diverse literature and non-fiction books should be available at all times in classrooms. The books included in the LAP toolkit are instrumental in forming study groups, identifying varied strategies, and planning Professional Development. Technology should include standards-based software in English and the Native Language, aligned with the curriculum and should be accessible to all students.

It is hoped that for Bilingual students in TBE classes three years of TBE followed by a transition period of two years with ESL services will enable them to be as proficient as their monolingual counterparts. For TBE students and ESL students who cannot achieve this status, continuation of services should be mandated for as long as deemed necessary by the decision of CSE, administration, parents, and Bilingual/ESL/ monolingual staff. Educational planning for all ELL's should be done in collaboration by all of the aforementioned personnel to ensure that a multidisciplinary approach has been used to determine entitlement of services.

Collaborative planning for students occurs during Staff Meetings, common preparation periods, parental meetings, Professional Development Sessions, and meetings with School-Based Support Team members. This planning includes the participation of various staff members, such as: Bilingual teachers, ESL teachers, teachers who have students mandated for ESL services in their classrooms, cluster teachers, related service providers, administrators, Alternate Placement paraprofessionals, paraprofessionals in Bilingual classes and paraprofessionals in classes with ESL students.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 5	School P10X
Principal Barbara Hanson	Assistant Principal Elissa O'Brien
Coach BethAnn Morris	Coach
Teacher/Subject Area Leslie Hack\Bilingual	Guidance Counselor Melinda Billig
Teacher/Subject Area Gia Theodore\ESL	Parent Nina DeNardo
Teacher/Subject Area Dainne Pagan\ESL	Parent Coordinator Laverne hamilton
Related Service Provider Giselle Ferreira	SAF Sheryl Watkins
Network Leader Barbara Joseph	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	434	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	12.21%
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Part II: ELL Identification Process

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

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

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	2	3	2	3	0	0	0	0	0	10

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	6	5	4	8	15	2	1	1	42
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian								1		1
Other										0
TOTAL	0	6	5	4	8	15	2	2	1	43

Programming and Scheduling Information

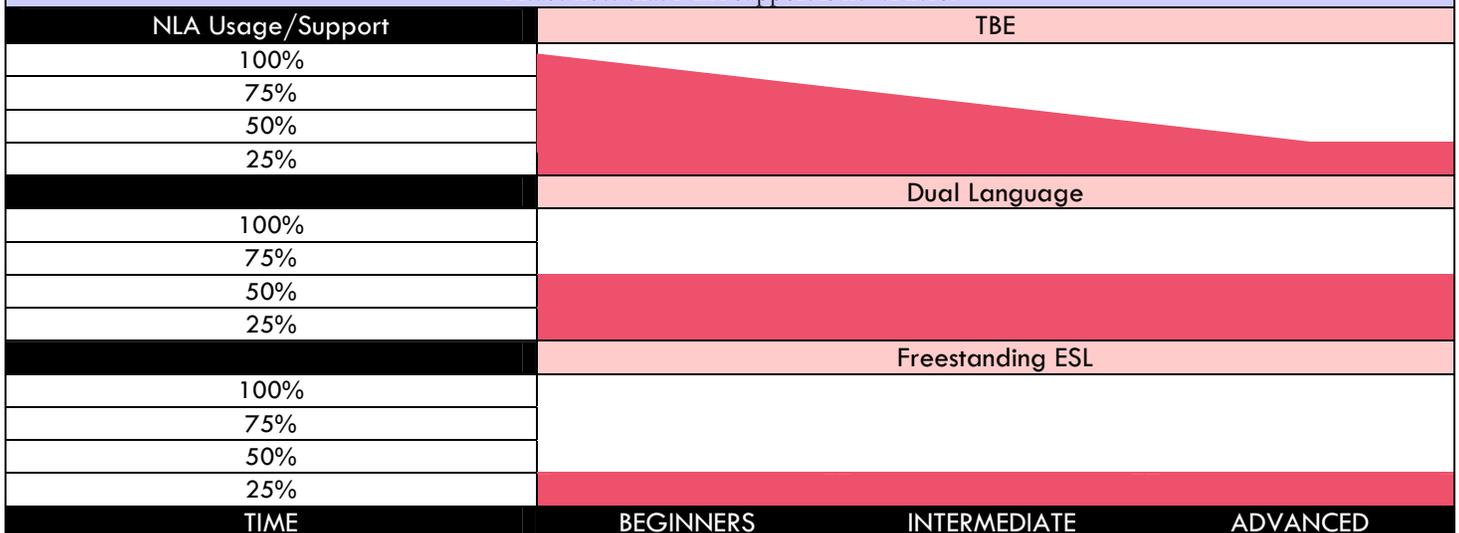
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	1	2	2	0	0	2	2	2	0	11
Intermediate(I)							1	1	0	2
Advanced (A)		1						1		2
Total	1	3	2	0	0	2	3	4	0	15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	1				1
5					0
6		4	1		5
7		3			3
8					0
NYSAA Bilingual Spe Ed		1	5	19	25

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1				1
4			1						1
5									0
6	1		3		1				5
7			1		2				3
8									0
NYSAA Bilingual Spe Ed			6		19				25

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

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

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elissa O'Brien	Assistant Principal		
Laverne Hamilton	Parent Coordinator		
Dianne Pagan	ESL Teacher		
Nina DeNardo	Parent		
Leslie Hack/Bilingual	Teacher/Subject Area		
Gia Theodore/ESL	Teacher/Subject Area		
BethAnn Morris	Coach		
	Coach		
Melinda Billig	Guidance Counselor		
Sheryl Watkins	School Achievement Facilitator		
Barbara Joseph	Network Leader		
	Other		
	Other		

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

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 75	School P10X
Principal Barbara Hanson	Assistant Principal Elissa O'Brien
Coach BethAnn Morris	Coach
Teacher/Subject Area Leslie Hack/ Bilingual	Guidance Counselor Melinda Billig
Teacher/Subject Area Dianne Pagan\ESL	Parent Nina DeNardo
Teacher/Subject Area Gia Theodore\ESL	Parent Coordinator Laverne Hamilton
Related Service Provider Giselle Ferreira	SAF Sheryl Watkins
Network Leader Barbara Joseph	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	434	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.46%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	2	0	2	2
Total	0	0	0	0	0	0	2	0	2	2

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

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

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number)

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

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

Programming and Scheduling Information

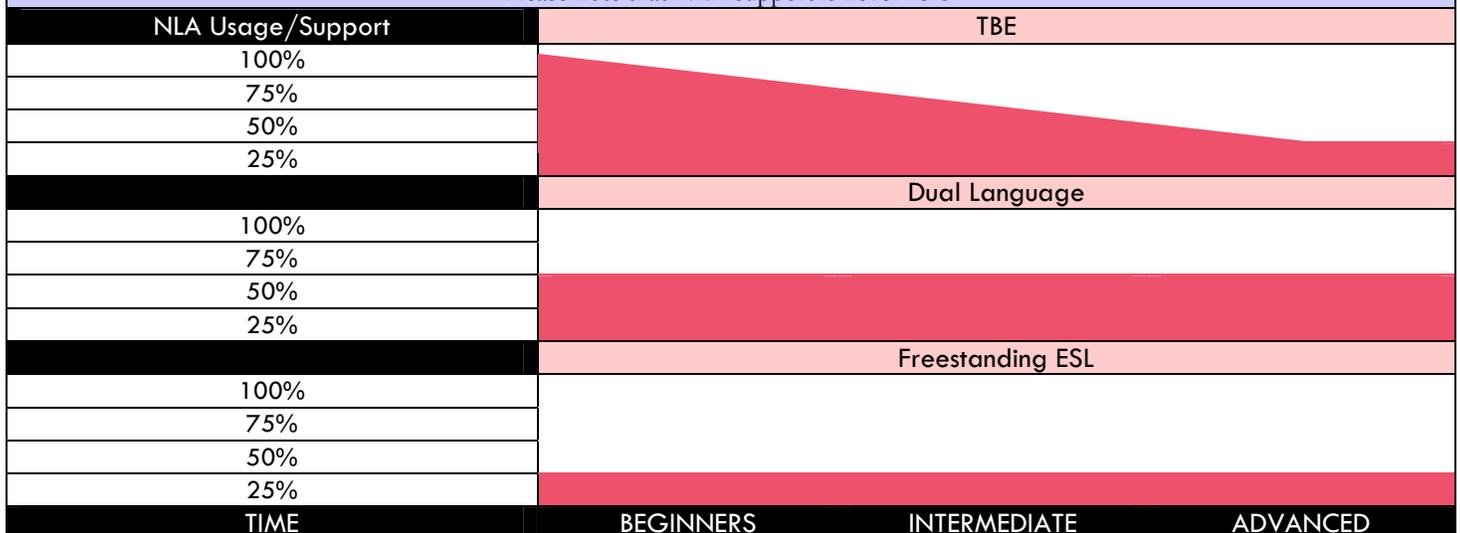
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)					0
Intermediate(I)	2				2
Advanced (A)					0
Total	2	0	0	0	2

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I	2			
	A				
	P				
READING/WRITING	B				
	I	2			
	A				
	P				

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	1		1	
NYSAA Mathematics	1		1	
NYSAA Social Studies	1		1	
NYSAA Science	1		1	

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

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

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

Part VI: LAP Team Assurances

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

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Sheryl Watkins	School Achievement Facilitator		
Barbara Joseph	Network Leader		
	Other		
	Other		

Signatures

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