



P. 188X

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75X188
ADDRESS: 770 GROTE STREET BRONX, NEW YORK 10460
TELEPHONE (718) 561-2052
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75X188 SCHOOL NAME: _____

SCHOOL ADDRESS: 770 Grote St. Bronx, New York 10460

SCHOOL TELEPHONE: (718) 561-2052 FAX: (718) 561-2683

SCHOOL CONTACT PERSON: _____ EMAIL ADDRESS: _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Wahnda Milton

PRINCIPAL: Shanie Johnson

UFT CHAPTER LEADER: Denyse Edwards

PARENTS' ASSOCIATION PRESIDENT: Gladys Sotomayer

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: Network 1

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
Wahnda Milton	*Principal or Designee	
Denyse Edwards	*UFT Chapter Chairperson or Designee	
Gladys Sotomayer	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy Defelice	Member/UFT	
Kenya Grant	Member/Coordinator	
Antonia Gonzalez	Member/Teacher	
Collene Faye Javier	Member/Parent	
Anna Hotakemen	Member/Parent	
Jackie Robinson	Member/Parent	
Deynean Rivers	Member/Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We hold high expectations for all our students. Our core beliefs are reflected in our mission. We believe every student can perform at or above grade level with the appropriate supports that will enable them to attend college or be workforce ready to compete in the global economy; We believe educators have the most powerful impact on student achievement; We believe educational equity and excellence will eliminate the achievement gap; We believe that every student must be educated in a safe, welcoming, effective and innovative learning environment; We believe engaged parents and guardians impact a student's academic and personal development; and we believe a supportive community is fundamental to achieving and sustaining our success.

P.188X, selected as a Collaborative Community of Practices (CCP) school in the 2004-2005 school year, serves students in grades Pre K - 8, all with IEPS. The students are emotionally disabled, on the autistic spectrum, learning disabled and/or physically disabled. All of our students are mandated to receive one or more of the following related services: counseling, speech and language therapy, occupational therapy, physical therapy, hearing services, vision services and nursing services.

Our main site located in District 10, is a self contained building that houses 31 classes, standardized and alternate assessment, in grades Pre K – 8th grade. In addition to the core academic areas, we offer our students wood technology, computers, drama and dance, adaptive physical education and art. At this site we have one inclusion class, grade 5, where general education students from PS 32X, attend full time. This collaboration with PS 32X has been a tremendous success over the past six years. We offer our students Academic Intervention Services.

Our 2nd largest site is located at MS 301X in district 8. This unit has 18 middle school classes for alternate and standardized assessment students and two inclusion classes for students in 6th & 7th grade. Comparable to our main site, the students are afforded use of a computer lab, the mainstream school library and a drama program provided by NYCares. Our remaining site is an inclusion class at JHS 118X.

P.188X constantly strives for more parental involvement. To achieve this we offer bi-monthly parent workshops on a variety of topics including, but not limited to, "What You Need to Know for Parent Teacher Conferences", "Planned Parenthood: An Overview of Services", "Visiting Nurse Services", "Child Safety Program". These workshops are presented in collaboration with Bronx Lebanon Hospital, Visiting Nurse Services, Metropolitan Life Insurance Co and school based staff. As the P.188X Health and Resource Fair is entering its sixth consecutive year we look forward in continuing in our leadership role as a community resource that identifies and attracts essential service providers to empower and build capacity for our students' parents and guardians. We look forward to welcoming back participants from previous years and also expand the numbers of service providers offering information and resources to our community including Visiting Nurse Service of New York, the American Autism Society of America, Autism Speaks, Bronx House, Citizen Advice Bureau, Dial-A-Teacher, the Department of Health, Family Support Network, YAI, Public Library, Parents of Angels, Planned Parenthood and Women in Need, as well as local hospitals and health clinics.

In order to ensure the success of all of our students it is necessary to implement new initiatives every year that will support the various learning styles of all of our populations. We will be piloting an alternate assessment curriculum from Lakeshore. This program in addition to being a curriculum also includes an evaluation and

assessment component. We will be, once again, expanding our use of AAC devices to students in need of assistance in improving their communication skills.

It is imperative to prepare our students with advanced technology skills for life after school. Many of our students will be involved in creating their own websites and 8th grade students will be posting their exit projects on a website created by them. P.188X received \$300,000 in Reso A money which enabled us to upgrade our equipment. Every teacher now has access to a Smart Board and our technology teachers provide ongoing Professional Development in classroom use of the Smart Board.

Beginning in September 2006, P.S.188X made the decision to move closer to the ideal of a “collaborative learning community”. We developed a set of Best Practices for and expanded participation in the school’s Walk Through Committee. There were significant steps towards introducing improvements, not only in terms of the tools the committee used (Best Practices Rubrics and Instructional Team Feedback Sheets), but also in terms of how the committee viewed itself in the process and how their role was viewed by the larger school community. More than ever before, the members of this committee were viewed as a support and as an instructional resource. The committee continued to identify and study classroom components which they understood as essential to building and maintaining positive classroom environments. In addition, research supports the connection between improving student outcomes and the classroom components. District 75 selected our school to participate in the “Emotional Literacy” initiative in the spring of 2009. To begin establishing an awareness of this initiative the Walk Through Committee selected “Culture, Communication and Climate” as the focus for the 2008-2009 school year. An outgrowth of our work with the Walkthrough Committee process is the initiation of small collegial focus groups. These collegial focus groups will engage in action research which reviews instructional practices, pedagogical techniques, and explore strategies to narrow the achievement gap. This approach should lead to instructional refinement and enhanced student outcomes.

Our focus continues to be providing our students with the foundation of the tools and skills necessary for maximum independence in post secondary school opportunities and/or the work force.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. X188								
District:	75	DBN:	75X188	School BEDS Code:	307500012188				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		√
	1	√	5	√	9	√	Ungraded		√
	2	√	6	√	10	√			
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	32	32	31		85 / 84.7				
Kindergarten	7	1	17						
				Student Stability - % of Enrollment:					
Grade 1	17	0	12	(As of June 30)	2006-07	2007-08	2008-09		
Grade 2	7	0	5		84.2		86.8		
Grade 3	15	8	6						
Grade 4	22	8	6	Poverty Rate - % of Enrollment:					
Grade 5	31	18	11	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	38	49	29		100.0	60.9	0.0		
Grade 7	58	39	45	Students in Temporary Housing - Total Number:					
Grade 8	35	45	36	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	4	7		15	14	12		
Grade 10	0	0	3	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	3	2		1	6	1		
Ungraded	133	203	160	Special Education Enrollment:					
Total	395	406	371	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	363	374	340	Principal Suspensions	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	32	32	31	Superintendent Suspensions	6	3	0		
Number all others	0	0	0	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	N/A	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	29	0	0						
# in Dual Lang. Programs	0	0	0	Number of Teachers	83	90	91		
# receiving ESL services only	1	27	11						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	32	37	24	Number of Administrators and Other Professionals	15	92	97
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	49	42
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	3	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.5	75.6	79.1
				% more than 5 years teaching anywhere	50.6	58.9	61.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	87.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.0	89.3	100.0
American Indian or Alaska Native	0.0	1.0	0.5				
Black or African American	36.5	35.7	35.3				
Hispanic or Latino	56.5	56.6	56.9				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	3.7	4.0				
White	2.5	3.0	3.2				
Male	81.3	79.8	82.2				
Female	18.7	20.2	17.8				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
In Good Standing (IGS)							
School in Need of Improvement (SINI) – Year 1							
School in Need of Improvement (SINI) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year ____							
School Requiring Academic Progress (SRAP) – Year ____							

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Based on a comprehensive review of data, we analyzed the students' achievement and disaggregated data based on students' grade level, subject area and service category. We focused on information gleaned from results of our Inquiry Team, Quality Review, Learning Environment Survey, student attendance, school climate and effectiveness of curriculum and instruction.

Based on the review of the 6th, 7th & 8th grade (95% school population) data, we were able to identify areas of strength as well as areas in need of improvement. According to the exam scores reported in English Language Arts (ELA) and Mathematics for 2009, New York State Standardized Assessment information, the following student performance trends were identified:

ELA

- Grade 6 ELA- demonstrated a significant reduction in level 1 (-22.4%) and a slight gain of (+0.6%) in level 2. The level 3 scores have also significantly increased in grade 6 by (+21.8%) indicative of the effectiveness of our instructional emphasis on data analysis; instructional practices analysis/review and curriculum/I.E.P. alignment.
- Grade 7 ELA- Continues to make great strides noting a significant reduction in level 1 (-20.4%) and a significant increase in the level 2 (+10.7%). The level 3 scores have also appreciably increased in grade 7 by (+9.6%) indicative of the effectiveness of our instructional emphasis on data analysis; instructional practices analysis/review and curriculum/I.E.P. alignment.
- Grade 8 ELA- After reporting significant struggles in 2008, this year has seen an about-face with significant decrease in level 1 scores (-42.2%) and significant gain in level 2 (+25.5%) The level 3 scores have also notably increased in grade 8 by (+16.7%) indicative of the effectiveness of our instructional emphasis on data analysis; instructional practices analysis/review and curriculum/I.E.P. alignment.

New York State ELA Test Level 1

Year	Grade 6	Grade 7	Grade 8
2008	11 (22.4%)	8 (22.9%)	28 (63.6%)
2009	0	1 (2.5%)	9 (21.4%)
▲	- 22.4%	- 20.4%	- 42.2%

New York State ELA Test

Level 2

Year	Grade 6	Grade 7	Grade 8
2008	36 (73.5%)	19 (54.3%)	16 (36.64%)
2009	20 (74.1%)	26 (65%)	26 (61.9%)
▲	+ 0.6%	+ 10.7%	+ 25.50%

New York State ELA Test
Level 3

Year	Grade 6	Grade 7	Grade 8
2008	2 (4.1%)	8 (22.9%)	0
2009	7 (25.9%)	13 (32.5%)	7 (16.7%)
▲	+ 21.8%	+ 9.6%	+ 16.7%

Acknowledging these student performance trends the following instructional objectives remains necessary to improve student performance as data substantiates continued deficits in these areas:

Grade 6

- ELA Standard 2: Reading: What students do for literary response and expression- determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other print resources, including electronic resources; read, view, and interpret texts from a variety of genres; recognize how the author uses devices such as simile, metaphor, and personification to create meaning.

Grade 7

- ELA Standard 3: Reading: What students do for critical analysis and evaluation – evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details or reasons used to support ideas;
- ELA Standard 3: Listening: What students do for critical analysis and evaluation- recognize persuasive techniques, such as emotional and ethical appeals in representations

Grade 8

- ELA Standard 3: Reading: What students do for critical analysis and evaluation- evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text; for example, consider the background and qualifications of the writer.
- ELA Standard 3: What students do for critical analysis and evaluation- evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text (for example, evaluate examples, details, or reasons used to support ideas, identify conflicting information, and identify multiple levels of meaning)

In addition to the recommended learning objectives for reading instruction identified above for specific grades, the administration at P 188X recommends that every class devote 20 minutes of their reading block 2x a week to non-fiction works and a class discussion revolving around the main idea.

MATH

- Grade 6 Mathematics- demonstrated a moderate reduction in level 1 (-10.9%) and a slight gain in level 2 (+1.2%). The level 3 scores have also slightly increased in grade 6 by (+2.8%) and unlike the previous year we achieved a level 4 in grade 6 which fundamentally increased (+6.9%) indicative of the effectiveness of our instructional emphasis on data analysis, instructional practices analysis/review, and curriculum/I.E.P. alignment.
- Grade 7 Mathematics- similar to the situation in ELA, there was a significant reduction in level 1 (-29.0%) and a significant increase level 2 (+28.1%). The level 3 scores have also slightly increased in grade 7 by (+0.9%) indicative of the effectiveness of our instructional emphasis on data analysis, instructional practices analysis/review and curriculum/I.E.P. alignment.

- Grade 8 Mathematics- similar to the situation with ELA, after reporting significant struggles in 2008 with scores in level 1 increasing +4.1% there was a radical decrease in level 1 (-46.0%) and a notable increase in level 2 results (+27.4%). The level 3 scores have also significantly increased in grade 8 by (+18.5%) indicative of the effectiveness of our instructional emphasis on data analysis, instructional practices analysis/review and curriculum/I.E.P. alignment.

New York State Math Test
Level 1

Year	Grade 6	Grade 7	Grade 8
2008	29 (59.2%)	16 (45.7%)	32 (76.2%)
2009	14 (48.3%)	7 (16.7%)	13 (30.2%)
▲	- 10.9%	-29.00%	-46.0%

New York State Math Test
Level 2

Year	Grade 6	Grade 7	Grade 8
2008	18 (36.7%)	11 (31.4%)	9 (21.4%)
2009	11 (37.9%)	25 (59.5%)	21 (48.8%)
▲	+ 1.2%	+ 28.1%	+ 27.4%

New York State Math Test
Level 3

Year	Grade 6	Grade 7	Grade 8
2008	2 (4.1%)	8 (22.9%)	1 (2.4%)
2009	2 (6.9%)	10 (23.8%)	9 (20.9%)
▲	+ 2.8%	+ 0.9%	+ 18.5%

New York State Math Test
Level 4

Year	Grade 6	Grade 7	Grade 8
2008	0	0	0
2009	2 (6.9%)	0	0
▲	+ 6.9%	0	0

P188X Recommended learning Objectives for Mathematics Based on Standards in 6th, 7th, and 8th grade:

Mathematics Strand: Numbers and Operations

- The learner will subtract decimals that do not regrouping. (5.N.23)
- The learner will subtract one- to three-digit whole numbers where regrouping is required. (3.N.18/4.N.14)

MAY 2009

- The learner will round whole numbers to the nearest 10,100, or 1,000. (5.N.24)
- The learner will add two numbers with three decimal places that require regrouping. (5N.23)
- The learner will multiply whole number with two or more digits by whole numbers with one digit, regrouping when necessary. (4.N.18)
- The learner will match word names to whole numbers up to one million. (5.N.1)
- The learner will multiply a given dollar amount by a whole number.
- The learner will multiply fractions without reducing. (6.N.17)

Mathematics Strand: Geometry

- The learner will identify parallel lines. (4.G.6)

Mathematics Strand: Measurement

- The learner will exhibit an understanding of reasonableness of results when working with measurement. (2.M.10/3.M.10)
- The learner will determine the volume of the figure through models.
- The learner will choose the appropriate measure for determining weight, length, or size. (2.M.10/3.M.1/3.M.10)

Mathematics Strand: Algebra

- The learner will write division number sentences which represent real world situations.
- The learner will write number sentences to illustrate situations involving multiplying whole numbers.
- The learner will extend geometric patterns. (3.A.2/4.A.4)
- The learner will demonstrate the associative properties of multiplication. (4.N.6/6.N.2)

Much like the standardized assessment results, P188X demonstrated sustained growth in scale scores by alternate assessment students on NYSAA.

- Level 1 NYSAA ELA- decreased moderately by (-13.2%)
- Level 2 NYSAA ELA- decreased notably by (-21.9%)
- Level 3 NYSAA ELA- decreased moderately by (-14.6%)
- Level 4 NYSAA ELA- increased notably by (+49.7%)

New York State Alternate Assessment (NYSAA)
ELA Levelled Scores

	2007-2008	2008-2009 *	Δ
Level 4	41 (30.8%)	128 (80.5%)	+49.7%
Level 3	37 (27.8%)	21 (13.2%)	-14.6%
Level 2	35 (26.3%)	7 (4.4%)	-21.9%
Level 1	20 (15%)	3 (1.8%)	-13.2%

* 2008-2009 data based on hand scores.

The increase in Level 4 NYSAA performance is reflective of the professional development model utilized to support our alternate assessment staff. This model allowed the teachers to meet with the lead teacher and participate in collegial reviews to evaluate the progress made toward achieving the targeted objectives. The implementation of our SCEP goal from the 08-09 school year which was to expand and increase the use of AAC devices across all curriculum areas was also instrumental in the NYSAA improvements. Based on Brigance Inventory information and Assessment Reports there was a 62.4% increase in the number of students who scored a level 4 in the communication assessment domain (more specifically IED-II: E-1 through E-10b and LSI:A-2. Based on our AAC Devices Survey there was an increase in usage in the following areas: Voice Output Communication Devices weekly usage increased in 13/13 classes; Mayer Johnson Boardmaker Program increased in 11/13 classes; Symbolic/Graphic Communication Boards weekly usage increase in 7/13 classes.

Parent Engagement

We acknowledge a recent decrease in the level of parental involvement as evidenced by a 19% decrease in responses to our 2008-09 Learning Environment Survey, attendance at school wide functions, namely Parent/Teacher conferences and attendance at Parent Workshops. Parents are a critical component in the facilitation of goal acquisition, academic and social-emotional development. We have identified this as one of our areas in need of improvement as noted in our current goals.

Preschool

Pre-school children with disabilities have very unique needs. Most skills are emerging during these early years and it is essential that growth is measured and analyzed to ensure that optimum learning is taking place. Data from The ABLLS and other sources (i.e. Aligning ABLLS to IEP instruction form, NET, classroom checklists, data sheets, parent surveys and consultations with teachers and related service providers) all reveal that many of our students have severe deficits in communication which negatively impacts learning particularly in the area of social skills acquisition. The Inquiry Team work supported these results in their findings. As a result they developed an intensive Professional Development plan to train teachers on developing and aligning appropriate tasks with the ABLLS communication strand. These tasks were taught to a small group of intermediate learners. This resulted in a 32% increase from baseline data over four skill sets: (Receptive Language, Requesting, Labeling & Intra-verbal). These practices were expanded to include all Intermediate learners and these results showed similar growth. The team and administration agree that extending this plan to include beginning learners and incorporating a social skills focus (which goes hand in hand with communication) should produce significance growth in these domains.

Our school's strengths are indicative of best practices implementation and effectiveness based upon Quality Review results the following is noted:

- The school collects and uses a wide range of data to understand the performance and learning needs of our diverse student population. All the teachers utilize data binders to drive instruction and recognize trends in growth and learning.
- The teachers across the school welcome opportunities to participate in meaningful professional development and use this to strengthen instruction and raise student engagement and leaning outcomes. Teachers are provided opportunities to register and attend professional development sessions via Protraxx, D'75 PD catalogue, and outside PD sponsored by City College and other private institutions.
- Teachers use Achieve 3000, Scantron, and ARIS information to disaggregate data and improve instruction. In addition these programs allow the teachers to focus on learning objectives the students have met and areas of improvement.
- Common preps are scheduled based on student population to provide teachers with opportunities to meet and share best practices and complete collaborative lesson plans.
- Staff Meetings are utilized to inform instructional practices, address and implement school-wide initiatives, provide support and feedback on best practices.
- Learning Environment Survey showcased an improvement in the response rate of Teachers by 23% and the Student response by 28%. We also encouraged the teachers and students to Go Green with 37% of the teachers' online response and a 67% response from the students online.
- Interdisciplinary teaming is encouraged and maintained to provide instructional specialization within the standardized assessment instructional staff.
- Skill of the week was great for the teachers to have a common focus within their classrooms as well as supported a school-wide focus.
- All classrooms are well supplied with books and classroom libraries are supplemented annually.
- Our school has maintained a rating of Well Developed for the past three years.
- The work of the Inquiry Team resulted in an average increase of 30 Lexiles using Achieve 3000. This success indicates the necessity of continuing and expanding the Inquiry Team Model across all disciplines.

LRE ratios and the percentage of students moving onto general education settings - In accordance with the least restrictive environment (LRE) requirement of IDEA, it is the goal of P.S.188X to increase the opportunities that are available to students with disabilities to receive an education alongside non-disabled students in the general education classroom setting with necessary supports, accommodations and related services. However, for those students with disabilities whose needs cannot be met in the general education environment due to the nature or severity of the disability, P.S.188X provides specialized environments with different student/staffing ratios, together with behavior interventions and support plans, curriculum accommodation and modification, and individualized supports to meet the academic and social needs of individual students. Students with disabilities, who are transitioning from self-contained special education classrooms to

general education or LRE classrooms, are also eligible to receive transitional support services such as counseling or as otherwise mandated by the student's IEP.

Academic Year	Movement to LRE
2005 – 2006	<ul style="list-style-type: none"> ▪ 12 students
2006 – 2007	<ul style="list-style-type: none"> ▪ 27 students
2007 – 2008	<ul style="list-style-type: none"> ▪ 17 students from a 12:1:1 staffing ratio moved to a community high school ▪ 8 students moved to LRE ▪ 39 students remaining in <u>inclusion</u> setting with collaborative “team” teaching
2008 – 2009	<ul style="list-style-type: none"> ▪ 5 Elementary students (6:1:1) moved to inclusion ▪ 4 Elementary students (6:1:1) moved to an 8:1:1 class ▪ 2 students from a 12:1:1 ratio went to High School Inclusion ▪ 9 students from 12:1:1 ratio moved to Sp Ed Community High School ▪ 11 students from a 12:1:1 & 8:1:1 ratio moved to General Ed High School ▪ 6 Pre K students moved to a community school program.

What are the most significant aids or barriers to the school's continuous improvement?

- The distribution of funding across the organization so as to provide equal access to effective instructional materials and resources across all content students in both alternate assessment and standardized assessment classes greatly impacts on our program. In an effort to address this barrier, we supplement our resources through outreach to community organizations like Donor's Choose, RIF, and apply for varying grants.
- New admissions to P.S.188X across the school year and especially in the weeks leading up to the NYS standardized tests adversely impact on the overall performance scores. Even a cursory review of the scale scores of those students enrolled at P.188X for two or less years demonstrates the diminution in overall scores for the organization. In an effort to address this barrier, we assess the individual student needs upon admission and develop Academic Support Plans accordingly.
- Standardized Assessment students entering the program in the middle of the school year display disruptive and inappropriate behaviors that impede their success. These behaviors also have an adverse effect on students whose behaviors have improved and are making progress. Time is taken away from instruction until the new students “buy into” the behavior management plan. In an effort to address this barrier, we provide new students with a tour during our intake inclusive of expectations, Power of Choice overview, and school rules.
- Alternate Assessment students entering the program in the middle of the school year also display inappropriate behaviors that need to be targeted. This also causes disruption in the flow of the day for students already functioning well. In an effort to address this barrier, we assess individual student needs and provide appropriate support.

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.

#1 To expand upon the student goal setting process to include interim targets and defined timeframes to measure mastery of learning.

- By June 2010, 75% of students in both alternate and standardized assessment classes will have completed a "My goals worksheet" as a guideline along with the usage of formative assessments to determine if their goals are being met.
- By June 2010, there will be a 10% increase in students meeting their IEP goals as evidenced by tracking the mastery of items on the completed "My goals worksheet".

#2 To support the instructional practices and achievement of Alternate Assessment Students through the piloting of the District 75 Lakeshore Program Initiative in 20 classes.

- By June 2010, 100% of the targeted instructional staff will be trained and utilizing the Lakeshore Program.
- By June 2010, there will be a 10% increase in datafolio scores for the alternate assessment students as a result of improved instructional practices.

#3 To develop collaboration and collegial working groups to support school based Professional Development for teachers to improve instruction and student outcomes.

- By June 2010, 90% of all teachers will be an active member in a small focus group based on their student populations.
- By June 2010, 10% of alternate assessment students, grades 4-8, will demonstrate an increase in ELA scores on the NYSAA.
- By June 2010, students in standardized assessment, grades 4-8, will demonstrate a six month increase in reading levels as measured by Scantron, Achieve 3000, and running records.

#4 To improve instruction through the initiation and alignment of teaching practices with the Professional Teaching Standards (PTS).

- By June 2010, 90% of teachers will develop a personal Professional Learning Goal aligned with the Professional Teaching Standards to improve their teaching skills and master the elements of said goal as evidenced by teacher observations, collegial conversations, class inter-visitations, focus group meetings and teacher binders which include a self assessment thus impacting student performance.

#5 To promote the collaboration and partnership with parents and key stakeholders to improve the performance of students in standardized testing.

- By June 2010, parent involvement will increase as evidenced by a 10% increase in parent responses on School Learning Environment Survey (from 26% to 36%).
- By June 2010, 5% of our parents will access ARIS through the Parent Link.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy fund will be used to cover per session activities. Tax Levy Funds and NYSTL funds will be used to purchase supplies and materials. District will provide PD.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By November 2009 all classroom teachers will have submitted to the Assistant Principals a copy of all student goal worksheets for review. • Calendars, conference notes, and agendas from monthly meetings with Administrators and teachers. • Class packets of “My Goal Worksheets” – Quarterly updates. • By June 2010 all students will have completed a final goal review. • June 2010 each class will present during a school wide activity the progress they made using their goal worksheet.

	<ul style="list-style-type: none"> • November 2009 - Introduce parents to the “at home component of the program. • January 2010 - Interim assessments for all students will have been completed • January 2010 - District Professional Development will have been provided for the initial. • January 2010 - IEPs will be completed • January 2010 - SMART Goals will be modified where needed • June 2010 - All assessments will be completed. • June 2010 - All participating teachers will complete the program. • June 2010 - Staff will reconvene to determine if program is suitable for our students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>PD and instructional materials will be provided by the District. Tax Levy funds will support per session activities for turn key training.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By October 2009, copies of agendas, sign in sheets and training materials of turn key training • By December 2009, updated IEP Goals of students in the targeted 20 classes. • ARIS community updates and sign in data reviewed on a monthly basis by administration • By June 2010, Completed Assessments of targeted student groups.

	<ul style="list-style-type: none"> ▪ September 2009 – Per session from Tax Levy Funds will be allocated in Galaxy for Professional Development sessions. ▪ September 2009 – Administration will assign teachers to a focus group based on their student population. ▪ September 2009 – Principal will assign Assistant Principals to specific working groups. ▪ September 2009 – Small focus groups will meet to set a calendar and using the collaborative inquiry process they will select the short and long term goals for their group. They will submit the above to the Assistant Principal assigned to their group. ▪ Ongoing – Administration and SAF will be available to assist in the inquiry process. ▪ December 2009 – Administration will meet with each team to review their progress. ▪ January 2010 – Each team will review their progress and edit and/or revise their focus if necessary. ▪ Ongoing – Agendas and sign in sheets will be maintained by each team and submitted to the Assistant Principal for their team. ▪ June 2010 – Each team will share their goals and results of the process with the entire staff on a Professional Development Day.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy funds will support PD and per session activities.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ October 2009. collaborative team leaders will submit a calendars of team meetings scheduled ○ Agendas from each team provided on a monthly basis. ○ June 2010, Presentation of collaborative work and completion of goals as presented to the staff.

	<p>will be conducted by administration.</p> <ul style="list-style-type: none"> ▪ January/February 2010 – Administration will review progress toward personal goals with teachers. Any revisions will be made. ▪ Ongoing – Administration conducts formal and informal observations and provides feedback to teachers on progress made toward reaching their personal goal. ▪ Ongoing - Administration will maintain a binder with teachers’ plans and the feedback provided by administration ▪ Ongoing – Assistant Principals and coach will provide continued support and feedback.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional Development will be provided by district coaches. Tax Levy funds will be allocated to support materials and per session activities.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ November 2009 – 90% of all teachers will have submitted their plan for their personal Professional Learning Goal. ▪ February 2010 – 80% of all teachers will have been observed and met with a member of the administration to review their goal and personal binder. ▪ June 2010 – 90% of all teachers will have completed their binders and achieved their personal learning goal.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy funds will support parent activities.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Ongoing, monthly agendas and sign in sheets from Parent Workshops ▪ Ongoing, monthly sign in sheets from Parent Association Meetings. ▪ By December 2009, Agenda and sign in sheets from two ARIS trainings ▪ June 2010, increase in stakeholders response to Learning Environment Survey

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	3	3	N/A	N/A	3	0	0	0
4	2	2	2	2	2	0	0	0
5	6	6	6	4	5	0	1	0
6	15	15	10	8	9	3	3	0
7	34	34	27	18	28	3	3	0
8	52	52	34	31	43	7	2	0
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS programs:</p> <ul style="list-style-type: none"> • Achieve 3000 – TeenBiz, a web-based, individualized & differentiated reading and writing instruction program for grades 6-12 and KidBiz for grades 2-5. • Wilson – a decoding, encoding, sight word fluency, vocabulary, oral expressive language development & comprehension program. • Early Literacy Skills Builder (ELSB) – A literacy curriculum with a print and phonemic awareness focus created for students with moderate to severe developmental disabilities. • Rewards – strategies for decoding multi-syllabic vocabulary words, fluency, comprehension test taking strategies, and content area reading and writing activities. • News-2-U- a web-based, picture exchange reading program. • Great Leaps – drill & practice for reading fluency. • Reading A to Z – a web based reading program • PAF (Preventing Academic Failure) – a multi sensory reading, spelling and handwriting program for grades 2 & 3. <p>Delivery Method:</p> <ul style="list-style-type: none"> • Individual (one to one) tutoring • Small Group instruction • Individual student computer use with staff monitoring <p>Provision of Service:</p> <ul style="list-style-type: none"> • During school hours • After school program for middle school students <p>* For alternate assessment students the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) is used.</p> <p>TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System) & ABA (Applied Behavioral Analysis) are also used in the classroom.</p>
Mathematics:	<p>AIS programs:</p> <ul style="list-style-type: none"> • AIM Higher – a program to increase math reasoning and higher order thinking • Math Steps – A program that reinforces basic number concepts • Achieve 3000 – Math Component of above program • Everyday Math Games – a drill exercise program aimed at building fact & operations skills • Summer Success math – A program that introduces, reinforces and reviews key math concepts • Interactive online math sites – www.kidsnumbers.com & www.mathplayground.com <p>Delivery Method:</p>

	<ul style="list-style-type: none"> • Individual (one to one) tutoring • Small Group instruction • Individual student computer use with staff monitoring <p>Provision of Service:</p> <ul style="list-style-type: none"> • During school hours • After school program for middle school students <p>* For alternate assessment students the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) is used.</p> <p>TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System) & ABA (Applied Behavioral Analysis) are also used in the classroom</p>
Science:	<p>AIS Programs:</p> <ul style="list-style-type: none"> • Apple Laptop carts • SmartBoards • Web based science sites • Brain Pop & Brain Pop Jr. <p>Delivery Method:</p> <ul style="list-style-type: none"> • Individual (one to one) tutoring • Small Group instruction • Individual student computer use with staff monitoring <p>Provision of Service:</p> <ul style="list-style-type: none"> • During school hours • After school program for middle school students <p>* For alternate assessment students the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) is used.</p> <p>TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System) & ABA (Applied Behavioral Analysis) are also used in the classroom.</p>
Social Studies:	<p>AIS Programs:</p> <ul style="list-style-type: none"> • Apple Laptop Carts • Smartboard • Weekly Publications – Weekly reader • Web based Social Studies sites • BrainPop & BrainPop Jr. <p>Delivery Method:</p> <ul style="list-style-type: none"> • Individual (one to one) tutoring • Small Group instruction • Individual student computer use with staff monitoring <p>Provision of Service:</p> <ul style="list-style-type: none"> • During school hours • After school program for middle school students • For alternate assessment students the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) is used.

	<ul style="list-style-type: none"> • TEACCH (Treatment & Education of Autistic & related Communication-handicapped Children), PECS (Picture Exchange Communication System) & ABA (Applied Behavioral Analysis) are also used in the classroom.
At-risk Services Provided by the Guidance Counselor:	In addition to the individualized school behavior management plan based on Power of Choice, during sessions providers do intensive counseling and behavior staff implement LSCI (Life Space Crisis Intervention).
At-risk Services Provided by the School Psychologist:	In addition to the individualized school behavior management plan based on Power of Choice, during sessions providers do intensive counseling and behavior staff implement LSCI (Life Space Crisis Intervention).
At-risk Services Provided by the Social Worker:	In addition to the individualized school behavior management plan based on Power of Choice, during sessions providers do intensive counseling and behavior staff implement LSCI (Life Space Crisis Intervention).
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s): 6-8 _____ **Number of Students to be Served:** 12 _____ **LEP** _____ **Non-LEP** _____

Number of Teachers: 2 _____ **Other Staff (Specify):** 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.

188X's ELLs are spread out over nine different grade levels (K-8) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1), different English language proficiencies (Beginner, Intermediate, Advanced) and differing abilities (ED, MR, Autistic, Multiple Disabilities). The ELL population is consequently not clustered in groups large enough to facilitate transitional Bilingual classes. All ELLs receive ESL with native-language alternate placement para-professionals present in all classes. We employ a freestanding ESL program. 43 of 188X's 399 students, or 10.91 percent, are coded as ELLs of the 43 students six are ESL only and the remaining 37 are bilingual students. 33 ELLs receive ESL services; 10 ELLs are X-coded / serviced as per IEP. 2009 NYSESLAT scores indicate 14 Beginning, 9 Intermediate, and 4 Advanced ELLs.

At school orientation and new enroll intakes, ELLs and their parents are invited, in their native language if requested (through oral or written communication by qualified bilingual staff), to participate in the after-school ELL technology program, which meets on Tuesdays and Thursdays from 3:00-4:30 (3 hours total) January through June (22 weeks). Although all (43) ELLs students are eligible to participate in the program, there are

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12 students identified from grades 6-8. These students are at the beginner level and have transitioned to the intermediate level according to both alternate and standardized assessment results. These students were identified based on 2009 NYSESLAT scores. These students are given instruction using different methods and programs such as BrainPop, Achieve 3000, Starfall, and Edmark. 43 of the 399 students at P188x are entitled to ELL services. All current ELL students are Hispanic and speak Spanish at home.

Research indicates that using technology with ELLs is an effective way to enhance English language acquisition skills: “[Technology] prevents the academic and social marginalization of ELLs. [It is] motivating and non-judgmental. [It] allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or even their own identity. [It] gives them prompt feedback, individualizes their learning, and tailors the instructional sequence.” - Critical Issue: Using Technology to Support Limited-English-Proficient (LEP) Students’ Learning Experiences (2003)

The program will be headed by two ESL/Bilingual certified teachers, who will collaborate weekly with two native-language alternate placement paraprofessionals facilitate the ELL technology program for students and their parents. There will be two groups for optimal instructional impact; the groupings will be constructed of 6 students, 1 teacher, and 1 paraprofessional. An administrator will be in the building during after school sessions as per daily schedule. Individual student focus is pre-requested by the classroom teachers, based on the area of need: standardized assessment students use BrainPop (Social Studies, Science), and the Achieve 3000 reading program (ELA); alternate assessment students use BrainPop Jr. (Social Studies, Science), Starfall (Literacy) and the Edmark reading program (ELA). The curriculum, using English as the language of instruction, targets the four modalities (reading, writing, speaking, and listening) and is aligned to the NYS ESL and content area standards. The Achieve 3000 program maintains running records used for program success assessment.

The determination for success is evaluated based on Pre and Post assessments administered on Achieve 3000, Edmark, and teacher designed assessments. Teacher-made ESL rubrics are also utilized in the evaluation process of students’ work. We also utilize picture symbol usage charts, AAC device logs, and total physical response notations for alternate assessment and limited articulation students. Students will utilize an iPod Nano/Flip Video to produce ELL content for discussion. Video will be viewed, tagged, and edited on MacBook/iMacs. The determination for success for standardized students is through the use of the Edmark reading program, ESL rubrics, teacher designed assessments, and the Achieve 3000 reading program. Success for the alternate assessment students is determined through the use of total physical response, picture symbols, and speech devices. Open house will be held for the parents of the students taking the opportunity of getting involved with the Title III supplemental program. Title III information will be given in detail to the parents in their preferred language by a qualified bilingual staff member. A detailed description of what the program will entail will be given to the parents in their preferred language. An interpreter will be available.

Parent & Community Involvement

In January 7th, an ELL parent orientation meeting will be held from 3:00-4:00 by the certified ESL/Bilingual teacher to explain the ELL after-school program and range of services available. All parents of ELLs will be invited, in official Title III letters in their native language, to attend a series of five after-school support workshops to assist parents in working with their child on the specific focus determined for their student as needing support.

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These sixty-minute monthly workshops, lead by the certified ESL instructor, will be designed to support the instruction provided during the after-school ELL instruction on the first Thursday of the month from 3:30-4:30. Program information will be translated and interpreters will be available during the presentation of oral information. Parents will be provided metrocards and flash drives.

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.

Staff working in the Title III program will attend five monthly after-school ELL technology professional development seminars. The certified ESL instructor will lead 60 minute sessions from 3:00-4:00 the second Monday of each month on the scheduled topics: January: Using the Achieve 3000 reading program for ELA, February: Using Starfall for Literacy, March: the Edmark reading program (ELA) April: Using BrainPop & BrainPop Jr. for Science, May: Using BrainPop/BrainPop Jr. for Social Studies.

Form TIII – A (1)(b)

School: 188X _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) 1. Per session 2. Per diem	\$10,564.54	Per Session: Direct instruction 3 hours a week for 22 weeks Teachers: 49.89 X 2 = 99.78 X 66 Hours = \$6585.48 Paras: 28.98 X 2 = 57.96 X 66 Hours = \$3825.36 Secretary: 30.74 X 5 hours= \$ 153.70
Purchased services - High quality staff and curriculum development contracts.	\$788.70	Staff Development Workshops (contracts and per session) Teachers: \$49.89 X 2= \$99.78 x 5 hours =\$498.90 Paras: \$28.98 x 2= \$57.96 x 5 hours= \$289.80
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,976.76	Instructional materials to support classroom and after school instruction. Printer Cartridges- \$143.60 Laminating Supplies- \$41.16 iPod Nano/Flip Video- 6 X \$149= \$894

		MacBook/iMac- 2 X \$949= \$1898
Educational Software (Object Code 199)		
Travel	\$270.00	Transportation for parents: metrocards provided for 12 parents for monthly meetings: 12 X \$4.5= \$54 X 5 months = \$270
Parental Involvement	\$400.00	Parent involvement activities: orientation reception:\$100, Culminating family celebration \$180, 12 flash drives for each family to complete activities at home: 12 x \$10= \$120
TOTAL	\$15000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

An inventory of the Home Language surveys and Parent-Indicated Preferred Language of Communication is maintained to ensure that written and oral services are provided in the language requested. Spanish communication is currently the non-English language requested. We have staff members who speak this language and communicate with the parents and provide translation of necessary information on a regular basis.

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

Spanish communication is the non-English language requested. Translation and interpretation service options are explained to the staff members working directly with our LEP students in group and one-on-one meetings. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

Part B: Strategies and Activities

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

Written translation services are provided in-house by school staff. Documents are given two days in advance to the in-house translators. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

4. 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.

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Oral interpretation services are provided in-house by school staff at group and one-on-one meetings. Parents are notified of translation services at new student intake, at school orientation, in the Parents Bill of Rights, and by posted interpretation notice signs.

5. 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>.

Within the first 30 days of the 2009-2010 school year, we will audit the requested parent languages. All LES parents will be notified of the services provided in-house. We will utilize the DOE's Translation & Interpretation Unit when necessary for assistance

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Not Applicable: Non- Title I 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

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

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

Not Applicable

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

¹ School Under Registration Review (SURR)

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

Not Applicable

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

The P.188X Cabinet, which is made up of lead teachers and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletters. In addition, P.188X has a number of committees (SBIT, AIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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

Applicable Not Applicable

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

The report supports areas of need that P.188X exhibits. We follow a standards based curriculum for all standardized assessment students. Curriculum maps that are aligned to the state standards has been, and continues to be a challenge to differentiate the curriculum and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes. As well, our students with significant cognitive delays also follow the guidelines set forth by the State and we have seen that the results of NYSAA demonstrate this. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program.

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

P.188X has begun to “drill down” towards more intense data analysis. We will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. Since the population of students that we serve all have special needs and the majority of these

students are at minimum two years below grade level due to the severity of their handicapping conditions, we recognize that these students will not achieve full proficiency on NYS exams. However, these students will eventually achieve standards but at a different pace and since they are able to be in school until age 21, we believe that this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled students has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as AbleNet to address these issues.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

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The P.188X Cabinet, which is made up of lead teachers and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletters. In addition, P.188X has a number of committees (SBIT, AIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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

Applicable Not Applicable

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

The report supports areas of need that P.188X exhibits. We follow a standards based curriculum for all standardized assessment students. Curriculum materials that are aligned to the state standards has been, and continues to be a challenge to differentiate and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes. As well, our students with significant cognitive delays also follow the guidelines set forth by the State and we have seen that the results of NYSAA demonstrate this. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program.

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.

P.188X has begun to “drill down” towards more intense data analysis. We will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. Since the population of students that we serve all have special needs and the majority of these students are at minimum two years below grade level due to the severity of their handicapping conditions, we recognize that these students will not achieve full proficiency on NYS exams, however, these students will eventually achieve standards but at a different pace and since they are able to be in school until age 21, we believe that this will assist in moving students with special education needs forward. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled students has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula such as Ablenet to address these issues. We also need to offer more opportunities for professional development in Everyday Mathematics and Impact Mathematics that will not only extend our teachers’ understanding of the process strands, but also demonstrate how they are represented in these programs, and why they are important to improving student performance.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The P.188X Cabinet, which is made up of lead teachers and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletters. In addition, P.188X has a number of committees (SBIT, AIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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?

P.188X has an ongoing commitment to differentiated instruction through the rich and varied instructional resources available to our teachers and instruction teams for reading workshop and writing workshop models. All of the lessons prepared by our teachers have to be differentiated due to the nature of our student population and the legally mandated age range in (3 year span) of students in each class. However, it is difficult to implement best practices at all times when the classroom dynamics can include students functioning on grade level, 2-3 years below grade and having severe cognitive impairments. Teachers are afforded professional development in the specific curriculum areas and supported to

implement these practices but in addition to the academic deficits many of our students have severe emotional challenges that impair their learning and negatively affect classroom instruction.

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.

P.188X is going to explore various ways to program students in order for their grouping to be more homogenous. At the elementary level we will need support in the way of an additional school based coach who can work with teachers, who have a Special Education license, in content area instruction. Our teachers have received extensive professional development in differentiating instruction and best practices but need additional PD in content area subjects in order to implement homogenous grouping in subject areas.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The P.188X Cabinet, which is made up of lead teachers and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, SLT and PTA meetings as well as in the monthly newsletters. In addition, P.188X has a number of committees (SBIT, AIS) with significant teacher and paraprofessional representation which meet regularly to discuss the types of issues identified by the Curriculum Audit and make recommendations to the administration.

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

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

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?

Conversations with the P.188X mathematics cluster teacher and a sampling of classroom teachers implementing Everyday Mathematics or Impact Mathematics and the review of teacher observations, disputes the findings. As evidenced through formal and informal observations technology is regularly incorporated into lessons and planning. Web based math programs are being used in classrooms to support instruction. In addition math skills are being incorporated into cross content areas such as science and social studies.

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The administration reviewed Employee Identification System (EIS) to review start dates of all teachers. In addition the BEDS survey from last year was reviewed.

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?

A review of the data shows that P.188X continues to attract and retain highly qualified teachers to our organization. The percentage teaching more than 2 years at our school has increased from 69.5% in 2005-2006 to 75.6% in 2007-2008 to 84.5% in 2008-2009. In addition the percentage teaching more than 5 years at this school has increased from 47.6 in 2005-2006 to 58.9 in 2007-2008 to 67.8% in 2008-2009. The percentage of "highly qualified" teachers as defined by NCLB/SED, has increased from 66.3% in 2005-2006 to 89.3% in 2007-2008 to 92.5% in 2008-2009. The addition of new teachers in this school year was due to the opening of new classes.

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.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The P.188X cabinet surveyed staff members to determine their awareness of the ELL professional development available.

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?

Based on the survey results it is evident that the majority of staff were aware of the QTEL program. Staff with ELL students in their class were aware of the Language Allocation Policy and the ELL instruction provided by the ESL teachers. Teachers with no ELL students were not aware of the LAP.

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.

A listing of QTEL professional development sessions will be distributed to all teachers. In addition the ESL teachers will, at a faculty conference, what the Language Allocation Policy is and its contents. Support will be needed to provide substitute teacher coverage when staff members attend ELL professional development.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The school cabinet will review how data is analyzed and disseminated with regard to ELL students.

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?

Based on conversations with staff the general consensus is that they do not get the results of the NYSESLAT in a timely fashion. This is due in part to the late release of the scores. In addition due to the nature of our special education population data is disaggregated by multiple factors including handicapping conditions and time in district 75.

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.

When data is made available, in addition to the multitude of ways we now disaggregate the data, we will disaggregate by proficiency level and time in the United States. This information will be distributed to all teachers of ELL students in order to assist them in driving their instruction to increase student performance.

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,

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and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

Our determination as to whether or not this is relevant to us is based on our own internal review of classroom best practice, increased access to differentiated instruction resources and an analysis of testing scores.

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?

Alternate assessment students participate in the NYSAA. Their approach to instruction is based on the Alternate Grade Level Indicators (AGLI). Although differentiation of instruction is being done it is often not horizontally related to the general education curriculum, thereby not allowing these students access to the general education curriculum. Teachers are not always incorporating the behavior intervention plan into their teaching methods.

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.

We will form a committee to review the AGLIs and develop a correlation to the general education curriculum. Select classes will be selected to participate in a pilot program to implement this curriculum. Data will be collected and analyzed in order to determine if this curriculum will be appropriate for all alternate assessment students. Professional Development will be provided on writing a Behavior Intervention Plan and implementing it in the classroom.

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are

assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

Students' IEPs are always reviewed by the teacher, para and related service providers when a student is admitted to our school.

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?

This finding is relevant to our school because of the fact all are students come to us with an IEP already written. After observing the student many times it is evident that there is a discrepancy between the goals and the actual functioning and/or grade level of the student. Goals do not match the present levels of performance on the IEP. A majority of the students admitted need to have the IEP conference reconvened in order to develop appropriate goals for that student. Many students in need of a Behavior Intervention Plan do not have one written with the current IEP. Our teachers have to write a BIP in order to provide the appropriate accommodations for the students' instruction.

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.

Teachers and paraprofessionals will be provided with common planning time to develop a plan for accommodations of instruction for all students. Teachers and paras will provide these accommodations to students during the lessons in class. The para will assist with small group instruction under the teacher's supervision so that a variety of accommodations are met and all students receive equal instructional access during a lesson. Grade level content will be used as the base for students' instruction and goals and objectives for each student will be based on the grade content. For those students in standardized assessments whose IEPs indicate such, modified promotional criteria, modifications will be reflected in the instruction. For students participating in the NYSAA assessments, goals and objectives will be reviewed, aligned and modified to the AGLIs. Behavior intervention plans will be reviewed and supported in the classroom instruction.

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

This appendix will not be required for 2009-10

Not Applicable

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 10
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 studnets are eligible to attend any programs run through the STH units at the ISC.**



2009 LANGUAGE ALLOCATION POLICY
SCHOOL: P. S. 188X

DISTRICT: 75

PRINCIPAL: S. JOHNSON
ASSISTANT PRINCIPALS: W. MILTON, T. HEADLEY, J. TUBIOLO
ESL TEACHERS: G. BARRETT, S. PARRA-SANCHEZ
BILINGUAL TEACHER: N. ESPANA
BILINGUAL EXTENSION TEACHERS: N. ISAAC, V. SANCHEZ, A. GONZALEZ
PARENT COORDINATOR: D. ZERBO
PARENT: G. SOTOMAYOR
BILINGUAL COUNSELORS: M. BRANCH, M. MINAYA
BILINGUAL SPEECH THERAPISTS: E. BARRERA

PROGRAM MODEL DESCRIPTION

ELL Population

- 33 of 188X's 394 students, or 8.37 percent, are entitled to ELL services.
- All current ELLs are Hispanic, speaking Spanish as their home language.
- 20 ELLs have 0-3 years of service, 19 have 4-6 years, 4 have 6+ years (includes X-codes).
- 0 ELLs are newcomers. 0 ELLs are SIFEs.
- 2009 NYSESLAT scores indicate 14 Beginning, 9 Intermediate, and 4 Advanced ELLs.
- The ELL grade distribution is: K: 0, 1st: 1, 2nd: 0, 3rd: 0, 4th: 3, 5th: 4, 6th: 3, 7th: 9, 8th: 13.

Program Design

188X's ELLs are spread out over nine different grade levels (K-8) with varied class-size mandates (6:1:1, 8:1:1, 12:1:1), different English language proficiencies (Beginner, Intermediate, Advanced) and differing abilities (ED, MR, Autistic, Multiple Disabilities) at two separate sites. The ELL population is consequently not clustered in groups large enough to facilitate transitional Bilingual classes. All ELLs receive ESL with native-language alternate placement para-professionals present in all classes. We employ a freestanding ESL program which primarily utilizes the push-in model (at 188@34) and a push-in/pull-out combination (at 188@301) due to specific student needs.

ESL Program

ESL, classroom, and cluster teachers meet monthly for common planning. ESL teachers commonly push in to work in conjunction with the classroom teacher. Where mandates require, students are pulled out to reinforce classroom instruction in small groups. ELLs are not pulled out of content area classes to prevent interfering with test preparation and content area learning. This ensures that students receive the required 180 minutes of English Language Arts. Native Language Arts is supported by alternate placement paraprofessionals, Bilingual extension and

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Bilingual certified teachers working with the classroom teachers. Beginners and Intermediate ELLs receive 360 minutes of ESL per week, while Advanced ELLs receive 180 minutes.

ELL Curriculum

Aligned to the NYS ESL and content area standards, 188X's ELL curriculum is designed to: 1) develop academic and real world English language proficiency, 2) scaffold and support content area instruction, and 3) target and improve student test-taking skills. ELL teachers utilize classroom and content area texts/materials for instruction. For standardized assessment students, Everyday Math (Math), BrainPop (Social Studies, Science), and the Achieve 3000 reading program (ELA) are regularly used. With alternate assessment students, Functional Math (Math), BrainPop (Social Studies, Science), Starfall (Literacy) and the Edmark reading program (ELA) are commonly used. ESL materials include leveled readers (Penguin), photo dictionaries (Longman), Word by Word (Longman), and Moving Into English (Harcourt). Native language books/materials are available for native language support.

Using English as the language of instruction, the ESL curriculum incorporates total physical response (TPR), picture symbols (PECS), speech assistance devices, content scaffolding, project-based and communicative-based learning. Scaffolding techniques focus on modeling, bridging, contextualizing, re-presenting text, building schema, and metacognition. Instructors frequently incorporate 'learning-by-doing' lessons in which students encounter language in real-life scenarios and activities. A project-based lesson example would be: 1) drafting a formal letter, 2) correction/improvement with rubrics, 3) mailing the letter at a mailbox or post office, and 5) retelling the experience with new vocabulary.

Additional Services

Bilingual speech providers and counselors serve ELLs. Newcomer, SIFE services include AIS tutoring and native language literacy development. Extension of Service (4-5 years of service) and

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Long Term ELLs (6+ years of service) are recommended for AIS interventions. Students who have transitioned out of the ESL program (former ELLs) are included in ESL groupings for one year and continue to receive ELL testing accommodations for two years following entitlement.

Parent & Community Involvement

At school orientation and new enroll intakes, ESL program information is detailed for parents in their preferred language by qualified bilingual staff. Parents meet with ESL teachers to discuss the program goals and strategies. In school meetings, conferences, letters, and phone calls, communication is translated for parents preferring another language. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level.

ESL & Bilingual Staff

- Certified ESL Teachers: G. Barrett (188@301), S. Parra-Sanchez (188@34)
- Certified ESL & Bilingual Teachers: N. Espana (188@301)
- Certified Bilingual Extension Teachers: N. Isaac(188@34), V. Sanchez(188@34), A. Gonzalez(188@34)

All ESL and Bilingual teaching certificates are on file at 188@34. All teachers are required to have 7.5 hours of Jose P. training. Staffs working with ELLs - teachers, paraprofessionals, and related service providers - attend ongoing ELL professional development workshops, totaling 300 minutes per academic year. The scheduled topics are: October: Balanced Literacy in the Content Area, November: Scaffolding for Instruction, January: Cross Cultural Counseling, March: NYSABE, April: QTEL.

NYSELAT

- All ELLs enrolled at 188X took the NYESLAT in May.
- 27 NYESLAT score reports were received in September.

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- Students without scores appear: 1) to have not been tested at prior schools; or 2) to have been ELL classified after May.
- Student test results indicated 14 Beginners, 9 Intermediate, and 4 Advanced.

The NYESLAT is administered to students entitled to ELL services and to students exempt from ELL services (X-coded in CAPS). Test results indicate a need to improve writing and reading skills. Attention is paid to pre-writing strategies to help students organize their ideas. Students must be accustomed to test taking and strategies for success. Instructors use NYSESLAT samplers to reduce anxiety.

NYSAA

- All alternate assessment ELLs enrolled at 188X took the 2009 Math & Reading NYSAA.
- 8th grade alternate assessment ELLs took the 2009 Science NYSAA, while 5th grade alternate assessment ELLs took the 2009 Social Studies NYSAA.

LAB-R

- 0 students took the LAB-R in 2008.

The LAB-R test is administered to newcomers to the city school system. As District 75 schools are not typically schools of first admit, students have already been tested by the time they arrive at our school. Only in cases of severe disability are District 75 schools the schools of first admit. In this scenario, the CSE team administers the LAB-R at intake.

Implications for LAP

NYSESLAT results indicate a need to improve writing and reading skills. Attention is paid to pre-writing strategies to help students organize their ideas. Students must be accustomed to test taking

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and strategies for success. The wide distribution of ELL students and differing class size mandates prevents the clustering of our students into bilingual classes. We have sufficient ESL and Bilingual instructors and paraprofessionals to provide services meeting the full ELL mandates as per CR154 _____

Shanie Johnson

Principal, P.S. 188X

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School 188X
Principal S. Johnson	Assistant Principal W. Milton, T. Headley
Coach	Coach
ESL Teacher G. Barrett, S. Parra Sanchez	Guidance Counselor M. Branch, M. Minaya
Teacher/Subject Area N. Espana	Parent G. Sotomayor
Teacher/Subject Area N. Isaac	Parent Coordinator D. Zerbo
Related Service Provider E. Barrera	SAF C. Watkins
Network Leader A. Edelstein	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	4	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	394	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	8.38%
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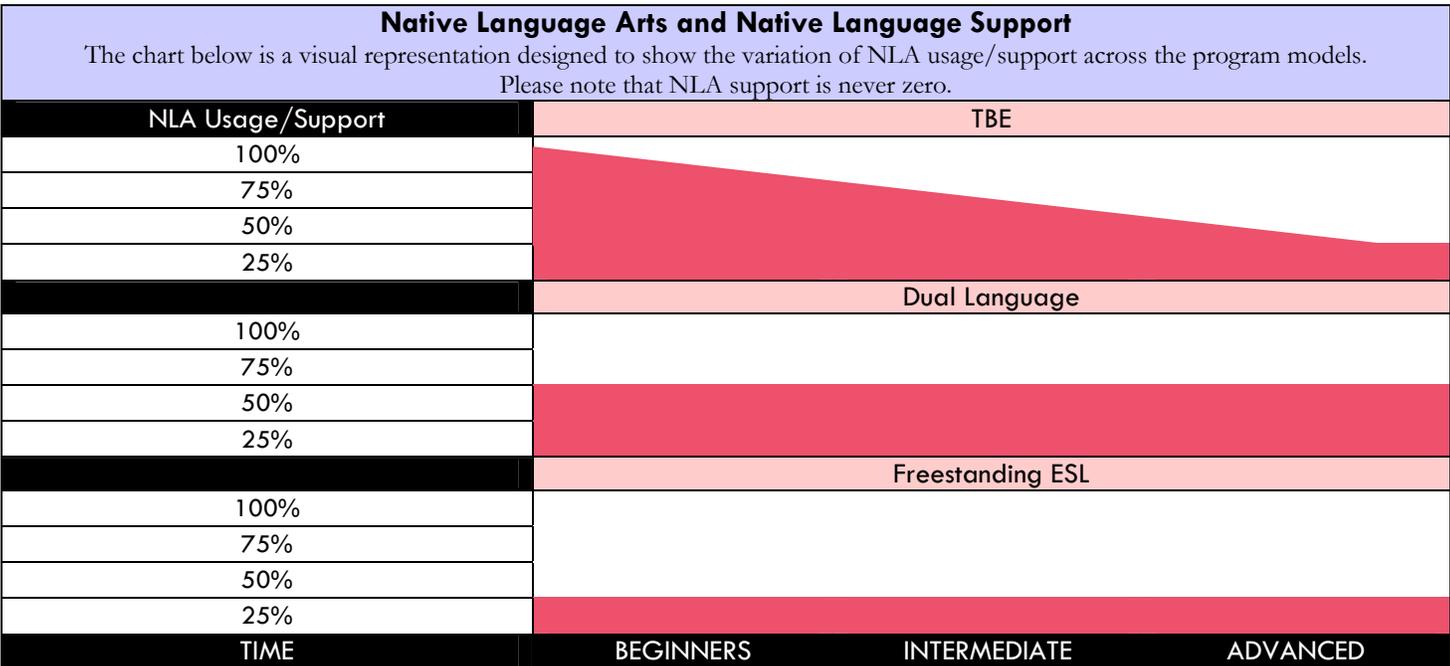
Part II: ELL Identification Process

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

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

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



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	6	14
Intermediate(I)					1		2	2	4	9
Advanced (A)							1	2	1	4
Total Tested	0	0	0	0	1	0	6	9	11	27

NYSAA Bilingual Spe Ed							3		3
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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			1						1
8									0
NYSAA Bilingual Spe Ed	1						2		3

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

Signatures

School Principal

Date

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date