



[THE VIDA BOGART SCHOOL FOR ALL CHILDREN]

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

SCHOOL: (75/ BRONX/ 352, 75X352)

ADDRESS: 730 BRYANT AVENUE

BRONX NY 10474

TELEPHONE: 718-542-1537

FAX: 718-542-5128

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 352X SCHOOL NAME: The Vida Bogart School For All Children

SCHOOL ADDRESS: 730 Bryant Avenue; Bronx, NY 10474

SCHOOL TELEPHONE: 718-542-1537 FAX: 718-542-5128

SCHOOL CONTACT PERSON: Lourdes Mendez EMAIL ADDRESS: Lmendez5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: MAUREEN McCaffrey

PRINCIPAL: LOURDES MENDEZ

UFT CHAPTER LEADER: LUIS GARCIA

PARENTS' ASSOCIATION PRESIDENT: AZIZI BAKER

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: DISTRICT 75

SSO NETWORK LEADER: ADRIENNE EDELSTEIN

SUPERINTENDENT: BONNIE BROWN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
LOURDES MENDEZ	*Principal or Designee	
LUIS GARCIA	*UFT Chapter Chairperson or Designee	
AZIZI BAKER	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
CINDY HERNANDEZ	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MARIBEL RIVERA	Parent Coordinator	
ANDREA MARTE	P.T.A Secretary	
NOEMI BISNAUTH	P.T.A Treasurer	
MERCEDES MADERA	Member/ Parent	
CHRISTINA ROBERTSON	Member/ Parent	
MARIA QUINONES	Member/ Parent	
MAUREEN MCCAFFREY	Member/ Coach	
MICHAEL MITTERBAUER	Member/ Teacher	
PAT PRIESTAP	Member/ Teacher	
DALIDA JAVIER	Member/ Parent	
DAVID CANDELARIO	Member/ Parent	

AUDREY FRASER	Paraprofessional	
ELISSA ASHE	School Psychologist	

(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.

P352X, The Vida Bogart for All Children, serves the needs of children with autism, emotional disturbances and mental retardation across three different building sites, and was founded in September 2006 with a first-year principal, first-year assistant principals and twenty-one first year teachers. Entering our fourth year, we have grown to include 35 classes, grades K-8, and an inclusion class, and we have maintained a proficient rating on the 2008-2009 Quality Review. Clearly, organizational growth has been evidenced across many leadership domains- instruction, human development of staff and supervisory strands- and all decisions and plans of actions are driven by our mission statement- to create an academic setting where all students can learn.

P352X provides a twelve-month program in buildings shared with Public Schools 75, 92 and 424. We have classes with standard assessment procedures and alternate assessment techniques depending upon the needs and abilities of the students. In addition, at the 424 site, we have collaboration with the Astor Day Treatment Program; P352X provides city-wide instructional mandates to the students and Astor provides mental health services to approximately 36 students, grades six through eight, including students in the inclusion program. P352X and the Astor Day Treatment Program continuously strive to have a seamless organization; both entities share one school vision and mission in delivering services to students.

This is our third year implementing an inclusion class with the general education school-MS424-consisting of eight day treatment students from Astor. Students in inclusion receive general education curriculum instruction with targeted intervention services from special education and general education teachers, four paraprofessionals and a cadre of related services providers, which include counselors, occupational and physical therapists, and speech teachers. As with the day treatment program, MS424 and P352X have integrated to become one seamless community sharing facilities in a co-located school building.

As we approach our fourth year of existence, the P352X school community has worked together in implementing instructional goals. We have developed a system of gathering and using data to inform teachers of classroom practices in order to support differentiation of instruction in accordance to IEP mandates. This initiative was the end-result of the city-wide Inquiry Team mandate implemented last year and gives teachers the tools to have discussions about data in order to evaluate and monitor progress of student achievement. We provide uniformity of instruction across three sites, specific to programs. In alternate assessment classrooms, the TEACCH instructional strategy, together with ABA fundamental techniques, is the methodology used to improve learning outcomes of students with autism and mental retardation. For the 2009-2010, the school has been awarded a grant of \$330,000 to be used for the purchasing of computers across all three sites.

In standardized assessment classrooms, city-wide curriculum mandates, together with specific AIS curriculum procured by the school, follows the workshop model of instruction emphasizing small group and targeted instruction at all times. As the last Quality Review reported, progress has been made in ensuring consistency of instruction through professional development and Inquiry Team best practices in problem-solving. Furthermore, we continue to see growth in the development of our approach in identifying the direction and activities that will have significant impact on student performance and progress.

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:		The Vida Bogart School for All Children								
District:		75	DBN:		75X352	School BEDS Code:		307500012352		
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	0	0	0		82.9		TBD			
Kindergarten	26	7	1	Student Stability - % of Enrollment:						
Grade 1	31	5	36	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	26	11	45		72.2		74.3			
Grade 3	36	28	30	Poverty Rate - % of Enrollment:						
Grade 4	25	28	30	(As of October 31)	2006-07	2007-08	2008-09			
Grade 5	27	18	32		0.0	68.5	0.0			
Grade 6	8	22	11	Students in Temporary Housing - Total Number:						
Grade 7	15	11	20	(As of June 30)	2006-07	2007-08	2008-09			
Grade 8	13	13	7		15	3	12			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		1	1	0			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	27	136	64	(As of October 31)	2006-07	2007-08	2008-09			
Total	234	265	282		234	265	282			
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	234	265	282	Principal Suspensions	28	17	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	8	TBD			
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			
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	13	0	0	Number of Teachers	50	68	68			
# in Dual Lang. Programs	0	0	0	Special High School Programs - Total Number:						
# receiving ESL services only	7	20	11	(As of October 31)	2006-07	2007-08	2008-09			

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	16	21	16	Number of Administrators and Other Professionals	8	51	62
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	33	27
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>	1	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	60.3
				% more than 5 years teaching anywhere	36.0	33.8	33.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	72.0	68.0	78.0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.0	95.0	88.6
American Indian or Alaska Native	0.0	0.4	0.4				
Black or African American	47.4	44.9	48.9				
Hispanic or Latino	49.2	49.8	45.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	2.3	2.1				
White	2.1	2.6	2.8				
Male	83.8	84.5	81.9				
Female	16.2	15.5	18.1				
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:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
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:	TBD	Overall Evaluation:	√
Overall Score:	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	TBD	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	TBD		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	TBD		

KEY: AYP STATUS

√ = Made AYP
 √^H = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 – = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◇ = Outstanding
 NR = No Review Required

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The administrative cabinet of P352X, together with instructional coaches, unit teachers and lead teachers engaged in the inquiry team initiative during the 2008-2009 school year. Results were evaluated during the school year from the following data sources:

- Scantron Results
- Predictive Results
- SCEP Goals
- Inquiry Team action plan and results
- NYS Testing results across curriculum areas
- NYSAA results for students in alternate assessment programs
- Informal assessment results as evidenced by P352X data tracking system
- PPR action plan and data findings.

As a result of our analysis, we compared data from the 2007-2008 school year to the 2008-2009 school year along curriculum areas in order to identify performance trends.

ELA:

Performance Trends:

There were improvements across grades 4-5, 6-8; however a 9% decline of 3th grade scores at level 2. Great gains were made at the elementary and middle school levels with 11% improvement of 4rd grade scores at level 2, 12 % improvement of 5th grade scores at level 2, 47% improvement of 6th grade scores at level 2, and a 11% improvement of 7th at level 3 and 8th grade scores (respectively) at level 2. Predictive assessment results showed that students in grade 6-8 were lacking comprehension skills in the analysis of non-fiction text. As a result of this, the Inquiry Team targeted their work in this area during the 2007-2008 school year, but limited growth in this area was evidenced in predictive assessments.

NYSAA scores in ELA showed that 69% of students scored level 4 in ELA during the administration of 2008-2009.

MATH:

Performance Trends:

There were improvements across grades 3-5, 7 and 8; however an 8% decline of 3rd grade scores at level 2. Improvements were made at both the elementary and middle school levels with 5% improvement of 3rd grades scores at level 3, 16% improvement of 4th grade scores at level 2, 20% improvement of 5th grade scores at level 2, a 38% improvement of 6th grade scores at level 2, 35% improvement of 7th grade at level 3 and 24% improvement of 8th grade scores (respectively) at level 2. In addition, gains were made in students scoring level 3's with a 7% increase in grade 4, a 9% increase in grade 5 and a 9% increase in grade 8.

NYSAA scores in MATH showed that 63% of students scored level 4 in MATH during the administration of 2008-2009.

Summary:

In three years there have been significant gains in test scores across curriculum areas. Resources were aligned in order to provide professional development opportunities to staff, in addition to the implementation during the 2008-2009 school year (school's second year) of common planning periods for teachers. The creation of cluster positions at all three sites in social studies and science communicated to parents, teachers and students the school's commitment to improving instruction in these curriculum areas. Trends show that one particular grade, 6th, needs intense development in the improvement of student performance in ELA and math. All sixth grade students are new enrollments to the school and part of the Astor Day Treatment agency. A challenge found in improving student performance is the continued collaboration of the school with the day treatment agency in combining good instruction with the mental health needs of the students- especially in the sixth grade. Schedules during the 2008-2009 school year include planning and meeting time between teachers and the day treatment staff in identifying and monitoring behavioral goals aligned with classroom performance. In addition, P352X has committed in strengthening relations with the day treatment by providing per session funds for additional planning sessions between teachers and day treatment clinicians.

A great achievement in the school's short history is its ability to systematize the informal assessment process (Scantron, interim tests, Mondo assessments) where parents, students and teachers value the importance of such results in order to ensure a high level of integrity of results. Because of this practice, the school has moved from underdeveloped during the 2006-2007 Quality Review to proficient in the 2007-2008 Quality Review results and maintained proficient for the 2008-2009 Quality Review. The Inquiry Team centered their work on the area of comprehension of non-fiction texts for students in grades 7-8, and improvements in the Social Studies and Science state test results evidenced this work. However, an increasing challenge is in the school's ability to create adequate cluster classrooms, such as science labs, in limited shared space with general education programs.

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 increase student achievement in English Language Arts.

Objective #1: 30% of standard assessment students in the 4th and 5th grade will evidence an increase of one performance level on the NYS ELA Exam by June 2009. In addition, 9% of alternate assessment students in grades 3 to 5 will evidence an increase of one performance level of NYSAA.

2. To increase student achievement in mathematics.

Objective: 15% of standard assessment students in grades 4 and 5 will evidence an increase of one performance level in NYS Math exam by June 2009

3. To increase positive student behavior.

Objective: 80% of students in standard assessment programs, grades 3-5, will increase positive behaviors as evidence by an increase in their positive behavior tracking sheet by 10% from September 2009 to June 2010.

4. To increase the number of student in less restrictive environments.

Objective: 10% of students in standardized and alternate assessment classes will move to LRE for related services or as measured by staffing ration, test modifications, promotion criteria and IEP mandates.

5. To expand and increase the use of Augmentative and Alternative Communication devices across all curriculum areas for alternate assessment students and to engage in ongoing home school communication regarding this expansion.

Objective#1: Alternate assessment classes will increase the use of Augmentative and Alternative Communication devices by 15% as measured by a comparison study of the number of devices used during the 2008-2009 school year, with the number of devices used and data compiled throughout the 2009-2010 school year.

Objective#2: 100% of parents targeted in the above objective will be provided with communication regarding their child's progress.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student achievement in English Language Arts.</p> <ul style="list-style-type: none"> • 30% of standard assessment students in grades 4 and 5 will evidence an increase of one performance level on the NYS ELA exam by June 2009. • 9% of alternate assessment students in grades 3 to 5 will evidence an increase of one performance level on the NYSAA ELA assessment.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Objective#1:</p> <ul style="list-style-type: none"> • August 2009: identifying students who earned proficiency ratings that are marginal and in close proximity to the next performance level. • August 2009: Roll out curriculum plans in ELA • September 2009: During staff orientation, introduce curriculum plans in ELA • September 2009: establish method of tracking student achievement in the classroom through school wide data tracking system; IEP goals will be monitored through this system. • September 2009: Develop professional development calendar for teachers to attend D75 professional development sessions; align budget for per diem coverage. • September 2009: Inaugurate computer lab established with RESO-A funds; align budget to create a technology teacher position; align budget to purchase ACHIEVE 3000. • September 2009: establish professional options for teachers- assign common planning meetings for teachers • September 2009: create template of common planning discussion topics that will center on ARIS and teacher assessments. • September 2009: establish Inquiry Team which will focus on a target group identified with a sub skill deficit by the team. • September 2009: Assess students using Scantron, Achieve 3000, ECLAS-2, MONDO Bookshop, QUALITATIVE READING INVENTORY and the Writing Continuum. • September 2009: align budget to create standardized assessment instructional coach. • October 2009: ELA predictive exam administered to all students.

- November 2009: analysis of predictive exams through inquiry teams and common planning meetings.
- December 2009: second QRI administered in ELA; second writing continuum administered.
- January 2010: ELA state exam administered
- February 2010: second Scantron administered.
- March 2010: third administration of QRI and writing continuum.
- May 2010: Final administration of QRI and writing continuums.
- October 2009 through June 2010: daily monitoring of student attendance together with school wide attendance incentive plan will ensure positive trends in attendance.
- October 2009 through June 2010: continued professional development sessions throughout the school year to support teachers in the area of ELA instruction; continued meeting with the Inquiry Team; common planning and data meetings throughout the year with teachers will monitor progress of this goal.

Objective#2:

- September 2009: align budget to create two alternate assessment coach positions.
- September 2009: roll out ELA curriculum for alternate assessment classes.
- September 2009: create classes that are homogenous in student ability; support teachers in both ABA and TEACCH methodologies.
- September 2009: align budget to purchase MEVILLE TO WEVILLE curriculum, in addition to HEADSPROUTS.
- September 2009: identify communication systems for students in accordance to class levels; systems may include PECS to assistive communication electronic devices; budget will be aligned for the purchasing of materials and devices.
- September 2009: professional options for teachers will include common planning; teacher schedules will reflect common planning meetings.
- September 2009: establish Inquiry Team to monitor progress of this goal.
- September 2009: identify NYSAA coordinator to turn-key professional development in NYSAA guidelines and practices.
- September 2009: coordinate with D75 office of Autism need of coaching support; identify teachers attending targeted D75 professional development sessions offered by the office of Autism.
- October 2009: align budget to establish a second alternate assessment coach.
- October 2009: align budget to purchase additional materials and furniture to support TEACCH methodologies in the classroom.
- October 2009: Brigance due

	<ul style="list-style-type: none"> • November 2009: Analysis of Brigance results in common planning meetings and through inquiry team work. • November 2009 through June 2010: monthly IEP tracking sheets will be collected to ensure that instruction is in alignment with students' IEP goals and objectives. • January 2010: NYSAA due for in-house peer review; submission to state is February 2010. • October 2009 to June 2010: daily monitoring of student attendance to ensure positive trends in attendance. • October 2009 to June 2010: continued professional development sessions throughout the school year to support teachers in the area of ELA instruction; continued meetings with the Inquiry Team; common planning and data meetings throughout the year with teachers will monitor progress of this 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>	<ul style="list-style-type: none"> • Align budget to establish a second alternate assessment coach • Align budget to purchase additional materials and furniture • Schedule common planning meetings • Schedule teachers for D75 Professional development • Secure per diem coverage Professional development
<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"> • The use of ARIS to build school community • ATS report to monitor student attendance • November 2009: inform parents of informal results. • December 2009: first predictive exam. • Feb 2010 and June 2010: mid and final (respectively) informal assessment results; expected gains of Scantron results measuring SIP growth; conversion scale of Scantron points into "years" ; expected growth of 50% attainment of one year's growth in February assessment (6 points); 50% attainment of one year's growth in May's assessment (6 points). • Inquiry Team begins in September 2009- includes coordinator and 5th grade teacher; meetings are weekly; weekly meeting with principal to inform of progress. • Development of Interim Tracking sheet for Inquiry Team use. • Instruments of measurement include QRI, Scantron, predictive results, writing continuum. • Twice per week common planning meetings include monitoring of students achievement through school's data tracking system. • P352X data tracking system records students' progress across ELA areas targeted to IEP goals.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student achievement in mathematics.</p> <ul style="list-style-type: none"> • 15% of standard assessment students in grades and 4 and 5 will evidence an increase of one performance level in NYS Math exam by June 2009.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • August 2009: identifying students who earned proficiency ratings that are marginal and in close proximity to the next performance level. • August 2009: Roll out curriculum plans in MATH • September 2009: During staff orientation, introduce curriculum plans in MATH • September 2009: establish method of tracking student achievement in the classroom through school wide data tracking system; IEP goals will be monitored through this system. • September 2009: Develop professional development calendar for teachers to attend D75 professional development sessions; align budget for per diem coverage. • September 2009: Inaugurate computer lab established with RESO-A funds; align budget to create a technology teacher position; align budget to purchase EVERYDAY MATH COMPUTER GAMES. • September 2009: establish professional options for teachers- assign common planning meetings for teachers • September 2009: create template of common planning discussion topics that will center on ARIS and teacher assessments. • September 2009: establish Inquiry Team, which will focus on a target group identified with a sub skill deficit by the team. • September 2009: Assess students using Scantron and EVERYDAY MATH. • September 2009: align budget to create standardized assessment instructional coach. • October 2009: MATH predictive exam administered to all students.

	<ul style="list-style-type: none"> • October 2009: align budget to purchase MATH TRIUMPHS for grades 4 and 5; AIS math program. • November 2009: analysis of predictive exams through inquiry teams and common planning meetings. • February 2010: second Scantron administered. • March 2010: MATH state exam administered • April 2010: Third Scantron administered. • October 2009 through June 2010: daily monitoring of student attendance together with school wide attendance incentive plan will ensure positive trends in attendance. • October 2009 through June 2010: continued professional development sessions throughout the school year to support teachers in the area of MATH instruction; continued meeting with the Inquiry Team; common planning and data meetings throughout the year with teachers will monitor progress of this 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>	<ul style="list-style-type: none"> • Training of coordinator in math middle school curriculum- Impact Math. • Use of D75 literacy coaches and Inquiry Team coordinator for professional development opportunities. Schedule common planning. • Secure substitute teachers for training dates. • Inquiry Team per session funds.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • September 2009: Scantron administered and Impact Math built-in curriculum administered to students. • November 2009: inform parents of informal results. • Feb 2010: Predictive Exam in math administered to students. • Feb 2010 and June 2010: mid and final (respectively) informal assessment results; Scantron results measuring SIP growth; conversion scale of Scantron points into “years” ; expected growth of 50% attainment of one year’s growth in February assessment (6 points); 50% attainment of one year’s growth in May’s assessment (6 points). • Inquiry Team begins in September 2009- includes coordinator and teachers; meetings are weekly; weekly meeting with principal to inform of progress. • Development of Interim Tracking sheet for Inquiry Team use. • Instruments of measurement include Scantron, predictive results, and Impact Math built-in assessments. • Twice per week common planning meetings include monitoring of students achievement through school’s data tracking system.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Positive Behavior Supports

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase positive student behavior.</p> <ul style="list-style-type: none"> 80% of students in standard assessment programs, grades 3-5, will increase positive behaviors as evidence by an increase in their positive behavior tracking sheet by 10% from September 2009 to June 2010.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> September 2009: analysis of all student IEP's to select individual students with behavior intervention plans (BIPS) which mandate the use of a positive behavior reinforcement system. September 2009: implement school-wide positive behavior incentive plan. September 2009: align budget to include creation of crisis intervention teacher September 2009: introduce academic binder system which includes positive behavior point tracking system; growth will be analyzed on a monthly basis. September 2009: introduce mood meter and blue-print to students in adherence to the EL curriculum designed by Marc Brackett. September 2009: align budget to identify standard assessment instructional coach September 2009: establish EL team consisting of administrators, coaches and lead teachers. September 2009: EL planning team, together with D75 support, design school-wide charter; roll-out of charter for November 2009 across three sites. September 2009: align budget to purchase student incentives for "school store." September 2009: design and implement School Bus Safety Policy which will outline the goals and expectations of school bus safety and behavior. October 2009: initiate <u>Caught Red Handed</u> bus point system to encourage positive behaviors on the bus; this system positively reinforces students for remaining seated, wearing seat belts and not engaging in negative behaviors. October 2009: school-wide bus driver and matron two hour training; training will include overview of disabilities and best practices in managing student behaviors; bus point system will also be

	<p>introduced and bus matron/driver roles and responsibilities will also be reviewed.</p> <ul style="list-style-type: none"> • October 2009 to June 2010: daily monitoring of student attendance to ensure positive trends in attendance. • October 2009 to June 2010: continued professional development sessions throughout the school year to support teachers in the area of PBIS and Emotional Literacy; continued meetings with the EL team; common planning and data meetings throughout the year with teachers will monitor progress of this 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>	<ul style="list-style-type: none"> • Create a crisis intervention teacher • Create Standard assessment coach • Funding for student incentives for “school store” • Professional development for EL team along with District 75 support • Allocate funds for EL team per session
<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"> • Meeting agendas • Student point sheets • ATS daily Attendance report • Staff Attendance sheets • Use of school IEP tracking system

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Less Restrictive Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of student in less restrictive environments</p> <ul style="list-style-type: none"> • 10% of students in standardized and alternate assessment classes will move to LRE for related services or as measured by staffing ration, test modifications, promotion criteria and IEP mandates.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • September 2009: establish student base line; related services will be identified and reviewed initially by the IEP team for all students; identification of students for LRE in related and academic services based on prior school year’s academic and behavioral performance. • September 2009 through June 2010: weekly IEP team meeting with related service providers from counseling, speech, occupational therapy and physical therapy, will evaluate progress of baseline students towards meeting IEP goals; recommendations for IEP review and movement to LRE, or termination of services, will be initiated. • September through June 2010: parent workshops and meetings will encourage the need of moving students along the instructional continuum from a setting that is most restrictive (D75) to less restrictive (community school district); monthly parent coordinator meetings across all three sites will held. • September 2009 through June 2010: Inquiry team will be evaluating instructional progress targeted as the baseline group.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Secure per diem funds for coverage • Schedule common planning

Indicators of Interim Progress and/or Accomplishment

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

- Teacher and IEP team weekly meeting to monitor student academic and behavioral progress.
- Development of Interim Tracking sheet for inquiry team purposes
- Monthly agenda

	<ul style="list-style-type: none"> • October 2009 through June 2010: targeted students' use of Augmentative and Alternative Communication devices will be incorporated throughout the school day, including cafeteria and transitioning time; use of such devices will be charted and documented. • October 2009 through June 2010: Increase in communication will be measured using Brigance and through teacher meetings evaluating IEP progress as monitored by school-wide IEP data tracking system. • October 2009 through June 2010: budgets will be aligned for staffing so that professional development sessions can be held by speech teachers to support teachers in the use of these devices.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funding to purchase needed equipment • Parent workshops and speech training workshops
<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"> • Daily documentation sheet of use of device • Bi-weekly meeting agenda's • Monthly meetings to monitor progress and use of device

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	13	13	N/A	N/A	0	0	0	0
1	10	10	N/A	N/A	10	0	0	0
2	37	37	N/A	N/A	37	0	0	0
3	56	56	N/A	N/A	56	0	0	0
4	59	59	59	59	59	0	0	0
5	69	69	69	69	69	0	0	0
6	14	14	14	14	14	14	14	14
7	16	16	16	16	16	16	16	16
8	18	18	18	18	18	18	18	18
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: <i>Words Their Way</i> <i>Meville to Weville (Ablenet)</i> <i>Mondo Bookshop</i> <i>Achieve 3000</i> <i>Emotional Literacy</i></p>	<p>Words their Way: for students in both SA and AA classes, grades K-5; small-group and one-to-one instruction; service provided during the school day; focuses instruction on phonemic awareness, phonics, fluency, comprehension and vocabulary. Students grades 3-5 in alternate assessment will also be using this AIS curriculum through TEACCH and ABA methodologies.</p> <p>Meville to Weville (Ablenet): for students in alternate assessment classes, grades K-5; develops students' communication skills through thematic materials emphasizing word communication through pictures; small group and one- to-one instruction through TEACCH and ABA methodologies during the school day.</p> <p>Mondo Bookshop: for students in SA classes, grades K-5; small group and on to one instruction; service provided during the school day: lesson focus on vocabulary development, fluency and reading comprehension.</p> <p>Achieve 3000: for students in SA classes, grades K-5; individual instruction during the school day to increase reading comprehension, vocabulary and writing proficiency.</p> <p>Emotional Literacy: literacy program with lessons designed to improve academic performance and social competence of students; instruction provided during the school day; SA students grades K-5.</p>
<p>Mathematics: <i>Math Steps</i> <i>Alternate Assessment Math Units of Study</i></p>	<p>Math Steps: for students in both standardized and alternate assessment classrooms, K-8; instruction provided in small-guided groups and one-to-one instruction, in addition to TEACCH and ABA methodologies; instruction is provided during the school day.</p> <p>Individualized instruction driven by computerized, built-in assessment tools; instruction provided during the school day.</p> <p>Alternate Assessment Math Units of Study: for students in alternate assessment classrooms, grades K-5, instruction provided during the school day; TEACCH and ABA methodologies are used emphasizing small group and one-to-one instruction.</p>
<p>Science: <i>Houghton Mifflin Science (grades K-2)</i> <i>Harcourt Science (grades 3-5)</i> <i>Glencoe (grades 6-8)</i> <i>Units of Study in Science</i></p>	<p>Houghton Mifflin: for grades K-2 in standardized assessment classrooms; small group and one-to-one instruction; service provided during the school day; curriculum plans are in alignment with NYS standards; built-in assessments target language development in conjunction with meeting science standards.</p> <p>Harcourt Science: for grades 3-5 in standardized assessment classroom; small group and one-to-one instruction; service provided during the school day; curriculum plans in alignment with NYS standards; built-in assessment target science learning objectives in conjunction with Scantron assessment which targets non-fiction ELA skills.</p> <p>Glencoe Science: for grades 6-8 in standardized assessment classrooms: small group and one-to-one instruction; service provided during the school day: curriculum plans in alignment with NYS standards: built-in assessments target science learning objectives in conjunction with Scantron assessment which targets non-fiction ELA skills.</p> <p>Units of Study in Science: P352X Science curriculum for alternate assessment students grades K-5;</p>

	instruction provided during the school day; curriculum plans in alignment with NYS standards; TEACCH and ABA methodologies are used emphasizing small group and one-to-one instruction.
Social Studies: <i>Houghton Mifflin (grades K-6, 8)</i> <i>Holt (grade 7)</i> <i>Units of Study in Social Studies</i>	<p>Houghton Mifflin: for grades K-6 and 8 in standardized assessment classrooms: small group and one-to-one instruction; service provided during the school day; curriculum plans are in alignment with NYS standards; built-in assessment target language development, non-fiction ELA skills and social studies core areas of instruction (geography, customs, economies, etc.)</p> <p>Holt: for grade 7 in standardized assessment classrooms; small group and one-to-one instruction; services provided during the school day; curriculum plans are in alignment with NYS standards; built-in assessments target social studies learning objectives in conjunction with Scantron assessment in non-fiction ELA skills.</p> <p>Units of Study in Social Studies:</p>
At-risk Services Provided by the Guidance Counselor: <i>TCI</i> <i>FBA</i> <i>Adaptive Communication Devices</i>	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8; services provided during the school day; both services assist students in identifying behaviors that prevent effective learning in the classroom; clinical support and follow-up are integral to this intervention service; services provided individually or in small groups of no more than three students</p> <p>Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5; services provided throughout the school day; for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performance of students; use of devices is individualized to student need.</p>
At-risk Services Provided by the School Psychologist: <i>TCI</i> <i>FBA</i> <i>Adaptive Communication Devices</i>	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8; services provided during the school day; both services assist students in identifying behaviors that prevent effective learning in the classroom; clinical support and follow-up are integral to this intervention service; services provided individually or in small groups of no more than three students</p> <p>Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5; services provided throughout the school day; for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performance of students; use of devices is individualized to student need.</p>
At-risk Services Provided by the Social Worker: <i>TCI</i> <i>FBA</i> <i>Adaptive Communication Devices</i>	<p>Therapeutic Crisis Intervention and Functional Behavioral Analysis: for students in standardized and alternate assessment classrooms grades K-8; services provided during the school day; both services assist students in identifying behaviors that prevent effective learning in the classroom; clinical support and follow-up are integral to this intervention service; services provided individually or in small groups of no more than three students</p> <p>Adaptive Communication Devices: for students in alternate assessment classrooms, grades K-5; services provided throughout the school day; for students with severe communication delays, symbols and communication devices are used to identify and follow-up behavioral disorders to ensure optimal classroom performance of students; use of devices is individualized to student need.</p>

At-risk Health-related Services:
***Astor Day Treatment clinicians and
medical professionals***

Students in the Astor Day Treatment program, grades 6-8, receive individual psychiatric and clinical support throughout the school day. Teacher schedules reflect weekly meetings with clinicians in the treatment of students with severe emotional disturbances in order to ensure positive students academic outcomes.

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) _____ **Number of Students to be Served:** 11 **LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** 2 Paras and 1 administrator

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.

352X has a total of 284 students; 9.5% of students are ELL population (27 students); an additional 29 students are x-coded and not entitled to services. Out of the 9.5% of students deemed ELL, 95% speak Spanish (18 students) and 5% Bengali (one student). 37 students NYSESLAT results were at the beginning level, 7 were invalid, and 6 were at Intermediate level and 1 Advanced. 78% (44 students) of the students are alternate assessment students either with mental retardation or autism. The number of ELL Students by grade level are 4 students are in Kindergarten; 1 student in the 1st grade; 4 students are in the 2nd grade; 6 students are in the 3rd grade; 6 students are in the 4th grade; 6 students are in the 5th grade. Students’ results in the NYSESLAT evidenced a growth in the speaking component of the test from year to year. ESL instruction is provided through both pull out and push in models in order to meet NYS ESL standards and incorporates ESL strategies such as total physical response, language experience approaches, graphic organizers and scaffolding strategies. The language of instruction is English. For students in alternate assessment programs, the use of Mayer Johnson symbols and assistive communication devices are used to meet the instructional needs of the students with limited communication. ESL instruction is in alignment

with P352X's units of studies across curriculum areas (ELA, math, science and social studies). For students in grades 6-8, support is afforded to ESL students through the Astor Day Treatment Program. P352X has one ESL teacher serving all ESL students across three sites. The ESL teacher provides the students the CR Part 154 mandated minutes as follows: in both the elementary and middle school level, beginner and intermediate level students receive 360 minutes per week of ESL instruction.

Advanced level students receive 180 minutes per week of ESL instruction, and 180 minutes of ELA instruction per week. The ESL teacher meets with the principal weekly to align instruction with Scantron and Acuity Predictive results, in addition to alignment with IEP goals and objectives. All ELL students received AIS instruction which is evidenced by P352X's adoption of the workshop model of instruction across all curriculum areas and the TEACCH model of instruction for students in classrooms for students with Autism; both models emphasize one to one individualized instruction. All ELL students participate in extracurricular activities which include school assemblies, trips and school festivals. In order to meet instructional mandates, ELL students are clustered and served in accordance to levels. All students receive mathematics, social studies, science and physical education instruction; PECS and augmentative devices are used to facilitate communication across content areas. All students deemed ELL have the following student to staff ratios: 6:1:1, 8:1:1 or 12:1:1. As per the IEP of the 27 ELL students, 20 students are mandated for bilingual instruction; 7 are mandated for monolingual instruction with ESL services only; only one student is mandated for an alternate placement paraprofessional (Bengali) and is being serviced by a paraprofessional proficient in this language and English.

P 352X's ESL program incorporates a push-in and pull-out model in order to accommodate the learning needs of our ELL population. Data reveals that although we have a wide span of grade levels, different disabilities, and distinct school sites no student is underserved. Students receiving ESL services need to be clustered in order to facilitate the delivery of the appropriate number of instructional hours per week. The native language does play a role in instruction for it supports the readiness of the student for content learning. The native language is used as a bridge; content areas are taught in English using ESL strategies, and the native language is used to communicate the directions necessary to complete the tasks. Native language support is provided for students designated bilingual on their IEP's by a paraprofessional in the classroom that speaks the student's native language.

The ESL teacher is fully certified. Balanced literacy strategies, as well as both ESL and special education methodologies, are utilized to instruct the diverse ELL students at our school. For the 2009-2010 school year, we will be implementing the D75 units of Study which will facilitate instruction in reading and writing strategies and vocabulary around the themes that are covered in grades K-8. The curriculum is designed to meet the cognitive needs of every student through TPR, multi-sensory activities, art, and literacy, in addition to the four modalities of language, which are incorporated into most ESL lessons; materials are teacher made and follow the pacing calendar provided by the district.

The LAP allows us to focus on the needs and strengths of the ELL students in our school. For many alternate assessment students, the focus needs to be on expressive language either through the use of PECs, Mayer Johnson symbols, or through speech therapy strategies used to encourage verbalization. In order to enhance listening skills, the use of read alouds and tasks designed to assess for comprehension will be practiced across content areas, not just the ELA block. Since data shows that all students were weak in reading and writing modalities, in the 2008-2009 school year, we will be using the D75 Units of Study as our instructional program, along with its assessment tools, to provide for regular targeted assessments of specific reading and writing skills in order to promote a more rapid acquisition of reading and writing skills in English.

MAY 2009

Since most current ELL students are alternate assessment, most materials used are teacher made and follow specific units of studies. For ELA, students use MEVILLE to WEEVILLE from ABLENET. This curriculum emphasizes language development with specific literacy skills across 4 themes throughout the year. In addition, the District 75 Units of Study in literacy are used in ESL instruction as an addition to the ELA block.

For Math, Social Studies and Science, 352X has created a Unit of Study pacing calendar for students in alternate assessment classrooms. With the use of the city's core curriculum materials (Math- EVERYDAY MATH; SCIENCE and SOCIAL STUDIES- McGraw Hill Text Program) as a supplement, the Units of Study incorporates content standards and the AGLI's to meet the needs of ELL students in alternate assessment programs.

Presently our school has eleven long term ELL student. In order to meet the needs of students deemed 'long term ELL's', students will be provided with native language support, academic intervention services, a school orientation, augmentative communication devices, Picture Exchange Communication (PECs), Total Physical Response (TPR), and the D75 Units of Study; music, technology, and art are incorporated throughout the curriculum for additional instructional support. The ESL teacher will be a part of continuous assessment (BRIGANCE or SCANTRON) to ensure that assessments are administered in a manner where results are not skewed due to lack of language comprehension. .

Long Term ELL students will continue to receive ESL services and additional support in the form of AIS. Students, for whom we have requested extension of services for, will also receive all services mentioned in the above paragraph. . The school will use Title 3 funds in an after-school program in support of ELL students, specifically long term ELL's. As mentioned previously, AIS will play a significant role in the support of long-term ELL's. Students who are in their 4th and 5th year of receiving ESL services will also receive AIS instructional support. Small group and individual instruction is provided for long term ELL's throughout the day in following the TEACCH and the workshop model of instruction. The nature of these teaching methodologies embeds individual instruction as part of the lesson.

Description of Supplemental Services:

Supplemental instruction will be done after school and will incorporate ESL instructional strategies within the framework of the balanced literacy components. The anticipated number of students to attend is 11; primarily students with Autism, 4 students in Kindergarten, 1 student in 1st grade, 4 students in 2nd grade and 2 students in 3rd grade will attend with a ratio of 6:1:1. We will be focusing on our students with Autism to improve communications skills in the four modalities of listening, speaking, reading, and writing in order to improve upon there English language acquisitions. The language of instruction will be English. The tentative start date of the program is February 9, 2009. The proposed curriculum to be used is NYC approved Center Stage Literacy from ETA Cuisenaire. This curriculum supports Reading First initiatives and Early Reading First initiatives. Center Stage Literacy creates a center based classroom with mini-lessons in literacy which promotes a gradual release of responsibility framework. Fun and developmentally appropriate activities provide authentic opportunities to involve students in thoughtful literacy and scaffold student learning. Each center includes plenty of unique, hands-on literacy materials to actively involve up to four students at once. Multiple centers can be set up at the same time allowing students to simultaneously rotate through independent activities.

MAY 2009

This curriculum was developed by Miriam P. Trehearne, literacy educator, who combined balanced literacy methodologies with center based learning. Center based activities include print awareness and alphabet knowledge; Phonological Awareness; Phonics & work word center. ESL methodologies such as differentiated instruction and language experience approaches are embedded in the curriculum through materials, providing read aloud opportunities and the practicing of skills and strategies needed to comprehend the read aloud. This program will enrich and reinforce instruction provided during the day for it promotes small group and independent rotation of activities, as in the TEACCH format that is used during the instructional day. P352X uses the TEACCH model of instruction which research shows is beneficial in promoting independence in students with autism. TEACCH was first developed by Eric Schlopper at the University of North Carolina at Chappel Hill. Student growth will be measured through the Qualitative Reading Inventory: baseline administration is February 2010; final administration 12 weeks later; student work portfolios will be established and assessed through rubrics; Center Stage Literacy will be aligned with the D75 units of study instruction that is implemented during the day.

The Proposed format: The after school program will be held at (424X) for two hours per week, tentatively on Tuesdays and Thursdays, from 3pm-5pm. The language of instruction will be English. The tentative start date of the program is February 9, 2009 and end May 13, 2009, the program will run for 12 weeks. Two ESL certified teachers together with two paraprofessionals, will run the program. One administrator will supervise the program. The language of instruction will be English. Students targeted for this program were selected based on performance levels in Brigance and ABLLS as well as their communication delays. The program will address several learning standards. Standard 1- Students will listen, speak, read, and write in English for information and understanding; Standard 2-students will listen, speak, read, and write in English for literary response, enjoyment and expression; and Standard 4 students will listen, speak, read, and write in English for classroom and social interaction.

I. Description of parent and community involvement: describe how TITLE III related information is distributed to parents of ELL's or when necessary in the language they understand. Describe orientation session provided to parents about TITLEIII supplemental program.

December 16, 2009 at 4:00- 6:00 The school's parent coordinator works with parents in participation at school assemblies, festivals, parent workshops, parent teacher conferences, PTA and SLT meetings. Monthly calendars informing parents of upcoming school events and assessments is sent home to parents; letters and phone calls to student homes informs parents of important assessment periods and attendance of students. Home visits by the school's family worker and attendance teacher ensures full and active participation of all ELL students throughout the school year. Spanish translation is afforded to all parents by in-house school translators; one student's family needing Bengali translation is supported by an in-school paraprofessional.

Parents are afforded orientation sessions in NYS mandates and P352X ESL program model through the school's PTA at the beginning of the school year. As new ELL students enroll in the school, individual parent sessions will be given to parents through site's unit coordinators and parent coordinators. In addition, as students are referred to District 75 programs, CSE offices making the initial referrals inform parents of different bilingual and ESL program models.

Parents will be informed of Title III program through DOE Title III letter, school newsletters and parent coordinator outreach; the use of in-house translators and the DOE office of translation and interpretation services will be used. At least one parent orientation will be scheduled

MAY 2009

after school to inform parents of Title III program. The tentative date for Title III parent orientation will be pm. We are expecting 12-14 parents, who speak Spanish and Bengali. The facilitators will be the parent coordinator and ESL teacher. Alternate placement paraprofessional proficient in Bengali will be present, as is administrator proficient in Spanish for interpretation purposes. In addition, the BIRCH, leaders in TEACCH methodologies, will be presenting two workshops for parents, teachers and students on March 27th and April 17th, 2010. Tentative agenda items include bridging activities between the classroom and home, and best practices in managing challenging behaviors in students with Autism. ABA, as research has shown through Rutgers University and other university studies, combines instruction with positive behavior support systems- through discreet trial runs of specific, IEP driven, tasks- in order to decrease negative behaviors.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

For the 2009-2010 school year, 352X will partner with the BIRCH to develop TEACCH techniques for students in alternate assessment programs. All teachers involved in instructing students in alternate assessment classes receiving ESL will be afforded the opportunity to participate. At least two sessions will be scheduled on Saturdays with the BIRCH tentative dates are March 27th and April 17th, 2010. All professional development sessions enhance instruction of the curriculum chosen for the Title III program for program participants are alternate assessment students. ABA instruction is a teaching methodology for students with Autism and can be applied across all curriculum areas and programs.

In addition to the District ELL PD sessions, 352X will have weekly planning meetings consisting of administrators and the ESL teachers. The ESL teacher will be given the opportunity to participate in common planning meetings with alternate assessment teachers in order to share assessment results from the Brigance and incorporate the AGLI's into ESL planning. In addition, the following 5 professional development sessions are tentatively planned for the supplemental TITLE III after school program:

January 29th, 2010: Incorporating ESL Strategies in Literacy Instruction- Facilitated by: ESL Teacher-3:30-5:30 PM

February 24th, 2010: Incorporating ESL Strategies in Mathematics Instruction- Facilitated by: ESL Teacher- 3:30-5:30 PM

March 31st, 2010: Incorporating ESL Strategies in Daily Living Skills-

Facilitated by Alternate Assessment Coach/ESL Teacher- 3:30-5:30 PM

March 27th, 2010: TEACCH Methodologies and Techniques- Facilitated by BIRCH- 9AM-1PM

April 17th, 2010: TEACCH Methodologies and Techniques- Facilitated by BIRCH- 9AM-1PM

Form TIII – A (1) (b)

School: 352X 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) <ul style="list-style-type: none"> • Per session • Per diem 	10077.60	<u>Instructional</u> 2 teachers x 4 hours/week x 12 weeks x 49.89= 4789.44 2 paras x 4 hours/week x 12 weeks x 28.98= 2782.08 1 administrator x 4 hours/week x 12 weeks x 52.21 = 2506.08
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	2654.00	<u>Professional Development Session</u> BIRCH (two sessions) Parental Involvement Development Staff Professional Development
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials and educational software. • Must be clearly listed. 	1314.50 299.80 600.10	<u>Instructional</u> Center Stage Literacy Kits (1kit @ 1314.50 kit) 6 Boxes of Paper @ 199.80= 199.80 Assorted student notebooks, crayons and pencils @ 100 dollars 1 Laptop differentiating instruction X 600.10= 600.10
Travel	54.00	<u>Parental Involvement</u> Metro cards for One Parent Workshop (12 parents x 4.50)= 54.00
Other		
TOTAL	15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The RHLA Home Language Report off ATS is used to determine specific need for translation services. For the 2009-2010 school year, with thirty days of student's enrollment the primary language spoken by the parent will be determined through the home language survey which is part of the intake process for new students. The survey will be cross-reference with RHLA and RPOB report off ATS. According to these two reports, 53 families reported Spanish as their home language, 2 families reported Bengali and the rest reported English as their home language.

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.

RHLA showed that for the 2009-2010 school year, in-house staff can be used to accommodate needs of Spanish and Bengali speaking families. As explained above, the following is the breakdown of our findings; out of 289 students, 53 families reported Spanish as their home language, 2 families reported Bengali; the remaining families reported English as their primary language. The two families reporting Bengali as their home language: speak, read and write English; interpretation services have not been necessary, however, it has been afforded to the parents through the use of school staff. Findings and constant reminder to parents that interpretation services are available is done through the school's parent coordinator via contacts, the family worker and through PTA and School Leadership Team meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Written translation services in Spanish and Bengali will be provided in-house by school staff; in languages where in-house school staff cannot provide written translation services, P352X will contact DOE Translation and Interpretation Unit. Appropriate signage and forms are translated by in-house staff. Standard DOE forms that are needed in the intake process are ordered in languages necessary during the summer planning months for the new school year. As documents arise during the school year in need of translation, within one week's time the documents are translated either in-house or through the office of Translation Services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services in Spanish and Bengali will be provided in-house by school staff; in languages where in-house school staff cannot provide oral translation services, P352X will contact DOE Translation and Interpretation Unit.

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

For the 2009-2010 school year, 352X will notify parents in writing during the first 30 days of the school year, or 30 days from the initial intake for new students, of their rights to translation and interpretation services. The school will post this information on parent bulleting boards together with instructions on how to obtain translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS
NOT APPLICABLE

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

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

Part A: For All School Improvement Schools

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

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

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

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

NOT APPLICABLE

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

MAY 2009

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

ELA Alignment Issues:

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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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

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

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

P352X has developed pacing calendars for both standardized and alternate assessment programs for ELA instruction. In order to determine if this finding is relevant to our school, the following process was implemented:

- ***Establish Cohort of Professionals: The school assembled a team of professionals comprising of teachers, paraprofessionals, coaches and administrators to review the school's pacing calendar with New York State ELA Standards and Alternate Performing Indicators.***
- ***Creation of Compliance Checklist: The cohort will review findings as explained in this Appendix 7. A checklist has been developed outlining compliance issues as explained in this appendix. Based on this checklist, a determination will be made by the cohort of areas of non-compliance.***

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 cohort of professionals reviewed the created compliance checklist and continues to review and determined it doesn't apply. Based on the following evidence:

- ***School does not have secondary level instruction***
- ***Multiple curricula used in grades 3-8 provides complete coverage NYS standards***
- ***Schools curriculum are aligned with state standards and specifically indicate required skills & strategies for mastery by level***
- ***Use of multiple curricula provides extensive emphasis on speaking and listening in grades 2-8. For example, Mondo oral language component and critical reading in Achieve 3000***
- ***Mondo, Meville to Weville, and centerstage curricula provides multiple access and entry points for all learners with diverse learning styles***

- **Provided professional development for teachers with ELL students along with common planning with ESL teacher**

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.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Everyday Mathematics (K-5) and Impact Mathematics (6-8) are part of the New York City core curriculum instructional initiatives. The school has developed a pacing calendar for elementary and middle school grades in alignment with Everyday Math and Impact Math. In review of the pacing calendars, teacher observations and meetings, show that math instruction begins at a topical level, but dwindles to practice skills. Although the school adopts a balanced approach to instruction in math (in alignment with Everyday Math and Impact Math) due to the fact that most of our standardized assessment students are behind at least two grades in math, we are spending more time in skills development when we introduce math topics. Essentially, the teachers are assisting students in "catching up" with skills in order to prepare them for the topic process strand.

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?

Some of the evidence that assisted the administrative staff in making this determination includes teacher observations and weekly meetings with teachers that coaches and administrators schedule. In addition, student work reflects a need for teachers to combine skills with specific student outcomes in relation to process strands

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.

Support from central is needed for the curriculum in use is a city-wide initiative. The school is planning on revising the curriculum plan and implementing a portfolio checklist with specific items that need to be included that address both process and content strands.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high

academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The administrative and instructional cabinet of the school has developed a checklist which assists in compliance of school-wide initiatives and instructional practices. In review of the checklists completed this school year and in the years prior, couple with evidence through teacher observations, teacher meetings, evidence of student work, walk-throughs and bulletin board reviews, the evidence shows that this finding is not applicable.

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

Applicable Not Applicable

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

The school has a commitment to differentiating instruction that commences at the IEP level. We have implemented an academic portfolio system that, in essence, tracks the progress of students in meeting specific skills through informal assessment data (Scantron, Predictive tests) in alignment with IEP goals. The academic Portfolio system tracks how the teachers are grouping for instruction and developing lesson plans to meet specific groupings of students.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

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

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

the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The administrative and instructional cabinet of the school has developed a checklist which assists in compliance of school-wide initiatives and instructional practices. In review of the checklists completed this school year and in the year's prior, coupled with evidence through teacher observations, teacher meetings, evidence of student work, walk-throughs and bulletin board reviews, the evidence shows that this finding is applicable.

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

Applicable Not Applicable

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

This finding is very much related to 1B.1. Evidence suggests through teacher observation, teacher meetings and student academic portfolios that pacing calendars for Everyday Math and Impact Math that the school has developed must be more process driven. Again, due to the academic levels of the students, the teachers focus in having students attain a skill level before introducing process driven contents. Teacher observations and walk-throughs have evidenced the finding.

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.

The school will be utilizing the new technology lab for students in grades 6-8. Math pacing calendars, in alignment with portfolio checklists that will be developed for math, will stress the use of technology, specifically web-based programs, to reinforce process content skills. In addition, the creation of an AIS math teacher is being explored for September 2009-2010 school year and ways in which math skills can be imbedded in content areas such as science and social studies

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The administrative staff reviewed the BEDS survey from last year and the EIS- Employee Identification System (EIS) to review start dates of teachers.

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

Applicable Not Applicable

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

P352X is only in its fourth year of existence. During the 2006-2007 school year, 100% of the school's staff was new. In the past two years, the school has been able to retain 98% of teachers.

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

Review of trainings that the school has sent teachers to this school year indicate that only the ESL teacher has attended QTEL training.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that supports this finding is in the review of the professional development calendar we have created for teachers; this calendar shows that only the ESL teacher was scheduled to attend QTEL training.

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.

Before the NYSESLAT test in May 2009, the ESL teacher will meet with the teachers of ELL population to prepare students for the NYSESLAT exam. Because the ESL has attended QTEL training sessions, turn-keying pd sessions to classroom teachers will be necessary. In addition, for the 2009-2010 school year, the school will explore specific professional development sessions that classroom teachers who have ELL students can attend.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Although data academic portfolios exist for all students and are updated monthly by teachers, evidence through teacher conversations and auditing of portfolios shows that ELL data is not being "trickled" down from the ESL teacher to the classroom teacher. This finding is in part to lack of time throughout the school day for specific common planning meetings to be had between the ESL teacher and the classroom teacher. The school only has one ESL teacher that serves 27 students across three sites. The ESL teacher meets weekly with the principal to discuss data and to disaggregate the data across disabilities of students and proficiency level. The ESL teacher groups students for instruction across these two domains, but not by time in the United States.

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?

Primary evidence consists of an audit of academic portfolio of students which consists of continuously updated student data, in addition to minutes of meetings between principal and ESL teacher.

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.

The school will schedule the ESL teacher to have common planning time with the classroom teachers serving the ELL population. In order to serve the needs of all ELL students and to meet the ESL instructional mandates, the use of per session in the am or pm may need to be used.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

P352X is 100% special education. We have reviewed our internal practices in analyzing data as it relates to the IEP and curriculum. Throughout the school year, we have communicated to teachers through professional development and common planning meetings instructional approaches that best serve the students.

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

Applicable Not Applicable

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

The school has adopted an academic portfolio system to track academic achievement of all students in relation to the goals and objectives of the IEP. Common planning meetings are scheduled with school administrators and teachers so that the instruction, which is driven by state-wide standards, is in alignment with the IEP.

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.

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

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

Please respond to the following questions for Key Finding 7:

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

The administrative staff and clinicians reviewed IEP's of students.

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 at different levels of the student's enrollment at the school. First, all students are referred to us and enrolled with an already existing IEP, either written at the CSE level or through the school-based support team at the student's prior school. Within 30 days of enrollment, the student is observed and evaluated with Brigance, Scantron or other informal assessment tools. There have been many times in which there is a discrepancy between the students actual level of performance and what is recorded on the IEP. The school has initiated a practice through the academic portfolio system that once students are informally assessed, new IEP goals and objectives are automatically written in direct alignment to assessment results. This is a practice that we have had to continuously do for most new intakes. Many students in need of a Behavior Intervention Plan do not have one written with the current IEP. When a new IEP is written at the 352X level, student's current behaviors are assessed and are written on the IEP. The hope is that the school-wide behavior plan will address the needs of the student. Any behavior that is above that which is stated in the IEP, and/or not responding to the school-wide positive behavior plan warrants a BIP.

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

The school needs additional support from central to address this issue. The school has developed an IEP compliance checklist to be used for every IEP. It details appropriate actions that must be taken in the event of specific

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 Page Intentionally Left Blank

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).

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).
Currently the number of students in temporary housing are 8.
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.***

THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

District 75 / Citywide Programs

Bonnie Brown, Superintendent

352X

The Vida Bogart School for Children

Lourdes Mendez
Principal

Glenn DeVino, Sara Better
Assistant Principal

P352X LANGUAGE ALLOCATION POLICY 2009-2010

Team Composition:

The team is comprised of the following staff members:

Lourdes Mendez	Principal
Glenn Devino	Asst. Principal
Samary Rodriguez	ESL Teacher
Margaret Moowad	Teacher
Maribel Rivera	Parent Coordinator
_____	Parent

School Demographics:

P352X has a total of 284 students in grades K-8. The ethnic breakdown is as follows: 47.18% are Hispanic, 46.76% are African American, 3.52% are White, and 1.76% is Asian.

P352X presently has a free-standing ESL program with one certified ESL teacher who is itinerate and serving the ELL population across three different sites. Currently, ELL students make-up 19.72% (include X-coded students) of our total student population, 20 students are deemed for bilingual instruction as per their IEP'S; 7 are deemed for ESL with monolingual instruction on their IEP'S; and 29 are X-coded students as per their IEP. There are 27 Entitled ELL and 29 X-Coded ELL students serviced as per their IEP, for the purpose of the LAP worksheet the numbers reflected are for the entitled ELL students only. Of the 27 ELLs, 2 are standardized, 25 are in alternate assessment classrooms.

The following table is a breakdown of the ELLs in their respective grades.

K	1	2	3	4	5	6	7	8
4	1	5	12	14	14	0	3	3

Language Spoken:

55 of the ELL students are from Spanish speaking backgrounds; 1 is Bengali speaking.

MAY 2009

Proficiency Levels and Patterns Across Modalities:

All of the ELLs participated in the 2009 NYSESLAT assessment. Data shows that 47 students scored at the beginning levels and scored at the intermediate levels 1 was in the advanced and 1 scored proficient. Seven students received invalid scores because they were unable to take all portions of the exam due to nature of their disabilities.

In the most recently NYSESLAT from 2007, 2008 and 2009, data shows that the pattern across modalities is as following; students that took grades level K-1 did better in listening than speaking; students that took level 2-4 and 5-6 did better in speaking than listening. All grade levels were very weak in the areas of reading and writing.

Content Performance Data:

The ESL students attending our program are learners with severe developmental disabilities. These students attend alternate assessment classes. All of our learners are assessed by the Brigance- Inventory of Early Development. Students attending grades 3 through 7 participate in the NYSAA process.

Most of our learners are non-vocal and require augmented forms of communication such as speech output devices, sign language or PECS (picture exchange communication system); consequently, performance on language-based tasks is significantly delayed.

Brigance Assessment is conducted in the following areas: reading, writing and listening as well as other sub-domain areas. Our students perform best in listening as it requires non-vocal responses.

NYSAA assesses students in ELA and Math. Teachers selected AGLI'S for NYSAA according to the child's grade level and criteria designed by NYS ED. Tasks are designed by the teachers which meet the IEP goals, and takes into account learning styles. As a result, tasks are generally designed that require a non- vocal response. Participation is measured in the learner's ability to follow directions and complete tasks.

Six ELL students out of 19 students participated in 2008/09 NYSAA. The students received scores of 3 and 4. This was comparable to their non ELL students who participated in 2008-2009 NYSAA.

Orientation for the Parents of ELL Students:

Options for special education ELL students are discussed during the Educational Planning Conference (EPC) at the Committee on Special Education (CSE) level. Parents are provided with a detailed description of the programs available to ELL students and the options available to their children based on the student's IEP.

P 352X makes every effort to provide the best possible educational experience for our students. This process starts with the orientation process for prospective and incoming students. During the in-take process at our school, parents are presented with the spectrum of services that our school offers. The parents are introduced to all ELL related staff: ESL teacher, classroom teacher, speech therapist, occupational therapist, physical therapist, counselor, unit teacher, and paraprofessionals. Based on the latest EPC IEP, an explanation is given to the parents on the number and the duration of ESL sessions that the child will receive. Parents are given the opportunity to

express concerns or give explanations of certain cultural customs and practices that may be helpful in providing appropriate instruction and a positive learning experience for the child within the program. P352X has no bilingual instruction program at this time.

ELL Identification Process:

ELL students are identified from the first day of intake when we review the initial CSE IEP, the home language survey, RMNR and RLAT report. During the intake process we also look at the SPEA and the Detailed Placement off CAP. The ESL teacher uses several ATS administers the LAB-R based on the child's age and prior testing. All ELL students are annually evaluated thru Brigance, ABLLS, and/or Scantron. The ESL teacher meets with classroom teachers of ELL's during common planning periods to discuss prior year assessment results, areas of strength and areas in need of improvement.

Implications for Instruction:

The LAP allows us to focus on the needs and strengths of the ELL students in our school. For many alternate assessment students, the focus needs to be on expressive language either through the use of PECs, Mayer Johnson symbols, or through speech therapy strategies used to encourage verbalization. In order to enhance listening skills, the use of read alouds and tasks designed to assess for comprehension will be practiced across content areas, not just the ELA block. Since data shows that all students were weak in reading and writing modalities, in the 2008-2009 school year, we will be using the D75 Units of Study as our instructional program, along with its assessment tools, to provide for regular targeted assessments of specific reading and writing skills in order to promote a more rapid acquisition of reading and writing skills in English.

Instruction Materials Used:

Since the majority of the ELL students are alternate assessment, most materials used are teacher made and follow specific units of studies. For ELA, students use MEVILLE to WEEVILLE from ABLENET. This curriculum emphasizes language development with specific literacy skills across 4 themes throughout the year. In addition, the District 75 Units of Study in literacy are used in ESL instruction as an addition to the ELA block.

For Math, Social Studies and Science, 352X has created a Unit of Study pacing calendar for students in alternate assessment classrooms. With the use of the city's core curriculum materials (Math- EVERYDAY MATH; SCIENCE and SOCIAL STUDIES- McGraw Hill Text Program) as a supplement, the Units of Study incorporates content standards and the AGLI's to meet the needs of ELL students in alternate assessment programs.

Implications for LAP:

Data reveals that although we have a wide span of grade levels, different disabilities, and distinct school sites no student is underserved. Students receiving ESL services need to be clustered in order to facilitate the delivery of the appropriate number of instructional hours per week. The native language does play a role in instruction for it supports the readiness of the student for content learning. The native language is used as a bridge; content areas are taught in English using ESL strategies, and the native language is used to communicate the directions necessary to complete the tasks. Native language support is provided for students designated bilingual on their IEPs by a paraprofessional in the classroom that speaks the student's native language.

MAY 2009

Plan for Academic Language:

Academic language for our special education students will include the use of multi-sensory methods and materials. The use of thematic units will also support the acquisition of academic vocabulary as students study in depth specific topics of interest. In addition, whole language, graphic organizers, cooperative/collaborative learning projects, think-pair-shares, drama, field trips and scaffolding techniques will be used to address the needs of our ELL population. Content area instruction follows the NYS core curriculum and addresses the NYS Learning Standards and Alternate Performance Indicators in each content area. Additionally, the use of D75 Units of Study will promote the use of thematic units, graphic organizers, song, cooperative learning, and scaffolding techniques to promote and hasten the acquisition of Cognitive Academic Language Proficiency (CALP).

Plan for SIFE, Newcomers, and Long Term ELL Students:

Presently our school does not have any SIFE students, five newcomers and only one long term ELL student. All three categories of students are, or will be provided with, native language support, academic intervention services, a school orientation, augmentative communication devices, Picture Exchange Communication (PECs), Total Physical Response (TPR), and the D75 Units of Study. Music, technology, and art are incorporated throughout the curriculum for additional instructional support. Specifically, SIFE and newcomers are supported through parent orientations and review of student and parent handbooks; translators are available to ensure comprehension. The ESL teacher will be a part of the initial assessments (BRIGANCE or SCANTRON) to ensure that assessments are administered in a manner where results are not skewed due to lack of language comprehension. In addition, newcomers' data will be reviewed- Home Language Survey, IEP and CAP information- to ensure proper ESL teacher referral. Long Term ELL students will continue to receive ESL services and additional support in the form of AIS. The school has received Title III funds and will use such funds in an after-school program in support of all ELL students, including long term ELLs. As mentioned previously, AIS will play a significant role in the support of long-term ELLs. Small group and individual instruction is provided for long term ELLs throughout the day in following the TEACCH and the workshop model of instruction. The nature of these teaching methodologies embeds individual instruction as part of the lesson. Students, for whom we have requested extension of services will receive all services in the aforementioned paragraph and tutoring. ELL students who are in their 4th and 5th year of receiving ESL services will also receive AIS instructional support and small group instruction.

Transition Plan:

Students who no longer require ESL or Bilingual services according to their IEP will be supported for two years with ESL services.

Program Model and Meeting CR PART 154 Requirements:

P 352X's ESL program incorporates a push-in and pull-out model in order to accommodate the learning needs of our ELL population. The ESL teacher is fully certified. The ESL teacher provides the students the CR Part 154 mandated minutes as follows: In both the elementary and middle school level, beginner and intermediate level students receive 360 minutes per week of ESL instruction. Advanced level students receive 180 minutes per week of ESL instruction, and 180 minutes of ELA instruction per week. Balanced literacy strategies, as well as both ESL and special education methodologies, are utilized to instruct the diverse ELL students at our school. For the 2009-2010 school year, we will be implementing the D75 units of study, which will facilitate instruction in reading and writing strategies and vocabulary around the themes that are covered in grades K-8. The curriculum is designed to meet the cognitive needs of every student through TPR, multi-sensory activities, art, and literacy, in addition to the four modalities of language, which are incorporated into most ESL lessons;

MAY 2009

materials are teacher made and follow the pacing calendar provided by the district. In order to meet instructional mandates, ELL students are clustered and served in accordance to levels. All students receive mathematics, social studies, science and physical education instruction; PECS and augmentative devices are used to facilitate communication across content areas. All students deemed ELL have the following student to staff ratios: 6:1:1, 8:1:1 or 12:1:1.

Professional Development:

Teachers and paraprofessionals working with ELL students will attend workshops provided by the District which will include:

September 25, 2009: ELL Compliance

November 12, 2009: BESIS Compliance

November 3rd, 2009: Jose P. ESL Training

April 8, 2010: Administration of the NYSESLAT

June 10, 2010: Jose P. ESL Training

In addition to the above listed District professional Development sessions, 352X will have weekly planning meetings consisting of administrators and the ESL teacher. The ESL teacher will be given the opportunity to participate in common planning meetings with alternate assessment teachers in order to share assessment results from the Brigance and incorporate the AGLI's into ESL planning. The following professional development sessions are tentatively planned:

January 28th, 2010: Incorporating ESL Strategies in Literacy Instruction

February 24th, 2010: Incorporating ESL Strategies in Mathematics Instruction

March 27th, 2010: TEACCH Methodologies and Techniques- BIRCH

March 31st, 2010: Incorporating ESL Strategies in Daily Living Skills

April 17th, 2010: TEACCH Methodologies and Techniques- BIRCH

**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 District 75	School P352
Principal Lourdes Mendez	Assistant Principal Glenn Devino and Sara Better
Coach Maureen McCaffery	Coach Alternate Assessment literacy
ESL Teacher Samary Rodriguez	Guidance Counselor Elisa Ashe
Teacher/Subject Area	Parent Azizi baker
Teacher/Subject Area Michael Mitterbauer	Parent Coordinator Maribel Rivera
Related Service Provider	SAF
Network Leader Adrienne Edelstein	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	284	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	9.51%
------------------------------------	-----	----------------------	----	---	-------

Part II. ELL Identification Process

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

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

Part III. ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)											0
Dual Language (50%:50%)											0
Freestanding ESL											
Self-Contained											0
Push-In/Pull-Out	4	1	4	6	6	6					27
Total	4	1	4	6	6	6	0	0	0		27

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL			23			3			1	0
Total	0	0	23	0	0	3	0	0	1	0

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Other										0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

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

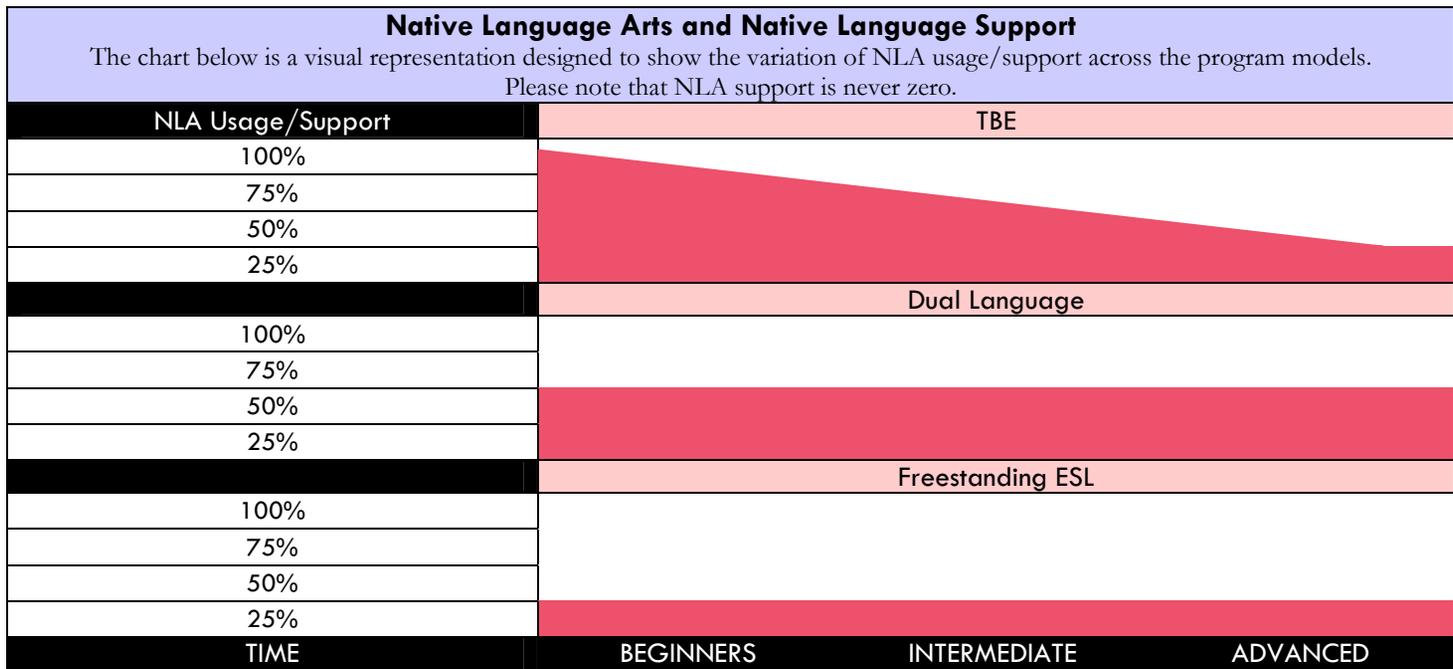
Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	4	1	4	5	6	6				26
Chinese										0
Russian										0

Bengali				1						1
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0

Polish											0
Albanian											0
Other											0

Programming and Scheduling Information											
<p>1. How is instruction delivered?</p> <p>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.</p> <p>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])?</p> <p>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)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p> <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>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.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>											
TOTAL	4	1	4	6	6	6	0	0	0	0	27

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

Part IV. Assessment Analysis

A.

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups 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?

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)	5	2	9	10	11		2	1		40
Intermediate(I)			2	2	1		1	1		7
Advanced (A)				1						1
Total Tested	5	2	11	13	12	0	3	2	0	48

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

	A				0	5	3		3	
READING/ WRITING	B			2	4	7	7		2	1
	I				1	1	1		1	1
	A									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	19	9	2	0	30
4	17	8	3	0	28
5	1	20	3	0	24
6	0	14	0	0	14
7	2	14	4	0	20
8	1	4	1	0	6
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9		10		8		1		28
5	12		16		5		2		35
6	3		5		2		0		10
7	8		7		1		0		16
8	4		7		6				17

NYSAA Bilingual Spe Ed									0
---------------------------	--	--	--	--	--	--	--	--	---

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	17	0	9	0	11	0	1	0	38
8	4	0	1	0	1	0	0	0	6
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	16	0	7	0	7	0	0	0	30
8	3	0	3	0	1	0	0	0	7
NYSAA Bilingual Spe Ed									0

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

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

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)
Sara Better	Assistant Principal		
Maribel Rivera	Parent Coordinator		
Samary Rodriguez	ESL Teacher		
Azizi Baker	Parent		
Michael Mitterbauer	Teacher/Subject Area		

Jennifer Corbett	Teacher/Subject Area		
Maureen Mccaffery	Coach		
	Coach		
Elisa Ashe	Guidance Counselor		
	School Achievement Facilitator		
Adrienne Edelstein	Network Leader		
	Other		
	Other		

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

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 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 District 75	School P352
Principal Lourdes Mendez	Assistant Principal Glenn Devino and Sara Better
Coach Maureen McCaffery	Coach Alternate Assessment literacy
ESL Teacher Samary Rodriguez	Guidance Counselor Elisa Ashe
Teacher/Subject Area	Parent Azizi baker
Teacher/Subject Area Michael Mitterbauer	Parent Coordinator Maribel Rivera
Related Service Provider	SAF
Network Leader Adrienne Edelstein	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	284	Total Number of ELLs	28	ELLs as Share of Total Student Population (%)	9.86%
------------------------------------	------------	----------------------	-----------	---	--------------

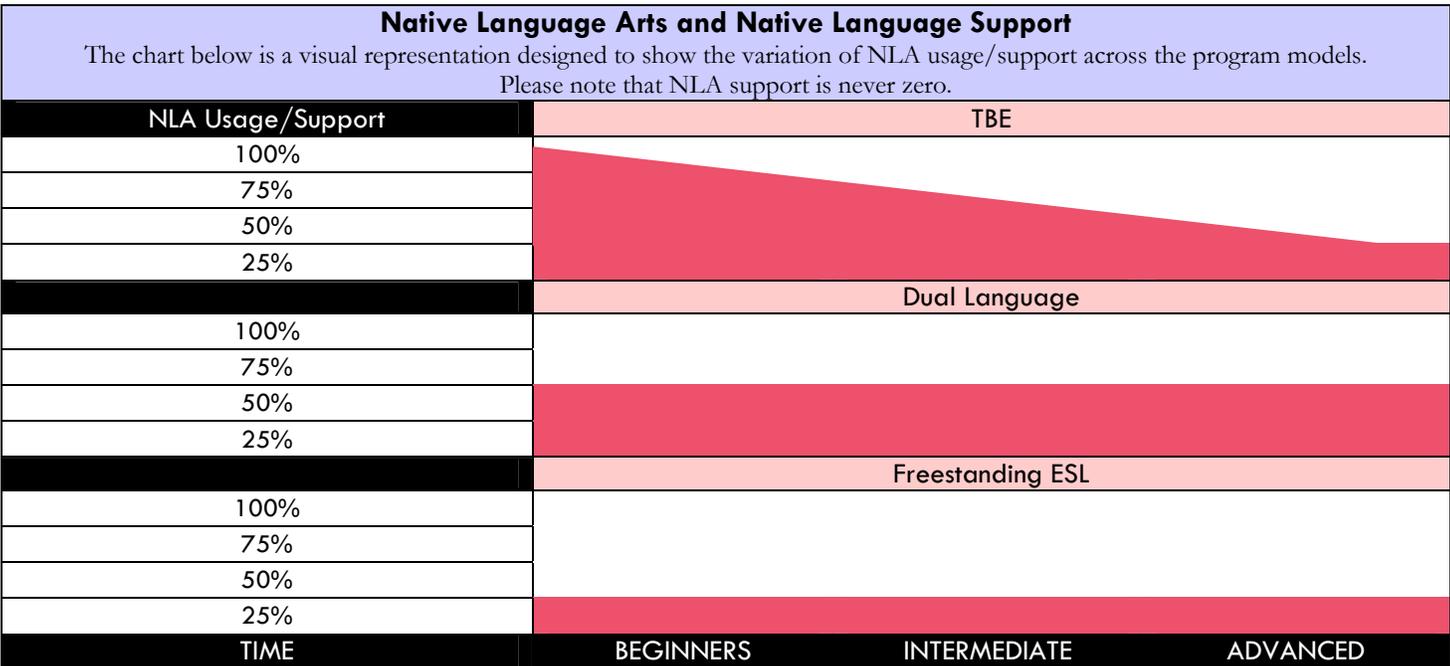
Part II: ELL Identification Process

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

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. 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)	5	2	9	10	11		2	1		40
Intermediate(I)			2	2	1		1	1		7
Advanced (A)				1						1
Total Tested	5	2	11	13	12	0	3	2	0	48

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	19	9	2	0	30
4	17	8	3	0	28
5	1	20	3	0	24
6	0	14	0	0	14
7	2	14	4	0	20
8	1	4	1	0	6
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9		10		8		1		28
5	12		16		5		2		35
6	3		5		2		0		10
7	8		7		1		0		16
8	4		7		6				17
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	17	0	9	0	11	0	1	0	38
8	4	0	1	0	1	0	0	0	6

NYSAA Bilingual Spe Ed									0
------------------------------	--	--	--	--	--	--	--	--	---

NYS Social Studies

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	16	0	7	0	7	0	0	0	30
8	3	0	3	0	1	0	0	0	7
NYSAA Bilingual Spe Ed									0

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

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

Part 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)
Sara Better	Assistant Principal		
Maribel Rivera	Parent Coordinator		
Samary Rodriguez	ESL Teacher		
Azizi Baker	Parent		
Michael Mitterbauer	Teacher/Subject Area		
Jennifer Corbett	Teacher/Subject Area		
Maureen Mcaffery	Coach		
	Coach		
Elisa Ashe	Guidance Counselor		
	School Achievement Facilitator		
Adrienne Edelstein	Network Leader		
	Other		
	Other		

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance Specialist _____ Date _____