



**P186X**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75X186**  
**ADDRESS: 750 JENNINGS STREET, BRONX NY 10459**  
**TELEPHONE: (718) 378-0006**  
**FAX: (718) 589-9544**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 75X186 SCHOOL NAME: P186X The Walter J. Damrosch Day Treatment Program

SCHOOL ADDRESS: 750 Jennings Street, Bronx, NY 10459

SCHOOL TELEPHONE: (718) 378-0006 FAX: (718) 589-9544

SCHOOL CONTACT PERSON: Ava C. Kaplan EMAIL ADDRESS: AKaplan3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Vito Faccilonga

PRINCIPAL: Ava C. Kaplan

UFT CHAPTER LEADER: Patrick Faiella

PARENTS' ASSOCIATION PRESIDENT: Trenise Patterson

STUDENT REPRESENTATIVE:  
(Required for high schools) N.A.

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 75 SSO NAME: District 75

SSO NETWORK LEADER: Adrienne Edelstein

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
Ava C. Kaplan	*Principal or Designee	
Patrick Faiella	*UFT Chapter Chairperson or Designee	
Trenise Patterson	*PA/PTA President or Designated Co-President	
Vito Faccilonga	Assistant Principal	
	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	
Troy Gorodess	Member/	
Dyna Smith	Member/	
Theresa Brown	Member/ PA Secretary	
Maria Valencia	Member/ PA Treasurer	
Syeida Monroe	Member/	
Michelle Fletcher	Member/	

(Add rows, as needed, to ensure all SLT members are listed.) \*Core (mandatory) SLT members. Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: School Profile**

### **Part A. Narrative Description**

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

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### **School's Vision/Mission Statement**

As members of the P186X Community, we will provide our students with a safe learning environment where academic, behavioral, social and emotional growth and success are encouraged based on the pillars of good citizenship. Our students will strive for academic excellence, emotional growth, independence, and social awareness. Students, with the support of school and families, will work together as a team to achieve this vision.

P186X has developed and is in the process of implementing a "Theory of Change" Philosophy. The Theory of Change Philosophy asserts that providing our teachers with the necessary tools to empower students to become partners and taking ownership of teaching and learning opportunities is essential to the development of student self confidence. This optimism that "students can succeed if they try," is further developed and sustained by a relationship between teacher and student which embraces positive teacher feedback, includes data driven instruction and promotes the creation of an assessment for learning environment.

### **Narrative Description**

P186X is located in the Bronx, southeast of Crotona Park. P186X has a dedicated staff that provides educational, behavioral, and related services to children with an array of disabilities. At P186X we support the child's family wherever necessary.

The Standardized Assessment Program in the main building consists of: three early childhood classes, nine elementary classes, 12 middle school classes and eleven Alternate Assessment classes. The program in the main building serves students from Kindergarten-Eighth grade. In addition to the main building there is an annex at P306X that consists of: three Standardized Assessment classes and eight Alternate Assessment classes, grades K-8. The annex at the New York State Psychiatric Institute consists of one Adolescent class of students classified with Psychiatric Disorders. The P186X @ Bronx Studio High School is an inclusive education program.

The school has moved forward in a positive direction. See examples listed below:

- 63% of all tested Standardized Assessment students scored at least a Level 2 in the NYS ELA Assessment
- 56% of all tested Standardized Assessment students scored at least a Level 2 in the NYS Math Assessment
- School based Academic Intervention Services (AIS) Coach works with Standardized and Alternate Assessment staff in order to close the achievement gap
- 3 Certified ESL teachers assigned to address ELL students' needs
- Participated in the Virtual U.N. Project
- Active Student Council and Middle School Advisories

- Hybrid Behavior Management Intervention Program (Token Economy System/Power of Choice)
- The school has sponsored several educational events designed to enhance the culture of the school and increase parent involvement:
  1. The P186X Spelling Bee
  2. The P186X Math Bowl Competition
  3. The P186X Poetry Slam/ Poetry Reading Competition
  4. The P186X Alternate Assessment Math Bowl Competition
  5. The P186X Alternate Assessment Multicultural Fair
  6. Holiday Performances/ Shows
  7. Monthly PBIS assemblies to celebrate Standardized and Alternate Assessment students' achievements
  8. The P186X Middle School Debate Team

P186X maintains a strong relationship with the Youth Officers from the 42<sup>nd</sup> and 46<sup>th</sup> Precincts. The Police Officers understand the needs of the P186X students and are readily available to assist the school, as needed.

P186X is the recipient of the following grants:

- Resolution A Grant to upgrade our school technology
  - Monies allocated from Bronx Borough President Ruben Diaz, Jr. for an elevator, to transport students in wheelchairs, upstairs to the Robin Hood Library
  - Target Field Trip Grant
  - Barbara Bush Library Grant
  - P186X established partnerships with local community leaders, The New York City Parks Department, The New York City Botanical Gardens, Green Thumb Garden, Community Model T Gardening Program and The Waterpod Project (which is a science based project).
- All of the above grants and projects foster growth in the academic content and socio-emotional areas, good citizenship qualities and skills needed to close the achievement gap.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	P186X Walter J. Damrosch School			
<b>District:</b>	75	<b>DBN #:</b>	75X186	<b>School BEDS Code #:</b> 307500012186

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		82.3		TBD		
Kindergarten	14	3	34						
Grade 1	30	10	28	<b>Student Stability: % of Enrollment</b>					
Grade 2	35	22	38	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	40	29	26		75.4		72.6		
Grade 4	38	29	26						
Grade 5	19	33	28	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	47	27	30	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	33	41	30		78.4	82.4	0.0		
Grade 8	27	23	21						
Grade 9	0	1	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	2	0	2	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	2	2	4		12	16	18		
Grade 12	0	0	2						
Ungraded	74	146	106	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	361	359	393		2	2	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	357	354	384						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	0	TBD		
	1	2	1	Superintendent Suspensions	5	3	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
	2006-07	2007-08	2008-09	CTE Program Participants	TBD	TBD	0
# in Trans. Bilingual Classes	34	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	31	36	72	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	41	35	72	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	73	77	79
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	110	112	116
	1	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	.8	.6	.5	Percent more than two years teaching in this school	64.4%	63.7%	76.9
Black or African American	41.3	38.7	39.7	Percent more than five years teaching anywhere	52.1%	54.5%	57.7
Hispanic or Latino	56.0	57.7	55.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.1	1.5	Percent Masters Degree or higher	88.0%	82.0%	86%
White	1.1	2.0	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.7%	71.8%	100%
Multi-racial							
Male	76.4	76.3	75.8				
Female	23.6	23.7	24.2				

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

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

MAY 2009

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Strengths	Accomplishments	Challenges
<ul style="list-style-type: none"> <li>• Creation of academic rigor by celebrating student work through Spelling Bees, Math Bowls, Poetry Readings/Competitions with both standardized and alternate assessment students</li> <li>• A strong data based School Wide Behavior Management Tracking System in place</li> <li>• School and Community collaborate in a positive, nurturing manner that recognizes the staff and student voices and foster self-esteem, independence and responsibility, so that students want to be in school and feel safe to take risks as learners</li> <li>• Staff works in partnership to provide effective and comprehensive support for students and their families, mirrored in collegial teamwork, which creates a climate of trust</li> <li>• Clinical Staff maintains affiliations with Mental Health Facilities, Psychiatric Hospitals and Outreach Programs to assist students and families' needs. The clinicians work with the entire family to arrange appointments, evaluations and if needed, hospitalization stays for our students</li> <li>• The school supports the New York City Teaching Fellows Program. The Teaching Fellows implement up to date and innovative instruction to share with their colleagues. The Teaching Fellow program also lends itself for all of the P186x community and Mercy College to form an education partnership for all students to excel</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and service providers utilize data from the Periodic Assessments to establish goals needed to drive instruction while recognizing trends in student performance</li> <li>• The creation and establishment of a Pedagogical Rubric to assess teacher competencies following observations and walkthroughs</li> <li>• The 2008-2009 Inquiry Team's targeted student population showed a mean average gain of 212 scale score points as demonstrated by their achievement on the Performance Series Assessment</li> <li>• A 10+% increase was noted in parental involvement for academic celebrations, holiday shows, special functions and at parent/teacher/IEP conferences</li> <li>• 63% of all tested standardized assessment students in grades 3-8 scored at or above level 2 on the NYS ELA Examination</li> <li>• 56% of all tested standardized assessment students in grades 3-8 scored at or above level 2 on the NYS Mathematics Examination</li> <li>• Increasing percentages of all tested students, in all grades who scored NYSAA Level 3 and above from 2008 to 2009</li> <li>• 83% of all tested Alternate Assessment students, in all grades, scored NYSAA Level 3 and above in ELA</li> <li>• 85% of all tested Alternate Assessment students, in all grades, scored NYSAA Level 3 and above in Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• To build staff's capacity by creating small learning communities (SLC) that utilize Periodic Assessments, student work, and learning profiles to enhance and refine differentiated instruction. This will reflect multiple learning styles and various academic needs as evidenced by flexible groupings, instructional materials and in lessons throughout the 2009-2010 school year. The challenge to this point is union and budgetary constraints. Assistant Principal's meet with their assigned SLC on the teacher's administrative period because if they were to meet on their prep period, teachers would request per session payment</li> <li>• To formalize a school level New Teacher Induction Program in order to support teacher development and growth. The challenge to this point is scheduling school based mentors, without involving per session payment, to meet and actually mentor the new teachers in order to meet the required 45 mentoring hours</li> <li>• To increase parental engagement as evidenced by an increase in school newsletters, an increase in communication between home and school regarding the School Wide Behavior Management System, and an increase of parents completing the Parent Learning Environment Surveys. The challenge is always to build strong relationships amongst the school community and the students' families. P186X</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher longevity in working at the school</li> <li>• Middle School Science, Social Studies and Foreign Language Teachers are certified in their specialty content areas and collaborate with classroom teachers on a regular basis</li> <li>• The Principal and one A.P. are Therapeutic Crisis Intervention Trainers certified by Cornell University. TCI trainings are held at the school and at District 75 in order for the P186X staff to become certified in TCI</li> </ul>	<ul style="list-style-type: none"> <li>• 97% of all tested Alternate Assessment students, in all grades, scored NYSAA Level 3 and above in Social Studies</li> <li>• The opening of the Robin Hood Library staffed with a full-time librarian has enriched academic resources</li> <li>• The opening of a state of the art, multi-athletic field</li> <li>• The establishment of an inclusive education class in conjunction with the Bronx Studio High School</li> <li>• Recipient of RESO A Technology Grant, Barbara Bush Library Grant and a Target Field Trip Grant</li> <li>• The certification of 39 additional staff members in Therapeutic Crisis Intervention training within the 2008-2009 school year</li> </ul>	<p>encourages parents/guardians to attend workshops/meetings. P186X is not a community based school; therefore, monies (which are limited) are budgeted to reimburse parents for transportation, child care and provide refreshments/food at workshops/meetings</p>
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## **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.

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## **SECTION V: ANNUAL SCHOOL GOALS**

### **1. Academic Content Area(s):**

**By June 2010, there will be an increase in differentiated instruction in the classroom in order to improve student outcomes as evidenced by 75% of all teachers achieving a well developed on a Pedagogical Classroom Observation Rubric.**

### **2. New Teacher Induction:**

**By June 2010, 100% of all new teachers will identify a specific professional learning goal as it pertains to the Professional Teaching Standards (PTS) continuum, and master the elements of two out of the six PTS as evidenced by teacher observation, collegial conversations, intervisitations and collaborative inquiry meetings.**

### **3. Parental Engagement:**

**By June 2010, we will increase parent engagement and home-school communication as evidenced by 15% increase of parents' response to the School Learning Environment Survey compared to last year's parent response.**

**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):** Academic Content Area(s)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, there will be an increase in differentiated instruction in the classroom in order to improve student outcomes as evidenced by 75% of all teachers achieving a well developed on a Pedagogical Classroom Observation Rubric.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Small Learning Communities are: Early Childhood/Elementary Standardized Assessment Teachers, Middle School Standardized Assessment Teachers and Alternate Assessment Teachers.</b></p> <ul style="list-style-type: none"> <li>• <b>August 2009: The Principal assigned each Assistant Principal to a specific learning community to monitor and conduct monthly meetings. Every three months, each learning community will develop two action plans (one behavioral and one academic) that address the needs of their student population</b></li> <li>• <b>September 2009: Assistant Principals and Data Specialist, AIS School Coach and Alternate Assessment School Coach will conduct Professional Development sessions with teachers to establish the criteria and contents of benchmark folders and to identify learning styles and assist in the creation of flexible groupings</b></li> <li>• <b>October 2009-November 2009: The Data Specialist and AIS School Coach will assist in the identification and utilization of data from Periodic Assessments, student work and learning profiles to differentiate instruction</b></li> <li>• <b>October 2009-June 2010: Assistant Principals will conduct daily instructional walkthroughs to ensure that differentiated instruction is implemented throughout the school year by completing a Pedagogical Classroom Rubric and a Teacher Self Assessment Check-off List (October 2009 and June 2010)</b></li> </ul>



<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The administration and school based mentors will roll out the Professional Teaching Standards to new teachers during weekly meeting. The new teachers will be engaged in conversations pertaining to the following two out of six Professional Teaching Standards: <u>Organizing Subject Matter and Developing as a Professional</u>. Ongoing Professional Development will be provided to 100% of the new teachers by the school based mentors on implementing the new Professional Teaching Standards. The administration will conduct a minimum of two observations to ensure that the goals identified are being implemented.</p> <ul style="list-style-type: none"> <li>• September 2009 to April 2010: New Teachers will be required to attend weekly meetings conducted by School Based Mentors based on structured agendas. From April 2010 to June 2010 the meetings will be conducted bimonthly</li> <li>• October 2009 to May of 2010: New Teachers will be required to attend individual meetings with an appointed School Based Mentor who will utilize the New Teacher Center Formative Assessment System materials and tools to address and track individual concerns and issues</li> <li>• October 2009 to May 2010: New Teachers will be required once a month to participate in inter-visitations adhering to a schedule created by the School Based Mentors in conjunction with the Principal and Assistant Principals</li> <li>• October 2009-June 2010: Weekly walk-throughs will be conducted by School Based Mentors to monitor and assess the mentoring foci throughout the school year</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Marilyn King- District 75 Lead Instructional Mentor</li> <li>• Materials from Course 1 &amp; 2 from the Office for New Teacher Development's New School Based Mentoring Seminar</li> <li>• Expertise of School Personnel</li> <li>• Other Than Personnel Services Funds (OTPS)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Meeting agendas and sign-in sheets</li> <li>• By January 2010: a minimum of 20 mentoring hours will be logged into the New Teacher Induction Mentoring System (NTIMS) for each new teacher</li> <li>• By June 2010: A minimum of 45 mentoring hours will be logged into the New Teacher Induction Mentoring System (NTIMS) for each new teacher. If a new teacher does not meet the 45 hour requirement by June 2010, the teacher will be "flagged" to continue mentoring services for the next school year</li> <li>• By June 2010: Two out of six Professional Teaching Standards, stated above, will be documented for each new teacher into the NTIMS log in system</li> <li>• New Teacher Formative System Assessment materials will be collected</li> </ul>

**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):** Parental Engagement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, we will increase parent engagement and home-school communication as evidenced by 15% increase of parents’ response to the School Learning Environment Survey compared to last year’s parent response.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• From September 2009 to June 2010 the Parent Coordinator will increase the dissemination of our school newsletter (The P. 186X Gazette) from three to six times yearly including publications in parents’ native languages</li> <li>• By June 2010, there will be at least a 65% return of signed daily point/communication sheets from the Middle School students (this will be referred to as the Student Responsibility Index on the Master PBIS Summary Sheet)</li> <li>• September 2009 to June 2010: A Parent Help Station will be set up to educate and inform parents on all school events and activities</li> <li>• April 2010: During the Learning Environment Survey administration window, the Parent Coordinator will organize a Survey/Game Day to encourage the completion of these surveys. The Parent Coordinator and clinical staff will assist parents in completing the Parent Learning Environment Survey</li> <li>• Refreshments/Day Care will be provided</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Department of Education’s Interpretation and Translation Services</li> <li>• Unit Coordinators</li> <li>• School Clinicians, Teachers and Data Specialist</li> <li>• Parent Involvement Money scheduled in OTPS Funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Increase in the number of newsletters from three to six times yearly in parents’ native languages</li> <li>• <b>By June 2010: There will be a 65% return rate of our Middle School students signed daily point/communication sheets. An analysis of the monthly PBIS Summary Sheet’s return rate will be reviewed by the Principal and Data Specialist. Student’s whose return rate drops below 50%, a parent-clinical conference will be scheduled</b></li> <li>• 15% increase in parent response to School Learning Environment Survey compared to the 2008-2009 school year’s response</li> </ul>

## **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	8	8	N/A	N/A	N/A			N/A
1	16	15	N/A	N/A	N/A	25 students in grades K-2 are served	43 students in grades K-2 are served	N/A
2	34	34	N/A	N/A	N/A			N/A
3	37	37	36	N/A	N/A	35 students in grades 3-5 are served	82 students in grades 3-5 are served	N/A
4	29	16	26	32	N/A	N/A	N/A	N/A
5	26	16	N/A	16	N/A	N/A	N/A	N/A
6	27	27	N/A	N/A	30 students in grades 6-8 are served	97 students in grades 6-8 are served	1 student in grades 6-8 is served	N/A
7	22	25	29	29			N/A	N/A
8	29	22	29	31			N/A	N/A
9								N/A
10								N/A
11								N/A
12								N/A

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

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- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	
<ul style="list-style-type: none"> <li>• <b>Sadlier Phonics</b></li> </ul>	<b>Phonetic approach to decoding and spelling words, reading and writing.</b>
<ul style="list-style-type: none"> <li>• <b>Leap Frog and Quantum Pad Learning Systems</b></li> </ul>	<b>Phonics, phonological awareness decoding reading fluency and comprehension</b>
<ul style="list-style-type: none"> <li>• <b>Words Their Way</b></li> </ul>	<b>Word study for phonics, phonemic awareness, vocabulary, and spelling</b>
<ul style="list-style-type: none"> <li>• <b>Voyager Passport</b></li> </ul>	<b>Phonetic awareness, phonics, fluency, increase comprehension and build vocabulary</b>
<ul style="list-style-type: none"> <li>• <b>Great Leaps Reading</b></li> </ul>	<b>Drill and practice for reading fluency through sight sound relationships, sound awareness, sight phrases, and reading passages Strategies for decoding multi-syllabic words, fluency through sight-sound relationships, test taking strategies</b>
<ul style="list-style-type: none"> <li>• <b>REWARDS</b></li> </ul>	<b>Strategies for decoding multi-syllabic, fluency, comprehension, test taking strategies, content area reading and writing</b>
<ul style="list-style-type: none"> <li>• <b>Steck Vaughn Power Up</b></li> </ul>	<b>Reading comprehension strategies combined with writing prompts</b>

<ul style="list-style-type: none"> <li>• <b>Quick Reads</b></li> </ul>	<b>Reading comprehension, reading fluency, phonemic awareness and writing skills</b>
<ul style="list-style-type: none"> <li>• <b>Reading Attainment System</b></li> </ul>	<b>Reading comprehension, vocabulary building, and word attack skills</b>
<ul style="list-style-type: none"> <li>• <b>Achieve It! Reading</b></li> </ul>	<b>Test taking strategies- reading comprehension, and reading strategies</b>
<ul style="list-style-type: none"> <li>• <b>Achieve 3000</b></li> </ul>	<b>Wed based program- Individualized and differentiated lexile reading and writing assessment and instruction</b>
<ul style="list-style-type: none"> <li>• <b>Step Up to Writing</b></li> </ul>	<b>Step by step multi-sensory approach</b>
<ul style="list-style-type: none"> <li>• <b>Starfall.com</b></li> </ul>	<b>Wed based program developing letter recognition and phonemic awareness skills</b>
<ul style="list-style-type: none"> <li>• <b>GeoSafari- Phonics Lab</b></li> </ul>	<b>Interactive game- teaches letters and letter sounds</b>
<ul style="list-style-type: none"> <li>• <b>GeoSafari- Word Lab</b></li> </ul>	<b>Interactive game- teaches antonyms, synonyms, homophones, plurals, contractions and spelling strategies</b>
<b>Mathematics:</b>	
<ul style="list-style-type: none"> <li>• <b>Everyday Math Games</b></li> </ul>	<b>Enhances math skills</b>

<ul style="list-style-type: none"> <li>• <b>Great Leaps- Math</b></li> </ul>	<b>Test taking strategies- drilled exercises in building math facts in addition, subtraction, multiplication and division</b>
<ul style="list-style-type: none"> <li>• <b>Impact Test Practice</b></li> </ul>	<b>Test taking strategies- math practice</b>
<ul style="list-style-type: none"> <li>• <b>Math Skill Builders</b></li> </ul>	<b>Test taking practice- drill and practice of math concepts</b>
<ul style="list-style-type: none"> <li>• <b>Achieve It!- Math</b></li> </ul>	<b>Skill by skill individualized and differentiated assessment instruction and practice in math skills and test taking strategies</b>
<b>Science:</b>	
<ul style="list-style-type: none"> <li>• <b>Quick Reads</b></li> </ul>	<b>Increase reading strategies and comprehension using Science reading passages</b>
<ul style="list-style-type: none"> <li>• <b>Science State Exam</b></li> </ul>	<b>Science concepts and test taking strategies</b>
<ul style="list-style-type: none"> <li>• <b>Apple Laptop Carts</b></li> </ul>	<b>Small group and 1:1 instruction in various Science activities</b>
<b>Social Studies:</b>	
<ul style="list-style-type: none"> <li>• <b>Quick Reads</b></li> </ul>	<b>Increase reading strategies and comprehension using Social Studies reading passages</b>

<ul style="list-style-type: none"> <li>• <b>Apple Laptop Carts</b></li> </ul>	<b>Small group and 1:1 instruction in various Social Studies activities</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2 Parent outreach and agency referrals as needed</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2 Parent outreach and agency referrals as needed</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2 Parent outreach and agency referrals as needed</b>
<b>At-risk Health-related Services:</b>	

**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. Please view after Appendix 9.

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

**Form TIII – A (1)(a)**

Grade Level(s) K-8 \_\_\_\_\_ Number of Students to be Served: 30 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers: 2 Other Staff (Specify) 1 Supervisor; 2 Paraprofessionals

**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.

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P 186X is planning to provide an after school instructional program for English Language Learners with a variety of disabilities who are performing bellow grade level in reading and all content areas. The focus of the program is integrating technology into language learning. Technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge. Students with disabilities are also receptive to learning experiences that involve the computer, and an increased motivation leads to increased language use, and result in improved proficiency and higher standards in content area learning. Computer-assisted Language Learning (CALL) has been used for language teaching since the 1960's. Research (Blake, 1987; Chun & Brandl 1992; Egbert & Petrie, 2003) and practice suggest that the use of technology in the classroom is effective if used appropriately. Students' motivation is a key factor in this effectiveness, but there are other factors including the individualization of learning, the presentation of materials in a non-linear sequence, an access to a variety of authentic materials, immediate feedback and the fact that students are learning by doing things themselves.

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### **Alternative Assessment – Tuesday Session**

English Language Learners who participate in the New York State Alternative Assessment will be provided with the opportunity to be part of an after school program. This program will meet once a week for 90 minutes from 3:00 p.m. to 4:30 p.m. on Tuesdays for a period of 20 sessions beginning November 10, 2009. They will participate in a multimedia computer assisted language learning program. This instructional program will use interactive games from the World Wide Web and interactive software, for example *Scholastic Zip Zoom* and *ESOL OpenBook* with active teacher participation to enhance the receptive and expressive language skills of the students. Higher functioning students will also be instructed in basic keyboarding skills. All students who are offered to participate in this after school program receive monolingual instruction with ESL services during the regular school day. Instruction will be provided in two separate groups. One group will have a certified ESL teacher who will provide instruction with the help of two bilingual paraprofessionals for students in grades 1, 2, and 3. The students in this group are classified as 12:1:1 on their IEP. Another certified ESL teacher will provide instruction for the second group with the help of another bilingual paraprofessional. This second group will consist of students in grades 4, 5, and 6. The IEP mandated staffing ratio of the students in the second group is 12:1:4.

### **Standardized Assessment – Thursday Session**

English Language Learners who participate in Standardized Assessment will have the opportunity to participate in multimedia computer assisted language learning, once a week from 3:00 p.m. to 4:30 p.m. on Thursdays for a period of 20 weeks beginning November 5, 2009. Students will be using interactive software and the Internet to improve their reading, writing, speaking and listening skills, and enhance their knowledge about their own culture as well as others. Students will also learn how to create an electronic book about their culture of origin or about another topic of interest. The instructional program will utilize the capacity of multimedia applications to offer comprehensible input, enhance comprehension skills and provide meaningful communications. Instruction will be provided in two separate groups. One group will have a certified ESL teacher who will provide instruction with the help of one bilingual paraprofessional for students in grades 2, 3, and 4. Another certified ESL teacher will provide instruction for the second group with the help of another bilingual paraprofessional for students in grades 5, 6 and 7. Students in both groups are mandated for a staffing ratio of 12:1:1 on their IEP.

The assessment of student achievement is ongoing in this computer-assisted after school program. The interactive CD-ROMs and websites used are excellent for giving immediate feedback both for self-assessment and for assessment of student achievement/progress by the teacher in all language skill areas, especially in reading and listening. Computer-assisted language learning programs also keep individual student records that the teacher can analyze at the end of the program to check student progress. The software that ESL Teachers are planning to use in this afterschool program *Scholastic Zip Zoom English* and *OpenBook English* have placement assessments, lesson quizzes, unit tests, and mastery of skills tests. In some cases, for example when standardized assessment students create an electronic book, the basis for assessment is the student work product.

Instructional program provided for both alternative and standardized assessment students are aligned to state ESL, ELA and content area standards. The aim of the program is to enrich and reinforce instruction provided during the school day by helping students improve their literacy and

comprehension skills, vocabulary, and overall language proficiency, achieve higher standards and succeed in the classroom. The ESL teacher with the help of the paraprofessional will differentiate instruction according to grade level, and needs of the students.

**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.

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In alignment with the focus of the instructional program ESL teachers will attend conferences and workshops on the topic of technology and language learning offered by a variety of organizations, for example NYS TESOL, District 75 ELL Office, and New York State BETAC. ESL Teachers will also provide professional development for classroom teachers of P186X on computer-assisted language learning on the following dates: November 4, 2009, and June 1, 2010.

Parents of ELLs will be notified about the after school instructional program in writing both in English and Spanish. The school will also provide an orientation session for parents before starting the program to inform them about the structure and the goals of the program, and the materials used. Parents will also learn about some exciting educational websites that they can use at home with their children. Parents will also be offered workshops on the topic of how they can use technology at home to help improve the language proficiency of their own and their children. The orientation session and the parent workshop will be provided by the ESL teachers after school on the following dates: November 5, 2009, January 14, 2010, March 16, 2010, and May 27, 2010.

Selection of materials is based on the following principles:

- Provide supplemental support for ELLs to develop language proficiency and succeed in the content areas.
- Provide enriching, engaging and motivating experience for English Language Learners and their parents.
- Demonstrate appreciation of the students’ culture of origin, and use primary language as a resource by including culturally relevant books; bilingual books and dictionaries; and books in the primary languages.
- Ensure that ELLs can use these materials independently.
- Provide a welcoming, stress-free environment where ELLs can have a sense of belonging and ownership, and can develop a positive self-concept while improving language proficiency and content knowledge.
- Provide a variety of materials that are age-appropriate, appropriate for the cognitive development and language proficiency of the student and are of high-interest.



development contracts.		of the program
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials and educational software.</li> <li>- Must be clearly listed.</li> </ul>	\$1,359.92	<u><b>Instructional Materials:</b></u> <b>Santillana Spotlight on English Online Subscriptions and Santillana Spotlight on English Language Development program materials</b>
<b>Travel</b>	\$180.00	MetroCard for students and parents \$ 4.50 X 1 student X 20 times = \$90.00 \$4.50 X 1 parent X 20 times = \$90.00
<b>Other</b>		
<b>TOTAL</b>	\$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**

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

When a parent and child arrive at P186X, we create a rapport with the family in order to establish a positive working relationship with them. During the intake process, individual interviews are conducted by bilingual counselors and counselors with the help of the parent coordinator to discuss and obtain information from the family by:

- Completing a Home Language Survey
  - Reviewing IEP information and through interviews to assess primary language needs of the family and child.
  - Completing a Parent's needs assessment/survey form
  - Where applicable translators assist monolingual clinicians in the intake process.
  - Where applicable an Alternate Placement Paraprofessional is assigned to the student in order to translate instruction from English to the child's Native Language and is introduced to the parent to increase the comfort level.
  - The P186X parent coordinator completed training and is now a certified interpreter/translator
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.
    - P186X has 132 (29%) families whose primary language is not English. The primary language of 95% of these families (125) is Spanish. The school's needs assessment survey found that 60% (79) of the non-English speaking families need language assistance services. In case of Spanish translation and interpretation are done immediately at the school, in the case of other languages (Bengali, Mandingo, Haitian Creole, Mandarin, Bambara, and a dialect of Swahili) the school requests the services of the Central Office of Interpretation and Translation, and bilingual paraprofessionals also assist the families.
    - P186X determines within 30 days of a student enrollment the primary language of each parent and whether they require language assistance services. The school maintains records of the primary language of each parent in ATS and on the student's emergency card. Home Languages are also recorded on each student's IEP. These records are available to school personnel who are involved in the education of the child. School personnel and parents also receive notifications about the

availability of translation and interpretation services. Teachers and counselors are notified about the languages represented in our school.

- Invitations are sent out in the families' Native Language informing them of the specific workshop/training. The Parent Coordinator and clinicians also notify families, via phone calls and newsletter, to inform them of the workshops/trainings.
- During parent workshops, the parent coordinator or Bilingual clinicians translate the information into Spanish as the English speaker makes his/her presentation. The school requests the services of the Central Office of Interpretation and Translation in the case of other languages.
- All memos/letters sent home in English are immediately transcribed into the family's Native Language and sent home simultaneously
- A Parent Newsletter is sent home in languages compatible to our school community.
- The parent coordinator will explore obtaining headphones from the D75 parent office to assist in interpretation.

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

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

As stated above, Native Language Translation of newsletters or any other communications are sent home simultaneously with letters printed in English. P186X will explore allocating money/budgeting hours to be used by staff to translate documents or trainings into our families' native languages.

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.

Interpretation needs will be addressed by in house staff; parent coordinator; Bilingual Clinicians or Alternate Placement Paraprofessionals. Presently during parent workshops or meetings the staff member sits with a small group of parents while they interpret the information being presented into the appropriate language of that grouping of parents.

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>.
  - Notice for parents regarding language assistance services will be given out to parents in English and in the parents' primary language every September and it is included in the intake packet of every new admit.
  - P186X provides each parent whose primary language is a covered language by Translation and Interpretation Unit and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

- P186X posts on the Parent Bulletin Board in front of the main office a sign in the most prominent of the covered languages (Spanish) and the 6 other languages represented in the school (Bengali, Mandingo, Haitian Creole, Mandarin, Bambara and a dialect of Swahili) indicating the availability of interpretation services.
  - The school's safety plan procedures ensure that every parent who needs language access services understands their rights to translation and interpretation and how to access such services and will not be prevented from reaching the school's administrative offices solely due to language barriers.
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## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **NOT APPLICABLE: NON-TITLE 1 SCHOOL**

#### **Directions:**

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

#### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

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

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

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

**NOT APPLICABLE TO SCHOOL**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> 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 = \$\_\_\_\_\_.

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<sup>1</sup> School Under Registration Review (SURR)  
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**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**NOT APPLICABLE TO SCHOOL**

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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.

**P 186X has engaged in the following activities to assess the relevance of this finding:**

- **Review of the District 75 English Language Arts Units of Study in Literacy**
- **Review of The Wilson Foundations and Wilson Language Programs**
- **Review of the Read 180 and Achieve 3000 literacy programs.**
- **Comparisons of above programs to the NYS Standards and Core Curriculum**
- **Interviews with teachers**
- **Learning Walks and Instructional Walk Throughs**
- **Review of P186X's ESL program with the two New York State certified ESL teachers**

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?

**This finding is supported by the following evidence:**

- **Learning Walks/Checklists**
- **Data from Read 180 and Achieve 3000 programs. These 2 programs (Read 180 is network based and Achieve 3000 is Web Based) track student performance and produce reports that have shown consistent gains in Student Achievement using a number of instruments**

- **Data from Performance Series Assessments**
- **Professional Development**
- **Formal and Informal observations**

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

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## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

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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.

**P186X has engaged in the following process to evaluate the relevance of this finding:**

- **P186X follows the New York City mandated curriculums in Math for Elementary and Middle School Standardized Assessment students (Everyday Math and Impact Math)**
- **In addition to the main curriculums P186X also uses several Academic Intervention Services Programs in Math including Math Skill Builders and Achieve It Math:**
  1. **These two Academic Intervention Programs are aligned with the New York State content and process strands. Achieve It Math successfully fills in the gaps that appear in the middle school level in the areas of measurement, geometry, number sense and operations. Math Skill Builders focuses on The New York State process strands at all grade levels. All strands are being covered to provide instructional practice for students.**
- **Teachers regularly attend District 75 Professional Development trainings in math. These trainings are centered on aligning curriculum to standards**
- **District 75 Math Coaches support the Elementary and Middle School Teachers in their respective programs**

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

Applicable    Not Applicable

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

**The determination of Not Applicable is supported by the following evidence:**

- **Learning Walks/Checklists**
- **Rising test scores. In the past two years P186X's scores on the NYS Math Assessments have risen from 35% at and above Level 2 to 57% at and above Level 2**
- **Formal and informal observations**
- **Students' work displayed on bulletin board and in their portfolios**

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.

## **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.

**P186X engaged in the following process to determine the relevance of this finding:**

- **Ongoing periodic Learning Walks and Instructional Walk throughs utilizing a rubric/checklist**
- **Formal and informal observations**
- **Discussion with teachers at grade meetings, informal conferences and post observation conferences**
- **Discussion at Academic Intervention Services Team Meetings**
- **Discussion at Inquiry Team Meetings**

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

Applicable    Not Applicable

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

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The determination of Not Applicable is supported by the following evidence:

The ELA programs used by P186X are the following:

- The Standardized Assessment Elementary School Programs at the main building, and at the P186X@P306 annex utilize:
  1. The District 75 Units of Study in Literacy K-5
  2. Achieve/Kidbiz 3000 as the Tier 1 Academic Intervention Program
- The Standardized Assessment Middle School Program utilize the District 75 Units of Study (gr.6-8) in literacy and the additional ELA programs, based on students scores from the Cooter Flynt Cooter ELA Assessment:
  1. The Wilson Language Program for those students who scored at the lower end of the assessment
  2. The Read 180 Program for students who scored in the mid-range section of the assessment
  3. The students who scored in the high end of the Assessment were grouped into one 3R (12:1:1) Middle School Standardized Assessment class and One 4R (8:1:1) Middle School Standardized Assessment class. These classes implement the Steck Vaughn Power Up Program, in addition to the D75's Literacy Units of Study
  4. Achieve/Teenbiz 3000 is the Tier 1 Academic Program implemented for all students
- The programs noted above are child-centered, research based data driven and supported by utilizing the workshop model. They are scripted programs that provide teachers with step by step instructions for implementing a successful reading/writing workshop classroom. They involve “stations” where multiple activities are running concurrently. Flexible grouping is implemented for all programs. The Administration and School Based Coach are trained in and familiar with all of these programs and provide meaningful support to the instructional teams and students
- Observations of the programs, “in action” during learning walks, provide credible evidence that the finding is not applicable to P186X

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.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

**P186X engaged in the following process to determine the relevance of this finding:**

- **Ongoing periodic Learning Walks and Instructional Walk throughs utilizing a rubric/checklist**
- **Formal and informal observations**
- **Review of the Everyday and Impact Math Programs**
- **Discussion with teachers at grade meetings, informal conferences and post observation conferences**

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

Applicable    Not Applicable

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

**The determination of Not Applicable is supported by the following evidence:**

**The primary math programs utilized by New York City Department of Education NYCDOE) schools are Everyday Math for Standardized Assessment Elementary Programs and Impact Math for Standardized Assessment Middle School Programs.**

- **These programs call for the integration of technology:**
  1. **Impact Math Teacher Kits include CD ROMS that feature interactive teacher guides and lessons that may be used on a digital projector or smart board**
  2. **Impact Math Student Kits include a digital textbook on CD ROM that may be used with a mobile laptop lab or in one of our technology labs**

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

3. **Everyday Math kits utilize CD ROMS in planning and activities.**
  4. **Both programs call for technology in planning and assessments**
- **Everyday Math features a game component**
  - **Both programs incorporate the workshop model in their lessons**
  - **These programs are not “lecture dominant instruction”**
  - **Accountable Talk is encouraged in both math programs**

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.

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

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

**P186X will assess the relevance of this finding through a review of staff records. P186X DOES NOT have teacher turnovers; teacher stability is maintained.**

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?

- **Nine new teachers, one new speech teacher and three new school clinicians were hired due to an increase in classes to the P186X organization**
- **Out of 78 teachers, 2 teachers retired and 1 teacher left due to a career change**

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

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

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

Please respond to the following questions for Key Finding 4:

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

**P186X engaged in the following process to determine the relevance of this finding:**

- **Review of Professional Development (PD) opportunities from District 75's PD Catalog (district75pd.org), The NYCDOE PD Catalog, and NYC/NYS Professional Organizations' offerings**
- **Review of a P186X developed PD feedback forms in order to obtain feedback from the staff to determine the relevance of the PD they attended (the data from last years' Learning Environment Survey indicated that staff felt that some of the PDs they attended were not relevant)**
- **Discussion with ESL and homeroom teachers related to students mandated for ESL services**

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?

- **All three ESL teachers have attended QTEL training.**
- **They routinely attend trainings on Best Practices in ELL instruction**
- **They routinely confer with homeroom teachers who have students mandated for ESL services and disseminate information obtained from their trainings**

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- **Staff is informed, during Staff Orientation trainings about District 75's PD catalog and PD website offerings throughout NYC**

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

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

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

Please respond to the following questions for Key Finding 5:

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

**P186X assessed the relevance of the finding by reviewing data disaggregation by the data specialist. ESL teachers will meet with classroom teachers to ensure that all staff involved with ELL students are given updated progress reports on academic and language development progress.**

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?

**Upon conferring with the data specialist it was determined that P186X does disaggregate data to track the proficiency level of ELL students. ESL teachers will team with classroom teachers on working with the ELL students within the students' classroom milieu.**

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.

**P186X Principal and Assistant Principals will review the collaboration amongst the ESL and classroom teachers who serve the ELL students in our school.**

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

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

Please respond to the following questions for Key Finding 6:

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

**P 186X engaged in the following process to determine the relevance of the finding:**

- **Review IEPs from main building, P 186X@ P306 and P186X@BSHS annexes**
- **Discussions with teachers, paraprofessionals and Related Service Providers from all sites**
- **Discussions with administration from the two other schools that are housed in the P306x campus**
- **PDs were held for instructional teams to be successful in this area**
- **P186X administrators conducted pre-observation, the formal observation and post observation conferences that demonstrated the level of staff comprehension to differentiate instruction and implement multi-modality instructional approaches. This was done in order to close the achievement gap and for the staff to gain access to the general education curriculum.**

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

Applicable    Not Applicable

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

- **P 186X is a District 75 special education school with a self contained main site, an annex in a community "campus" school, one adolescent class at a NYS psychiatric facility and one inclusion class located at the Bronx Studio High School**

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- Teachers at all sites are trained and plan lessons according to the general education curriculum
- Due to the behavioral and health related needs of students at the main site, there are no opportunities for mainstreaming (self contained building). However, Standardized Assessment students work with Alternate Assessment students during peer tutoring sessions. Participation is also contingent upon psychiatric variables of the individual students on any given day
- Students at P186X@ 306 have opportunities to interact with their general education peers during lunch periods, performances in the auditorium and special functions. The school is exploring, and conferring with IS306x's Principal to "open" an inclusion class for our Early Childhood students and the Early Childhood students attending IS306X
- Assistant Principals conduct a Differentiated Instruction Check-off List three times a year; discussion held with teachers to review flexible groupings/instructional tools utilized
- For all staff trainings, an agenda and sign-in sheets will be collected as documentation for this finding

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

**P186X Principal and Assistant Principals will make available specific Professional Development training that enhances staff's comprehension of the general education curriculum. School and district based coaches will assist in this area as well. Where applicable, our teachers will participate in intervisitation visits with the general education teachers.**

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

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

Please respond to the following questions for Key Finding 7:

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

**P 186X engaged in the following process to determine the relevance of the finding:**

- **Review and check for consistent alignment throughout of student's IEPs by school administrators/teachers and Related Service Providers**

- **Discussion with teachers during Small Learning Community meetings**
- **Review teachers' procedures when they administer tests to their students in the classrooms for Performance Assessment Series**

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?

- **Testing modifications are followed for New York City/New York State Tests/Assessments, and during teacher created tests**
- **The goals and objectives of the IEPs demonstrate consistent alignment or lack thereof) throughout each document**

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

- **P186X will provide Professional trainings for the staff on completing the IEP process/writing SMART goals and objectives; webinar will also be offered to the staff. Central can assist in this process by providing additional opportunities for IEP trainings throughout the school year.**

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

*This appendix will not be required for 2009-10.*

**NOT APPLICABLE- SCHOOL DOES NOT RECEIVE C4E FUNDS**

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

## 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>

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **18**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
**N/A: P186X does not receive any set-aside funds.**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

**N/A: As a non-geographic, administrative district, students in D-75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. District 75 students are eligible to attend any programs run through the STH units at the ISC.**

## **P186X Language Allocation Policy**

### **2009-2010**

**LAP Team Members: Ava C. Kaplan, Principal; Vito Faccilonga, Assistant Principal; Andrea Szecsenyi, ESL Teacher; Yelena Vassilyeva, ESL Teacher; Maria Alvarez, Paraprofessional, Dyna Smith, AIS Coach, and Mildred Diaz, Parent Coordinator.**

P186x is a K-8 school, and has a total of 459 students. The student population is comprised of 53.6% Hispanic, 40.8% Black, 3% White, 1.7% Asian, 0.7% Native American and 0.2% Multi-Racial. There are 72 English Language Learners (ELLs) in the school, 15.7% of the student population, 34 students with a bilingual designation and 38 ESL students. Grade breakdown of ELLs is the following: K: 9 students, 1<sup>st</sup> grade: 7 students, 2<sup>nd</sup> grade: 7 students, 3<sup>rd</sup> grade: 8 students, 4<sup>th</sup> grade: 6 students, 5<sup>th</sup> grade: 5 students, 6<sup>th</sup> grade: 9 students, 7<sup>th</sup> grade: 11 students, 8<sup>th</sup> grade: 10 students. The school also serves 27 students whose IEP indicates monolingual without ESL services (x-coded students) by administering the NYSESLAT to them. Our school currently does not provide a bilingual program; English Language Learners receive freestanding ESL services. The following is the language breakdown according to the Home Language Identification Survey: 66 Spanish, 1 Bengali, 1 Mandingo, 1 Creole, 1 Mandarin, Taiwan, 1 Bambara and 1 Sarahully. Grade breakdown of Spanish speaking ELLs is the following: K: 8 students, 1<sup>st</sup> grade: 7 students, 2<sup>nd</sup> grade: 7 students, 3<sup>rd</sup> grade: 8 students, 4<sup>th</sup> grade: 6 students, 5<sup>th</sup> grade: 4 students, 6<sup>th</sup> grade: 9 students, 7<sup>th</sup> grade: 11 students, 8<sup>th</sup> grade: 9 students. Our Bengali speaking ELL is in the 8<sup>th</sup> grade, Bambara speaking ELL is in the 6<sup>th</sup> grade, and Haitian Creole speaking ELL is in the 5<sup>th</sup> grade. Our Mandingo and Sarahully speaking ELLs are in the 2<sup>nd</sup> grade and our Mandarin Taiwan speaking ELL is in Kindergarten. Our students exhibit a variety of disabilities and age ranges, 43 students participate in alternative assessment, and 29 students participate in standardized assessment.

Our school ensures that all new entrants to the NYC school system have a Home Language Identification Survey (HLIS) on file. If the HLIS is not completed at the CSE level Bilingual Counselors or Monolingual with the assistance of Bilingual Parent Coordinator conduct the home language interviews during the intake process. Spanish speaking Bilingual Counselors and Parent Coordinator are available at our school; however the school ensures that the HLIS is available in the native language of the parents. The ELL Team reviews the RLER report on a weekly basis in order to identify students eligible for LAB-R testing - both new entrants and students who have been in the school system. CSE informs parents of the three program choices (Transitional Bilingual Education, Dual Language and Freestanding ESL) available in New York City public schools. The CSE also decides with the involvement of a multidisciplinary team and the parents

**MAY 2009**

which program model each student with disabilities would benefit the most from. The school provides an ELL parent orientation at the beginning of each school year. ESL teachers with the assistance of the Parent Coordinator organize and conduct this parent orientation. Parents are notified about the parent orientation in writing both in English and in their native language.

All of our ELL students participate in an instructional program that addresses their academic, language, social and cultural strengths and needs, and is based on New York State ESL and ELA Performance Standards. Seventy-two students are mandated for Bilingual or English as Second Language (ESL) services. Thirty-four ELLs are mandated for bilingual instruction services (BIS) and 38 ELLs are mandated for ESL services only. P186x provides an ESL program by three New York State ESL certified teachers, who serve ELLs both at the main site, and at P186x@306. The ESL teachers provide academic support and instruction in English, 360 minutes a week for both Alternate Assessment and Standardized Assessment students, who are at the beginner or intermediate level Kindergarten through 8<sup>th</sup> grade. Students who reach the advanced level receive 180 minutes per week ESL instruction, and 180 minutes per week ELA instruction. Students, who are mandated for bilingual instruction as per their IEPs, are provided with ESL services by a certified ESL teacher, as per CR Part 154 mandates, as well as the services of an Alternate Placement Paraprofessional, who speak the students' native languages and English. The Alternate Placement Paraprofessional works in conjunction with the ESL and the classroom teacher to provide comprehensible input for the students. The goal of the instructional program is to assist students in improving English proficiency and meeting state and city academic standards.

### **Implications for Instruction:**

The ESL teachers implement a pull out program, with heterogeneous classes for Standardized Assessment Students. Students at the beginner and intermediate level receive 360 minutes per week ESL instruction, while students at the advanced level receive 180 minutes as required under CR Part 154. When students reach proficiency on the NYSESLAT they will receive continued transitional support for two years from ESL teachers, the classroom teacher and content area teachers. Literacy instruction for standardized assessment ELLs is provided by both the monolingual classroom teachers and the ESL teachers. Primary literacy instruction for ELL students is based on programs like Foundations and Words Their Way with the use of technology and adaptation of literacy materials to meet the needs of students with a variety of disabilities. The state of the art school library, classroom libraries and the ESL classroom library contain leveled literacy in

English, multicultural books, recorded books in a variety of genres that reflect the cultural background of ELLs. Most of our ELLs are not literate in their first language; therefore they are not able to transfer these skills into second language literacy. ESL teachers encourage parents to read to their children in their first language. ESL teachers, classroom teachers and content area teachers collaborate on finding effective strategies for ELLs to improve their Math and Science skills. The Harcourt Science program the science teachers use at the school provides systematic ESL/ESOL support. ESL teachers also supplement Math and Science instruction by providing explicit academic language instruction to make content more accessible for ELLs. In social studies ESL and classroom teachers preteach reading assignments and vocabulary and help ELLs link the unfamiliar with the familiar in order to activate prior knowledge through the use of graphic organizers. ESL teachers also promote the use of jigsaw learning to support ELLs in the content areas. ESL teachers and classroom teachers of ELLs meet once a week during common preparation periods to discuss student progress, plan lessons, create materials and assessment tools, and evaluate lessons.

Standardized Assessment students receive academic support with the use of various approaches, methodologies, and classroom techniques; such as Cooperative Learning, Whole Language Instruction, Community Language Learning, Natural Approach, as well as different types of scaffolding instruction strategies such as Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Meta Cognitive Development. ESL teachers also use a comprehensive technology based literacy program, *Scholastic Zip Zoom English*, to supplement literacy instruction for ELLs in the early elementary grades. ELLs in the higher grades also participate in a Computer Assisted Language Learning program, and are enrolled in *OpenBook English*, a research-based English language software solution that teaches reading, writing, speaking and listening. The instructional program's goal is to raise academic achievement, acquire English proficiency, and achieve state standards for ELLs.

ELL students in Alternate Assessment Programs are exposed to a variety of learning strategies to improve their English proficiency and emergent literacy skills. The ESL teachers implement push-in and pull-out programs. Alternative assessment students are at the beginner or intermediate level receive 360 minutes per week ESL instruction, and students at the advanced level receive 180 minutes per week ESL instruction. The push-in model consists of collaborative team teaching involving the ESL teacher and classroom teachers working collaboratively, planning lessons and curriculums during scheduled common preparation periods. Classroom teachers and ESL Teachers plan lessons, create materials and assessment tools, and evaluate the effectiveness of lessons once a week during common preparation

periods both at the elementary and at the middle school level. Lessons include teacher / student created emergent literacy books that utilize repetition and picture representation symbols. Through listening and sensory processing techniques, the ELL students learn sound/symbol relationships, and improve their vocabulary and expressive and receptive language skills. The ESL teachers also use strategies such as Total Physical Response (TPR) and Auditory Representation to support student learning. *Scholastic Zip Zoom English* is used with all Alternative Assessment students to enhance their phonemic awareness, phonics, and sight word recognition, and computer literacy. Augmentative communication devices for Alternate Assessment students are provided for additional support. The instructional intervention program for ELL students has been effective in assisting students in achieving academic, functional, social and transitional goals.

Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. In Spring 2009, 99 students participated in the NYSESLAT. Forty-four students did not complete all four parts of the assessment and received invalid scores. When analyzing the test scores of 52 students who have completed all four parts of the assessment in the past year, data indicates that 71% (37 students) of our students are at the beginner level, 21% (11 students) are at the intermediate level, 8% (4 students) are at the advanced level. This data includes 27 students who are x-coded, therefore do not receive ESL services any longer, but are required to take the NYSESLAT. Eight x-coded students received beginner scores, 2 x-coded students scored at the intermediate level, and 17 x-coded students received invalid scores. When analyzing the scores of the 72 students who were entitled to ESL services as per their IEP we can see that 29 (40%) students are at the beginning, 9 (13%) at the intermediate and 4 (6%) are at the advanced level. Thirty (41%) of the 72 entitled students received invalid scores. Twenty-six Alternative Assessment and 4 Standardized Assessment students received invalid scores. Out of the 42 entitled ELLs who finished all 4 parts of the assessment, 17 (40%) were Alternative Assessment and 25 (60%) were Standardized Assessment students. Alternative Assessment ELLs scored at the following levels: 14 beginner, 1 intermediate and 2 advanced. Scores of Standardized Assessment ELLs are the following: 15 beginner, 8 intermediate and 8 advanced.

Students in the higher grades are more likely to perform on an intermediate or advanced level. Eighty percent of the students (12 students) who performed on the intermediate or advanced level are in the 5<sup>th</sup> grade or above. Even though a large number of the students remain on the same proficiency level there is an improvement in all language skills. The students are performing better in the speaking and listening part of the test and their improvement is faster in these areas. This is true for all our students across proficiencies and grade levels. Most of these ELLs have severe developmental delays or learning disabilities, therefore acquiring literacy in any language is particularly

challenging for them. While only 14% of students (6 students) are at the beginning level in the modality aggregate of speaking and listening, 64% (27 students) performed at the beginning level in reading and writing. Teachers who are working with ELLs are aware that reading and writing are more difficult for the students, and concentrate on improving literacy skills, keeping in mind that the four modalities, listening, speaking, reading and writing cannot be taught separately.

Nineteen Standardized Assessment ELLs participated in the Winter 2009 NYS ELA assessment. Eleven students (58%) scored at Level 1, 7 ELLs scored at Level 2 and 1 student scored at level 3. Nineteen Standardized Assessment ELLs participated in the Spring 2009 NYS Math assessment. Six ELLs scored at Level 1, 9 students at Level 2 and 4 students at Level 3. Four Standardized Assessment ELLs participated in last year's state science assessment, 3 of the students scored at Level 1 and 1 student scored at Level 2. Three Standardized Assessment ELLs participated in the state social studies assessment all of them scoring at Level 1. The fact that ELLs performed better on the math assessment than on the ELA assessment indicates that both ESL and classroom teachers have to concentrate on improving literacy skills of ELLs. However, ESL teachers will keep integrating content area concepts and vocabulary into their lessons. The difficulties of ELLs in social studies due to cultural and linguistic obstacles have been documented and this seems to be true in the case of our school as well. Our ESL teachers will place special emphasis on supporting ELLs in social studies this year. They will provide professional development to classroom teachers in developing a number of strategies to help ELLs learn social studies. ELL Alternate Assessment students participate in the NYSAA Datafolios every year. They participate in this assessment in English, but bilingual paraprofessionals are available to assist them during the assessment process. Last year 39 ELLs participated in NYSAA ELA, 2 (5%) scoring at Level 1, 6 (15%) scoring at Level 2, 6 (15%) scoring at Level 3 and 25 (65%) scoring at Level 4. Thirty-nine ELLs participated in NYSAA Math test, 1 (2%) scoring at Level 1, 5 (13%) scoring at Level 2, 7 (18%) scoring at Level 3, and 26 (67%) scoring at Level 4. Four ELLs who participated in the NYSAA Science test scored as follows: 1 ELL Level 2, 2 ELLs Level 3, and 1 ELL Level 4. Seven ELLs who participated in the NYSAA Social Studies assessment scored as follows: 3 ELLs scored at Level 3 and 4 ELLs scored at Level 4. Data does not show any significant difference between the test scores of ELLs and non-ELLs on the NYSAA Datafolios. ESL Teachers will continue to support Alternative Assessment ELLs to perform well on the NYSAA, and will help them to prepare especially for the ELA part of the assessment.

### **SIFE, Newcomer, Long Term ELLs:**

In addition to mandated ESL services SIFE students and newcomers at P186x receive Academic Intervention Services, Positive Behavioral Intervention Support (PBIS), bilingual counseling, native language support and participation in the Title III afterschool program. Plans for long term ELLs include: daily AIS in the content areas, extended day, and the use of technology. Students who received an extension of services receive mandated ESL services, as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT. In addition, they receive AIS in reading and the content areas, PBIS, counseling and they can participate in the Title III after school program.

### **Parental Involvement:**

The intervention for ELL students begins with an intake procedure that describes the mandated services and the ESL program to the parents. The options for parents of ELL students are discussed during the IEP Team/Committee on Special Education (CSE) process at the Educational Planning Conference. Parents are encouraged to be involved in the decision-making process through participation on a committee that supports and advocates the students' academic achievement. This committee includes the Homeroom, ESL, and Speech teachers, Counselors, Social Workers, other Related Service providers, one to one paraprofessionals if mandated, and parents or family members of ELLs.

The enhancement of communication between the school and the parents of ELLs is ongoing throughout the school year; the Parent Coordinator ensures that there is good communication by providing translated school documents and any information that needs to be sent home. Parent outreach includes opportunities for meetings that will inform the parents of the school system, program objectives, state and city standards, curriculum, assessment, student expectations, and the educational program regulation. The parent coordinator also ensures that parents of English Language Learners will be informed of parent engagement and school activities and meetings through monthly parent newsletters.

### **Professional Development:**

The District 75 Office of English Language Learners provides the English as Second Language Teachers with professional development throughout the year. This professional development supports research-based data and resources on ESL strategies for differentiated instruction for ELLs with disabilities. Teachers are encouraged to attend Professional Development workshops, ELL conferences provided by the Central Office, the New York State BETAC, and professional organizations such as NYS TESOL. All newly hired teachers participate in a 10-hour Jose P. ESL Training offered by the District 75 Office of English Language Learners. ESL teachers provide professional development every year for newly hired teachers about research-based strategies teachers can use with ELLs in their classroom. All teachers are offered a number of professional development opportunities throughout the school year. The following professional development will be offered in the 2009-2010 school year for all classroom and specialty teachers by ESL Teachers and the AIS coach: *Supporting English Language Learners succeed in the classroom, Effective Teaching Strategies to help ELLs learn social studies* (September 2009), *Oral Language Practice for ELLs in the Content Areas* (November 2009), *Technology and teaching English Language Learners, Educational Software and Educational Websites for English Language Learners* (January 2010), *Effective Strategies for Teaching Special Needs English Language Learners* (June 2010).

## 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 <b>District 75</b>	School <b>P186X</b>
Principal <b>Ava C. Kaplan</b>	Assistant Principal <b>Vito Faccilonga</b>
Coach <b>Dyna Smith</b>	Coach <b>type here</b>
ESL Teacher <b>Y. Vassilyeva, A. Szecsenyi</b>	Guidance Counselor <b>Maria Mercado</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Mildred Diaz</b>
Related Service Provider	SAF
Network Leader	Other <b>Maria Alvarez, paraprofessiona</b>

#### B. Teacher Qualifications

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

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

#### C. School Demographics

Total Number of Students in School	<b>459</b>	Total Number of ELLs	<b>72</b>	ELLs as Share of Total Student Population (%)	<b>15.69%</b>
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### Part II: ELL Identification Process

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

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



Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

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
<b>TOTAL</b>	<b>0</b>																			

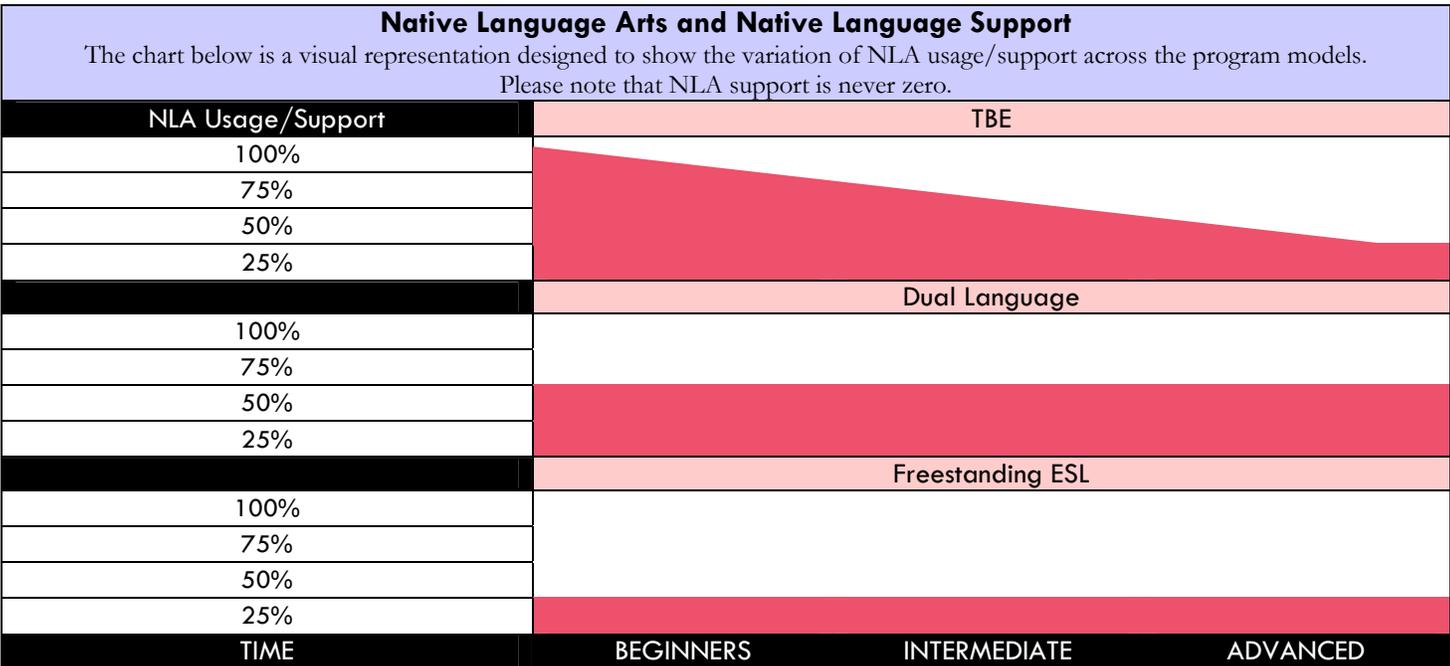
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number)	
African-American: _____	Asian: _____ Hispanic/Latino: _____
Native American: _____	White (Non-Hispanic/Latino):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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	7	5	8	6	4	8	11	9	66
Chinese										0
Russian										0
Bengali									1	1
Urdu										0
Arabic										0
Haitian Creole						1				1
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1		2				1			4

Programming and Scheduling Information										
<b>TOTAL</b>	<b>9</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>9</b>	<b>11</b>	<b>10</b>	<b>72</b>

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



## Programming and Scheduling Information--Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

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

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)		3	5	2	3	6	2	3	4	28
Intermediate(I)				2	1	2	1	3	3	12
Advanced (A)					1	1	1	1	1	5
Total Tested	0	3	5	4	5	9	4	7	8	45



NYSAA Bilingual Spe Ed							5		5
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**NYS Social Studies**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12		3		1				16
8									0
NYSAA Bilingual Spe Ed	2						3		5

**ECLAS-2**

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

**EL SOL**

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

**NATIVE LANGUAGE READING TESTS**

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

- 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)
Vito Faccilonga	Assistant Principal		
Mildred Diaz	Parent Coordinator		
Andrea Szecsenyi	ESL Teacher		
	Parent		
Yelena Vassilyeva	Teacher/Subject Area		
	Teacher/Subject Area		
Dyana Smith	Coach		
	Coach		
Maria Mercado	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

### Signatures

School Principal \_\_\_\_\_ Date \_\_\_\_\_

Community Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by ELL Compliance and Performance Specialist \_\_\_\_\_ Date \_\_\_\_\_