



P723X

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

SCHOOL: 75X723

ADDRESS: 3540 BIVONA STREET, BRONX, NY 10475

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75X723 SCHOOL NAME: P723X

SCHOOL ADDRESS: 3540 Bivona Street. Bronx, NY 10475

SCHOOL TELEPHONE: 718-320-1222 FAX: 718-320-2213

SCHOOL CONTACT PERSON: Christine Walsh EMAIL ADDRESS: CWalsh3@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lillian Edwards

PRINCIPAL: Christine Walsh

UFT CHAPTER LEADER: Ricardo Hoyen

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: District 75

SSO NETWORK LEADER: Barbara Joseph

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
Christine Walsh	*Principal or Designee	
Ricardo Hoyen	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michael Campbell	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lillian Edwards	CSA - Chairperson	
Melanie Rostoker	Member/Social Worker UFT	
Yesenia Minaya	Member/Parent	
Natalie Ortiz	Member/Parent	
Gloria Giraldo	Member/Parent	
Lorena Vergara	Member/Parent	
Marilyn Malloy	Member/Parent	
Nancy Lenoir	Member/Parent	

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

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P723X is a District 75 school providing educational services for 445 students in grades K – 12. The organization is located in nine separate locations throughout the Bronx. The school services students in the following categories: severely emotionally disturbed multiple handicapped and autistic. Our program provides instruction for 78 students participating in alternate assessment and 367 students participating in standardized assessment. Two hundred eighty of our students attend day treatment programs associated with mental health organizations. Students enrolled in the day treatment programs are first admitted by the mental health organization after an intake and medical documentation that supports the need for a therapeutic environment.

Our school's mission is to prepare our students to attain higher learning standards and reach their potential in a supportive, safe learning environment. Our school's vision is to provide the skills, opportunities and knowledge for all students so they may become life long learners and participate in the world of work after leaving school. It is through the collaboration of the school community that we can ensure that students expand their experiences, achieve their goals, and become lifelong learners.

Our school's curriculum is based upon the NYS Learning Standards and meeting the needs of a diverse population. A standards-based curriculum provides standardized assessment students with relevant instruction in all content areas. Instructional methods are driven by formal and informal assessment results, data analysis, and differentiated instruction to address the individual needs of our students including different learning styles and behavioral characteristics that interfere with learning. Our alternate assessment curriculum uses the research based TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) methodology to prepare our students for life after school and gain skills necessary for independence. The Picture Exchange Communication System (PECS) is used to support the development of communication skills for our alternate assessment students. Social Stories are developed to assist students in dealing with stressful situations. The Get Ready to Learn Program is a movement based program that provides additional support for student learning. The CASTA, A Day in the Life of a 12:1:4 students are programs being piloted this year to develop and increase communication and socialization skills through the arts and the use of assistive technology with our alternate assessment students.

Our school places a high priority on establishing clear rules of behavior to engage students academically. Current practices include the following research based programs: Positive Behavior Intervention and Support (PBIS), Girls & Boys Town Psycho-educational Model (PEM), Cornell Therapeutic Crisis Intervention (TCI) and Resolving Conflicts Creatively Program (RCCP). Additional interventions include advisory, leadership clubs, and career clubs. Our focus on the social emotional needs supports our students' movement to "Least Restrictive Environments". Students have been referred for general education programs with and without supports, inclusion programs, mainstreaming and special education programs in community schools.

P723X focuses on creating highly effective partnerships with our community organizations. Our strong collaboration with our mental health organizations, Bronx Children's' Center, Astor Day Treatment and the Henry Ittleson Center for Childhood Research, enhance our instructional program and provide our students with critical mental health resources. Other resources include character education, advisory periods and social skills development which assist our students with developing appropriate social skills necessary for maintaining relationships with others and coping with difficult situations. Content area collaborations include Teachers & Writers, MOMA Education Program and Urban Advantage which provide enrichment programs to assist with positive learning outcomes and address the different learning styles of our students. Community based collaborations include PENCIL and New York Cares which help to enhance the learning environment. A new initiative this school year "Get Ready to Learn", a movement based therapy program aimed at helping our autistic student will lead to positive outcomes both socially and academically for our students. Our successful collaboration with Bronx Lab High School provides our inclusion high school students with access to the general education environment and opportunities for career and college choices after graduation. P723X is also a recent recipient of two RESO A Grants which will support our instructional program with the purchase of two mobile science carts, Smartboards, computers, projectors and printers. The new technology will provide our school with more opportunities to address the different learning styles of our students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	X723			
District:	75	DBN #:	75X723	School BEDS Code #: 307500012723

DEMOGRAPHICS									
Grades Served in 2008-09:	Pre-K	<input type="checkbox"/> √ K	<input type="checkbox"/> √ 1	<input type="checkbox"/> √ 2	<input type="checkbox"/> √ 3	<input type="checkbox"/> √ 4	<input type="checkbox"/> √ 5	<input type="checkbox"/> √ 6	<input type="checkbox"/> √ 7
	<input type="checkbox"/> √ 8	<input type="checkbox"/> √ 9	<input type="checkbox"/> √ 10	<input type="checkbox"/> √ 11	<input type="checkbox"/> 12	<input type="checkbox"/> √ Ungraded			
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		86.2/ 64.5				
Kindergarten	19	14	14						
Grade 1	26	19	15	Student Stability: % of Enrollment					
Grade 2	21	21	29	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	40	37	49		71.0		71.8		
Grade 4	40	37	49						
Grade 5	40	46	42	Poverty Rate: % of Enrollment					
Grade 6	46	26	42	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	47	39	33		86.9	90.4	0.0		
Grade 8	24	40	32						
Grade 9	14	16	14	Students in Temporary Housing: Total Number					
Grade 10	10	9	12	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	6	1	11		5	10	24		
Grade 12	2	0	0						
Ungraded	17	87	68	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	352	388	385		2	0	2		
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		
Number in Self-Contained Classes	352	387	384						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	18	14	15		
Number all others	0	1	1	Superintendent Suspensions	13	7	3		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	21	6	12	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	9	22	8	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	65	79	79
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	53	59
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	53	43
	6	3	1				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	98.7
American Indian or Alaska Native	0.3	1.0	1.3	Percent more than two years teaching in this school	0.0	48.1	72.2
Black or African American	45.7	43.8	37.1	Percent more than five years teaching anywhere	56.9	58.2	63.3
Hispanic or Latino	50.0	51.3	56.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.0	1.8	1.3	Percent Masters Degree or higher	92.0	89.0	86.0
White	2.0	2.1	3.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1	100.0	100.0
Multi-racial							
Male	76.4	76.6	75.3				
Female	23.6	23.4	24.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. 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						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The SLT, Administrative Cabinet and the UFT Representative for P723X reviewed the SCEP goals and action plans set forth during the 2008-2009 school year and reflected upon those that we felt needed to be further developed. In addition, we reviewed the results of the 2008-2009 Quality Review, Learning Environment Survey, 2008-2009 Annual Arts in School Report, NYS ELA, Math, Science, Social Studies assessment results for the past two years, as well as, the NYSAA results for the students in alternate assessment classes, along with the results of the interim assessments, Performance Series, Acuity and Brigrance. In addition, AIS programs, the Inquiry Team focus, Attendance, OORS, SWIS and VADIR index were reviewed to provide data sources which are pertinent to our school program.

Based on a comprehensive review of all summative and formative data available to the SCEP committee, the following performance trends have been identified:

Upon an analysis of the NYS standardized exams in ELA and Math over the past two years, it was revealed that students who attend P723X and are in the standardized assessment strand have shown steady improvement in both ELA and Math with a few exceptions. In ELA, 28% of students scored a Level 1 for the 2008-2009 school year, as compared with 46.8% of students from the 2007-2008 school year. There was a gain of 15.3 % in students on Level 2, as well as, a gain of 4.6 % in students on Level 3 compared to the previous year. The exception to gains is noted in Grade 3, there was an increase of 4.5% in students scoring a Level 1. The average scale score for NYS ELA Grades 3 – 8 showed an increase of 17.5 points from the previous year.

In Math, 41.4 % of students scored a Level 1 as compared with 65.5% of students from the 2007-2008 school year. There was an increase of 19.9% in students scoring a Level 2, as well as an increase of 2.2 % for students scoring a Level 3 and an increase of 1.9% gain in students scoring a Level 4. The average scale score for the NYS Math Assessment in Grades 3 – 8 showed an increase of 19.5 points from the previous year.

The 2008-2009 Quality Review indicated that our school needed to ensure that lessons, activities and resources closely match the needs and performance levels of all students in every class. In addition, the school needs to ensure that all teachers have a yearly individual professional development plan that would support instructional best practices by using the Santa Cruz Professional Teaching Standards. While we were praised for meticulously analyzing data in various sub-groups, we need to provide a higher level of differentiated instruction and improve student outcomes. Another area of improvement involved the writing of clear, measurable, time-framed goals for all plans and programs.

MAY 2009

Upon review of 2008-2009 data for our alternate assessment students we had seen a 30% increase in the number of students' achieving Level 3s and 4s on the NYSAA. However, Brigance results, IEP goals progress, formal observations, and data collection sheets indicate a need for improve alignment with instruction. While growth is apparent it is critical that we continue to work in this area if our students are to make a successful transition into adolescence.

Upon review of mandated related services it is apparent that students are receiving many mandated services throughout their school life that hinder their independence. It is critical that we provide educational services that will promote independence and the ability to generalized learning in all parts of the students' life. This past year we initiated the Therapeutic Classroom Model at two sites to assist students in developing skills that will foster independence and generalization. Also, data from the "Get Ready to Learn" movement based therapy program indicates growth both academically and socially for our autistic students.

Our Inquiry Team focused on 5th grade students that scored a Level 1 on the NYS ELA assessment for the previous two school years. The team focused on sub-skills that were not mastered by the students. Through one-to-one tutoring, small group instruction and computer software, all students made a gain of 12 months on the QRI-IV. In addition, 11 out of 12 students scored a Level 2 on the 2008-2009 NYS ELA assessment. An outcome of the Inquiry Team resulted in changing ELA instruction from class-based instruction to functional grouping of students.

Over the past year we have seen an increase in parental involvement with a 15% increase in parents attending workshops, meetings, and school-related events during the 2008-2009 school year. A close review of the sub-group of parents involved has been identified as parents of our alternate assessment students. While 81% of our students are standardized assessment it is critical that we increase parental involvement for all students in order to attain positive outcomes for our students. In addition, the Learning Environment Survey indicates that while parents' satisfaction with educational services is 89%, opportunities for involvement 91%, and communication by the school at 94%, only 15% of our parents participated in the survey.

A review of OORS data indicates a decrease of 57% in superintendent suspensions and a 7% increase in principal's suspensions from the previous year. Overall, there was a decrease of 41% in the number of serious incidents from the previous year.

A review of ATS attendance data shows a steady increase of student attendance from 84.54% in 2007-2008 to 85.76% in 2008-2009. Attendance outreach procedures have been closely monitored and refined as needed throughout the school year. We are piloting a new telephone communication system, "Global Connect" that will automatically call homes of absent students and inform parents/guardians of school-related events.

Greatest Accomplishments

Collaborations with mental health organizations: Astor Family Services, Bronx Children's Center, Ittleson Center for Childhood Research

Collaborations with general education programs: Bronx Lab High School, PS49X, PS/IS 218X, PS189X.

Collaborations with community-based programs: Teachers & Writers Collaborative, IN-Collaboration Inc., Morningside Center for Social Responsibility, NYPD Bronx Youth Services, Aussies International, P.E.N.C.I.L, New York Cares, Urban Advantage, MOMA, CHAMPS, 47th Precinct, NYPD Youth Services

Collaborations with universities: Manhattan College, Mt. St. Vincent College
Annual Family Fun Day

RESO A Funding totaling \$360,000 from Councilman Larry Seabrook and Bronx Borough President's Office, to support technology purchases and science programs

Celebrations of student working at literacy fairs, musical performances, VSA Festival, MOMA
Interdisciplinary collaborations at sites

Inquiry Team work that supported improved student outcomes.

Participation in new initiatives: Debate Team, U.n.i.T.y.V., Chess Club, Step Team, CASTA grant,
Get Ready to Learn, A Day in the Life of a 12:1:4 Student, Advisory Program, Achieve 3000

Barriers

Lack of continuously enrolled students

Lack of parental involvement

Not being a neighborhood school

Students traveling on buses for more than an hour to and from school

Lack of sufficient related service providers for speech, occupational therapy and physical therapy

Lack of consistency with SBST and clerical workers from the ISC which results in non-compliance for data entry and completion of reviews in a timely fashion

Deployment of administrators, coaches and related service providers to support students and staff at all nine sites

Scheduling of school-wide grade level meetings due to our school being multi-sited

Scheduling of collaborative team meetings at each site due to coverage and funding issues

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. As recommended by the 2008-2009 Quality Review, all teachers will have a yearly individual professional development plan that will lead to improved student outcomes. By June 2010, 80% of all teachers will meet their Professional Teaching Standards goal, as evidenced by a 2% increase in mean scale scores for students in grades 3 – 8 in ELA and Math.
2. As recommended by the 2008-2009 Quality Review, there will be a close alignment of lessons, activities and resources closely match the individual needs and performance levels of students. By June 2010, P723X will increase math performance skills by an average of 5% for standardized assessment students in Grades 3 – 8, as measured by formative (Scantron, Achieve 3000, Read 180, Acuity, QRI-IV) and summative assessments (NYS Assessments).
3. Based on a review of the 2009 SEC related services delivery report, there will be a close monitoring of related service mandates that will be assessed by the IEP team at annual review meetings, EPC, and Three Year Mandated Reviews, and recommendations will be made to foster independence for our students through the reduction of mandates. By June 2010, there will be an increase in independence and communication skills as indicated by a 5% decrease in related and support service for students attending P723X, as measured by CAP, SEC, Annual Review Tracking Sheets and ATS Reports.
4. Upon review of Brigance data and walkthrough checklists, P723X identifies a need to increase communication skills for our alternate assessment students. By June 2010, students in 12:1:4 and 6:1:1 classes will increase their communication skills by 5% as evidenced by choice making at breakfast and lunch by utilizing a variety of communication systems including communication devices, picture symbols, PECS, eye gaze, pointing or words, as measured by a 5% increase in baseline assessments using Brigance, PECS and summary of daily data collection sheets, and/or Brigance assessments.
5. A review of the 2008-2009 Learning Environment survey indicates a need to improve home/school communication and to increase school related events that will result in increased parental involvement. By June 2010, the school will demonstrate a 10% increase in parent participation as evidenced by a 10% increase in regular school/home communication and a 10% increase in the number and variety of workshops offered.

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): Staff Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of all teachers will meet their Professional Teaching Standards goal, as evidenced by a 2% increase in mean scale scores for students in grades 3 – 8 in ELA and Math as evidenced by formal observations and walkthroughs by administrators and the results of the 2009-2010 NYS Assessments in ELA and Math.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Administrative Team will meet with District Local Instructional Mentor to discuss strategies for implementing the Santa Cruz Professional Teaching Standards. • Administrators and LIM will select documents to facilitate the self-assessment, goal setting, collegial reviews and professional development plans for each teacher. • Administrators will conduct an initial walkthroughs with the LIM in alternate and standardized assessment classrooms. • The PTS Visitation Log will be used to assess teachers’ needs during walkthroughs. • Administration will introduce the “self-assessment form” during the October Faculty Conference. • Administrators will meet with teachers individually at their sites to develop the PTS plan. • All self-assessments and goal setting will be completed by November 2009. • During the October and November Cabinet Meeting, administrators will discuss professional development needs of staff members. • Walkthroughs will be conducted every 2 months starting in November 2009 through June 2010 by administrative teams. Written feedback will be provided to the teacher following the visit. • Teachers will work together in a collegial atmosphere to provide feedback to colleagues on their progress towards achieving their goal by using a PTS checklist. • Results of checklists and observations will be discussed during monthly cabinet meetings. • Formal observations will indicate progress towards completion of PTS goal.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy and State Standards Funding to support professional development, collaborative team meetings, collegial reviews, per diem and per session costs, and instructional materials.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>LIM will meet with administration in September to introduce the implementation of the PTS in the school. Introduction of PTS in October to all teachers during faculty conferences. Completion of self-assessment by all teachers by November 2009. PTS walkthrough checklists will be used by administrators bi-monthly during walkthroughs: December, February, April and June. Staff attendance will be monitored on a monthly basis at Professional Development workshops and collaborative team meetings related to teacher goals. Bi-monthly school summary form that indicates progress towards meeting goals. Bi-monthly review of student summative and formative assessment results, indicating a 2% increase in scale scores for students in grades 3-8 in Math and ELA beginning in January through June 2010.</p>

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): Curriculum

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, P723X will increase math performance skills by 5% for standardized assessment student in Grades 3 - 8 as measured by formative and summative assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Administration will meet and examine data from ARIS and NYSTART and identify school-wide needs. • A school-based math coach will be hired. • Administration will meet with teachers to analyze student assessment results and develop strategies to lead instruction. • Teachers will meet during common planning periods to discuss curriculum strategies and techniques to meet the different learning styles of students. • Math Coach will model lessons and provide feedback to teachers identified by administration as needing assistance. • IEP math goals will be shared with all teaching staff. • Academic Intervention Services will be provided for remediation: Math Steps, EDM Games, 24 Game • Administration will provide written feedback after walkthroughs using a math “Best Practices Checklist”. • Professional Development will be provided by the Math Coach. • Administration will monitor formative and summative assessment results on a bi-monthly basis.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL funding to purchase math programs for AIS. Tax Levy funding for per session/per diem coverage for professional development and instructional materials. State Standards funding for professional development.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Collaborative bi-monthly monitoring of student progress by administrators and teachers through the use of the Performance Series and portfolio assessments during the months of November, January, March, May. Everyday Math and Impact Math assessments will be monitored after each unit by teachers and a summary provided to administrators at the end of each month. Math IEP goals will be reviewed 3 - 4 times a year to monitor student progress. A 5% increase in math performance skills based on formative and summative assessments.</p>

Indicators of Interim Progress and/or Accomplishment

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

IEP tracking forms to indicate Type 2 or 3 changes for related services will be monitored by administrators on a monthly basis beginning in September.

Review of SEC reports on a monthly basis by administration beginning in September 2009 through June 2010.

Review of the Special Education Delivery Report each semester.

ATS, Annual Review Tracking Forms, SEC and CAP reports indicating a 5% decrease in related and support services.

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): Curriculum

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students in 12:1:4 and 6:1:1 classes will increase their communication skills by 5% as evidenced by choice making at breakfast and lunch by utilizing a variety of communication systems including communication devices, picture symbols, PECS, eye gaze, pointing or words, as measured by a 5% increase in baseline assessments using Brigance, PECS and a summary of daily data collection sheets and/or Brigance assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administration will meet to discuss the needs of alternate assessment students, at the beginning of the school year, based on walkthrough communication checklists, formal and informal observations and Brigance data. Jamie Watkins will be appointed as Assistant Principal in charge of the new “Day in the Life of a 12:1:4 Student” and the “Get Ready to Learn” program. The “Get Ready to Learn” program will be expanded to all 6:1:1 classes with alternate assessment students. Staff members will be trained in GRTL, by our two trained teachers, on Election Day Professional Development. Jamie Watkins, AP, will meet with speech teachers and discuss the implementation of the “choice/communication” program including material needs, data collection sheets and individual student needs. Administration, speech teachers and dietary staff will meet to discuss the needs of the program during mealtimes. Professional Development on specific tools and strategies will be provided for staff on improving communication skills. Speech teachers will model the program and support classroom staff in the implementations of the program during mealtimes. District support will be requested to assist with the Picture Exchange Communication System (PECS) and programmatic devices.</p>

	<p>Classroom staff will be trained in collecting data on a daily basis. Teachers will provide a monthly summary of progress to administration. Collaborative team meetings for 6:1:1 and 12:1:4 teachers and speech teachers to review data and formulate instructional strategies will be held on a monthly basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy funding to purchase materials for communication books, printing materials, programmatic devices, ABLLS, and per session/per diem costs for professional development.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Staff will be introduced to the choice making program at the Election Day Professional Development by the Speech Teacher. Data collection summary sheets on choice making during mealtimes will be reviewed by administration on a monthly basis beginning in December 2009. Administration and speech teachers will meet monthly to discuss program implementation, progress and revisions needed using data collection sheets. IEP goal progress will be reviewed 4 times a year by teachers and administration. Brigance assessment results will be reviewed twice a year by teachers and administration. During monthly walkthroughs beginning in December, administration will observe that daily data collection for choice making is being completed at mealtimes. A 5% increase in communication skills as evidenced by Brigance, PECS and data collection summary sheets.</p>

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): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the school will demonstrate a 10% increase in parent participation as evidenced by a 10% increase in regular school/home communication and a 10% increase in the number of and variety of workshops offered.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SLT and administrative team will review the results of the Learning Environment Survey. Administration will meet with Parent Coordinator, during monthly cabinet meetings, to discuss individual site needs, parent newsletter and monthly attendance sheets from parent activities. A parent workshop survey will be distributed at the beginning of the school year. A “Welcome Packet” will be sent home with students. A “Meet the Teacher” will be held at each site during September and October. Workshops will be offered at more than one location. Parent Coordinator will inform parents of the NYSTART home connection website and ARIS parent link. The links will be posted on the school’s website. Teachers will send home daily point sheets and/or communication notebook to all parents. Related Service providers will send home a monthly progress report. Middle and high school teachers will mail home a bi-weekly progress form for all subject areas. Parents will be sent home a monthly calendar of school events. In addition the calendar will be posted on the school’s website. Global Connect communication system will be piloted for a 6 month trial period. The program will call homes for absent students, after 2 consecutive days, and to inform parents of special events. Translation services will be available for meetings and correspondences sent home.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy funding to purchase metrocards, refreshments and materials. Translation and Title III funding will be used to purchase metrocards, materials, refreshments, translation services and professional development for our ELL population.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of parent workshop survey in October 2009 by administration and Parent Coordinator. Monthly review of school event calendar by Principal. Monthly review of parent sign-in sheets for school events by administration. Copies of parent letters/correspondences sent home throughout the school year. Results of the Learning Environment Survey in June. Summary of parental involvement during the 2009-2010 school year indicating a 10% increase in parental involvement from last year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	2		N/A	N/A				
2	10		N/A	N/A				
3	11		N/A	N/A	IEP mandated	IEP mandated	Varies	ALL
4	12	5			"	"	"	"
5	30	26	17		"	"	"	"
6	5	23		18	"	"	"	"
7	7	21			"	"	"	"
8	10	20			"	"	"	"
9	3	6	4	4	"	"	"	"
10	1	4	5					
11	1		1	1				
12	1	1	2	2				

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Wilson</p> <p>Fundations</p> <p>Achieve 3000</p> <p>Great Leaps</p> <p>Read 180</p> <p>Headsprout</p> <p>Ramp-Up to Literacy</p> <p>SRA</p> <p>Handwriting Without Tears</p> <p>LeapFrog Pads</p> <p>Lexia Reading Software</p> <p>Summer Success ELA</p> <p>Boardmaker</p> <p>TEACCH</p>	<ul style="list-style-type: none"> • Small group instruction & one-to-one: decoding and encoding, sight word fluency, vocabulary, comprehension skills, language development (school day) Gr. 4- 12 • Small group and one-to-one: print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling handwriting, vocabulary development, critical thinking , speaking/listening skills K - 3 • One to one: web-based program, assessment of reading skills, differentiated instruction, comprehension, vocabulary development, test taking strategies, writing development (school day, after school) • One to one: Assessment on fluency, building fluency skills through drill and practice (school day) Gr. 3- 8 • Small group and one-to-one: Placement test based on lexile scores, differentiated instruction, sub-skill practice, comprehension skills, decoding, spelling, vocabulary development, writing skills development (school day) Gr. 4 – 12 • One-to-one: On-line learning lessons for letter recognition, phonics, decoding, sight word development, fluency (during school day) Gr. K -5 • Small group instruction: advanced phonics, fluency and comprehension (school day) Gr. 6 -12 • One-to-one: Phonemic awareness, phonics, fluency, vocabulary, comprehension (school day) Gr. K – 6 • One-to-one: Strategies for making legible and fluent handwriting easy and an automatic skill for students (school day, after school) Gr. K – 5 • One-to-one: Phonics, phonological awareness, decoding, vocabulary (during school day and after school) Gr. K -3 • One-to-one: Pre-alphabetic phonological awareness, letter knowledge, sound/symbol recognition, beginning/ending sounds, syllables, segmentation, sight words, decoding, vocabulary, comprehension (during school day) Gr. K -12 • Small group and one-to-one: Develops reading skills strategies (during school day) Gr. K - 8 • One-to-one: Supports for students requiring communication boards, adapted lessons, materials (during school day) Gr. K-12 • One-to-one: Visual schedules to facilitate communication skills across all content areas (during school day) Gr. K - 8

Mathematics: Everyday Math Games Math Skill Builders Math Steps Summer Success Math	<ul style="list-style-type: none"> • Small group and one-to-one: Drill exercises to build number facts and operational skills (during school day) Gr. K – 5 • One-to-one: Address struggling students in mastery of math skills including test preparation (during school day) Gr. 6 – 8 • Small group and one-to-one: Basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, percents (during school day) Gr. K -12 • Small group and one-to-one: Introduces, reinforces and reviews key math concepts, problem solving (during school day Gr. K - 8
Science: Brain Pop Mobile Science Cart Discovery Learning Achieve 3000	<ul style="list-style-type: none"> • Small group and one-to-one: Web-based program that reinforces science concepts through animation, vocabulary development, experiments (during school day) Gr. K- 12 • Small group and one-to-one: Hands-on experiments, computer generated program to reinforce and enhance science skills and knowledge (during school day) Gr. 6- 12 • Small group instruction: Video clips of content related materials that assists with understanding of science related concepts and vocabulary by providing a multi-sensory approach of instruction (during school day) Gr. 3 – 12 • Small group and one-to-one: Web-based program with archived Associated Press non-fiction articles that are presented on a student’s reading level, with vocabulary and comprehension questions. (during and after school day) Gr. 3 - 12
Social Studies: Achieve 3000 U.n.i.T.y.V, Debate Team Weekly Reader	<ul style="list-style-type: none"> • Small group and one-to-one: Web-based program with archived Associated Press non-fiction articles that are presented on a student’s reading level with related vocabulary and comprehension questions. (during and after school day) Gr. 3 -12 • Small group: Program provides test prep and multi-sensory approach to understand social studies. The program requires research, developing a script and acting out various time periods/events in US history. (during school day) Gr. 7- 12 • Small group: Students research assigned topics and are prepared to list “pro” and “con” on the topic. Students are involved in debate with peers from other schools via a web cam. (during school day) Gr. 6 – 8 • Small group and one-to-one: Students read current events that are explained on their reading level, vocabulary and comprehension development. (during school day) Gr. K- 8

At-risk Services Provided by the Guidance Counselor:	Character Education, Social Skills, Girls Club, Family/Community Outreach, Individual and Group Counseling, Stress Management Skills and Techniques, Functional Behavior Assessments, Behavior Intervention Plans, Pupil Personnel Team Member
At-risk Services Provided by the School Psychologist:	Functional Behavior Assessments, Behavior Intervention Plans, Character Education, Test-taking Strategies, Crisis Intervention, De-escalation Techniques and Strategies for Students, Pupil Personnel Team Member
At-risk Services Provided by the Social Worker:	Social Skills, modeling of appropriate peer interactions, Functional Behavior Assessments, Behavior Intervention Plans, Pupil Personnel Team Member, Character Education, Family/Community Outreach, Positive Behavior Intervention & Supports
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

Language Allocation Policy
School Year 2009 to 2010
P723X
District 75/Citywide Programs

Network Leader – Barbara Joseph
Principal-Christine Walsh

Language Allocation Policy Committee Members

Christine Walsh, Principal; Rod Rodkin, Assistant Principal; Susan Cash, Teacher; Michelle Hyman, Teacher; Natalie Lim, ESL Teacher; Talia Intrator; Guidance Counselor

P723X has 417 students in our school. Sixty two students are English Language Learners (ELLS). 30 of our 62 ELL Students are x-coded students. The Sixty Two students all speak Spanish and are in the following grades: 1 in Kindergarten, 4 in Third Grade, 7 in Fourth grade, 2 in Fifth Grade, 2 in Sixth grade, 8 in Seventh grade, 14 in Eighth Grade, 3 in Ninth grade, 2 in Tenth Grade, and 1 in Eleventh grade. Presently we have 1 ESL teacher. Our certified ESL teacher will provide English as a Second Language (ESL) push-in program that consists of 39 students in Standardized Assessment and 25 students in alternate assessment.

When ELLs first enroll in our school, our ESL teacher will administer home language questionnaire to determine their eligibility as an ELL student. Next, they will take LAB-R test to determine their placement. After the test result comes out, a student will be placed in an appropriate program. In spring, ELLs will take the NYSESLAT test. If they pass the test, they are no longer an ELL. In order for a student to be identified as an ELL, his home language has to be a language other than English. Afterwards, an informal interview is conducted in native language and English. If a student speaks language other than English and he speaks little or no English, then he needs to take LAB-R. Finally, a student is placed in either bilingual education or freestanding ESL program. Options for special education ELLS are discussed with parents during the Educational Planning Conference at the CSE level. The Parent Coordinator at P723X will offer parents of ELLs ongoing information in their home language and training on different aspects of their child's education such as, home activities to support learning, outside support in their community, and other topics identified as an area of parent's interest from a survey. Our goal is to increase parent outreach and increase parent participation. Our school will periodically describe the program to ELL parents by providing parent orientation meetings or letters sent home.

NYSESLAT results are as follows: We have three beginners in grade 2. We have 1 beginner and 2 Intermediates in grade 3. We have 4 beginners and one intermediate and 1 advanced in grade 4. We have 2 intermediates in grade 5. We have 1 beginner, 3 intermediates and one advanced for grade 6. We have 2 beginners, 5 intermediates and 1 advanced in grade 7. We have 3 beginners, two intermediates in grade 8. We have 1

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beginner, 2 Intermediates and 1 advanced in grade 9. We have 1 intermediate in 10th grade and 1 beginner in 11th grade. All students show a higher level in listening and speaking. Reading and writing are the areas of focus. The school will concentrate on these areas by providing additional help in the form of teacher collaboration, extended minutes of instruction, and additional help provided by coaches and mentors. In content areas, all the students are performing comparably to their non-ELL peers. For alternate assessment students, we use portfolios, notebooks and teacher observations. Academic language is developed through content area instruction in ESL.

Implications for LAP: Professional Development activities need to address the needs of the Alternate Placement paraprofessionals. The alternate placement paraprofessionals will assist teachers in incorporating reading and writing strategies. They will also incorporate study skills and organizational strategies in student's daily lessons.

Implications for Instruction: As a guide to instructional planning and assessment, P723X follows the English Language Arts standards. Our ESL teachers plan on referencing the NYS Resource Guide for the teaching of Language Arts to Limited Proficient/English Language Learners along with the NYS learning Standards for English. We strive to provide opportunities that are multi-sensory and kinesthetic in nature.

Using real objects, photographs, graphic organizer, software, ESL material, classroom libraries, inclusive of Native Language books, Foundations, Achieve 3000, Lexia, Wilson reading program, Head sprout, Read 180, Ramp up, incorporating technology and digital cameras enhance student outcomes. Employing all these instructional strategies must be embedded in the workshop model of instruction. NYSESLAT results will guide the ESL teacher's instructional plans. All students will receive the required units of instruction mandated under Commissioner's Regulation Part 154 (C.R. Part 154). For the K-8 students, beginners receive 360 minutes, Intermediate 360 minutes, and advanced students receive 180 minutes. For the high school students, beginners receive 540 minutes, intermediate students receive 360 minutes, and advanced students receive 180 minutes. Instruction will be in collaboration with content area teachers.

This instructional program will be explicitly aligned with ESL and the New York State ELA learning standards and the content-based learning standards. One student is in alternate placement setting. For this student, we are providing paraprofessionals who speak the native language and close collaboration with classroom teachers.

The use of software and multimedia enhances and supports the instructional program. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizer, and Cooperative Learning and the infusion of the arts and the use of technology. The classroom library contains books in English. Our ESL teacher will use the following books: Longman Photo Dictionary of American English, Get Ready to Write, and English books on folktales, fiction and non-fiction. Our teacher also uses computer and other technology to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction.

To comply with the New York City's literacy requirements, each classroom library contains books in the native language, including those adapted by teachers to meet the needs of students with severe disabilities.

New comers, SIFE, Transition Plan, Long Term ELLS: Currently we have no Newcomers or SIFE but at such time that we do they will receive tutoring from a peer tutor to help develop their initial literacy in native language, and a nurturing environment to facilitate language production. P723X follows the English Language Arts standards as a guide to instructional planning and assessment. Our ESL teacher plans on referencing the NYS Resource Guide for the teaching of Language Arts to long term Limited Proficient/English Language Learners along with the NYS learning Standards for English. We strive to provide opportunities that are multi-sensory and kinesthetic in nature.

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The school will concentrate on reading and writing areas by providing additional help in the form of teacher collaboration. The ESL teacher will have common planning sessions with the collaborating teachers. Using real objects, photographs, graphic organizer, software, ESL material, classroom libraries, inclusive of Native Language books, Foundations, Wilson reading program, Head sprout, Read 180, Achieve 3000, Ramp up, incorporating technology and digital cameras enhance student outcomes. Employing all these instructional strategies must be embedded in the workshop model of instruction.

Our ESL instructions will be in collaboration with content area teachers. This instructional program will be explicitly aligned with ESL and the New York State ELA learning standards and the content-based learning standards. To ensure that students meet the New York City and New York State standards and pass required state and local assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizer, and Cooperative Learning

Transition Plan: students no longer requiring Bilingual or ESL services according to the NYSESLAT will be supported for two years with ESL services. These proficient ESL students are supported through: AIS, Instructional Technology, and visual arts enrichment.

During the school year on professional development days, the school will be incorporating workshops that will teach ESL strategies for ELL students. This professional development will be offered by the District coaches. Teachers will also be sent to workshops that are offered through the Department of Education and through the District Office. We will also take advantage of the offerings from Learning Times that pertain to ESL issues. Teachers will work collaboratively with the ESL teacher. ESL strategies, Identification of ELLs, NYSESLAT, Title III program and ELLs in Content area will be presented to P723X staff members during professional development during 2009 – 2010 school year. Training will be on going during the school year during “push in periods” and “pull out periods” with the ESL teacher and classroom teachers. Our ESL teacher will attend all professional developments offered by the Department of Education during the school year. Intervisitations will be arranged in order to enhance new ESL teacher’s skills.

Christine Walsh
Principal

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a) P723X

Grade Level(s) 7 & 8 Number of Students to be Served: 8 LEP 0 Non-LEP

Number of Teacher 1 Other Staff (Specify) Educational Assistants (2) Supervisor (1)

School Building Instructional Program/Professional Development Overview

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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.

P723X has 417 students in our school. Sixty two students are English Language Learners (ELLs) which is 14.87% of our total population. 30 of our 62 ELL Students are x-coded students. Fifteen are mandated for ESL-only and 17 are mandated for bilingual instructional services (BIS). BIS-mandated students have alternate placement paraprofessionals who speak their languages (Spanish). All of our Sixty Two students speak Spanish and are in the following grades: 1 in Kindergarten, 4 in Third Grade, 7 in Fourth grade, 2 in Fifth Grade, 2 in Sixth grade, 8 in Seventh grade, 14 in Eighth Grade, 3 in Ninth grade, 2 in Tenth Grade, and 1 in Eleventh grade. Presently we have 1 ESL teacher. Our certified ESL teacher will provide English as a Second Language (ESL) push-in /pull out program that consists of 39 students in Standardized Assessment and 23 students in alternate assessment. 723X has both an ESL push-in and pull-out models. Sixty Two ELL students attend ESL only programs. All ELL students receive ESL as required under NYS CR Part 154. Balanced Literacy, the uniform curriculum, and an emphasis on the development of phonemic awareness and comprehension skills through literature-based and standards-based materials and activities, and scaffolding techniques are integrated into instruction at 723X. ESL instruction is aligned with the NYS ESL learning standards and content-area skills are also reinforced in ESL programs. Some LEP/ELLs in 723X will participate in alternative assessments and some students are assessed in ELA, mathematics, science, and social studies via the New York State Alternate Assessment (NYSAA). Students at 723X have the following disability classifications: autism, mental retardation, emotional disturbance, multiple impairment.

Title III Supplemental After School Instructional Program at 723X

723X plans to begin a Title III After school instructional program that will consist of one class with 8:1:1 configuration for students in grade 7th and 8th with 1 certified ESL teacher, and 2 bilingual paraprofessionals who will address ESL standards performance indicators and ELA and content area AGLIs. This class will meet two days a week for two hours a day, on Tuesdays and Thursdays from 3:00 PM to 5:00 PM., for fifteen weeks. The class will be conducted by certified ESL teacher who will use appropriate ESL methodologies and scaffolding techniques, supported by research, such as the natural approach (Krashen, S., 1985), TPR (Asher, J., 2003), the language experience approach (Wales, M.L., 1994), and Quality Teaching for English Learners (QTEL) scaffolds (Walqui, 2005). As supported by research (Diane Nelson Bryen, D.; Potts, B.D.; & Carey, A.C., 2007; Murphy, J., 1998; Cameron, L. & Murphy, J., 2002), augmentative and alternative communication (AAC) systems (e.g., single-loop voice output devices, symbols, gestures, etc.) will be used to assist LEP/ELL students who have severe communication disabilities. Our Title III after school program will consist of following 8 students; Jovany Colon (Intermediate/ standard assessment), Paola Suarez (Beginner/ standard assessment), Felix Diaz (Intermediate/ standard assessment), Luis Then (Intermediate/ standard assessment), Irmay Mateo (Beginner/ alternate assessment), Mario Ortiz (Beginner/ alternate assessment), Kevin Guity (Beginner/alternate assessment), and Chaneel Carrasquillo (Beginner/ standard assessment). Paola Suarez and Felix Diaz are placed in 8:1:1 classroom. Luis Then and Chaneel Carrasquillo are placed in 12:1:1

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classroom. Irmay Mateo, Mario Ortiz, Jovany Colon and Kevin Guity are placed in 12:1:4 classrooms. There will be 4 standardized assessment students and 4 alternate assessment students. Technology will be infused into instruction to enhance student learning, and as a solution to the problem of access and equity for ELLs with severe disabilities (Birnbaum, B., 2003). Instruction will address the New York State ESL, ELA, and content area learning standards.

The goal of instruction in the Title III after school program at 723X is to provide additional support and opportunities for LEP/ELL students with moderate to severe cognitive and multiple disabilities to increase their listening, speaking, reading, and writing skills in English. An ESL teacher will use the learning experience format to deliver instruction that is differentiated that can give our students to have an opportunity to generalize, apply, and put their skills into practice across content areas and in a variety of situations.

723X serves LEP/ELL students with autism, moderate to severe cognitive disabilities and emotional disabilities between the ages of 5 and 18. A major goal of instruction for these students is to prepare them for competitive real world situations. Possessing adequate and appropriate communication and socialization skills, self-directed supports, and the ability to make sound choices in the real world are the greatest predictors of success in the work-world for individuals with cognitive and other severe disabilities (Hughes, C. & Carter, E., 2000, Martin, J., Mithaug, D., Oliphint, J., Husch, J., & Frazier, E., 2002).

Therefore, 723X will use the following assessment results to identify ELLs for participation in the Title III supplemental instructional after school program: Brigance for Alternate Assessment, NYS ELA Interim Assessment and NYSESLAT results. This program can better prepare LEP/ELL students by addressing the students' listening, speaking, reading, and writing skills in English and their employability skills. Student performance on the New York State English as a Second Language Achievement Test (NYSESLAT), the ELA New York State Alternate Assessment (NYSAA), and the Brigance™ Employability Skills Inventory, and teacher-made pre and post checklists will be used to determine the impact of support for LEP/ELLs in the Title III after school program.

The Title III instructional after school program will support and supplement Part 154 instruction delivered during the school day by providing additional language-learning support to students that will benefit them in their everyday situations.

The theme of the after school program will be Communicating in the Real World. Instruction will be heavily weighted with language needed in the real world. Students will participate in engaging activities that help them to communicate such as:

- How to call in when you're going to be out sick
- How to ask what your assignment is
- "Help"
- "Good morning"
- No thank you
- How to use a picture symbol to communicate (non-verbal students)

The Interim assessment will be the major source of Title III assessment to insure that our students are learning actively. This program will be instructed by dividing the students into two groups, standard assessment students and alternate assessment students. For the standard assessment students, they will have an opportunity to be a teacher for the week. Each student will take a turn to be a teacher. They will also be able

to participate in adapt a book project for the alternate assessment population. Their hand made book will stay as a part of library collection for the alternate assessment population. For the alternate assessment population, each of them will have a job in a classroom for the week. They will learn how to use a computer, how to make copies, how to brush their hair, how to brush their teeth and how to dress themselves. After the program, the students will be videotaped performing all of these activities. This video then watched by their teachers and parents.

Our after school program will enrich and reinforce instruction provided during the day by integrating technology into our classroom.

Accordingly to the research, technology integrated classroom has positive effects on the instructional process on basic and advanced skills (Bialo & Sivinkachala 1996; Dwyer, 1994). As a result, students become more independent learners and self-starters. They also gain an ability to teach others about their new knowledge. For the alternate assessment students, technology can help them train visual attending, gaze shift, tracking and also develop receptive language skills for language delayed ELLs.

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.

Title III Supplemental Professional Development Activities at 723X

723X plans to use Title III funds to create a **Title III Study Group** for the professional development component of its plan. The professional development group will study the work-related communication needs of ELL students who will participate in the Title III after school program. The study group will be aligned to the “Inquiry Project” already in existence at the school and will focus on creating a standards-based professional development resource kit to enhance staff preparation and planning, for instruction of LEP/ELLs in preparation for students to improve the communication skills necessary for success in everyday situations.

This professional development initiative is aligned to the instructional after school program and will provide technical support and resources to teachers in after school program, as well as to other staff who work with LEP/ELL students at 723X. The study group format of our planned professional development is in alignment with research findings that equate successful professional development and application of what’s gained during PD to the classroom to teachers having a leadership role in their own training (Galbraith, P. & Anstrom, K., 1995). The Title III Study Group will meet once a week for 1 hour per day, for 7 weeks after school. One teacher, two paraprofessionals, and one administrator who works with LEP/ELLs in 723X will participate in this PD.

Title III Parental Involvement Activities at 723X

Parents of LEP/ELL students will attend a weekly parent program that will meet one of the same days that the students and PD staff meet and will be tied to the Title III instructional after school program for students and will have “accessing resources and information regarding employment” as its theme. Parents will meet once weekly, after school from 3:00 PM to 4:00 PM, for 7 weeks. They will utilize the computer and the internet to explore information sources in English and in their native languages. Parents will have an opportunity to create and access blogs for themselves and their youngsters, peruse Craig’s List, use search engines, learn about resume-writing and preparation for job interviews, in order to support and direct their youngsters in their preparation for the work world. Parents will also have an opportunity to meet with teachers and their youngsters during Title III after school activities. Parental involvement (Kalyanpur, M. & Harry, B., 1999; Dunst, C, 2007) and integration of technology (ISTE, 2000; (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997) into instruction are both supported by research and enhance both parent and

student learning, and can be used to narrow the “digital divide” between people of low socio-economic status (SES) and the more affluent (International Reading Association, 1991). A bilingual (Spanish) paraprofessional will provide interpretation and translation support for parents. We will send out a letter explaining our Title III program in English and Spanish. We will also have a bilingual personal to translate the documents and present oral information effectively to the students and their parents in their native language. In addition, parents will attend a Title III orientation meeting prior to the initiation of the program. Information regarding Title III will be distributed to parents in English and in their native languages and will be shared during after school meetings and annual review. Interpreters (bilingual paraprofessionals and/or teachers) will be available to interpret at meetings and the Parent Coordinator will assist in disseminating materials to parents in their native languages and in English. Our ELL parents will be provided with valuable information about the title III program. In this session, they will be informed about the program and how ELLs are determined in the school system. The entire document will be translated in Spanish.

Form TIII – A (1)(b)

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

Allocation: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	Total: \$11,380.65	<p>Per session for teachers and paraprofessionals who will teach students during after school instructional program, participate in the professional development study group, and work with parents in the parent program, and supervisors who will oversee program and secretaries who will process purchases and payroll.</p> <p><u>Instruction: (\$ 9,911.00)</u></p> <p>1 teacher x 2 days per week x 2 hours per day x 15 weeks x \$49.89 = \$ 2993.40 2 paraprofessionals x 2 days per week x 2 hours per day x 15 weeks x \$28.98 = \$3477.60 1 Supervisor x 2 days per week x 2 hours per day x 15 weeks x \$52.21 = \$3132.60 1 Secretary x 1 hour per day x 10 weeks x \$30.74 = \$307.40</p> <p><u>Professional Development: (\$1,120.42)</u></p> <p>1 teacher x 1 day x 1 hour x 7 weeks x \$49.89 = \$349.23 2 paraprofessionals x 1 day x 1 hour x 7 weeks x \$28.98 = \$405.72 1 Supervisor x 1 day x 1 hour x 7 weeks x \$52.21 = \$365.47</p> <p><u>Parental Involvement: (\$349.23)</u></p> <p>1 teacher x 1 day x 1 hour x 7 weeks x \$49.89 = \$349.23</p>
Purchased services such as curriculum and staff development contracts	N/A	
Supplies and materials	\$3619.35	Instructional materials, software, and supplies for after school instructional programs, PD, and parental involvement activities.

		<p>Books (\$600)</p> <ul style="list-style-type: none"> - Hands-on Reading 3 book bundle (\$89.00) - Simple symbol stories Bundle (\$30) - The social skills picture book (\$40) - Interactive storybooks 19 bundle (\$290) - Who, What & Why Book (\$29) - Symbol Articulation (\$55) - Curriculum Experience for Literacy Learning and living Bundle (\$67) <p>Software (\$1700)</p> <ul style="list-style-type: none"> - Who, What & Why for windows (\$29) - Simple Symbol Stories for Window (\$59) - Simple Symbol Stories II (\$59) - Writing w/Symbols 2000 (\$229) - Picture Sentence Match (\$89) - Picture Sentence Bundle (\$249) - Timo's Lesson creator with PCS (\$299) - Laptop (\$637) - Printer Ink (\$50) - <p>Supplies (\$775.24)</p> <ul style="list-style-type: none"> - Composition Notebook 5 sets = (\$27.45) - 2 Pocket Portfolios (4 portfolios per box) x 3 boxes = (\$12.00) - 4 dozen pencil = (\$4.79) - 3 big chart paper = (\$24) - 3 Small Chart paper = (\$12) - Markers 12/pk = (\$9) - Staples twist up crayons 24/pk x 3 = (\$7.00) - Crayola twistables colored pencils 18/pk x 3 = (\$21) - Construction Paper 200/pk = (\$7) - Scotch tape dispenser with 12 rolls of tape (\$33) - Scissors 3/pack x 3 = (\$30) - Glue sticks 4/pk = (\$3) - Liquid Glue 2/pk = (\$ 3) - Erasers 3/pk x 3 = (\$6) - Velcro 200/pk = (\$20)
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		<ul style="list-style-type: none"> - Self-Adhesive Laminating Sheets 50/pk x 3 =(\$ 66) - Flip video Camera 1 x \$190 = \$190 - Copy paper (8 ½ x 11) 6 Boxes x \$50 = \$300 <p><u>Parental Involvement: (\$544.11)</u> Snacks \$ 544.11</p>
Travel	N/A	
Other	N/A	
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school use ATS reports, emergency cards, IEP reports and Home Language Surveys to determine the primary language spoken by the parents. Parents are encouraged to come to the school and meet with the staff to evaluate the needs of the students and the family's language needs.

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.

The school has identified a need to send translated materials in native languages to many families. Currently, we only need translations in Spanish. Each site is aware of which families require a translated version of school correspondences. Each site has a staff member available to provide translation during meetings, conferences and telephone conversations. We have a number of Spanish speaking professionals on site. They will be notified by their e-mails and through on going meetings. There are 62 families who needs translations for our after school program.

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.

The home language assessment will indicate the type of translations required for the school. All documents sent home will be provided in the parent's native language. P723X has had many documents translated into Spanish by our Translation and Interpretation Unit for parental involvement activities. At each of these conferences, we also have interpreters available for parents in their native language. We have appropriate school forms in Spanish. Our ESL teacher will explain what needs to be translated into Spanish least 48 hours before the due date.

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.

Staff members have been identified at each site to act as a translator whenever necessary. During parent-teacher conferences and IEP meetings, staff members are scheduled that can provide translation services. Our parent coordinator will increase parents' involvement in the school by working closely with the school and the parents of 723X. He will translate documents containing critical information regarding a student's education in Spanish.

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>.

P723X has a Parent Resource Guide, computer internet related materials, software, and power point presentations for parent activities translated into various languages for parents, using Title III translation funds. In addition, P723X used Title III interpretation funds to hire bilingual teachers and paraprofessionals to provide interpretation for parents during after school parental involvement activities.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE TITLE I FUNDS

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

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*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.

P723X curriculum team of administrators, coaches and teachers have determined there were some relevant findings in the Key Finding #1.

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

X 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?

While our educational program is aligned with the NYS Learning Standards, pacing calendars are in place and grade level expectations are used by teaching staff many of our students come to our school functioning several years below grade level due to severe cognitive disabilities, severe emotional disabilities, and inconsistent school enrollment. Performance on NYS ELA assessments indicates gaps in students' understanding and performance. The use of formative assessments has provided us with additional evidence that identifies deficit areas for students and assists with setting benchmarks for acquisition of skills.

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.

P723X will continue to address the need to reduce the gap for our students through differentiation of instruction, reading intervention programs, on-going review of data and assessments throughout the year. District 75 continues to support us in aligning our curriculum to the NYS AGLIs and enhancing our instructional program for our alternate assessment students.

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.

P723X curriculum team of administrators, coaches, and teachers have determined there are some relevant aspects to Key Finding #1B.

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

X 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?

While students are making progress in math as indicated by the NYS Math Assessment, there are gaps in students' understanding and performance at each level of math instruction as evidenced by NYS Math Assessments, Everyday Math, Impact Math and Integrated Algebra, NYC Periodic Assessments and NYSAA results. A review of data suggests the deficit areas are in the students' understanding, retention and problem solving skills in mathematics.

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.

P723X will continue address the needs to close the gap in math especially in the area of process strands for all students. This will be accomplished through data analysis, collaborative inquiry teams, and differentiation of instruction, math intervention programs and on-going assessments.

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.

P723X administrative teams, using formal and informal observations, have seen the use of differentiation and small group instruction during ELA lessons. A review of portfolios and interim assessments indicate that individualization and small group instruction is on-going in the classrooms.

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

Applicable X 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?

P723X as part of District 75 provides educational services for special education students. Alls students have an IEP with specific goals and learning styles that are addressed by instructional staff. Small group instruction and differentiation is provided across all curriculum areas. District 75 offers the following support to schools in the area of instruction: professional development, coach support, and intervention programs.

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.

P723X administrative team, during formal and informal observations, found this area relevant to our school.

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

X 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?

P723X uses the NYC core curriculum that is aligned with the NYS Learning Standards in mathematics. While hands-on activities and differentiated instruction is provided, the use of technology during math lessons is not fully evident in all classrooms.

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.

P723X will use our math coach to assist with delivery of math, including technology, through professional development, modeling of lessons and assist the teacher with use of technology as part of the lesson. Recent RESO A funding will assist in providing more technology in the classrooms. However, lack of internet connectivity and technology in each classroom does impede our ability to promote the use of technology on a daily basis.

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.

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P723X administrative team reviews Human Resources reports and BEDS information to assess the retention rate of staff members.

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

Applicable X 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?

Upon review of statistical data, P723X has a very small attrition rate and a high retention rate. With the exception of retirements or illness, very few teachers leave the organization. Currently, we have 72.2% of teachers with 2 or more years of working. We have recently opened 9 new classes which accounts for the # of teachers with less than 2 years of service.

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.

P723X administrative team, ESL teacher and coach reviewed the results of assessments for our ELL students and found this key finding not relevant.

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

Applicable X Not Applicable

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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?

Our ESL program is a "push-in" model of delivery of ESL services. This model allows our ESL teacher to model strategies and turnkey the training to the classroom teacher and support staff.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

P723X administrative team and ESL teacher reviewed the findings of NYS assessments, interim assessments and NYSELAT results. The team did not find this key element as relevant.

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

Applicable X 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?

P723X's data specialist disaggregated the data for our ELL population. The team analyzed data and found that ELL students made progress in the # of students scoring a Level 2 or better in ELA at a rate equal to their non-ELL peers. Progress in scoring a Level 2 or better in math lagged behind the growth in ELA. The team discussed the need for "push-in" during math classes. The "push-in" model promotes a collaborative environment between classroom teachers and ESL teachers.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The academic cabinet of P723X, which is made up of administrators, coaches and teaches, reviewed the findings and did not find this key element relevant.

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

Applicable X 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?

All students in P723X have IEPs. Teachers work as a team to develop the IEP by identifying strengths/weakness, learning styles, behavior issues that lead to annual goals, promotional criteria, and accommodations. The main focus is always on how the student can access the general education curriculum through modifications and accommodations. All teachers involved with a student have a copy of their IEP that list goals, learning styles, accommodations, modifications, behavior goals/plans, medical/health alert and present level of performance.

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 P723X administrative team and lead teachers review the IEPs. Administrators during informal and formal observations check for the use of accommodations on a regular basis.

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

Applicable X 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?

Professional development provided teachers with a clear message about providing students with the correct modifications based on their needs. Additionally, teachers were made aware that the accommodations are for all tests not just standardized tests. Students are encouraged to attend their IEP meetings and be aware of their testing accommodations. Students in need of modified criteria are provided with the modification based upon their present level of performance, annual goals and current grade. IEP goals are written based on the present level of performance with emphasis on the areas of weakness that precludes them from participating in a general education environment. Behavior intervention programs are developed for students not responding to the school-wide behavior support plan. The BIP is developed following a Functional Behavioral Assessment. Professional development and collegial reviews are on-going to assist teachers in writing meaningful IEPs.

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.

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

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE C4E FUNDS

This appendix will not be required for 2009-10.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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).
There are 15 Students in Temporary Housing currently attending P723X.

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 15 students
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 students are eligible to attend any programs run through the STH units at the ISC.**

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School 723x
Principal Christine Walsh	Assistant Principal Rod Rodkin
Coach	Coach
ESL Teacher Munjung Lim	Guidance Counselor Talia Intrator
Teacher/Subject Area Michelle Hyman	Parent
Teacher/Subject Area Susan Cash	Parent Coordinator
Related Service Provider	SAF
Network Leader	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	373	Total Number of ELLs	56	ELLs as Share of Total Student Population (%)	15.01%
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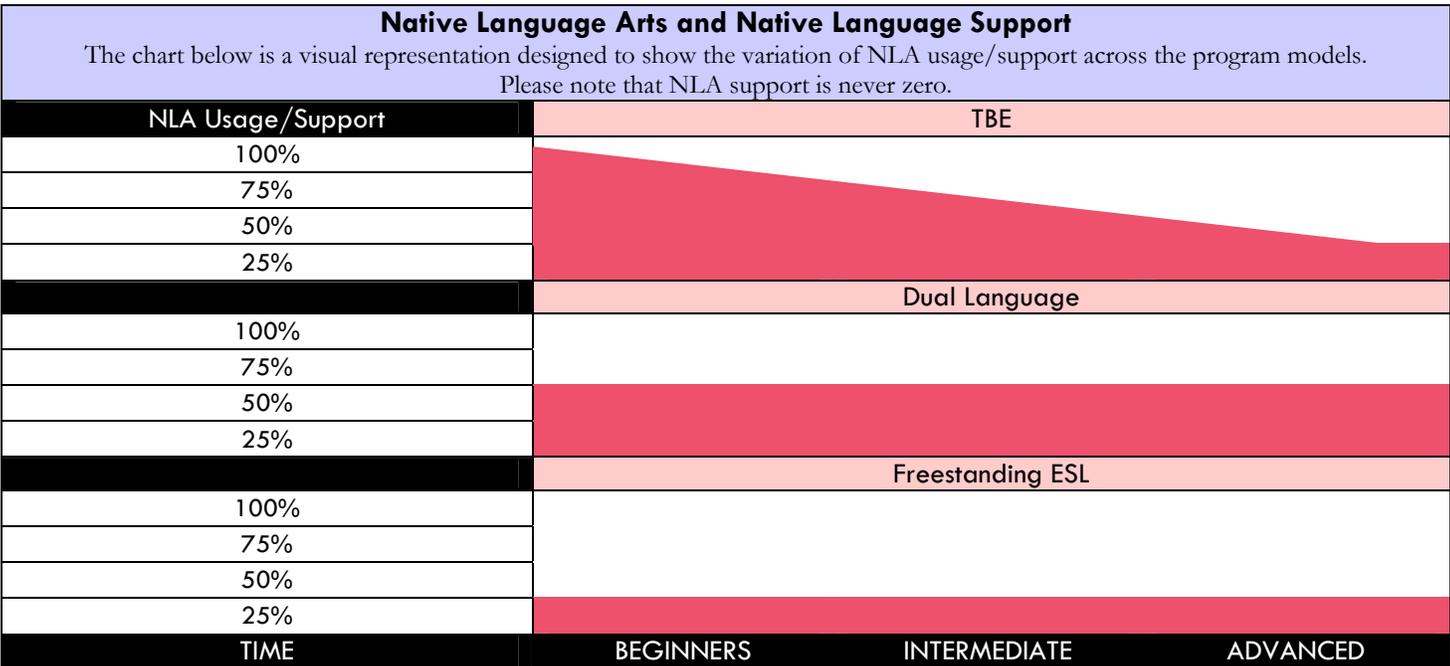
Part II: ELL Identification Process

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	0	0	3	1	4	0	1	2	3	14
Intermediate(I)	0	0	0	2	1	2	3	5	2	15
Advanced (A)	0	0	0	0	1	0	1	1	0	3
Total Tested	0	0	3	3	6	2	5	8	5	32

NYSAA Bilingual Spe Ed	0	0	0	0	2	0	5	0	7
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NYS Social Studies

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	1	0	3	0	1	0	9	0	14

ECLAS-2

	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	2	0	0	0
3	0	0	0	0	0	0

EL SOL

	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0

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)	0.00%	0.00%
Chinese Reading Test	0.00%	0%

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)
Ron Rodkin	Assistant Principal		
	Parent Coordinator		
Munjung Lim	ESL Teacher		
	Parent		
Michelle Hyman	Teacher/Subject Area		
Susan Cash	Teacher/Subject Area		
	Coach		
	Coach		
Talia Intrator	Guidance Counselor		
	School Achievement Facilitator		
	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 9-12 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

1. Language Allocation Policy Team Composition

SSO/District 75	School 723x
Principal Christine Walsh	Assistant Principal Rod Rodkin
Coach	Coach
ESL Teacher Munjung Lim	Guidance Counselor Tailia Intrator
Teacher/Subject Area Michelle Hyman	Parent
Teacher/Subject Area Susan Cash	Parent Coordinator
Related Service Provider	SAF
Network Leader	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	44	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	13.64%
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Part II: ELL Identification Process

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

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

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0
Freestanding ESL					
Self-Contained	0	0	0	0	0
Push-In/Pull-Out	3	2	1	0	6
Total	3	2	1	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	3	2	0	2	5	0	5	10
Total	3	0	3	2	0	2	5	0	5	10

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	3	2	1	0	6
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0

Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	3	2	1	0	6

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

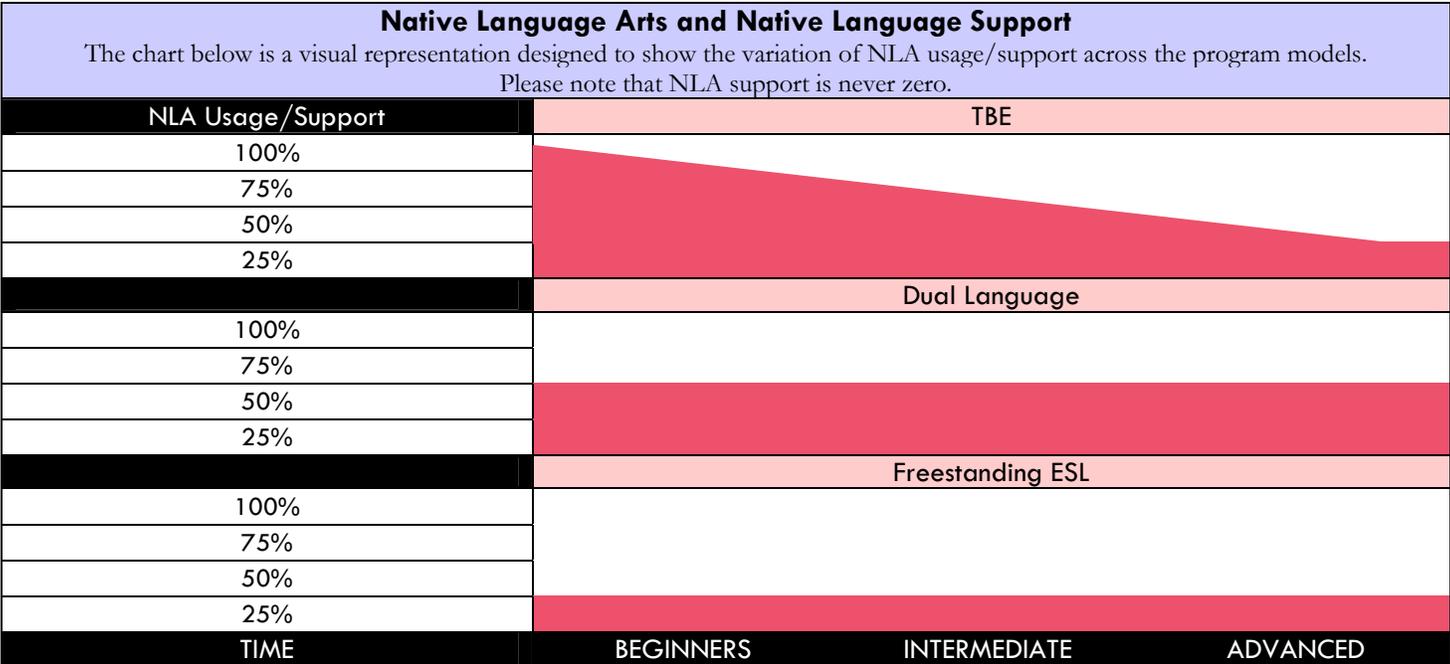
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>6</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	0	0	0	0	0

Programming and Scheduling Information					
TOTAL	0	0	0	0	0

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 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	1	0	1	0	2
Intermediate(I)	2	1	0	0	3
Advanced (A)	1	0	0	0	1
Total Tested	4	1	1	0	6

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0
	I	2	1	0	0
	A	0	0	1	0
READING/WRITING	B	0	0	1	0
	I	3	1	0	0
	A	1	0	0	0

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math A	0	0	0	0
Math B	0	0	0	0
Integrated Algebra	0	0	0	0
Integrated Geometry	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0
Other				
Other				

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)	0.00%	0%

Chinese Reading Test	0.00%	0%
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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 VI: 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)
Rod Rodkin	Assistant Principal		
	Parent Coordinator		
Munjung Lim	ESL Teacher		
	Parent		
Michelle Hyman	Teacher/Subject Area		
Susan Cash	Teacher/Subject Area		
	Coach		
	Coach		
Talia Intrator	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

