



P168X

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P168X
ADDRESS: 339 MORRIS AVENUE, BRONX, NY 10451
TELEPHONE: 718-585-2100
FAX: 718-585-8316

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P168X SCHOOL NAME: P168X

SCHOOL ADDRESS: 339 Morris Avenue, Bronx, NY 10451

SCHOOL TELEPHONE: 718-585-2100 FAX: 718-585-8316

SCHOOL CONTACT PERSON: Rosa Nieves-Greene EMAIL ADDRESS: rnievesgreene@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judilka LaLane

PRINCIPAL: Rosa Nieves-Greene

UFT CHAPTER LEADER: Esperanza Oppenheimer

PARENTS' ASSOCIATION PRESIDENT: Judilka LaLane

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
Rosa Nieves-Greene	*Principal or Designee	
Esperanza Oppenheimer	*UFT Chapter Chairperson or Designee	
Judilka LaLane	*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	
Carmen Vigo	Member/UFT	
Edennis Delgado	Member/UFT	
Sonia Dixon	Member/Parent	
Andrea Drummond	Member/Parent	
Antionette Bennett	Member/Parent	
Jesus Fermin	Member/Parent	
Camille McCartney	Member/UFT	

(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.

MAY 2009

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.

The mission of P.S.168X is to create an emotionally literate learning environment where accountability, integrity, respect, commitment and trust form the foundation that cultivates the collaboration between educators, parents and students. We are committed to providing our students with a diverse education in a safe, supportive environment that promotes academic rigor, encourages independence, emotional literacy, self-discipline, motivation, and excellence in learning.

P168X is a pre-kindergarten through grade 12 special education school with six sites housed inside general education schools. Our diverse population consists of students with Autism 6:1:1, multiple handicaps 12:1:4, emotional disabilities 8:1:1 or 12:1:1 and learning disabled.

P. 168X has made great strides this past academic school year, including receiving a "Proficient" on the Quality Review. One major accomplishment was the improved student performance outcome for both standardized and alternate assessment students. We have seen a steady decrease in students scoring a Level 1 in the NYS ELA exam since 2006. In addition, 100% of our Alternate Assessment students scored Level 2 or above on the NYSAA.

Respectful and enthusiastic staff has honed best practices to educate our student population and they continue to crave research based professional development opportunities in order to improve their instructional practices.

The continued common planning periods that are built into the weekly schedule allows all teachers to share best practices across all sites and contributes to the success of our performance outcomes. In addition, the differentiated support provided to teachers by administration and our school based Standard Assessment and Alternate Assessment Coaches reinforces the commitment to maintaining the vision of a professional learning community. Our Instructional Cabinet apprises assistant principals, lead teachers, cluster teachers and coaches of new educational initiatives and promotes collaboration and builds capacity within the school. Subsequently, the information is disseminated to the staff via common planning periods, faculty meetings, informal and formal conversations, walk-throughs and our Weekly Bulletin that is sent electronically to staff on a weekly basis. . The sharing of information benefits all stakeholders and reinforces the vision and mission of the school.

The introduction and implementation of the Professional Teaching Standards (PTS) further promotes professionalism. These standards promote professional conversations among the school community and provide support and collaboration. The utilization of these standards helps educators self reflect and set goals to improve their instructional practice and professional growth.

Our successful collaboration with the general education schools we are housed in has enabled us to provide inclusive programs for students' who are prepared both academically and socially for a least restrictive environment. Last year alone, we were able to move 14 students into LREs, including general education settings.

At our main site, we have collaborated with the general education high school to provide our students with the opportunity to engage in physical fitness activities that promote health and social interaction among both schools. At the P.20 site our special education teachers and the general education teachers collaboratively were afforded with PBIS professional development activities to enhance their learning environment. This opportunity provided all constituents with a variety of tasks and strategies to help students make appropriate behavioral choices in and coincide with our Emotional Literacy curriculum. In addition, due to joint efforts of our staff at East Bronx Academy Inclusion Program we were able to extend our program to include high school students.

In September 2008 the staff of P.168X was provided with the opportunity to embrace a new initiative entitled "Emotionally Literacy" following the philosophy of Dr. Marc Brackett.

The goal of **ELC (Emotional Literacy in the Classroom)** is to integrate emotional language (a feelings vocabulary) into the existing academic curriculum in order to develop intellectual, emotional and social skills of students. The teaching strategies help students improve their academic performances, promote positive being and enhance their quality relationships in school and at home.

P. 168X's theme for the 2009 -2010 school year is, "**LET'S TRY IT!**". The theme will guide ELA instruction this year while incorporating the skills of the 5 fundamental emotional literacy strategies. In addition, the program will enhance instruction in social studies, vocabulary, comprehension, abstract reasoning, creative writing, critical thinking and problem solving. With the design of **ELC**, the teachers are able to differentiate the level of instruction to meet the students' individual needs while incorporating our theme "**LET'S TRY IT!**", the "Professional Teaching Standards" and the "Units of Study".

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 168									
District:	75	DBN:	75X168	School BEDS Code:	307500012168					
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	23	16	16		88.2 / 91.1					
Kindergarten	16	5	27							
Grade 1	39	9	31	Student Stability - % of Enrollment:						
Grade 2	46	15	34	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	57	22	28		85.6		70.8			
Grade 4	32	22	28	Poverty Rate - % of Enrollment:						
Grade 5	40	29	24	(As of October 31)	2006-07	2007-08	2008-09			
Grade 6	28	33	16		79.3	81.0	0.0			
Grade 7	22	19	20	Students in Temporary Housing - Total Number:						
Grade 8	8	19	10	(As of June 30)	2006-07	2007-08	2008-09			
Grade 9	0	3	4		14	6	34			
Grade 10	0	0	3	Recent Immigrants - Total Number:						
Grade 11	3	2	1	(As of October 31)	2006-07	2007-08	2008-09			
Grade 12	3	1	2		1	0	2			
Ungraded	69	169	103	Special Education Enrollment:						
Total	386	371	360	(As of October 31)	2006-07	2007-08	2008-09			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	363	355	344	Principal Suspensions	0	9	4			
# in Collaborative Team Teaching (CTT) Classes	23	16	16	Superintendent Suspensions	3	0	5			
Number all others	0	0	0							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					(As of October 31)	2006-07	2007-08	2008-09		
					CTE Program Participants	N/A	N/A	0		
					Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	12	11	16							
# in Dual Lang. Programs	0	0	0	Number of Teachers	70	80	87			
# receiving ESL services only	34	12	16							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	43	26	16	Number of Administrators and Other Professionals	13	80	80
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	32	35
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	2	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.4	72.5	59.8
				% more than 5 years teaching anywhere	58.6	65.0	59.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		91.0	89.0	85.0
American Indian or Alaska Native	1.0	0.8	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	37.3	34.8	36.1				
Hispanic or Latino	54.4	57.4	56.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.3	2.4	2.5				
White	4.9	4.6	4.2				
Male	80.8	81.4	80.6				
Female	19.2	18.6	19.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

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

SECTION IV: NEEDS ASSESSMENT

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

The School Leadership Team, Administrative Cabinet, the Instructional Cabinet and the UFT for P168X reviewed the CEP goals and Action Plans set for the 2008-09 school year and reflected upon those that needed further development. The results of the Quality Review for 2008-09, the State Assessments in the ELA, Math, Social Studies and Science, as well as the NYSAA results in alternate assessment were reviewed. These, along with the results of the Periodic Assessments, the Inquiry Team action plan and the Learning Environment survey were taken into consideration in developing the 2009-10 CEP.

After triangulating the data, these were some of the major findings and highlights of our school:

As stated in our narrative, P168X achieved a "proficient" in the 2008 – 2009 school year. According to the report:

- "The majority of staff members have a clear understanding of assessment data, which gives them greater insight into students' strengths and areas of need."
- "A wide-range of resources and materials for instruction and learning align well to the diverse range of students in all service categories."
- "Students are rightly proud of their improved behavior and develop skills to help them become more responsible for their own actions."
- "Ongoing professional development helps teachers use data successfully to implement change and encourages creativity in their instruction."

Although data collection and analysis is exhaustive at the school and classroom level, a post survey conducted at the end of the 2008 -2009 school year suggests that teachers continue to need additional supports and professional development in using this data to drive and differentiate instruction for students.

There has been a continued reduction in the number of students on Level 1 in ELA and Math over the last three years as follows:

ELA: Reduction in Students Scoring Level 1

2005-06	2007-08	2008 – 2009
52%	38.4%	30%

Math: Reduction in Students Scoring Level 1

2005-06	2007-08	2008 – 2009
62.3%	53.4%	39%

Further review of assessment scores in ELA and Math found that there is a need for improvement in grade 3 ELA with 54% of the students on level 1 and grade 5 Math with 56% of the students on Level 1. An item analysis from the Acuity Predictive Assessment indicated that the students were lacking the use of content skills, graphic organizers and identifying detail in ELA. An item analysis for students in grade 5 Math found that students were lacking an understanding of congruent angles, addition and subtraction of fractions and identifying rational numbers (positive and negative).

We have seen continued growth with our students in alternate assessment classes particularly in the area of communication as measured by the Brigance. While growth is apparent, it is critical that we continue in this area if these students are to become more independent.

NYSAA ELA for all grades increased on Level 2 by 6% and Level 3 by 7%. NYSAA Math reduced Level 1 from 4% to 0% and increase Level 2 by 2% and Level 3 by 12%. NYSAA Social Studies Level 1 reduced from 15% to 4% grade 5 and an increase in grade 8 by 13% level 2 or better. There was an 11% increase overall for both grades 5 and 8. NYSAA Science increased from 90% to 96% of the students Level 3 & above in grade 4 with 9 more students tested in 2008-09 school year. Grade 8 showed an increase for level 3 and above from 91% to 97 % with 12 additional students tested in 2008-09 school year.

NYSELAT: Reading and Writing had a 12% reduction for all grades at the beginning level from 46% to 38% and an increase for all grades for students Advanced/Proficient from 17% to 31%. NYSELAT/Listening and Speaking: Students moving to the advanced level increased from 47% to 63% and Grade 7-8 showing the most improvement for Proficient from 20% to 45%.

Although there was a slight increase in parental involvement last school year, a close review of the subgroup of parents involved appeared to be those with students in the alternate assessment classes. To that end it is critical that we increase parental involvement in all grades in order to attain positive outcomes not only for students in our alternate assessment classes but also in our standardized assessment classes.

Based on the data reviewed, we decided to focus on the following areas:

- Parental involvement: The results of the Learning Survey revealed that parents want to be more engaged and active partners in their child's/children's education.
- Data Analysis: Teachers need to be more involved in the analysis of data, the alignment of the curriculum and student performance. The use of ARIS will be mandated for all staff.
- ELA: After a comprehensive review of all core academic areas and a closer look at student deficit areas for students in standardized instruction, it was agreed that students in the 3rd grade need a better understanding of the use of graphic organizers across all subject areas.
- Math: Students in the 5th grade need to develop their understanding and use of geometry and fractions.

Listed are some of P168X's greatest accomplishments over the past year:

- Debate Team won second place in D75 Middle School Division
- P168X was granted Urban Advantage
- Use of Smart Board technology

- Implementation of Emotional Literacy
- Moving a significant number of students into least restricted environments.

In addition to these accomplishments over the past year, we will continue to expand, by adding:

- An additional ESL teacher to meet ELL mandates
- Expand Achieve 3000 to other sites and allow teachers access to computer labs on a weekly basis
- PTA president will continue to bring in resources for parents throughout the organization
- Parent Coordinator will develop a greater rapport with all in the educational community
- A school community counsel to promote collaboration
- Increase the number of students moving to LRE
- Provide workshops in conjunction with the general education program.
- Inquiry team development at all sites within the organization
- ARIS training and support for parents, all teachers and paraprofessionals
- All Assistant Principals attending A.P. Institutes provided by the district

“Welcome to the New School Year” meetings are conducted early in the school year to share with parents the vision and mission of the school including new initiatives. The meetings are held at our various site locations in the mornings as well as an evening session.

One barrier would be adequate space in school buildings. This is a common area of concern for most of my District 75 colleagues. In addition another area of concern is parent involvement. According to the Learning Environment survey parents want to be more engaged and active participants in their children’s education. This year the Parent Coordinator has written an open ended survey for parents. We need to make every effort to listen to parents and at the same time, to continue to clearly communicate to the entire community, our school’s vision and goals. The survey results will influence the school priorities for 2009-2010. In addition, the SLT will host meetings for parents and teachers, which will be focused on collaboration, goal setting and community building. The goal of these meetings is to look at ways to improve communication between parents, staff and administration in order to improve student achievement.

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 there will be an increase in student proficiency in ELA as evidenced by a 10% decrease in 3rd grade students scoring at Level 1 on the NYS ELA with a commensurate increase in those scoring at scoring Levels 2, 3, 4.
- ✚ By June 2010 there will be an increase in student proficiency in Math as evidenced by a 10% decrease in 5th grade students scoring at Level 1 on the NYS Math with a commensurate increase in those scoring at scoring Levels 2, 3, 4.
- ✚ By June 2010, 30% of parents will respond to Learning Environment Survey resulting in an 8% growth in Parental Engagement as evidenced by the 2010 Learning Environment Survey.
- ✚ By the end of the 2009 - 2010 school year 100% of all teachers will have an understanding of the Professional Teaching Standards as evidenced by teacher-developed individualized goals.

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 there will be an increase in student proficiency in ELA as evidenced by a 10% decrease in 3rd grade students scoring at Level 1 on the NYS ELA with a commensurate increase in those scoring at scoring Levels 2, 3, 4.</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"> • Embed Professional Teaching Standards and its language into the school community to promote individual goals and best practices in ELA. • Protocols for looking at student work will be utilized during common planning • More teachers will be trained in Achieve 3000 by December 2009. • Achieve 3000 will be programmed into teachers’ schedules in September allowing them and students additional time in the computer lab • Teachers will meet on a weekly basis with coaches during Common-Planning to discuss best practices in Literacy • In addition to modeling Literacy lessons in the classrooms, the School-based Coach will provide group and individual session with teachers on a weekly basis • District Literacy Coaches will provide intense training/professional development to develop model Balanced Literacy classrooms on a bi-monthly basis • AIS teachers will work with at risk students and provide homeroom teachers with additional data to differentiate instruction at least 3 times per week • Inquiry team will provide opportunities to share skills that will differentiate instruction

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Schedule will reflect Common planning periods • Schedule for Coaches and Mentors • Fund per diem days/preps; allocate funds for purchasing PD supplies
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>On-going assessments to determine progress will include:</p> <ul style="list-style-type: none"> • Monthly Interim Assessments Read 180 and Achieve 300 will be reviewed with a projected 2% increase in performance to be reviewed every three months. • Scantron • Acuity, will be in reviewed every three months with a projected three month increase. • Individual Student conferences • Portfolios • AIS-analysis-pre, post test interim assessment • Inquiry Team activities • Task Analysis • IEP Goals

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 there will be an increase in student proficiency in Math as evidenced by a 10% decrease in 5th grade students scoring at Level 1 on the NYS Math with a commensurate increase in those scoring at scoring Levels 2, 3, 4.</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"> • Embed Professional Teaching Standards and its language into the school community to promote individual goals and best practices in Mathematics. • Task analysis to provide specific instruction in content area • All Homeroom teachers will be provided with 2 class periods daily for Mathematics instruction. • All Homeroom teachers will be supported by school- based coach and District Math Coach • All new teachers will also be supported by mentors as per requirements • Professional Development opportunities for Everyday Mathematics will be provided for teachers • AIS will be provided to support struggling students in both SA and AA • Funds for per diem days/preps; allocate funds for purchasing PD supplies
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Two Periods a day for Mathematics Instruction • Common planning build into the schedule for teachers to collaborate • Fund per diem days/preps; allocate funds for purchasing PD supplies

Indicators of Interim Progress and/or Accomplishment

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

On-going assessments to determine progress will include:

- Acuity Predictive Assessment taken three times a year, will be reviewed every three months with a projected three month increase.
- Scantron Performance Assessment will be taken twice a year and reviewed every six months with a projected three month increase
- Individual Student Conferences will be conducted once a week
- Portfolios will be reviewed on a monthly basis with a projected increase in reaching individual IEP goals
- Portfolios
- AIS
- Inquiry Team activities
- Task Analysis
- IEP Goals
- Unit Pre and Post -Tests

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 30% of parents will respond to Learning Environment Survey resulting in an 8% growth in Parental Engagement as evidenced by the 2010 Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Needs survey distributed to parents to determine preferred mode of communication. • Parent Coordinator, PTA President and school staff will provide parents with opportunities to discuss survey • Computer lab will be made accessible for parents to complete survey on line • A review of attendance will take place as will a record of attendance at workshops. • Newsletters will be devised by the parent coordinator and sent home. • Teachers and staff will keep logs of all telephone contacts. • SchoolMessenger will be used to call/inform parents of all pertinent information, including attendance and activities. • PTA participation will be encouraged via telephone reminders and letters sent home. • Parent Coordinator will rotate throughout the six sites and provide outreach on a weekly basis • SLT will meet on a monthly to discuss parental involvement • Parent Workshops will be provided on relevant topics once a month. • Participation in Parent /Teacher Conferences will be encouraged via telephone, letters sent home, newsletter, etc. • Participation in celebrations and monthly assemblies will be encouraged. • Inquiry Team activities • Learning Survey activities to encourage participation

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Parent Involvement Allocation Funds • Translation and Interpretation Services Allocation Funds • Title III Allocation Funds
<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"> • Telephone logs will be reviewed on a weekly basis. • Feedback forms from workshops • Workshop Agendas and Attendance Sheets • Signed Daily Student Progress Reports • Learning Survey • Attendance at Celebrations and other extracurricular activities

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of the 2009 - 2010 school year 100% of all teachers will have an understanding of the Professional Teaching Standards and create individual goals for themselves.</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"> • Teachers will meet once a week with coaches for common planning • Teachers will be provided with intervisitations to share best practices • Individual coaching will be provided by our school-based coaches to all teachers • Mentoring will be provided to all newly hired teachers to support PTS • Professional Teaching Standards/Individual Goals will be discussed during individual sessions with teachers • PTS Walk-through Template will be utilized and discussed with teachers • Inquiry Team work • Professional Development at school and District Level • “Teams” across all sites will meet to discuss PTS • Assistant Principals will be provided with inquiry training and PTS via District 75’s AP Institute
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Data Specialist • Fund per diem days/preps; allocate funds for purchasing PD supplies • Common Planning Periods • Per session
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Informal and Formal Observations will be conducted as per UFT contract and will follow the PTS templates • Bi-monthly individual conferences with teachers • Focused Classroom Walk-throughs will be conducted on a bi-monthly basis • Assessment of Professional Teaching Standards

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	3	N/A	N/A	7	7	7	7
1	8	8	N/A	N/A	8	8	8	8
2	12	12	N/A	N/A	12	12	12	12
3	15	15	N/A	N/A	15	15	15	15
4	17	17	17	17	17	17	17	17
5	15	15	15	15	15	15	15	15
6	8	8	8	8	8	8	8	8
7	16	16	16	16	16	16	16	16
8	7	7	7	7	7	7	7	7
9	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1
12	2	2	2	2	2	2	2	2

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

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Orton-Gillingham is a language based sensory reading program that addresses the learning needs of our diverse population. Foundations (Wilson) is a phonological awareness, decoding, and spelling program that develops critical thinking, speaking, and listening skills. In addition, Preventing Academic Failure (PAF) a multisensory reading, spelling, and handwriting program is delivered in small group, one to one tutoring. The above listed are also provided during 168x after school program. Read 180 is used with our middle school students. This intensive technology based instructional program builds reading, writing and vocabulary skills throughout the school day with specialized materials and software. A computer management system tracks student's data to help teachers plan for instruction. In addition we have infused the Emotional Literacy curriculum into all content areas. Emotional Literacy has become an integral part of our learning environment.
Mathematics:	Everyday Math games are used to reinforce student learned concepts by providing drill exercise aimed primarily at building fact and operational skills. Math Steps helps develop basic number concepts during the school day and during the after school program. Hot Words, Hot Topics is a short format practice of math terms and concepts to help build mathematics literacy.
Science:	Students work on hands-on activities for discovery. The incorporation of the Smartboard technology enables students to interact in small groups. This component also allows for self reflection and student to student self check activities.
Social Studies:	Students work collaboratively on current event topics and review topics that are debated. As an extension of this, the P168X has formulated a debate team. The "P.168X Debater's" are actively involved debating various issues with other district 75 students.
At-risk Services Provided by the Guidance Counselor:	The collaborated team of counselors, school psychologist and social workers work together to address the behavioral challenges our student's exhibit. The team works together to create FBA's , BIP's and Transitional plans to enable our student population to adapt to daily living skills to become productive members of society. In addition we have infused the Emotional Literacy curriculum into all content areas. Emotional Literacy has become an integral part of our learning environment.
At-risk Services Provided by the School Psychologist:	School Psychologists work to provide outreach services to our students and their families. Teaming meetings are conducted to discuss areas of improvement for our school community.
At-risk Services Provided by the Social Worker:	The Social Workers work with our students to help them resolve any issues or concerns. They also conduct workshops for parents to help them work with their children in the home environment.
At-risk Health-related Services:	During the teaming meeting all Related Service Providers work together to create a comprehensive plan to address the diverse needs of our student population. The collaborative effort supports our learning community at large.

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

Form TIII – A (1)(a)

Grade Level(s) K-6 **Number of Students to be Served:** 20 **LEP** 0 **Non-LEP**

Number of Teachers 3 **Other Staff (Specify)** Principal, Supervisor, 3 paraprofessionals, 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.

At P.168X we currently have 61 ELLs, 49 students are alternate assessment and 12 students are in standardized assessment classes. All of our English Language Learners have a native language of Spanish. Spanish is the only non-English language spoken in our students' households. Of the 49 students in alternate assessment, 22 are in 12:1:1 MR classes, 21 students are in 6:1:1 AU classes and 6 students are in 12:1:4 multiply handicapped classes. Of the 12 students in standardized assessment 2 students are in 8:1:1 classes, 7 students are in 12:1:1 ED classes, 1 student is in a 9:1:3 inclusion program and 2 students are in a 8:1:4 inclusion program. Title III funds will be used to fund a "Saturday Learning Academy" for twenty-eight ELL students with disabilities and their parents in collaboration with the Museum of Modern Art (MOMA). ELLs in the Saturday Learning Academy will be instructed in three classes configured as follows: one 12:1:1 class, and two 8:1:1 classes. The student and parent program will be linked to ensure the greatest success for all those involved. The program will be held on six Saturdays throughout the school year and will run from 9:30 AM to 1:30 PM. Most students in our organization are entitled to free lunch during the school year (are of moderate to low socioeconomic status (SES). Research supports providing meals for low SES students. For example, Brown, L, Beardslee, W. and Prothrow-Stith, D. found that "Serving breakfast to those schoolchildren who don't get it elsewhere significantly improves their cognitive or mental abilities,

enabling them to be more alert, pay better attention, and do better in terms of reading, math and other...test scores" (November 2000). Therefore, during our Saturday instructional learning academy, students and parents will be provided morning and midday snacks. During each 4 hour session of the academy, students will receive direct instruction to support their language needs through the arts. The curriculum will include four on-site sessions and two visits to the MOMA, as well as follow up lessons integrated in the ESL curriculum. Instruction will be aligned to New York State ESL Learning Standards 1 and 4, which concentrate on building and developing social and academic language. Additionally, instruction will be aligned with the New York State Art Learning Standards 3 Responding to and Analyzing Works of Art and 4 Understanding the Cultural Dimensions and Contributions of the Arts. Our ELLs have deficiencies in all aspects of language and each session will promote holistic language learning in listening, speaking, reading, and writing. The program will employ three certified ESL teachers and three Spanish language paraprofessionals. The ESL teachers will enable us to appropriately differentiate instruction based on each student's IEP. We will be inviting all ELLs from grades K-6 to attend the "Saturday Learning Academy". We anticipate that twenty-eight ELLs will attend three classes (one 12:1:1, and two 8:1:1 ratios). Instruction for the program will be in English and will be supplemented with a Spanish-language paraprofessional who will be able to offer native language written translation and/or oral interpretation to those students and parents that require it. ELLs that participate in the program will be continuously assessed by the teachers throughout the entire Saturday program, using teacher-made assessments. In addition students will be assessed using the NYSESLAT to determine each student's growth at the completion of the Academy. ERIC Digest's article on "Parent Involvement and The Education of Limited English Proficient Students" recognizes the growing body of research that illustrates the importance of parent involvement and of giving parents concrete skills to support their children's learning at home. The article cites studies demonstrating that parent involvement leads to greater academic gains in ELLs. *Learning to Learn in a Second Language* by Pauline Gibbons states that schools that are supportive of ELLs will incorporate parent involvement and incorporate language learning in all areas of the curriculum.

Parental Involvement --

The parent component will have a dual focus; the first will be to help parents to develop art activities and projects that they can use with their children during the Academy and for follow up in the home. The second piece will instruct parents on how to use the computer and the internet to work with their children. Both aspects of the program will prepare parents to help their children in the acquisition of the English language. For the first two hours during the Saturday Learning Academy, parents will work along side their youngsters on art activities that will afford parents an opportunity to help their youngsters build their listening, speaking, reading, and writing skills in English in the classroom for 4 sessions and in MOMA for two sessions. As an incentive for parent participation, we will purchase a laptop computer that will be used during each session and raffled it off at the culmination of the academy. The computer will serve as a bridge to build communication between the students and parents and is a natural way to build student's language. In order to notify the parents of ELLs, of the Title III program and of CR Part 154 services for ELLs during the school day, we will conduct a parent orientation in collaboration with the parent coordinator during parent teacher conferences. In addition, we will also be sending an invitation in English and Spanish to inform them of the workshops. We will have various staff available to provide oral interpretation and written translation services to any parents who may require them.

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.

For the 2009-10 school year, P. 168X has programmed its teachers to have 2-3 common planning periods per week. Two coaches (one alternate assessment and one standardized assessment) provide staff development weekly to all staff including those who serve ELL students. The coaches train staff in assessment, direct instruction, workshop model, integration of the smart board, Teachers' College Reading and Writing Project Strategies, use of assistive devices. The common planning is in addition to the regularly scheduled staff development days. We will use Title III funds to pay for Professional development (study group) on weekends for teachers of ELL students. The PD study groups will meet for 1 hour prior

to the start of each session of the “Saturday Learning Academy” for a total of 6 weeks, from 8:30 – 9:30. Some of the topics that we will be exploring during weekends are Reading and Writing Curriculum for Students with Disabilities in Inclusive Classrooms; Demystifying ELL Data; From Analysis to Achievement: Using Elementary-Level Data to Design Effective Instruction for ELLs; Using Inquiry Teams to Improve the Mathematics Instruction of ELLs; Integrating the Arts for ELLs.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$8,184.72	<u>Instructional Saturday Program:</u> 3 ESL teachers x [6 Saturdays] x [4 hours each Saturday] x \$49.89 per session rate = 3,592.08 3 Paraprofessionals x [6 Saturdays] x [4 hours each Saturday] x \$28.98 per session rate =2,086.56 1 Supervisor x [6 Saturdays] x [4 hours each Saturday] x \$52.21 per session rate = 1,253.04 1 Principal x [6 Saturdays] x [4 hours each Saturday] x \$52.21 per session rate = 1,253.04
	\$1,732.92	<u>Professional Development:</u> 3 teachers x 6 Saturdays x 1 hour per day x \$49.89 for study groups = total \$898.02 1 supervisor x 6 Saturdays x 1hours per day x \$52.21 per hour for study group = \$313.26 3 paraprofessionals x 6 Saturdays x 1 hour per day x \$28.98 (for study group) =total \$521.64
	\$1,082.36	<u>Instructional Saturday Program/Travel for Students:</u> \$2.25 per Metrocard X 2 (for each way) for 6 Saturdays @ 28 people per session=\$756 Metrocards for students for travel to MOMA on 2 Saturdays @2.25 X 28 - \$126 Meals: \$33.39 * 6 sessions = \$200.36

	\$2,500	<u>Supplies and Materials:</u> <u>Instructional Supplies</u> 3 laptop computers @ \$600 each = \$1,800 Computer software \$500 Other supplies and materials are in-kind, plus \$200 for supplies Breakfast and Lunch snack for 20 students for each of 6 Saturdays
	TOTAL:\$13,500	
Parent Involvement	\$882	<u>Parental Involvement:</u> \$2.25 per Metrocard X 2 (for each way) for 6 Saturdays @ 28 people per session=\$756 Metrocards for students for travel to MOMA on 2 Saturdays @2.25 X 28 - \$126
	\$618	<u>for Parental Involvement:</u> \$103 for meals X 6 parent workshops/meetings x amount allocated per meal per Saturday = \$618
	TOTAL: \$1,500	
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.

P168X has bilingual staff (English/ Spanish, English/ Korean, English/ Nigerian, and English/ Filipino) including the Principal, Assistant Principals, Parent Coordinator, three bilingual teachers (licensed), and numerous teachers, paraprofessionals and school aides from Spanish-speaking descent. We use the home language survey to assess the language and interpretation needs of our parents. Our teachers correspond verbally and in writing with their bilingual parents in the native language. The parent coordinator also offers workshops throughout the year that address parents' area of concerns such as support systems and services for ELLs. In addition, he is always available to speak to parents via cell phone and in person. He keeps in contact with parents on a regular basis.

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.

P168X translates all letters and communications to Spanish as we want our parents to be well informed. We are helping the home/school community by providing parents with information in their native language. As part of one of the Chancellor's initiatives, a translator was present during our afternoon and evening Parent/ Teacher Conference sessions for those parents who required assistance in communicating with school personnel.

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.

Parent letters/ notices are translated into native language (Spanish) by school personnel and distributed to parents in a timely manner. Parents are also offered the assistance of an interpreter for parent-teacher conferences, IEP reviews, performance updates, and health issues.

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.

Bilingual school personnel are always available to provide oral interpretation services for those parents who are not fluent in the English language. P168X's bilingual administrators and parent coordinator are also available to provide oral interpretation.

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>.

The school provides parents with bilingual translation of critical documents such as those pertaining to a child's health, safety, legal or disciplinary matters such as the Citywide Standards of Discipline and Intervention Measures, programs and services for special education students, permission slips and consent forms, as described in Chancellor's Regulation A-663. Parents who may need additional assistance are also provided with verbal translation of the above mentioned critical documents by bilingual school personnel. P168X'd intake process is conducted in English or in Spanish, depending on the needs of the parent. The Home-Language Survey helps the school in determining which parents require bilingual assistance.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All School Improvement Schools

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

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

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

¹ School Under Registration Review (SURR)

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

All SURRE schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURRE Area(s) of Identification: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed 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

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.

language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**

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

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

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

The academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA meetings.

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

Applicable Not Applicable

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

We follow a standards-based curriculum for all standardized assessment students. Curriculum maps that are aligned to the state standards have been and are still a great challenge to differentiate in order to meet the different needs of the severely emotionally challenged and learning disabled students that we serve in our standardized assessment classes. Our students with significant cognitive delays also follow the guidelines set forth by the state and we have seen the results of NYSSA demonstrate this. The areas mentioned in the report are the same areas that we find to be difficult for our teachers as they work to support their students.

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

We continue to intensely analyze data to drive and differentiate instruction. We have enhanced the process of Inquiry teams throughout our 6 sites which include more inquiry and research based collaborative teams in order to address these significant issues. Since we work with special needs students and most are at minimum two years below grade level because of their handicapping conditions, we understand that they will not achieve full proficiency on state exams; however, they will eventually achieve standards at a different pace and since they are able to stay in school until the age of 21, we believe that this will assist in moving students with special needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the District 75 Curriculum Frameworks as well as other published curricula such as AbleNet.

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 academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA meetings.

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

Applicable Not Applicable

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

We follow a standards-based curriculum for all standardized assessment students. Curriculum maps that are aligned to the state standards has been and is still a great challenge to differentiate the curriculum and to meet the different needs of the severely emotionally challenged and learning disabled students that we serve in our standardized assessment classes. Our students with significant cognitive delays also follow the guidelines set forth by the state and we have seen the results of NYSSA demonstrate this. The areas mentioned in the report are the same areas that we find to be difficult for our teachers as they work to support their students.

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

We continue to intensely analyze data to drive and differentiate instruction. We have enhanced the process of Inquiry teams throughout our 6 sites which include more inquiry and research based collaborative teams in order to address these significant issues. Since we work with special needs students and most are at minimum two years below grade level because of their handicapping conditions, we understand that they will not achieve full proficiency on state exams; however, they will eventually achieve standards at a different pace and since they are able to stay in school until the age of 21, we believe that this will assist in moving students with special needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the District 75 Curriculum Frameworks as well as other published curricula such as Ablenet.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA 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?

Students placed in standardized assessment classes arrive at District 75 with great deficits in mathematics and reading. Most are at the low range of level 1. When assessing and interpreting achievement levels for students in standardized assessment classrooms it should be kept in mind that these students who are functioning sometimes 2 or 3 levels below their grade cannot be given goals and objectives that are at

grade level. Standard-based instruction must be adapted to their functional level and individual needs. Therefore, the goals and objectives must reflect the content at their functional level.

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.

In order to implement the curriculum efficiently enough to address the ELA and Math state standards P.168X has employed coverage teachers to teach the content areas of social studies and science in order for classroom teachers to concentrate on fully implementing the ELA and Math curriculum. In addition, we have enhanced the process of Inquiry teams throughout our 6 sites which include more inquiry and research based collaborative teams in order to address these significant issues.

P168X teachers use a multitude of strategies for direct instruction. An average class has three grade levels so differentiated instruction is an on going process. Teachers work with students in collaborative groups and individualize instruction. Each student has individualized goals and the teachers and paraprofessionals work together differentiating instruction into each lesson to achieve these goals. With modifications and adaptations, students in alternate assessment follow the same curriculum as students in standardized assessment.

2B – Mathematics Instruction

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

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.

The academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA meetings.

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

Applicable Not Applicable

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

Students placed in standardized assessment classes arrive at District 75 with great deficits in mathematics and reading. Most are at the low range of level 1. When assessing and interpreting achievement levels for students in standardized assessment classrooms it should be kept in mind that these students who are functioning sometimes 2 or 3 levels below their grade cannot be given goals and objectives that are at grade level. Standard-based instruction must be adapted to their functional level and individual needs. Therefore, the goals and objectives must reflect the content at their functional level.

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.

P.168X will need additional supports and resources as teachers need to continue to hone their skills. P.168x also continues to look for new resources to help our students achieve. This year we have purchased ABLENET and ABLLS for our Alternate Assessment students and will provide our standardized assessment students with more support through the implementation of our Emotional Literacy curriculum and AIS. We are intensely analyzing data to drive and differentiate instruction. In addition, we have enhanced the process of Inquiry teams throughout our 6 sites which include more inquiry and research based collaborative teams in order to address these significant issues.

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 academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA meetings.

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

Applicable Not Applicable

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

This finding is relevant to our school. There is high turnover rate in D75 schools as a whole, especially in schools with a high population of severely emotionally challenged students. To this end, the installation of the instructional cabinet at P168X has afforded our coaches and administrators the opportunity to share best practices and to work collaboratively towards our school goals and vision. Through the joint efforts of the instructional cabinet we have devised a needs assessment for our educators and have fully incorporated the Professional Teaching Standards to help them become master teachers. The assessment helps us as a learning community to focus on specific needs of our staff and address those needs immediately. In addition, common planning has empowered our teacher's to take ownership of their learning environment by differentiating instruction to address the learning needs of our diverse student population. We provide our educators with the necessary resources and tools commencing their assignment. They receive support from school based coaches, district professional development and administration. Furthermore, In addition, we have enhanced the process of inquiry teams throughout our 6 sites which include more inquiry and research based collaborative teams in order to address these significant issues.

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.

This PTS are embedded in the school culture. The teachers reflect on their teaching practices and set individual goals to better improve their practice. They also have opportunities to evaluate themselves to see where they feel their teaching practice lies on the Continuum of Teacher Development. New teachers meet with coaches weekly who mentor them to discuss current focuses, challenges and/or concerns. The coach/mentor also provides demonstration lessons, and observes teachers to help them develop as a professional. In addition, to increase staff morale, we not only celebrate student accomplishments but also staff's; they receive awards for attendance.

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.

The academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA meetings. We also, interview teachers of P168X to determine if they are aware of professional development opportunities regarding curriculum, instruction, and monitoring of progress for ELLs.

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?

We interviewed both teachers who taught ELLs and those who did not teach ELLs in their class. The rationale for interviewing all teachers was to make them aware that such professional development opportunities exist in the event they have ELLs in their classroom in the future. Based on teacher interviews, few teachers were aware that professional development for ELLs was available 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.

In order to address the issue, we at P168X created a system to inform all instructional staff of professional development opportunities pertaining to ELLs. The Weekly Bulletin keeps all teachers abreast of the opportunities available. The bulletin is sent via email every Monday morning.

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.

The academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA meetings. To determine whether this finding was relevant to our school, we interviewed the ELL teachers of P168X (bilingual classroom teachers, the ESL teacher and teachers of monolingual classes that contain ELLs) to assess whether they had been provided with data indicating their students academic progress or English language development.

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?

Although the data is provided to all teachers, a needs assessment conducted suggested that teachers needed additional support in analyzing the data to help drive and differentiate instruction for all students.

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.

In order to address this issue we provided all teachers of ELLs with the data indicating their student's academic progress or English language development. In addition, we have enhanced the process of Inquiry teams throughout our 6 sites which include more inquiry and research based collaborative teams in order to address these significant issues. Teachers were provided with NYSESLAT testing data and instructed on how to interpret it during common planning periods. The school based and district coaches worked with ELL teachers to ensure that the data is used to drive instruction in their classrooms. Moreover, teachers are utilizing ARIS.

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.

The academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA meetings.

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

Applicable Not Applicable

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

Coaches, administrators, as well as teachers, are conducting walk-throughs using the PTS to assess instruction. Teachers differentiate instruction in the General education as well as the Special education classrooms. The General education teachers differentiate standardized curriculum and the Special education teachers can refer to AGLIs-Alternate Grade Level Indicators, IEP goals, and also Brigance to differentiate instruction for their students. It is clear that General education teachers are unfamiliar with the IEP modifications and accommodations to support students, that is why we stress the importance of a collaborative IEP team, which includes the Special education teacher, General education teacher, related service providers, parents and administrator, working together to devise a plan that will work for the student. Every member plays a vital role of creating and implementing goals for the student. If a student goes into an inclusion program, the General education teacher should be following the modifications and/or assessment accommodations found on pg. 9 of the student's IEP. If a Behavior Intervention Plan has been created, then that plan is being used as part of the student's behavior modification plan. Teachers also work collaboratively on report cards and make sure that goals are attainable for our students.

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.

Our school is working hard on addressing these issues by continuing to support our teachers with professional development, coaching, peer observations, observations, and IEP training. In addition, we have been collaborating with our general education staff; our District Inclusion coach has also been providing one on one professional development sessions with our Inclusion teams

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 academic cabinet of P168X, which is made up of key teachers, school-based coaches, counselors and administrators reviewed the findings and identified the areas that were relevant to our students. The administration shared the findings with the school community at staff faculty conferences, inquiry team meetings, common planning, SLT and PTA meetings.

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

Applicable Not Applicable

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

The instructional program provided to our students is prescribed by NYS Education Departments and NYC Department of Education. Curricula and programs are adapted to meet the needs of our students. Curricular adaptations include pacing, difficulty level of text, grouping and multiple modalities in the presentation of lessons. In all cases the student's IEP regardless of program receive adapted instruction to enable them to achieve goals in the NYS learning standards. The student's IEP is used as an integral document in developing and providing the appropriate instructional program.

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.

Staff will continue to receive professional development sessions and instruction regarding the development of comprehensive IEPs. FBAs will be conducted for all students exhibiting behavioral difficulties. BIPs will be generated from those results. In addition, IEP committees have been established at each site to monitor appropriate IEP development and implementation which includes behavior plans for students.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **We currently have 14 students identified.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 studnets are eligible to attend any programs run through the STH units at the ISC.**

P 168X LAP K-12**2009-2010**

P168X is a District 75 specialized school in the Bronx serving students with significant disabilities and challenges. They require special instructional supports, high adult to student staffing ratios, and specialized services to enable them to successfully participate in an educational program. The IEP mandates for each child are adhered to, by ensuring that each student receives their mandated services. The school serves students in grades PreK-12. As of July 31st, our student's ethnicities are 36.1% Black, 56.4% Hispanic, 4.2% White, 2.5% Pacific Islander, and .8% American Indian. Our LAP committee is comprised of the following individuals: Rosa Nieves-Greene, Principal, Ana Zambrano, Assistant Principal, Gwen Dunlap-Garcia, Assistant Principal, Cesar Vasquez, Parent Coordinator, Mark Ferguson, ESL Teacher, Stacy O'Neil, ESL Teacher, Melissa Vargas, Bilingual Teacher, Maria Herman, Bilingual Teacher, Robert Panza, Psychologist, Sandy Marcus, Speech Therapist, and Hector Mazabel, Guidance Counselor.

At the present time P168X has 82 ELLs in grades K-12. The bilingual and ESL programs serve 59 students and the remaining 23 students are X-Coded. The X- Coded students are receiving services as mandated by their IEP and are assessed annually with the NYSESLAT. The 82 ELLs account for 20.5% of our total school population of 400 students. Our ELLs are all of Spanish speaking decent. Our ELL breakdown by grade for the 2009-2010 school year is as follows:

Grade	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Number of Students		6	10	5	16	15	12	8	6	3	0	1	0

All new students to the New York City school system are issued a Home Language Survey during intake procedures. Based upon the parent's responses to the questions on the HL survey eligibility for the LAB-R is determined. For students that are transferring from another school within the NYC school system there are procedures to ensure they are identified as ELLs and placed correctly. These procedures include checking the IEP, the CAP system and using reports from ATS (i.e. RLAT, RLER, and RYOS). Parents are informed during the CSE review of the different programs that are available to ELLs within District 75 and are able to choose the one that is most appropriate for their child. Parents are constantly updated and informed of any changes to the educational program at P168X. The parent coordinator speaks Spanish which

is the native language of our ELLs and communicates with their parents on a regular basis. Parents are also invited to attend various workshops that are held throughout the school year.

Of the 26 ELLs in grades K-11 that took the 2009 NYSESLAT, 9 scored at the beginner level, 11 scored at the intermediate level and 6 scored at the advanced level. The remaining ELLs were unable to complete the exam due to their low cognitive abilities. Throughout the grades it was noted that students had similar deficiencies especially in the areas of reading and writing. This can be attributed to the severe delays that our students experience due to their disabilities. The students performed the strongest on the listening and speaking sections across the board. The results from the ELL Interim Assessments were in line with those of the NYSESLAT.

Formal and informal assessment school-wide of our students show that they are performing at low academic levels, especially in the content areas of Math and ELA. 20 ELLs in standardized assessment took the NYS ELA during the 2008-2009 school year. For the students in grades 4-8 there were 10 level 1s (50%), 9 level 2s (45%), and 1 level 3 (5%). There were 26 alternate assessment ELLs that participated in the NYSAA ELA. Of those students there were 2 level 2s (8%), 7 level 3s (27%) and 17 level 4s (65%). 16 ELLs in standardized assessment took the NYS Math exam during the 2008-2009 school year. For the students in grades 3-8 there were 6 level 1s (37.5%), 9 level 2s (56%), and 1 level 3 (6%). There were 26 alternate assessment ELLs that participated in the NYSAA Math. Of those students there 9 (35%) level 3s and 17 (65%) level 4s. Administration uses the information received from the assessments to assign cluster teachers in the appropriate content areas to support and meet the needs of the ELLs in the bilingual classes. The school has also assigned a teacher to provide AIS services to those students who require the most additional academic support. The school will also continue to order materials that promote literacy in both languages through special allocations and the school budget.

In order to address the diverse needs of our ELL students we have developed a Saturday Academy that will provide supplementary instruction. The Saturday Academy is funded by Title III funds and will contain a parent component that will provide strategies that they can use to assist their children. Our school will continue to offer an after school program that focuses on reading and writing.

Our bilingual program consists of three elementary transitional bilingual classes taught by certified teachers. All three are alternate assessment classes. Our teachers follow the New York State ESL Standards. All of our 1st -6th grade students, regardless of proficiency levels, receive 360 minutes of ESL instruction each week, 180 minutes of ELA instruction each week, and a minimum of 180 minutes of Native Language Arts instruction each week. Our bilingual students receive 60% of their content area instruction in their native language,

which is Spanish and 40% in English. The teachers use balanced literacy strategies in the student's native language, as well as in English to teach their students.

Bilingual students that reach the level of proficient will be supported for up to two years after being placed into a monolingual classroom. The ESL and bilingual teachers will consult with the classroom teacher and provide any support and assistance that is necessary to ensure their continued success.

Native Language is used in content areas such as Math, Science, and Social Studies. Native Language in content areas will help students grasp concepts such as computation and problem solving. We will continue to re-evaluate the types of materials used to support the teaching of Math, such as manipulatives and workbooks. Our school presently uses the "Everyday Mathematics" program. In addition, Santillana's "Mundo Matematico" is used.

The focus of our English class instructional time is on reading and writing, with plenty of one-to-one assistance for the students. We will continue to provide intense instruction on the writing process. We have two cluster Literacy teachers who service our ELLs. One of these teachers has an advanced degree in "Literacy through the Arts." He has been trained in ESL methodologies to use with the students. We closely monitor our bilingual teachers' use of materials in the classroom, such as bilingual library, workbooks, phonics tapes, native language dictionaries, and computer software for reading and phonics. Reading programs used inside "Lectura," "Scott Foresman," and "Houghton Mifflin." Additional materials include Santillana's "Ortografia," Globe Fearon's "English Skills Practice," big books, manipulatives, and educational websites.

Our ESL program is provided by an ESL teacher who uses a variety of models, such as TPR the Communicative Approach, and scaffolding techniques that include modeling, bridging, and contextualization to improve the academic performance of our ELLs. Our students learn the skills of reading, writing, listening and speaking in English, as well as receive content area instruction. The native language is used as needed to help students grasp concepts and to reinforce content area material.

Our students, grouped by proficiency level, receive ESL services via a pull-out method and/or a push-in method. Those students in standardized and alternate assessment receive the mandated number of minutes of ESL instruction per week as outlined by CR-154. The majority of our ESL students are performing at a beginner or intermediate proficiency level and thus receive 360 minutes of instruction. Our ESL teacher collaborates with the classroom teachers, who have all been trained in ESL methodologies, to teach content areas and literacy

during the ESL period. The main focus of instruction will be on the process of reading and writing. We will closely monitor materials used in our ESL classrooms, such as the library, workbooks, phonics tapes, native language dictionaries, and computer software for reading and phonics. Materials used include manipulative, big books, Houghton Mifflin’s reading series, Santillana’s “Intensive English”, and educational websites, such as, www.starfall.com and www.pbskids.org. Workbooks, such as Steck-Vaughn’s “ESL- Building English Proficiency,” and scholastic’s “ESL Activities and Mini- Books”, as well as phonics books, such as School Zone’s “Phonics Review,” and Hayes’ “Phonics,” are also used.

With some ELLs, the native language must be used to reinforce content area material. They may also need to have basic skills and strategies taught to them in their native language, so that they can grasp the concepts being taught. Teachers need to re-assess the types of materials used in the classroom, such as workbooks, classroom library, phonics tapes, and computer software, to maximize learning. Their focus will be on written language and the overall writing process. Authentic writing must be increasingly developed in order to ensure that students write in areas of interest. This will encourage them to increase the amount of writing that is produced each day. Teachers will be encouraged teaching strategies to keep with current educational trends.

Our ELLs have equal access and opportunities of services at P168X. There is a computer lab available to our ELLs with software such as LEXIA and Edmark. In addition, our classrooms have been provided with computers that are used to reinforce learning. All teachers have been provided with copies of the NYS ESL and NLA standards.

All of our teachers are given access to numerous opportunities for ELL professional development as offered by the district, as well as those provided through local universities and publishers. Professional development will be offered to staff to address the reading and writing needs of ELLs. As mandated, we will continue to provide all new teachers to our organization with Jose P. training to develop an understanding of ESL strategies and methodologies. Our ESL and bilingual teachers continue to work closely with one another, sharing information learned at workshops and teaching techniques that work for them. Our classroom and cluster teachers collaborate with our ESL and bilingual teachers to discuss the ELL students and what strategies work with each individual student.

P168X implemented Common Planning periods for educators to collaborate see schedule below.

MONTH	SUBJECT
October 20th	Professional Teaching Standards and the

	Impact on ELL's
November 17th	Writing Effective goals IEP's
December 15th	Administration of the Brigance
January 19th	Data folios
February 9th	Preparing for NYSAA
March 16th	Effective Teaching Strategies
April 20th	Preparation for the NYSESLAT
May 11th	Organizing for upcoming year

Our alternate placement students are placed in a monolingual class, where they receive ESL instruction accordingly. The students are also provided with a paraprofessional who is fluent in their native language. Our alternate placement paraprofessionals receive hands-on training by a certified ESL teacher in ESL methodologies. The classroom teacher modifies lessons and assignments appropriate to the ELL's level of comprehension, thereby ensuring that the paraprofessional can accurately assist the child in grasping the concepts being taught.

We currently have three long term ELLs in grades K-11. Our long term ELLs will continue to receive their mandated ESL services, which are determined by their English language proficiency level and their IEP recommendations. The long term ELLs will be invited to attend the Saturday Academy to help with their transition out of ESL. Service termination or continuation for these students will be evaluated at their CSE review, triennial review, or EPC.

Students who are approaching a transitional level will receive one-on-one instruction in English to help maximize their proficiency. Their areas of need will be targeted and extensive work will be done to help these students excel. When students reach a transitional level and no longer require bilingual or ESL services according to their IEP, they are entitled to receive additional ESL support for another year. The ESL teacher will consult with the classroom teacher and provide any support and assistance that is necessary to ensure their continued success.

At the present time, P168X has no SIFE students. However, should we receive any of these students; we have a plan in place. SIFE students and newcomers will be grouped for targeted areas of instruction according to their LAB-R or NYSESLAT results. In addition to the formal assessment results we will interview students and determine their level of native language proficiency. We will design instruction to address the diverse needs of these students. Instruction will focus on vocabulary development, literacy and fluency in English and the native language. At the present time P168X has 33 students that are labeled as newcomers, those within their first 3 years in a NYC school system.

We are aware that newcomers have specific needs and deficiencies and our instruction is tailored to address them. For our newcomer students we will provide supplemental instruction to ensure a smooth transition into the new school system. Our newcomers will be grouped together to provide instruction based upon their unique needs. They will also be invited to attend our Title III Saturday Academy and will be provided with AIS services where possible.

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 75	School P168X
Principal Ms. Rosa Nieves-Greene	Assistant Principal Ms. Ana Zambrano
Coach Ms. J. Turkell	Coach Ms. T. Brown
Teacher/Subject Area Mark Ferguson/ ESL	Guidance Counselor Hector Mazabel
Teacher/Subject Area Stacey O'Neil/ ESL	Parent Judith Lalane
Teacher/Subject Area Melissa Vargas/ Bilingual	Parent Coordinator Cesar Vasquez
Related Service Provider Sandy Marcus/ Speech	SAF
Network Leader Stephanie McCaskill	Other Robert Panza/ Psychologist

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	400	Total Number of ELLs	77	ELLs as Share of Total Student Population (%)	19.25%
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Part II: ELL Identification Process

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

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

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	3	6	3	4	5	3	0	0	24

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish		3	2	2	9	7	7	3	2	35
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	0	3	2	2	9	7	7	3	2	35

Programming and Scheduling Information

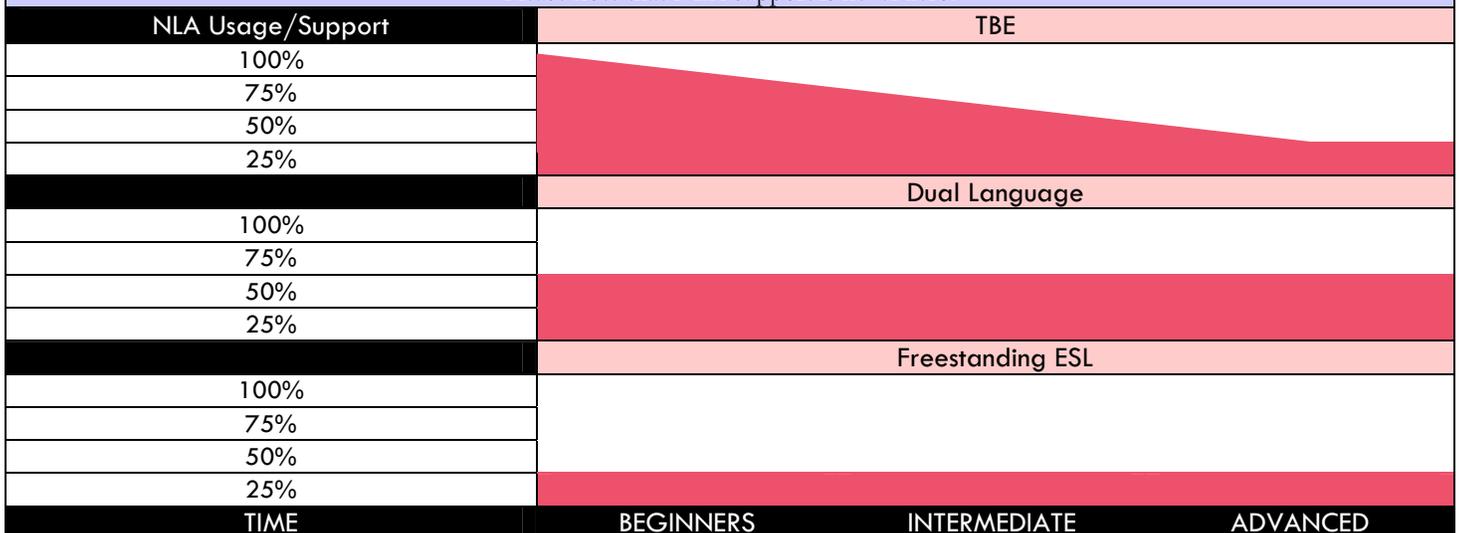
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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)					2	1	1	1	4	9
Intermediate(I)			1		2	2	1	3		9
Advanced (A)					1		1		2	4
Total	0	0	1	0	5	3	3	4	6	22

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed		2	7	17	26

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					9		17		26

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					3		10		13

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

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)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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