



[P.17X]

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

SCHOOL: 75X017

ADDRESS: 778 FOREST AVENUE, BRONX, NEW YORK 10456
TELEPHONE: 718-665-5617
FAX: 718-665-6372

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.17X SCHOOL NAME: _____

SCHOOL ADDRESS: 778 Forest Avenue, Bronx, New York 10456

SCHOOL TELEPHONE: 718-665-5617 FAX: 718-665-6372

SCHOOL CONTACT PERSON: Robin Cohen EMAIL ADDRESS: RCohen3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alison Hlasny

PRINCIPAL: Robin Cohen

UFT CHAPTER LEADER: Angela Holmes

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: District 75

SSO NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our mission is to collaborate with parents and community to create a safe, supportive, nurturing environment, which respects the individuality of our students with special needs. We strive to promote high expectations and standards for the entire school community through professional development, integrated literature-based learning approaches and affirmations of cultural diversity. We seek to enable our adults to reach their highest potential as valued members of the community prepared to meet the challenges of the 21st century. Our ultimate goal is to support students to become successful in the least restrictive environment.

One distinctive feature of P.17X is that we have worked diligently to improve student outcomes. The grant team researched, analyzed, and conducted student, staff, and parent surveys to write a theory of change to improve student success. Our school has the distinct honor of receiving a \$215,000 Campaign for Middle School Success (CMSS) grant. Only 55 middle schools in New York City were awarded the grant. This opportunity will support P.17X in preparing our students for a successful high school experience as well as ensuring a successful transition to that experience. The grant also affords us the opportunity to establish our first GED program for parents as well as facilitate workshops that address the social, academic, and emotional needs of our students and their parents. P.17X has partnered with Creative Connections to deliver innovative programs that introduce students to the exciting world of work to improve their connection to the world of school.

Students with autism (6:1:1) are supported with Mayer Johnson Picture Symbols to assist in acquiring effective communication skills. P.17X uses TEACCH methodology (Treatment and Education of Autistic related Communication Handicapped Children) an evidence-based program to provide students with structures, routines, visual supports, independence, transitions and clear expectations throughout the instructional day.

Students with emotional disabilities (12:1:1 and 8:1:1) are provided with a structured environment that integrates standards-based instruction with positive behavior supports. "Bridge to Success" emphasizes the development of self-control, improving interactions with others and applying social behaviors needed for school and post-school adjustments.

P.17X is one of twenty-two schools in New York City to participate in ITeach/ILearn. This laptop initiative gives each child in the middle school a computer to use as an instructional tool and all classrooms are equipped with Smart Boards. Teachers utilize technology based programs such as Geometer Sketchpad to help students apply real world knowledge to theoretical principles. We use technology to provide interactive experiences using applications such as Garageband, I movie, PowerPoint, Photobooth and Keynote. The elementary sites have classroom computers, student laptops and computer labs which provide an opportunity to further differentiate and enhance the individual instruction and learning for all members of the school community.

The middle school has a state of the art science classroom/lab. Urban Advantage science education is another community collaborative initiative that connects middle school teachers, students and families with the process of scientific discovery in eight cultural institutions. All elementary sites have science cluster teachers to support the science initiative.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. X017							
District:	75	DBN:	75X017	School BEDS Code:	307500012017			
DEMOGRAPHICS								
Grades Served:	Pre-K		3	√	7	√	11	
	K	√	4		8	√	12	
	1	√	5	√	9		Ungraded	√
	2	√	6	√	10			
Enrollment				Attendance - % of days students attended :				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	2	0	0		84.1 / 4.3			
Kindergarten	38	4	36					
Grade 1	18	2	52	Student Stability - % of Enrollment :				
Grade 2	11	2	48	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	20	14	0		78.5		85.4	
Grade 4	13	14	0	Poverty Rate - % of Enrollment :				
Grade 5	18	7	10	(As of October 31)	2006-07	2007-08	2008-09	
Grade 6	78	40	44		86.0	84.6	0.0	
Grade 7	24	35	47	Students in Temporary Housing - Total Number :				
Grade 8	35	46	30	(As of June 30)	2006-07	2007-08	2008-09	
Grade 9	1	0	0		17	5	15	
Grade 10	0	0	0	Recent Immigrants - Total Number :				
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 12	0	0	0		1	1	0	
Ungraded	52	175	80	Special Education Enrollment:				
Total	310	329	357	(As of June 30)	2006-07	2007-08	2008-09	
				Suspensions (OSYD Reporting) - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				Principal Suspensions	0	0	16	
				Superintendent Suspensions	8	9	0	
				Number all others	0	0	0	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	35	25	26	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only MAY 2009	14	16	10	Number of Teachers	66	83	88	

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	45	24	29 Number of Administrators and Other Professionals	10	63	68
------------------	----	----	---	----	----	----

Number of Educational Paraprofessionals These students are included in the General and Special Education enrollment information above.	N/A	52	50
--	-----	----	----

Overage Students (# entering students overage for grade) Teacher Qualifications:

	2006-07	2007-08	2008-09	2006-07	2007-08(As of October 31)	2008-09
(As of October 31)	8	0	2	100.0	100.0 % fully licensed & permanently assigned to this school	100.0
			51.5	49.4	% more than 2 years teaching in this school	60.2

33.3	31.3	Ethnicity and Gender - % of Enrollment:	% more than 5 years teaching anywhere	36.4
------	------	--	---------------------------------------	------

(As of October 31)	2006-07	2007-08	2008-09	79.0	80.0 % Masters Degree or higher	82.0
--------------------	---------	---------	---------	------	---------------------------------	------

American Indian or Alaska Native (NCLB/SED definition)	1.6	1.5	2.0	83.3	89.6 % core classes taught by "highly qualified" teachers	91.7
--	-----	-----	-----	------	---	------

Black or African American	39.4	39.5	40.9
---------------------------	------	------	------

Hispanic or Latino	56.1	55.6	54.1
--------------------	------	------	------

Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.6	0.8
---	-----	-----	-----

White	2.9	2.7	2.2	Male	86.1	87.2	86.8
-------	-----	-----	-----	-------------	------	------	------

Female	13.9	12.8	13.2	2009-10 TITLE I STATUS
---------------	------	------	------	-------------------------------

√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				

MAY 2009			
-----------------	--	--	--

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	45	24	29 Number of Administrators and Other Professionals	10	63	68
Number of Educational Paraprofessionals These students are included in the General and Special Education enrollment information above.				N/A	52	50

Overage Students (# entering students overage for grade) Teacher Qualifications:

(As of October 31)	2006-07	2007-08	2008-09	2006-07	2007-08(As of October 31)	2008-09
	8	0	2	100.0	100.0 % fully licensed & permanently assigned to this school	100.0
			51.5	49.4	% more than 2 years teaching in this school	60.2

33.3 31.3 **Ethnicity and Gender - % of Enrollment:** % more than 5 years teaching anywhere 36.4

(As of October 31) 2006-07 2007-08 2008-09 79.0 80.0 % Masters Degree or higher 82.0

American Indian or Alaska Native 1.6 1.5 2.0 83.3 89.6 % core classes taught by "highly qualified" teachers (NCLB/SED definition) 91.7

Black or African American 39.4 39.5 40.9

Hispanic or Latino 56.1 55.6 54.1

Asian or Native Hawaiian/Other Pacific Isl. 0.0 0.6 0.8

White 2.9 2.7 2.2 **Male** 86.1 87.2 86.8

Female 13.9 12.8 13.2 **2009-10 TITLE I STATUS**

√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				

--	--	--	--	--	--

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

SECTION 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?

Our SCEP committee (School Leadership Team, Inquiry Team, Data Specialist, Administrative Cabinet and Extended Cabinet) met to review data from the 2008-2009 school year. The comprehensive review and analysis of all formative and summative data, Quality Review, the Learning Surveys, PBS Self Assessment Survey and the Inquiry Team action plan emphasize the school's accomplishments and areas in need of improvement.

Performance trends

P.17X has made positive gains in both English Language Arts and Mathematics for students in standardized assessment classes as demonstrated in both interim and summative assessments tests. 17% of students in grades 6, 7 and 8 moved from Level 1 to Level 2 and 8 % moved to Level 3 on the NYS Mathematics exam. 28 % of students in grades 6, 7 and 8 moved from Level 1 to Level 2 and 2.8 % moved to Level 3 on the NYS English Language Arts exam. A review of formative tests series noted students in grades 6, 7 and 8 who participated in Scantron pre and post-test showed one-year growth in ELA. 57% of the students demonstrated an increase of one-year growth in Mathematics. The results also indicated students lack mastery in writing skills in both ELA and Mathematics thought processes. We have seen measurable growth with our students in alternate assessments as demonstrated by the datafolio scores. 100 % of our alternate assessment (NYSAA) students in grades 3-8 scored Level 4 in ELA. 97.4% of students grades 3-8 scored Level 4 in Mathematics while 2.5 % scored Level 3. In Science 95.6% in grades 4 and 8 scored at Level 4 while 4.3% scored Level 3. In Social Studies 100% of students in grades 5 and 8 scored Level 4.

Accomplishments

- Recipient of a VH1 Music grant providing the school with keyboards to help establish a music program.
- Recipient of the ITeach/ILearn technology grant.
- Recipient of the *Campaign for Middle School Success* planning and implementation grants.
- Recipient of the RESO-A technology grant.
- Effective collaboration among teachers through monthly curricular meetings: sharing classroom management and/or instructional techniques that worked with students across all grades.
- Improvement in the school culture, climate and the learning environment upon removal from the New York State's "Persistently Dangerous School" list.
- Increase in extracurricular activities (intramural teams, student council, debate team, step team and student clubs) to promote positive sportsmanship, social interactions and student motivation.
- Increase in student attendance from 84% in 2007 to 89.9% in 2009 (Quality Review).
- Increase in student participation in an after-school program that engages and enriches student learning experiences. Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional supports.
- Title III grant to support the ELL elementary students with autism in an after-school program that is technology based and provides AIS services and homework help.
- Partnering with CHAMPS organization to promote positive social interaction and sportsmanship in our after-school program.

Areas of Focus

As a special education elementary/middle school, our charge is to prepare students to successfully transition into high school and subsequently graduate. Targeting the needs of each child as a whole, we want to ensure their preparedness for educational and life-long success. Our team conducted a needs assessment to determine the highest priority student and school-level needs currently impeding our progress in moving the school forward with to achieve greater outcomes. It was determined that we needed to formulate an intervention program to build our students' academic, social/emotional and parental supports. We concluded that the first area in need of improvement was supplemental academic support to our students in the core subject areas by targeting promising academic programs and successful best practice. The second area is the lack of parent outreach programs for our elementary/middle school. we will build upon the good instructional practice evident in some parts of the school to ensure that all teaching is differentiated to meet the needs of all students. In addition, we must continue to develop effective means to support teacher needs quickly to address the teacher

MAY 2009

turnover with students with emotional disabilities. By focusing our program on these four goals, we will create sustainable student changes in academic achievement and personal growth through a comprehensive school approach to student success.

The school methodically collects, evaluates and utilizes data about students' individual performance in English Language

and Mathematic. However, we must expand our methods of collating formative data to systematically provide an overview of progress in relation to skills and competences in social studies and science.

P17X must establish a more effective link between IEP goals and the learning targets planned in lessons to provide coherence in monitoring progress and consistency in practice in goal setting.

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.

By June, 2010:

Goal 1: By June 2010, Fifty percent (50%) of students in standardized assessment will demonstrate a twenty five percent (25%) increase in student achievement in Social Studies and Science based on mastery of competencies as evidenced by summative assessment unit exams and where applicable by NYS grade 8 exams and exit project.

Goal 2: By June 2010, Students with autism who have been assessed using ABLLs will have emerging skills linked with IEP goals and differentiated lesson plans. In addition, fifty percent (50%) of students will demonstrate a thirty percent (30%) increase in independence as evidenced by mastery of IEP goals through teacher observation and independent completion of congruent NYSAA tasks.

Goal 3: By June 2010, Fifty percent (50%) of students in standardized assessment will demonstrate proficient improvement as a result of the integration of AIS programs - System 44, Read 180, and SuccessMaker as evidenced by at least six months growth in English Language Arts and Mathematics on periodic and/or NY state assessments.

Goal 4: By June 2010, new teachers of 6:1:1 alternate assessment teachers will work with lead TEACCH teachers to establish learning communities that will work collaboratively to formulate professional development plans that will support them in designing individualized instructional tasks as evidenced by an thirty percent (30%) increase in student manipulation of tasks independently and independent completion of congruent NYSAA tasks.

<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>	<p>Tax Levy Money will be used to purchase supplies to produce Data Binders. Technical support will be provided to ensure that laptops are in good repair through tax levy funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Administrative informal observations • Administrative feedback form • Social Studies and Science Bulletin Boards - use of uniform rubric in grading student work • Celebration of student work at conclusion of each unit of study • Submission of performance video • Unit level tests

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Autism

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, Students with autism who have been assessed using ABLLs will have emerging skills linked with IEP goals and to differentiated lesson plans. In addition, fifty percent (50%) of students will demonstrate a thirty percent (30%) increase in independence as evidenced by mastery of IEP goals through teacher observation and independent completion of congruent NYSAA tasks.</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"> • Assistant Principal Jacqueline Colon and School Based Autism Coach Alison Hlasny works with District Autism Coach Kari Sachs on a monthly basis to monitor progress over-time • Assistant Principal meets with School-Based Autism Coach on a bi-monthly basis to review progress • Assistant Principal and School-Based Autism Coach report to extended cabinet findings at bi-monthly meeting • All teachers with 6:1:1 Alternate Assessment classrooms will receive five professional development opportunities on data collection • Teachers will use assessments (formal and informal) to link IEP goals with learning targets to plan lessons that meet the specific instructional needs of each student. • Teachers received and continue to receive professional development provided by the School-Based Autism Coach on professional development days (June, 2009 and November, 2009) • Teachers will receive professional development by Assistant Principal Jacqueline Colon at three monthly staff meetings (October, December and February) • Teachers will receive professional development provided by the District Autism Coach during bi-monthly visits • Every student will have a current ABLLs assessment • All teachers of 6:1:1 classes will have a Data binder for their class that targets each students' emerging skills, indicates what the student knows, where the student should be in the instructional sequence and what to teach next

<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>	<p>Tax Levy money will be used to purchase ABLLs for each classroom teacher and supplies to produce Data Binders for each student.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review professional development materials at cabinet meetings • Review logs of District Autism coach • Review logs of School-Based coach • Teacher formal and informal observations • Administrative Feedback form • Teacher Data Binders reviewed quarterly

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts/Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, Fifty percent (50%) of students in standardized assessment will demonstrate proficient improvement as a result of the integration of AIS programs - System 44, Read 180, and SuccessMaker as evidenced by at least six months growth in English Language Arts and Mathematics on periodic and/or NY state assessments.</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"> • Assign Assistant Principal to supervise and support Lead English Language Arts and Mathematics (12:1:1 and 8:1:1 standardized assessment) teachers during bi-monthly team meetings • Share goal with Lead English Language Arts and Mathematics teachers at bi-monthly extended cabinet meeting • Schedule bi-monthly common planning time • Assistant Principal meets with classroom teachers on a bi-monthly basis to review progress of individual students • All 12:1:1 and 8:1:1 standardized assessment classroom teachers will meet bi-monthly during grade level/subject matter (English Language Arts and Mathematics) meetings to share best practices and the use of technology in designing and modifying instructional plans to adjust for individual student needs. • Lead English Language Arts and Mathematics teachers review progress of 12:1:1 and 8:1:1 students and support teachers with best practices in designing differentiated lessons and using technology to meet the needs of all students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Money and Reimbursable Funds will be used to purchase Systems 44 and Success Maker to support the needs of students in 12:1:1 and 8:1:1 standardized assessment classrooms to allow for optimal differentiation of lessons. Technical support will be provided to ensure that laptops are in good repair through tax levy funding.</p>

Indicators of Interim Progress and/or Accomplishment

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

- Administrative informal observations
- Administrative feedback form
- Teacher formal observations
- 12:1:1 and 8:1:1 student growth demonstrated through formative assessments
- Data generated by technology based programs
- Differentiated instruction components incorporated into lesson plans
- Review of 12:1:1 and 8:1:1 Data Binders

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, New teachers of 6:1:1 alternate assessment teachers will work with lead TEACCH teachers to establish learning communities that will work collaboratively to formulate professional development plans that will support them in designing individualized instructional tasks as evidenced by an thirty percent (30%) increase in student manipulation of tasks independently and independent completion of congruent NYSAA tasks.</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"> • Assign Assistant Principal Jacqueline Colon to supervise and support School Based Autism Coach Alison Hlasny and Lead TEACCH (6:1:1 alternate assessment) teachers during bi-monthly team meetings • Share goal with School Based Autism Coach and Lead TEACCH teachers at bi-monthly extended cabinet meeting • Schedule bi-monthly common planning time • All teachers in 6:1:1 alternate assessment classrooms will meet bi-monthly during Autism team meetings to collaborate and improve professional practice in designing instructional activities to ensure that all students' diverse learning needs are met. • Lead TEACCH teachers review progress of 6:1:1 students and support classroom teachers with best practices in designing differentiated lessons using TEACCH methodologies • Assistant Principal Jacqueline Colon meets with District Autism Coach Kari Sachs on a monthly basis to monitor progress over-time • Assistant Principal meets with School-Based Autism Coach on a bi-monthly basis to review progress

<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>	<p>Tax Levy Money will be used to send 5 teachers to North Carolina to work with Dr. Cox in utilizing the TEACCH methodology in 6:1:1 classrooms for students with autism.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Administrative informal observations • Administrative feedback form • Teacher formal observations • Review logs of District Autism coach • Review logs of School Based Autism coach • Review of 6:1:1 Data Binders quarterly

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	7	7	N/A	N/A		8		
1	14	14	N/A	N/A		10		
2	16	16	N/A	N/A		7		
3	9	9	N/A	N/A		8		
4	4	4				0		
5	2	2				4	3	
6	15	25			14		14	
7	21	27			16		15	
8	26	23	14	15	9		8	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: <u>Elementary</u> Lexia Leap Frog Pads Edmark Foundations <u>Middle School</u> Systems 44 Read 180 Achieve 3000 EdPerformance Lexia Edmark</p>	<ul style="list-style-type: none"> ➤ Services are provided during the day, in small group and/or one-on-one tutoring sessions. ➤ Students receive AIS services 2X – 3X a week using the following programs: <p>Leap Frog Pads: Phonics, phonological awareness, decoding and vocabulary program; Lexia: A computer program designed to help children develop the auditory processing abilities considered critical in acquisition of word-attack skills; Edmark: Beginning reading and language development for nonreaders; Foundations: Print knowledge, alphabet – phonological - phonemic awareness, decoding, spelling, handwriting, vocabulary development, critical thinking, speaking/listening skills. Systems 44: Phonics-based reading intervention program that provides individualized differentiated technology based instruction for Pre-primer to 400L students; Read 180: A comprehensive reading intervention education program that helps improve reading proficiency, reading skills and reading comprehension; Achieve 3000: A web-based, individualized and differentiated reading and writing instruction program, for grades 6-12, that reaches every student at his or her “Lexile” level; Edperformance : A web-based program gives educators an accurate snapshot of students’ performance across a range of literacy skills in far less time than traditional tests. From the data gathered, educators are able to target instruction for students in need of additional supports.</p>
<p>Mathematics: <u>Elementary</u> – Great Leaps Everyday Math Games <u>Middle School</u> – Hot words- Hot topics Exemplars SuccessMaker EdPerformance</p>	<ul style="list-style-type: none"> ➤ Services are provided during the day, in small group and/or one-on-one tutoring sessions. ➤ Students receive AIS services 2X- 3X a week using the following programs: <p>Great Leaps: A math program that focuses on building fluency in the basic facts, including addition, subtraction, multiplication and division. It features concrete lessons and representational lessons to help the student understand the concepts behind the four basic math operations; Everyday Math Games: Drill exercises aimed primarily at building fact and operations skills; Hot Words-Hot Topics: Short format practice of math terms and concepts to help build mathematics literacy; Exemplars: A differentiated standards-based assessment and instruction materials used to support students in improving written expression in mathematics; SuccessMaker: A diagnostic tool that determines the appropriate instructional level for each student. This one-on-one program is computer-based and in an environment that engages students and keeps them on task for efficient learning; EdPerformance: A web-based program that gives educators an accurate snapshot of students’</p>

	performance across a range of mathematical skills. From data gathered, educators are able to target instruction for students in need of additional supports in specific areas.
Science: Brain-Pops.com SuccessMaker Research-Based Projects	<ul style="list-style-type: none"> ➤ Services are provided during the day in small groups and/or one-on-one instruction. ➤ Eighth grade students receive one additional science period per week specifically for developing science projects. ➤ Students receive services 2X a week using the following programs: Brain-Pops: A web-based program with science components that supports the additional needs of diverse learners. Brain-Pops are 3 to 5 minute animated movies that provide a clear and concise explanation of a particular topic in an engaging manner; SuccessMaker: A diagnostic tool that determines the appropriate instructional level for each student. This one-on-one program is computer-based and in an environment that engages students and keeps them on task for efficient learning.
Social Studies: Achieve 3000 News-2-You Research-Based Projects	<ul style="list-style-type: none"> ➤ Services are provided during the day in small groups and/or one-on-one instruction. ➤ Eighth grade students receive one additional social studies period per week specifically for developing social studies projects. ➤ Students receive AIS services 2X a week using the following programs: Achieve 3000: A web-based individualized and differentiated reading and writing program for grades 6-12 that reaches every student at his or her “Lexile” level. New-2-You: A junior scholastic magazine that is designed to support students with Autism.
At-risk Services Provided by the Guidance Counselor:	Guidance Counselors work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.
At-risk Services Provided by the School Psychologist:	School Psychologists work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.
At-risk Services Provided by the Social Worker:	Social Workers work in collaboration with teachers, paraprofessionals and other staff to develop FBAs (Functional Behavior Analysis) and behavior intervention plans. The plans are designed to prevent undesirable behaviors from occurring and to provide positive behavior supports for the students.
At-risk Health-related Services:	

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): K-5 **Number of Students to be Served:** 12 LEP _____ Non-LEP

Number of Teachers: 2 **Other Staff (Specify)** 4 paraprofessionals, 1 supervisor, 1 secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

General Description of Services for ELLs during the School Day

P.17X provides instruction to 370 students in grades K through 8th, with classifications in 12:1:1, 8:1:1 and 6:1:1 programs. Sixty two (62) of these students are ELLs. Thirty (30) ELLs receive bilingual instructional services (Spanish) and thirty two (32) ELLs receive ESL-Only services. P.17X follows the New York State Standards for both alternate and standardized assessment students. The students at the elementary level use Everyday Mathematics and Impact Mathematics at the middle school level where applicable. All students are engaged in a Balanced Literacy program using authentic literature. Our students with Autism use Mayer Johnson symbols and the teachers are trained in TEACCH methodology to support the needs of their students. AIS services are delivered during the day as part of the professional assignment and after school as part of the extended day program. At the middle school all students have their own laptops and each classroom has the use of a Smart Board. All instruction is differentiated for all students. All students receive the mandated units of ESL, NLA, and content area instruction in accordance with their NYSESLAT scores and IEPs. The following languages are spoken in households of students at 17X: Spanish, Mandingo, Yoruba and French.

MAY 2009

Transitional Bilingual Education Program

P.17X has a Bilingual Transitional Program in which the teacher uses the students' native language, Spanish, to provide instruction for a determined percentage of the class time. The language of instruction is English. The purpose of the program is to increase the time in which the second language is spoken (English). As the students obtain a higher level of proficiency in the second language, the teacher is to increase the percentage of time in which the second language is spoken as he/she delivers instruction. In the Bilingual Transitional Program, instruction is provided in the native language with deep emphasis in English. The teacher is also responsible to provide English as a Second Language and Native Language Arts in bilingual self contained classes. He/she can choose to do so in any subject area as long as they use ESL methodologies and strategies. In the early stages of the program, 60 percent of instructional time will be in the students' native language and 40 percent in English. As the students acquire and further develop the fluency of the English language, the percentage of instruction in English will increase. Based on the NYSESLAT scores, students receive their mandated units of Native Language, English Language Arts and ESL. Students scoring at the Beginning and Intermediate Levels receive 180 minutes of NLA and 360 minutes of ESL per week. Students who scored at the advanced level received 180 minutes of NLA, 180 minutes of ESL, and 180 minutes of ELA per week.

P.17x serves 30 bilingual students in five different 6:1:1 - self contained classes. All five classes are alternate assessment with four classes housed in three different elementary sites and one class at the middle school level. The breakdown of the bilingual students for the 2009-2010 school year is as follows:

3 kindergarteners
5 first graders
4 second graders
8 third graders
2 fourth graders
1 fifth grader
2 sixth graders
3 seventh graders
2 eighth graders

ESL Push in/Pull out Program

P.17X serves 32 ESL students at four different locations (sites). Students who participate in standardized assessment receive the mandates based on the NYSESLAT scores. Students at the beginning and intermediate levels receive 360 minutes of ESL per week. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts per week.

The students are served in a push in/pull out program. Because our school is comprised of five different sites, these students are housed in different buildings. The students are in both alternate and standardized assessment. Students in Kindergarten through fifth grade are alternate assessment. Sixth, seventh and eighth graders are in either standardized or alternate assessment. The breakdown of the ESL students for the 2009-2010 school year is as follows:

1 kindergartener
6 first graders
3 second graders
11 third graders
1 fourth grader
3 fifth graders
4 sixth graders (3 alternate and 1 standardized)
1 seventh grader (1 standardized)
2 eighth graders (1 alternate and 1 standardized)

Description of the Title III Supplemental Instructional After School Program

Twelve (12) ELL students in grades K-5(K-2, 3-5) will be instructed in two 6:1:1 classes during the after school program, in alignment with their class ratios during the school day. One class will be a self-contained ESL class and the other class will be a self-contained bilingual (Spanish) class. The Title III Instructional program will take place from January through April on Mondays and Thursdays from 3:00 – 5:30 (twice a week for 2 hours and 30 minutes each day for a total of 5 hours per week total). The program will run for 9 weeks. The program supports technology with the use of computers, digital cameras, printers, and other technology based equipment for the students in the 6:1:1 ratio, in order to meet their special needs. Instruction will be provided by a certified ESL teacher and a certified bilingual teacher. Four paraprofessionals, of which two will be bilingual, will provide native language and cultural support, as well as assistance to ESL teacher. At least two paraprofessionals will speak the students' language (Spanish). Four paraprofessionals will work in the program rather than two to accommodate the enriched support needed for students with 1:1 needs (e.g., health, language, crisis, etc.). A secretary will be available to assist with payroll and material purchases. A bilingual administrator will be available on both days to supervise program to ensure that all compliances and instruction are conducted appropriately.

P.17X Title III will offer an after-school technology program for ELLs with disabilities that will provide a motivating, hands-on, enjoyable, supplemental and enriched opportunity for students to practice and build their listening, speaking, reading, and writing skills in English. The program will target literacy skills and social studies. The program will address ESL standard 1 (listen, speak, read and write in English for information and understanding), ESL Standard 4 (listen, speak, read, and write in English for classroom and social interaction), ESL Standard 5 (demonstrate knowledge and cross-cultural understanding), ELA alternate grade level indicators for ELA Standards 1 and 4, and social studies standard 1 (New York and US History) and 5 (civic, citizenship and government). The program will provide our ELL student population extended instruction for both standardized and alternate assessment.

Using technology such as digital cameras, computer software programs (e.g., Powerpoint, word processors), the Internet, and AAC, students will create projects that celebrate the diversity of our students, families and community, in order to practice using their listening, speaking, reading, and writing skills in English. ELL participants in the Title III after school program will also work on developing and expanding their social skills which are crucial to their overall development. They will also perform tasks that are tied to their culture, families, and communities and that address social studies AGLIs related to civics, citizenship, and history.

The after school program will deliver academic instruction and support to ELL students with a strong focus on technology. Research has shown that technology offers the students easier ways of to build vocabulary, achieve reading fluency, improve comprehension, access curriculum content, and strengthen home-school connections. Research has highlighted many benefits of using instructional technology with LEP students. Competent use of computers prevents LEP learners from "academic and social marginalization" (Murray & Kouritzin, 1997, p.187). It allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or even their own identity (Hoven, 1992). To many students, technology is motivational and nonjudgmental. It gives them prompt feedback, individualizes their learning, and tailors the instructional sequence. Technology can meet specific student needs, increase their autonomy, allow for more responsibility, promote equal opportunities in an early nonsexist environment, encourage student cooperation with peers, and encourage them to make decisions (Burgess & Trinidad, 1997). Through the use of technology, LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, expand their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). Consequently, it greatly helps build their self-esteem. The modules offered included: Content are instruction (ELA and Math), Technology and Fine Arts.

In addition, they will be in an educationally nurturing environment, which will offer them the opportunity to utilize their prior knowledge in order to increase literacy comprehension and language production. Teachers will be providing supplemental instruction through the use of visuals, Technology, phonics, and additional group activities and interaction, that will help students build their basic writing skills, recognize basic familiar words and understand main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, in order to help them move to an intermediate proficiency level. The use of technology and communication devices will be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience and multi-sensory approaches will continue to support these students and help them with the development of the English language.

ELL students will also be provided with additional support, through the use of audio-visual aids, and cooperative learning, that enhances interaction and oral communication. In addition, students benefit from social interaction and activities, which can facilitate communication in English with other students. All of these opportunities allow students to rely on native language skills, while they acquire stronger literacy skills in the second language. Teachers will use teacher-made assessments, such as an alternate assessment rubric that's based on ESL standards, checklists, and other rubrics to assess students' performance.

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.

As part of the on-going staff development for the teachers participating in Title III, we will be conducting monthly after school sessions for the bilingual and ESL teachers. Each professional development activity will be tied to and support the Title III instructional after school program. The PD program will involve: ESL strategies and skills that are aligned with ESL Learning Standards, all the components of the Workshop Model, assessment to drive instruction, i.e.: NYSESLAT and teacher assessments, unit and lesson planning, and the development of curricular and instructional material. All staff development will be geared towards meeting the academic needs of all ELL students.

The PD will be held after school on Tuesdays every month for 6 months, 1 hour per session from 4 to 5 pm. The bilingual school administrator will be conducting the PD. A licensed ESL and bilingual teacher will conduct the after school program. Materials will be bought to support the skills and strategies that will be implemented.

Parental Involvement

Parents will receive written information in their preferred language(s) regarding the Title III supplemental after school program. P. 17X is committed to developing our ELL's parent participation through the development of activities that will help increase and develop positive communication. Some of the activities include but are not limited, to at least five main activities though out the year during the evening and two Saturdays. These events will be a celebration of our P17X family, where we will celebrate accomplishments of our students. We will assist, with the help of our parent coordinator, support groups to discuss issues of concerns to or parents. Workshops are crucial to the development and understanding of state curriculum and mandates, therefore, workshops are provided in the following areas: Understanding the IEP, Related Services, Standards and Curriculum and Community Services.

During these six evening meetings, parents of ELLs in 12:1:1, 8:1:1 and 6:1:1 will receive information in their native language, including information on ways to assist their children at home and support school staff in the following areas: Applied Behavior Analysis, Emergent Literacy Strategies, Major Johnson's symbols and Bilingual Communication boards. Parents of ELL students with learning and emotional disabilities will also receive information in their native language on Conflict resolution, Emergent and Balanced Literacy, as well as list of activities for the students to follow up at home and in the community. In addition, the meetings will cover the instructional program and areas such as lessons, technology, social studies, and science integration.

In order to increase home-school communication, activities will be conducted throughout the year in order to celebrate the diversity of our ELL families. This will be done through special activities, music programs, and holidays geared towards the acknowledgement and celebration of our English Language Learners, their families and community. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. Written communications are translated into Spanish by our bilingual Assistant Principal and our Parent Coordinator. Translators are available at meetings, conferences, Title III activities and/or workshops, if needed. Teachers, related service personnel and bilingual assistant principal from P17x are available to translate in all sites. The BOE Translation and Interpretation Unit will be contacted to help us communicate with non –English speaking parents and families if our staff is unable to assist with translation and interpretation services. Parents are sent information in a timely fashion in order to make proper accommodations. Our LAP committee works on various aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, telephone calls, annual reviews, etc.

		\$695.00 x 2 = \$1,390
Travel	0	n/a
Other	0	n/a
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.

In September of each year surveys are sent home and phone calls are made to parents in order to identify their language needs. In addition, a complete review of ATS and ARIS systems is conducted to obtain biographical information on each newly admitted student. This information allows us to further examine the communication needs of each parent and child. The home language survey, which is administered when new students enter our school, is also a crucial tool in identifying the primary language at home and mode of communication. All students who have been within the New York City Department of Education have a home language survey already on file. A home language survey interview is conducted for students who are newly admitted into the New York City Department of Education system. Based on these findings, information is translated into the necessary languages and distributed to the parents in a timely fashion.

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.

Our ELL population consists of 62 families. Fifty nine families speak Spanish, one family speaks Mandingo, one family speaks Yoruba, and one family speaks French. Fifteen families out of sixty two families require translation. Twelve families require translation into Spanish, one into Mandingo, one into Yoruba, and one into French. These findings are reported to the school community during monthly staff meetings and to teachers individually when necessary. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. Written communications are translated into Spanish by our bi-lingual Assistant Principal and our Parent Coordinator. Written communication of materials into Mandingo, Yoruba, and French are translated by the Office of Translation and Interpretation services. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, phone calls, and annual reviews etc.

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.

One of the assistant principals translates documents into Spanish a timely fashion. Documents that must be translated into Mandingo, Yoruba, and French are sent to the Office of Interpretation and translation services. In case of school activities, meetings, workshops and parent conferences, letters are sent home in both languages and calls are made by Spanish speaking staff members. Two weeks notice is given for all documents that require translations. Staff members must give two weeks notice to the assistant principal when requesting interpretation services. Parents are asked in advance if a translator is needed. Arrangements are in place in advance to accommodate parents and meet their language needs.

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.

Written and oral translations are done by Assistant Principal and parent coordinator in advance to make sure parents are aware that a staff member will be able to assist with translation. Appointments are scheduled and confirmed with parents. Notices and crucial information is sent home in both English and Spanish to facilitate communication process.

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>.

All staff is aware of the translation and interpretation services available through the Chancellor's Regulations A-663. Arrangements are done in advance at each site to ensure that school personnel are always available to assist parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE TO SCHOOL

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. 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.

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 1 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 Schools Identified for Improvement

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 Identified for 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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)

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

NOT APPLICABLE TO SCHOOL

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

MAY 2009

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

ELA Alignment Issues:

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

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.

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

Applicable Not Applicable

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

The report moderately supports areas of need that our school exhibits. We are required to follow a standards-based writing curriculum for all standardized assessment students. Curriculum maps that are aligned to the state standards are a challenge in differentiating the curriculum and to meet the diverse needs of the severely emotionally challenged and learning disabled students we serve in our standardized classes. Additionally, our students with autism also follow guidelines set forth by the state and results are provided through the NYSAA. Most of the areas cited in the report reflect areas we find to be challenging for our teachers as they struggle to support their students. The use of formative assessments through our inquiry team and regular collaborative meetings among literacy teachers has provided us with additional evidence that highlight deficit areas in our educational program.

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.

P17X has done measurable progress in reviewing and analyzing data. P17X will continue to identify skill areas in need and broaden the process of inquiry across the school in order to address relevant issues.

The populations of students that we serve are all special needs and the majority of these students are below grade level due to the severity of their handicapping condition. We recognize that these students may not achieve full proficiency on NYS exams; however, these students will eventually achieve standards at a different pace through modifications of existing curricula. The ineffectiveness of a uniform curriculum that addresses the needs of severely cognitively disabled has led us to look at other published curricula and the integration of technology.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The math team at P.17X, which is made up of five math teachers, the IA math assistant principal, and the principal will analyze the data and identify the areas that are relevant to our school community. The math team will work collaboratively, in bi-weekly meetings to analyze

MAY 2009

the gaps in the curriculum. The math team will share findings with the school community at workshops, team meetings, and during extended cabinet.

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

Applicable Not Applicable

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

The report supports areas of need that our school exhibits. All math teachers are aware of the gaps that appear at the middle school level and work diligently to find supplemental material to continue to support the diverse needs of our student population. We follow a standards-based curriculum for all standardized-assessment students. The gaps discussed in the report are the same areas that we find to be challenging for our math teachers as they have difficulty in supporting their students. Teachers do have difficulty teaching as in depth as necessary because they must differentiate all instruction to meet the needs of our students. The use of formative assessments through our inquiry and math team meetings has provided us with additional evidence that highlights deficit areas in our curriculum as well as instructional strategies to address those deficits.

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.

The math team meets bi-weekly to collaboratively find materials and create lessons that are aligned to the process strands. Math teachers continually differentiate instruction using the State standards and Mathematics performance indicators. Since the populations of students that we serve are all special needs and the majority of these students are at minimum two years below grade level due to the severity of their disabilities, we understand that these students face great difficulty passing the NYS exams. We expect that these children will achieve standards at a different pace and reach their fullest potential.

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

MAY 2009

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.

The literacy team which is made up of literacy teachers, administrators and a school based literacy coach will review the findings and identify the areas that are relevant to our students in ELA instruction. The administration will share the findings with the school community at literacy team meetings.

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

Applicable Not Applicable

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

The report does not support the areas of need that our school exhibits. Since our school solely serves all Special Education students our literacy teachers follow a variety of instructional techniques embedded in the very nature of their daily work. To instruct students with emotional and cognitive disabilities, both direct instruction and the workshop model are taken into account. Direct instruction is used but is not the dominant instructional orientation. There is no uniform way of instructing our students as that practice would be contradictory to the concept of differentiation that is required as a tool to effectively teach cognitively and emotionally disturbed students.

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.

2B – Mathematics Instruction

MAY 2009

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 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.

The math team at P.17X, which is made up of five math teachers, the IA math assistant principal and the principal will analyze the data and identify the areas that are relevant to our school community. The math team will share findings with the school community at workshops, team meetings, and during extended cabinet.

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

Applicable Not Applicable

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

The report minimally supports areas of need that our school exhibits. Both direct instruction and the workshop model are utilized to instruct our students. Due to the severity of our students handicapping conditions, our teachers utilize both direct instruction and the workshop model to meet the needs of our students. Our school uses technology daily across the curriculum to support the diverse learning needs of our students. Students at P.17X, both alternate and standardized assessment, require differentiated instruction that includes hands-on activities and independent seatwork.

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.

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.

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.

The extended cabinet of P. 17x, which is made up of lead teachers, and administrators will review the findings and identify the areas that are relevant to our teachers.

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?

The report strongly supports areas of need that our school exhibits with teacher experience and stability. Throughout the past few years, the percentage of teachers with a Masters degree or higher has been steady (80%). Currently only 31.3 % of teachers have more than 5 years experience, while about 20% are first year teachers. However the percentage of teachers who have taught at the school for more than two years went down from 52% in 2006 to 49% in 2008, which is still a very low percentage.

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.

During the past few years, P. 17X has done some progress in trying to retain teachers; however there is still a high turnover every year. P. 17X has tried to analyze data to pinpoint areas of need and reasons behind teacher turnover.

P. 17X is pairing new teachers with senior teachers as part of a school-based mentoring program. New teachers are assigned a mentor with whom they meet for a required amount of hours to discuss and improve their practices. New teachers are offered professional development that will enhance their daily work. Some of the professional developments involve the integration of technology with ELA and Math. P. 17X will also offer more training targeting Special Education teachers, especially workshops on instructing students with Autism.

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.

As information is available, pertaining to professional development, the bilingual Assistant Principal copies and distributes all information to appropriate staff.

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?

Assistant Principal ensures to provide all ELL staff professional development opportunities pertaining to them.

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

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.

P. 17X ELL staff currently has data collection binders that include test scores and assessment. All of these binders are used by our staff to determine methods of instruction and differentiated instruction.

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

Applicable Not Applicable

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

P.17X staff has binders with periodic assessment of students' academic progress which include NYSESLAT scores, Brigance, ABLs and informal assessments.

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.

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.

During extended cabinet, which is comprised of an IA math assistant principal, literacy coach, autism coach and IEP coordinator, will analyze the findings and identify the areas that are relevant to our school community. Then they will share findings with the school community at workshops and team meetings.

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

Applicable Not Applicable

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

MAY 2009

These findings are relevant for P.17X. There are 13 new teachers at P.17X resulting in a lack of sufficient understanding to fully implement the range and type of instructional approaches that will help to increase access to the general education curriculum. Teachers, both new and veteran are enrolled in a multitude of workshops to support them in better accessing the instructional approaches necessary to improve student performance. Each workshop is chosen to better prepare in the areas that best suit their needs.

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.

P.17X will continue to enroll teachers, both new and veteran, in professional development opportunities that will enhance their ability to improve their instructional techniques. Newer teachers also have mentors and coaches to support them to improve their understanding.

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.

The IEP team at P.17X, which is made up of the IEP coordinator, principal, the district designee, a special education teacher, and general education teacher, will analyze the findings and identify the areas that are relevant to our school community. The IEP team will share findings with the school community at workshops, team meetings, and during extended cabinet.

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

Applicable Not Applicable

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

These findings are very relevant for P.17X. While P.17X is proficient in providing students with the accommodations for assessment, sometimes teacher exhibit difficulties in the classroom environment to continually provide accommodations during instructional time. There are discrepancies between the current IEP goals and the assessed grade level. At P.17X, the entire school community has a behavior plan called The Bridge to Success. When a student is in need of additional behavior support, the pupil personnel team (PPT) meets to

create a functional behavior analysis (FBA). For students participating in NYSAA assessments, goals and objectives are reviewed, aligned, and modified to the Alternate Grade Level Indicators (AGLIs).

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

The school will continue to have workshops to support teachers in the implementation of IEP accommodations and how to write a quality IEP. Also, teachers will continue to receive training in writing appropriate IEP goals. Scantron (Edperformance) is used to assist teachers with baseline testing in Mathematics and English Language Arts. The IEP team continues to work collaboratively to review all IEPs before they are finalized and submitted to the School Based Support Team (SBST). We have received professional development from District 75 in writing a quality IEP.

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

NOT APPLICABLE TO SCHOOL

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

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). 15
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 in identifying resources to assist STH students, 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 studnets are eligible to attend any programs run through the STH units at the ISC.

P.17x Language Allocation Policy Narrative 2009-2010

LAP Committee:

Jacqueline Colon, Assistant Principal; Miguel Herrera, Bilingual Teacher; Raysa Rodriguez, Bilingual Teacher, Carlos Bonilla, ESL teacher and Maria Arias, Parent Coordinator

During the 2008-2009 school year, P17x served a total of sixty-three English Language Learners at four separate locations within the organization of 362 students; approximately 53.59% of our school population was Hispanic, 42.27% were Black, 1.66% were Caucasian, 1.66% American Indian and .83% was Asian. P.17x had both a bilingual and ESL program at the main site and off sites. There were eight students in standardized assessment, fifty-five in alternate assessment, with fifty students in elementary grades and thirteen students in middle school. Of the eight students in standardized assessment, two students were in the sixth grade, four were in the seventh grade and two were on the eighth grade. The language spoken by sixty of P.17x ELL students was Spanish and three students spoke a different language: Mandingo, Yoruba, and French. During the 2009-2010 school year, P17X is estimating to served sixty-two English Language Learners: thirty-two ESL and thirty bilingual students.

Parent Community Involvement: Parents of students in special education do not have parent choice in the same way as parents of students in general education. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P17x will continue to offer parents of ELLs on-going information in their home languages and training on different aspects of their children's education such as, home activities to support learning, outside supports in their local community, and parent interest needs survey. Our goal is to increase parent outreach and participation by offering continuous parent training at the school and District 75 level with the assistance of an interpreter and/or a translator. The following is a list of parent workshops and parent activities. Translators are available for our ELL parents including materials provided to our parents. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. Our bi-lingual Assistant Principal and our Parent Coordinator translate all written communication into Spanish. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, phone calls, annual reviews etc.

Parents of newly enrolled LEP/ELLs are provided with an orientation to inform them of NYS standards and assessments, school expectations and general program requirements for bilingual education and freestanding ESL programs. When dealing with parents of ELL students, the intake process is handled by a bilingual staff member to better serve the needs of the parents.

September- Welcome to a new year
October – Understanding the IEP
November – Related Services
December – Adapting Toys /PBIS (MS)
January – Understanding your child's assessments:
 ABBLs
 NYSAA
 NYSESLAT
 ELA/Math – standardized testing
February – TEACCH materials

MAY 2009

March – Socializing for children with Autism
April – Living with Autism
May- Field Day (parents/children)

Patterns in proficiency for both the elementary as well as the middle school programs at P.17x, students demonstrated a significant strength in the listening and speaking components of the NYSESLAT assessment. The areas to focused on are reading for comprehension and writing. There are eight students in middle school standardized assessment in grades 6th through 8th and they participate in the citywide or statewide assessments. There are two 6th graders, four 7th graders, and two-8th graders. Six students took the NYS Math exam. A six grader scored a Level 1 while the other five students scored a Level 2. Six students also took the ELA test. An eight grader scored a Level 1 and the other five students scored a Level 2. Fifteen out of sixty-three ELL students participated in the NYSAA, from those students, 15 ELL students' data folios were submitted to the state. One hundred percent of the ELL students scored Level 4 in ELA. Ninety- nine percent of the ELL students scored level 4 in Mathematics and 1% scored a Level 2.

There were thirty bilingual students: five kindergarteners, six first graders, seven- second graders, two third graders, two fourth graders, two fifth graders, three sixth graders, three seventh graders and no eighth graders. Twenty- four students were at the beginning level of proficiency. Five students were at the Intermediate level. One student did not take the test, since she was admitted late in the year. There were thirty-three ESL students: seven kindergarteners, three first graders, ten second graders, one third grader, two fourth graders, two fifth graders, two sixth graders, four seventh graders and two eighth graders. Twenty-nine students were at the beginning proficiency level, three students were at the intermediate level and one student at the advanced level. Based on this data, the students received differentiated instruction based on their functional levels. Technology was infused through all content areas in order to promote the development of the four language skills. The teachers relied on their native language in order to enhance, develop and maintain English proficiency. AIS services were provided and supported students throughout the day. Inquiry teams and teachers reviewed assessments in order to identify areas of weakness and develop teaching strategies in order to help students improve in those areas. Teachers provided ESL services that focuses in basic writing English skills, recognizing basic familiar words and understanding main ideas using textual cues. It was the goal to assist the students, through the use of an eclectic approach, to move to an intermediate proficiency level. The use of technology and communication devices continues to be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience and multi-sensory approaches will continue to support these students and help them with the development of the English language. Staff will provide either push/in push/out in order to service students.

Implications for LAP: During the LAP process, we have evaluated our program needs. Staffing, materials, and programs available are meeting the needs of our ELLs. One of the challenges for P.17x is to accommodate and provide all the services needed for students in the four different sites, as it requires the providers to travel to various locations. In addition, the grouping of students also constitutes a challenge as they present different needs and disabilities as measured by the classroom ratios (12:1:1, 8:1:1 and 6:1:1). P.17x still needs to cluster the students in Alternate Placement settings by age range and disability into the same classes in order to facilitate ESL services.

Implications for Instruction: The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA standards, are an integral part of the instruction of our ELLs.

Transitional Bilingual Program: Our TBP is composed of five bilingual classes totaling 30 students: four elementary bilingual/Spanish classes for ELLs in Alternate Assessment. P.17X has a Bilingual Transitional Program in which the teacher uses the students' native language, Spanish, to provide instruction for a determined percentage of the class time. The language of instruction is English. The purpose of the program is to increase the tie in which the second language is spoken (English). As the students obtain a higher level of proficiency in the second language, the teacher is to increase the percentage in which the second language is spoken as he/she delivers instruction. In addition, the teacher is responsible for providing ESL in the bilingual self-contained classes. He/she can choose to do so in any subject area as long as they use ESL methodologies and strategies. Based on the NYSESLAT scores, students receive their mandated units of Native Language, English Language Arts and ESL. Students scoring at the Beginning and Intermediate Levels receive 180 minutes of NLA and 360 minutes of ESL per

MAY 2009

week. Students who scored at the advanced level received 180 minutes of NLA, 180 minutes of ESL, and 180 minutes of ELA per week.

The bilingual classes use the transitional bilingual program more proficient and the percentage of instruction in the native language decreases. All bilingual classes are beginners so the ratio would be 60:40 Spanish/English. In order to meet the ratio, teachers have to provide a minimum of 180 minutes in the content area and 360 minutes a week of ESL instruction. Four out of the five bilingual teachers assigned to these classes are NYC certified/ NYC licensed, and provide instruction in all subject areas. In both Standardized and Alternative Assessment programs, teachers adapt the instruction to the students' individual needs. Our school follows an 8 period day at 50 minutes per period. The school day total is 400 minutes, minus one period allocated for lunch. Beginner students in a bilingual class may receive the following: Period 1- Math using ESL methodologies, Period 2- Science in NLA, Period 3-Social Studies with ESL methodologies, Period 4- Native Language Arts, Period 5- Lunch, Period 6- gym , Period 7- Art, Music or movement and Period 8 ESL . The components of the Bilingual Programs are:

English as a Second Language: All students in the bilingual classes receive the number of units of ESL instruction as required by CR Part 154. All ELLs, standardized and alternate assessment, receive the following: k-8 – Beginning to Intermediate levels 360 minutes (2 units) of ESL instruction. ELLs that are advance receive 180 minutes (1 unit) of ESL and 180 minutes (1 unit) of ELA. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and Graphic Organizers. Additionally, the Cognitive Academic Language Learning Approach (CALLA) is used for students in standardized assessment. The development of phonemic awareness and comprehension skills through literature-based and standards based materials (Foundations Program) are also incorporated. The use of technology with appropriate software and with Mayor Johnson symbols, computer programs, the TEACCH model and the guidance of ABBLS Inventory are incorporated in the curriculum to give the students in Alternate Assessment additional instructional support. multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

Native Language Arts: All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts (NLA). The school day is broken down NLA instruction follows the NYS NLA Standards incorporating Balanced Literacy and the uniform curriculum, emphasizing the development of phonemic awareness and comprehension skills through literature-based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes is provided by a bilingual teacher utilizing native language literacy materials such as the Spanish libraries as part of the No Child Left Behind Act, the high point, Strategies for Test-Taking Success: Writing, Strategies for Test-Taking Success: Math, Strategies for Test-Taking Success: Reading, Vision activity books. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining in the interdisciplinary and thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology tools, and augmentative communication. To comply with the New York City Literacy requirements, each classroom library contains books in the students' native language, including those adapted by teachers to meet the needs of students with severe disabilities. In addition, P.17x has enrichment after school program for students in the middle school as part of the Title III federal grant. Students have computers in their rooms and access various programs to enhance skills.

English Language Arts: Students at the advanced level will receive one unit of ELA. ELA instruction for ELLs follows the NYC's uniform curriculum and the Balanced Literacy Program. The use of software and multimedia enhances and supports the development of English Literacy. Activities are incorporated throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, the use of technology, and augmentative communication. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Content Area Instruction: Language instruction, linked to subject area teaching/learning, is crucial to the success of ELLs in achieving Cognitive Academic Proficiency (CALP), in two languages. For students at the beginning and intermediate levels of English language acquisition, content and instruction is provided as follows: a minimum of one subject area taught in the native language, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include CALLA, Language Experiences, the Natural Approach, Scaffolding Techniques, and the use of graphic organizers. Content Area Instruction follows the NYC Scope and Sequence for Content Area teaching and the uniform curriculum for Math. The use of Technology and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

Freestanding ESL Programs: Our ESL program is composed of thirty-three ELLs; including thirty-one students, whose IEPs indicate ESL only and two students in alternate placement. Students in alternate placement receive additional support in the native language from a classroom paraprofessional who speaks the students' native language and English. ESL is provided by a certified ESL teacher through a combination of push in and pull out models of instruction, according to the ratio grouping and the off site accommodations. Classroom teachers and ESL teacher work together to help students whose home language is not English. The goal is to help students achieve success both in their ability to use the English language and in their academic coursework. ELL teachers and related service providers also work together to make sure students are in the appropriate classes that will help them learn English and the other subjects needed to stay on track for graduation. Bilingual staff members who serve as educational assistants are often available as tutors and interpreters for students. ELL staff members interact with general classroom teachers and school administrators to make sure ELL students are receiving necessary services to connect concepts across subject areas and to develop projects and extracurricular activities. This networking helps ELL students learn the skills they need to succeed in general classes.

This collaboration approach helps students in the following areas: learning concepts in other academic subject areas in addition to language fluency, gaining academic skills needed to succeed in secondary general education classes, predict routines, aided by diagrams, lists, and easy to-read schedules on the board or on charts, to which the teacher refers frequently. They also work on graphic organizers that make content and the relationships among concepts and different lesson elements visually explicit by providing additional time and opportunities for practice, either during the school day, after school, or for homework. In addition, key information, e.g., visual cues, pictures, and physical gestures about lesson content and classroom procedures, identifying, highlighting, and clarifying difficult words and passages within texts to facilitate comprehension, are incorporated in lessons. Furthermore, emphasizing vocabulary development, helping students consolidate text knowledge by having the teacher, other students, and ELLs themselves summarize and paraphrase, giving students extra practice in reading words, sentences, and stories in order to build automaticity and fluency; and providing opportunities for extended interactions with teacher and peers maximizes the English acquisition. Adjusting instruction (teacher vocabulary, rate of speech, sentence complexity, and expectations for student language production) according to students' oral English proficiency and, targeting both content and English language objectives in every lesson is another way of implementing collaborative skills to help students succeed.

In elementary school, common planning time is crucial to the success of the ELL students. Teachers have the opportunity to collaborate once a week and discuss curriculum and implementation, best practices, plan lessons and/or thematic units, projects, and extracurricular activities. In addition, they collaborate in developing assessment tools, identifying skills and areas of concentration for lessons based on assessments and/or tests given. Additionally, they work together, in order to identify language acquisition strategies, and appropriate content using scaffolding.

ESL Instruction: As stated above, ELLs receive the units of ESL required by CR Part 154, two units for standardized assessment students and one unit for alternative assessment students. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporated ESL strategies such as: Total Physical Response (TPR), Language Experience, Scaffolding Techniques, and graphic organizers. Additionally, the use of the Cognitive Academic Language Approach (CALLA) is used for students in standardized assessment. The use of technology and augmentative communication devices are incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are

infused throughout all aspects of instruction. Some materials are teacher made that address the students diverse cultural backgrounds. The classroom library includes a variety of books of all student levels that reflect the background, needs and strengths of ELLs. Intervention strategies that will be used with ESL students are The Cognitive Academic Language Experience, Whole Language Approach, Cooperative Learning, and graphic organizers. The use of technology i.e. a computer, digital camera, and recording device will be incorporated to give the students additional instructional support. Multi-Sensory and Multicultural ESL materials (software/books) will be incorporated throughout all aspects of instruction. The library will also be used to give the students a variety of books of all levels that reflect the background, needs and strengths and Languages of ELLs. Additionally, the students in Alternative Assessment are administered the ABBS Inventory in order to identify current levels of performance and to better plan for the short and long term goals on their Individualized Education Plan (I.E.P.) Some of the students in Alternative Assessment are also administered the NYSAA data folios according to the age. The data folios at each level, elementary, middle school and high school will assess each student. Teachers will use informal methods (observations) of assessment and classroom data folios to keep records of the students' progress.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include Total Physical Response, CALLA, Language Experience, the Natural Approach, graphic organizers, and multi-sensory approaches used in conjunction with augmentative communication devices, and Mayor Johnson Sequence for Content Area teaching, as well as, the Everyday Math curriculum. The use of technology is incorporated into ESL and content areas. Instruction provides students with additional support with multi-sensory activities, multicultural themes and materials which are infused through out all aspects of instruction.

English Language Arts: Students at the advanced level will receive one unit of ELA. Literacy instruction for ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Teachers work together collaboratively during common preparation periods. The ESL teacher plans collaboratively with the teachers of ELL students that he serves.

Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have no students with interrupted formal education-SIFE. In the event that we do get SIFE students, they will receive tutoring from teachers, academic and emotional support from buddy students and paraprofessionals, development of initial literacy in native language provided by certified teachers mastering their native language. In addition, they will be in an educationally nurturing environment, which will offer them the opportunity to utilize their prior knowledge in order to increase literacy comprehension and language production. We currently have fifteen ELL students, eight bilingual and seven ESL. The majority of these students are in the beginning level, as per their NYSESLAT, and are having difficulty in acquiring speaking and listening skills. Student instruction is provided, through the use, of educational software, decoding skills activities, scaffolding strategies, and an eclectic approach, in order to address their oral and listening skills. Teachers will be providing long term ELL students services that will focus in basic writing English skills, recognizing basic familiar words and understanding main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, in order to help them move to an intermediate proficiency level. The use of technology and communication devices will continue to be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience and multi-sensory approaches will continue to support these students and help them with the development of the English language. All long term ELL students will be supported through AIS, instructional technology, visual arts and afterschool programs. Staff will provide either push/in push/out, if necessary, in order to service students.

Transition Plan: Students no longer requiring Bilingual or ESL services, according to the IEP will be supported for one year with ESL services. Long term ELL students are supported through extended day programs, AIS, Instructional Technology, and visual arts enrichment. Students will receive support for two years where assessments will be done in order to determine areas of strengths and weakness that will assist staff in identifying strategies that

will help them in the development of the English Language. Push-in and/or push-out services will be provided to students.

Professional Development: Professional development topics for teachers of ELLs include Strategies and Materials for Native Language instruction, the NYS ESL and NLA standards, Balanced Literacy. Additional topics addressed by the Title III Professional Development plan are Standardized Assessment and Alternative Assessment Methods for ELLs, the use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for education of ELLs with severe disabilities. P17X's teachers and paraprofessionals serving ELLs are invited and encouraged to attend all district and city workshops and trainings. In addition, the school will ensure the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city and statewide conferences focusing on the education of ELLs.

**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	School P17x
Principal Robin Cohen	Assistant Principal Jacqueline T. Colon
Coach	Coach
Teacher/Subject Area Miguel Herrera - Bilingual	Guidance Counselor
Teacher/Subject Area Raysa Rodriguez - Bilingual	Parent
Teacher/Subject Area Carlos Bonilla ESL	Parent Coordinator Maria Arias
Related Service Provider	SAF
Network Leader Stephanie MsCastkill	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	5	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	369	Total Number of ELLs	62	ELLs as Share of Total Student Population (%)	16.80%
------------------------------------	------------	----------------------	-----------	---	---------------

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 for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	3	5	4	8	2	1	2	3	2	30
Dual Language <small>(50%:50%)</small>								0		0
Freestanding ESL										
Self-Contained										0
Push-In	1	6	3	11	1	3	4	1	2	32
Total	4	11	7	19	3	4	6	4	4	62

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	62
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	26			4			0			30
Dual Language										0
ESL	22			6			4			32
Total	48	0	0	10	0	0	4	0	0	62

Number of ELLs in a TBE program who are in alternate placement: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	3	5	4	8	2	1	2	3	2	30
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	3	5	4	8	2	1	2	3	2	30

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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>10</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>146</u>	Asian: <u>3</u>
Native American: <u>8</u>	White (Non-Hispanic/Latino): <u>7</u>
	Hispanic/Latino: <u>205</u>
	Other: <u>0</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	1	4	3		1	3	4	1	2	19
Chinese										0
Russian										0
Bengali										0

Urdu										0
Arabic		1								1
Haitian Creole										0
French				1						1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other		1								1

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.

TOTAL	1	6	3	1	1	3	4	1	2	22
--------------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------

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.

NLA Usage/Support	TBE
100%	
75%	

50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)		1	5	6	4	4	3	3	3	29
Intermediate(I)			4	3			2		1	10
Advanced (A)				1						1
Total	0	1	9	10	4	4	5	3	4	40

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

5									0
6	1		1						2
7			4						4
8			2						2
NYSAA Bilingual Spe Ed									0

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

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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. 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)
Jacqueline T. Colon	Assistant Principal		
Maria Arias	Parent Coordinator		
Carlos Bonilla	ESL Teacher		
	Parent		
Raysa Rodriguez	Teacher/Subject Area		
Miguel Herrera	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
Stephanie McCastkill	Network Leader		

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

Rev. 10/7/09

**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	School P17x
Principal Robin Cohen	Assistant Principal Jacqueline T. Colon
Coach	Coach
Teacher/Subject Area Miguel Herrera - Bilingual	Guidance Counselor
Teacher/Subject Area Raysa Rodriguez - Bilingual	Parent
Teacher/Subject Area Carlos Bonilla ESL	Parent Coordinator Maria Arias
Related Service Provider	SAF
Network Leader Stephanie MsCastkill	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	5	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	369	Total Number of ELLs	62	ELLs as Share of Total Student Population (%)	16.80%
------------------------------------	------------	----------------------	-----------	---	---------------

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	3	5	4	8	2	1	2	3	2	30

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>10</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>146</u>	Asian: <u>3</u>
Native American: <u>8</u>	White (Non-Hispanic/Latino): <u>7</u>
	Hispanic/Latino: <u>205</u>
	Other: <u>0</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	1	4	3		1	3	4	1	2	19
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic		1								1
Haitian Creole										0
French				1						1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other		1								1
TOTAL	1	6	3	1	1	3	4	1	2	22

Programming and Scheduling Information

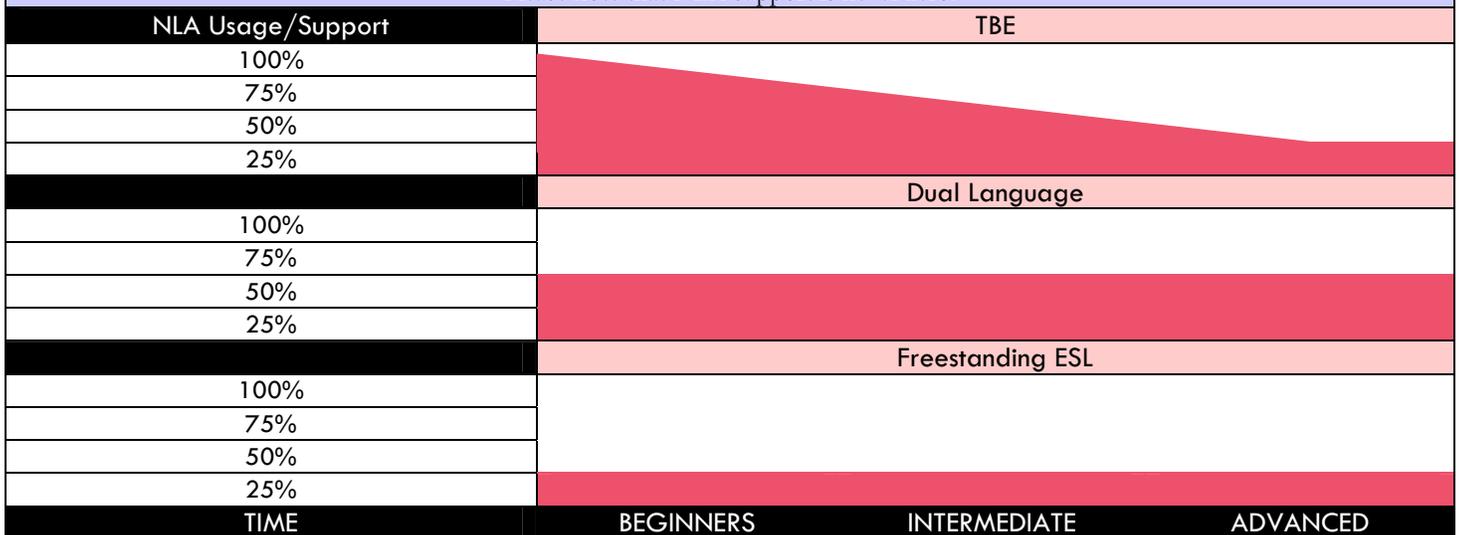
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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	5	6	4	4	3	3	3	29
Intermediate(I)			4	3			2		1	10
Advanced (A)				1						1
Total	0	1	9	10	4	4	5	3	4	40

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

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)
Jacqueline T. Colon	Assistant Principal		
Maria Arias	Parent Coordinator		
Carlos Bonilla	ESL Teacher		
	Parent		
Raysa Rodriguez	Teacher/Subject Area		
Miguel Herrera	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
Stephanie McCastkill	Network Leader		
	Other		
	Other		

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