75X811

811X THE ACADEMY FOR CAREER AND LIVING SKILLS

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: THE ACADEMY FOR CAREER AND LIVING SKILLS 75X811
ADDRESS: 1434 LONGFELLOW AVENUE BRONX, NY 10459
TELEPHONE: 718.589.3060
FAX: 718.589.9551

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75X811 **SCHOOL NAME:** The Academy for Career and Living Skills

SCHOOL ADDRESS: 1434 Longfellow Avenue Bronx, NY 10459

SCHOOL TELEPHONE: 718.589.3060 **FAX:** 718.589.9551

SCHOOL CONTACT PERSON: Caron Martin, Principal **EMAIL ADDRESS:** CMartin30@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Cassandra Baptiste
PRINCIPAL:	Caron Martin
UFT CHAPTER LEADER:	Sybil Smith
PARENTS' ASSOCIATION PRESIDENT:	Alrick Collins
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 12 **SSO NAME:** District 75

SSO NETWORK LEADER: Ketler Louissaint

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
Caron Martin	*Principal	
Mariola Kolodziej, AP	* SLT Principal Designee	
Sybil Smith	*UFT Chapter Chairperson or Designee	
Alrick Collins	*PA/PTA President or Designated Co-President	
Theresa Perez	*PA Vice President	
Emily Dehnam, Estee Lauder	CBO Representative, if applicable	
Jose Negroni	Member/UFT	
Cassandra Baptiste	Member/UFT (SLT Chair)	
Evelyn Perez	Member/UFT	
Melissa Martinez	Member/UFT	
Georgia Truell	Member/Parent	
Mary Greer	Member/Parent	
Chandra Chauhan	Member/Parent	
	Member	

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.

The Academy for Career and Living Skills, PS 811X:
HS 811X is the largest D75 program in all 5 boroughs, with ***over*** 65 classes of junior high and high school aged students. The school primarily occupies one large building in the South Bronx, Community District 12 in addition to an Inclusion and Self Contained Site at Bronx High School of Visual Arts. We also have a satellite class at Lehman College.

Student Population:
- Ages 13-21
- Diverse in terms of disability classifications: Autism and other Pervasive Developmental Disorders, Mental Retardation, Emotional Disturbance, Multiply Handicapped, and Learning Disabled

Teacher – Student Instructional Ratios:
- 6:1:1 Classes for students diagnosed with Autism
- 8:1:1 Classes for high-functioning Autistic students
- 9:1:3 Inclusion classes at Bronx High School for the Visual Arts
- 12:1:1 Classes for students with an array of diagnoses: Mental Retardation, ED, or LD
- 12:1:4 Classes for students with multiple handicaps and diagnoses of profound MR

Instructional Emphasis:
- Vocational/Technical Education, Career skills and Work-study programming
- TEACCH
- Instruction in the Activities of Daily Living
- Functional Academics Curricula: ELA, Math, Science & Technology, Social Studies, Occupational Studies, Vocational Studies, Career Development, Physical Education and the Arts
- New York State Alternate Performance Indicators and Applied Learning Standards

At HS 811X, it is our philosophy that all children have a boundless capacity for learning. We assert that all children are entitled to an appropriate, authentic, and stimulating learning experience that will maximize their quality of life. We are committed to establishing our school as a beacon of leadership in our community through sound educational practices that will foster the greatest level of independence and community integration for all of our students.

We are a special education school with several programs that serve students with a wide range of physical and cognitive disabilities. We provide services for students with Autism, learning disabilities, mental retardation, emotional disturbances, and also for students with multiple disabilities. We adhere to an educational model that is founded upon a rigorous functional academic curriculum. We advocate for a student's rights to vocational and community resources, in addition to supporting development of our students' adaptive life skills.

Through a variety of community partnerships with local hospitals, retailers and government agencies, we are able to provide our students with real world, on the job training that will later empower them towards gainful, supported or competitive employment.

We accomplish all of our goals by employing a faculty of highly qualified professionals. We have established and sustained an open door policy with our parents, provide community based resource education and create linkages and partnerships with local businesses. In addition, we collaborate with surrounding community schools in establishing inclusive relationships and service learning for all of our students. We promote excellence by actively reflecting upon professional practice and champion for the rights of our students in all areas of their lives'.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. X811							
District:	75	**DBN:**	75X811	**School BEDS Code:**	307500012811			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8	√	12	√
	1		5		9	√	Ungraded	√
	2		6	√	10	√		

Enrollment				**Attendance** - *% of days students attended*:			
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09
Pre-K	0	0	0		83.5 / 82.5		
Kindergarten	0	0	0				
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:			
Grade 2	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09
Grade 3	0	0	0		91.5		86.3
Grade 4	0	0	0				
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:			
Grade 6	1	0	2	*(As of October 31)*	2006-07	2007-08	2008-09
Grade 7	0	0	0		79.5	75.9	0.0
Grade 8	1	0	1				
Grade 9	4	1	10	**Students in Temporary Housing** - *Total Number*:			
Grade 10	4	1	4	*(As of June 30)*	2006-07	2007-08	2008-09
Grade 11	2	1	3		7	1	7
Grade 12	124	3	191				
Ungraded	460	577	414	**Recent Immigrants** - *Total Number*:			
Total	596	583	625	*(As of October 31)*	2006-07	2007-08	2008-09
					6	4	8

Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*			
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09
# in Self-Contained Classes	596	583	625	Principal Suspensions	9	3	24
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	10	2	9
Number all others	0	0	0				
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	31	9	4	**Number of Staff** - *Includes all full-time staff:*			
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09
# receiving ESL services only	71	25	23	Number of Teachers	96	106	114

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	85	66	53	Number of Administrators and Other Professionals	12	131	133
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	80	70
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	73	71	66	% fully licensed & permanently assigned to this school	99.0	99.1	100.0
				% more than 2 years teaching in this school	72.9	78.3	73.7
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	56.3	58.5	58.8
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	88.0	86.0	84.0
American Indian or Alaska Native	1.3	1.5	1.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.7	80.0	100.0
Black or African American	33.4	34.1	33.4				
Hispanic or Latino	58.9	59.0	60.2				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	1.9	2.2				
White	4.2	3.4	2.6				
Male	62.8	66.2	65.3				
Female	37.2	33.8	34.7				

2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ___						
	School Requiring Academic Progress (SRAP) – Year ___						

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:			ELA:				
Math:			Math:				
Science:			Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:		**Overall Evaluation:**	√
Overall Score:		**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:		Quality Statement 2: Plan and Set Goals	√
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:		Quality Statement 4: Align Capacity Building to Goals	√
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	√
Student Progress:			
(Comprises 55% of the Overall Score)			
Additional Credit:			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$\surd^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

At 811X we have celebrated many accomplishments and identified challenges we would like to address for the 2009 - 2010 School Year. In order to move our school forward from our current state to our desired state, we analyzed a variety of information collected from staff, students and our parent community. The following is a summary of our findings and the indicators that will drive us to move instruction forward for the coming year.

Quantitative information was collected via the Learning Environment Survey, our Quality Review Report, School Surveys and the current status of SCEP Goals from the 2008 - 2009 School Year, the following patterns emerged:

- There has been an increase of approximately 24% from 07-08 to 08-09' in students movement to LRE as indicated by the decrease of 1:1 mandates, related service mandates, 12:1:4 to 12:1:1 classes, 6:1:1 to 8:1:1 classes, 8:1:1/12:1:1 classes to inclusion and all populations to work study/internship programs.
- Approximately 95% of staff have been retained for the last five consecutive years.
- There is a need to consistently improve systems for organizing, analyzing and recording data to ensure all sub groups are included.
- Expand the design of school wide goals to the entire school community.
- Student attendance has increased by approximately 2% over the past three years; this is a significant increase considering the medical fragility of our student population.
- In 2008-2009 a Person Centered Planning Initiative was implemented in an effort to provide the highest quality transition services to our students in an effort to avail them to all community based options and resources. 811X has been recognized as having exemplary Transition Practices.
- NYSAA: Percentage of students scoring Level 3 OR Above (note significant increase 07' to 08')

	ELA	Math	Social Studies	Science
2006	97%	98%	98%	98%
2007	96%	90%	87%	85%
2008	98%	97%	97%	95%

In addition to utilizing data on the Quality Review and present year SCEP, 73% of our staff completed the Learning Environment Survey, this is a 51% increase from 2008, with the following findings:

- The majority surveyed Agree that:
  - Curriculum and instruction are aligned
  - There are high expectations for all students
  - The school has appropriate measures of progress
  - Collaborative practice takes place
  - There is a clear vision communicated for and to the school community.

<u>Major Accomplishments, that have been maintained over the past three years (including but not limited to):</u>

Implementation of a school-wide, responsive Professional Development Programming to support teachers in their growth as practitioners.
Benefits

A. ***Establishment of Monthly Clinics – designed through teacher suggestion and need, thereby providing an environment for staff to collaborate and share ideas, brainstorm and address challenges.***
B. *Enhanced teacher morale and openness to try new techniques; feeling of camaraderie*
C. *Rise in number of satisfactory teacher observations and ratings.*

Implementation of need based/instructional grouping serving students on the Autism Spectrum.
Benefits:

A. *Students with the greatest sensory need and intervention are targeted for intensified movement towards LRE.*
B. *Students demonstrating a greater capacity for socialization are identified and reinforced with social skills opportunities*
C. *Significant decrease in adverse incidents due to the nature of student disabilities and injury to staff.*
D. *Establishment of the Get Ready To Learn Program which embeds sensory and yoga best practice in an effort to optimize the learning environment for profoundly autistic students.*

Implementation of on-site, in house vocational training programs.
Benefits:

A. *Increase in vocational experiences to students who may otherwise be excluded.*
B. *Establishment of new relationship with Division of School Facilities.*
C. *Increased number of students entering off-site work study classes and/or referrals to less restrictive environments, i.e. Transition Centers.*

Continuation of utilizing backward design for differentiated curriculum writing that embeds New York State Alternate Grade Level Indicators, Brigance Inventory Skills as well as student IEP Goals with an assessment cycle aligned with the NYC Department of Education.
Benefits:

A. *Empower staff to utilize their skills in planning and assessment in a collaborative manner.*
B. *Provide staff with an instructional planning tool that supports differentiation and assessment of instruction within the standard expectations of Brigance, NYSAA and IEP alignment.*
C. *Decreases the need for various "paperwork" with both data collection, assessment and planning included on a minimum number of tools. i.e. Student Instructional Priority Plan (SIPPs), Class Profiles, Progress Report and Report Cards.*
D. *Facilitated a print rich learning environment.*
E. ***Provides a "Scope and Sequence" of appropriate and relevant skills.***

<u>Organizational Challenges and Barriers for School Improvement:</u>

The staff also participated in an online survey regarding 2008-2009 Learning Goals and the overall needs of the student population, **with 15% of staff responding to a CEP Planning Survey**, the findings were as follows:

- While staff report that Transition, Safe School Practice and Improved English Language Learners instruction are appropriate, there is a need to increase knowledge and improvement of instruction on the adaptation of materials so they are suitable to our students.
- While an array of Professional Development is offered that may be appropriate, a more differentiated approach and the use of "School Experts" is needed so that the model isn't "one size fits all for staff.
- While our school is considered safe, more adequate, responsive and knowledgeable support is required when addressing student behavior.

In addition, the following barriers have also been identified:

- As we further implement our curriculum framework and instructional planning tools, we are observant of the fact that classroom based staff still struggle with making a fluid connection between the Brigance Inventory, New York State Alternate Assessment, Teacher made evaluations and the students Individualized Education Program. This is significant evident in the continuous training and improvement required when addressing students present levels of performance.

- The 2008 and 2009 school years were dedicated to assisting staff in gaining a greater capacity for understanding the importance of data and improving the practice of collecting and utilizing data to drive instructional decisions. As we've reviewed our Quality Review Report, analyzed our 08-09 CEP Goals and reflected on staff feedback, it is evident that our staff continue to experience challenges regarding the analysis and true application of data collected.

- At 811X we provide a variety of venues to communicate with staff. Our Weekly Update is distributed each Monday and addresses the weeks "events, timely reminders, on-going issues and instructional suggestions." Email is widely used and mandated amongst our pedagogues in an effort to streamline the sharing and use of information. We have formed a variety of committees with all school community constituents represented. Our staff conferences and cohort meetings are widely used to communicate relevant information to the staff. However, through staff feedback and our Quality Review Report, we require a easily accessible, seamless venue to communicate our school goals and progress that will generate a common language and understanding of "what we do around here and why".

  This barrier is especially significant because it directly impacts our schools approach to establish next steps regarding programmatic goals and gain input from all stakeholders.

After reviewing the strengths and weakness with the current state of the organization, a relationship was drawn between 2008 – 2009 SCEP Goals and PPR Goals for the year in order to move the school towards the desired state of a collaborative learning community. Based on the data collected, the following critical needs have been identified for the 2009 – 2010 school year. Goals have been created which will focus the work towards addressing each need to ensure safety, maximize learning for all populations and empower staff to make informed decisions regarding quality instruction.

- Improving the School Climate and Culture
- Increasing literacy skills across all populations utilizing the SMILE Reading Intervention Program
- Improving transition based outcomes by increasing independence and moving students towards less restrictive environments across all populations.

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 - 2010 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

- By August 2010, there will be an increase in of movement towards greater independence and less restrictive settings as evidenced by self monitoring behaviors, vocational opportunities and successful post graduate transitions through the implementation of a School Wide Behavior System.

- Improve school climate as evidenced by a 10% increase in positive feedback (i.e. agree or strongly agree) on the School Learning Environment Survey in addition to the implementation of practical applications such as weekly newsletters to staff, posting all relevant committee information and minutes in easy view area and providing staff with multiple opportunities to give feedback, will foster a transparent ***professional learning community***.

- By August 2010, the SMILE Reading Program will be expanded thereby increasing the impact on student achievement in functional literacy; specifically in sound and word acquisition and recognition.

SECTION VI: ACTION PLANS

Subject/Area (where relevant): **Student Support Services/Transition**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By August 2010, there will be an increase in of movement towards greater independence and less restrictive settings as evidenced by self monitoring behaviors, vocational opportunities and successful post graduate transitions through the implementation of a School Wide Behavior System.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	***Target Population:*** Students with 1:1 Mandates, 2010 & 2011 Graduates • Implementation and continuation of WAVE Curriculum (October 2009) ☑ Cluster Teacher ☑ Work Study Classroom Teachers • Continuation of Social Skills Curriculum (September 2009) ☑ Sensory Cohort (7 Classes – Y01, Y04, Y05, Y07, Y08, Y16, Y19) • Ensure additional work site has been secured in November, February, March, April and June. • Ensure LSCI, TCI Training and PBIS Coaching provided to all staff assigned to 1:1 Crisis Mandates. (October 2009) ☑ 1:1 Crisis Paraprofessionals • Implementation of District Culinary Arts Curriculum ☑ VTEA Funding • Design and Implementation of Clerical Work Study Program (Preparation for School Aide Employment) (January 2010)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Initiate Routing Program – Paraprofessionals will assist in routing students to and from their homes to work sites. (Collaboration and Support through District Travel Training Office) ☑ Per Session Funding $5000.00 • Redesign/Re-launch of PBIS Program ☑ $2500.00 Lunch and Learn Sessions ☑ $500.00 Bus Drive/Matron Appreciation Incentives • Implement Family Connection Nights – Monthly (October through June) ☑ Per Session Funding $2000.00 ☑ Instructional Materials $1000.00 ☑ Refreshments $2000.00 (all events – approximately 200-300.00 per event dependent on attendance)
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• *15% addition to number of students participating in vocational training programs* • *10% reduction of adverse classroom incidents* • *10% overall reduction of 1:1 IEP Mandates* • *5 additional Work Study Sites for 09-10 School Year* • Integration of VTEA Equipment (Culinary and Laundry Service) • Route Training Log • WAVE Curriculum Unit Plans (Designed and implemented by Work Site Teachers) • Interim progress indicators: 4% decrease of classroom incidents January '10 (September – December) • Interim progress indicators: 4% decrease of classroom incidents August '10 (January – August) • Interim progress indicators: Monthly reviews of SWIS Data, "BIG FIVE" • In House Clerical Work Study Curriculum and Program – Established December '09 • Establish Inquiry Team at Bronx High School of Visual Arts; focus on fading paraprofessional support for inclusion students.

Subject/Area (where relevant): **Curriculum and Instruction/ELA**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By August 2010, the SMILE Reading Program will be expanded thereby increasing the impact on student achievement in functional literacy; specifically in sound and word acquisition and recognition.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	***Target Population:*** Students with the most severe language-learning and literacy challenges • Identify staff for SMILE Training (October 2009) ☑ Orlean, Maria, Magaly, Mary Ann, Jaime, Eduardo, Reyna, Natalie. Susan, Myrna and Francine • Identify students for participation (utilizing Tutoring referrals for teachers via Professional Period Activities Menu – C6) (November 2009) • Create schedule for delivery of service (November 2009) • Ensure SMILE Team meets on bi-weekly basis to discuss student progress, challenges and work product (November 2009) • Ensure ongoing collaboration with District Literacy Department ~ R. Blau.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Two Teacher Trainers will train and support an additional 10 teachers through the implementation process as well as weekly support meetings. • $1000.00 Per Diem Funds • $100.00 Paid Prep Periods • Purchase additional SMILE Kits $500.00 Instructional Supplies • 3 Day Staff Professional Development: October 14, 2009 through October 16, 2009
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Staff Attendance to SMILE Trainings • Periodic review of SMILE Progress aligns with the following school progress dates: 10/06/09, 10/30/09, 1/15/10, 03/16/10, 04/30/10 and 06/21/10. In addition, to these dates, staff participants report interim progress on a weekly basis at cohort meetings. • Staff Schedule • SMILE Team Meetings (inclusive of 12 trained teachers) • SMILE Data Records • Interim Assessments indicating progress towards ELA/Functional Reading Goals on IEPs • Addition of SMILE Goal in Individualized Education Program for all students participating in intervention program. • Pre and Post Assessments

Subject/Area (where relevant): **School Culture/Climate Improvement**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Improve school climate with the development of a professional learning community where teachers are empowered through a transparent supervisory process by August 2010.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	***Target Population:*** All Staff and School Community • ***Assess the current state of school culture and climate via Center for Improving School Culture --*** in-service $800.00 Professional Development Funds (January – February 2010) • ***Foster and ensure continual sharing of ideas and information: (October 2009)*** ☑ School Leadership Team Meeting Minutes and Graduation Committee (Prom Planning/Fundraising) Minutes shared with staff on Monthly basis; ☑ Staff members may sign up to "speak or share" during each monthly conference – topic determined by staff; ☑ Collaborate with District PBIS Office to implement components of Emotional Literacy Program (i.e. mood meter, blueprint process, etc) • ***Foster and ensure collaboration: (October 2009)*** ☑ Provide teachers with common planning periods (as outlined in school schedule) ☑ Self directed instructional planning clinics facilitated by Coach ☑ Assist staff in writing and setting professional goals via cohort meetings and clinics ☑ Distributive Leadership --- Building capacity beyond direct administrative team to foster an environment of empowerment and value to staff skills and expertise. • ***Foster egalitarianism: (October 2009)*** ☑ Provide staff with venue for voicing insight and suggestions with regard to General School Fund spending ☑ Expand role of UFT Representative ☑ Meet with all school constituent groups in community (i.e. internal building council) ☑ Provide staff with venue for voicing insight and suggestions in reference to School Policies, Goals, etc.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Survey Monkey Membership - $200.00 • Staff Appreciation/Team Building -- $3000.00 (350 Staff Members) • $200.00 in paid prep if needed
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• 10% increase of positive – agree/strongly agree – feedback on Learning Environment Survey • 10% increase of staff participation on Learning Environment Survey • 100% Completion and Implementation of Professional Growth Plans; aligned with Santa Cruz Professional Teaching Standards • 100% Teachers Professional Growth Plans completed by 11/30/09 • 100% completion PGP Mid Year Reviews 3/30/10 • 100% completion PGP End Year Reviews 6/30/10 • Information Reporting (Monthly/Bi-Monthly Basis) SLT Minutes, GSF Spending, etc. • *"Staff Agenda" -- items*, included on Monthly Staff Conference (items determined by staff members that should be inclusive on agenda) • Constituent Meeting Agendas/Logs AND District CAD Logs for PBIS Support

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	**1**	**1**	**1**	0	0	0	0	0
8	**0**	**0**	**1**	**0**	0	0	0	0
9	**4**	**3**	**5**	**0**	0	0	0	0
10	**2**	**4**	**7**	**5**	0	0	0	0
11	**10**	**4**	**2**	**3**	0	0	0	0
12	**17**	**19**	**27**	**6**	0	0	0	0

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

- Students in Grades 7 – 12 who have been identified through SWIS Referrals, Communication Profiles, and/or Brigance as needing reading interventions, functional skills in Math, Science & Social Studies, ADL skills, movement and socialization.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: SMILE	(Structured Methods in Language Education) 5 days a week 1 period per day in 1:1 instruction outside of the regular classroom environment
Mathematics: Ablenet EQUALS	(Math pedagogy coupled with three levels of instructional strategies for students with disabilities.) 5 days a week up to 2 periods per day in whole and small group instruction.
Science: GET READY TO LEARN	(A daily therapeutic classroom routine designed to address problems with self-regulation, motor planning, attention, auditory processing and motor performance.) 5 days a week up to 2 periods per day in whole and small group instruction.
Social Studies: SOCIAL STORIES	(Method of helping teach social behavior) 5 days a week up to 2 times per day (length TBD) in 1:1 instruction.
At-risk Services Provided by the Guidance Counselor:	While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP's and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have "groups" during the Indirect Service Time which is targeted at an at risk population that may change on a weekly or monthly basis.
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	While there is not formalized AIS specifically for this area, many of our students received counseling mandates on their IEP's and therefore received school based counseling as an intervention as well as students who received it, not mandated, on a triage basis. Our guidance staff also have "groups" during the Indirect Service Time which is targeted at an at risk population that may change on a weekly or monthly basis.
At-risk Health-related Services:	While there is not formalized AIS specifically for this area, many of our students who are part of the targeted AIS as well as those that have a variety of related service mandates on their IEP's such as counseling have health alerts.

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

NCLB/SED requirement for all schools

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)

Grade Level(s) 9th through 12th **Number of Students to be Served: 30 LEP 0 Non-LEP**

Number of Teachers 3 **6 Paraprofessional Staff, 1 Assistant Principal**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers.

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**

Instructional Program

P811x has both a Transitional Bilingual Education and ESL program. We served a total of 99 ELLs. All students are high school age and they are designated to participate in Alternate Assessment. All of our ELL students speak Spanish.

Transtional Bilingual Education: The program consists of two bilingual high school classes with a ratio of 12:1:4. The transitional program of instruction includes an ESL component designed to develop skills in understanding speaking, reading, writing, and communication in English. The instruction incorporates strategies such as Language Experience, QTEL, Total Physical Response, Graphic Organizers, and multi-sensory approaches in conjunction with Mayer Johnson Symbols and other communication devices.Native Language Arts instruction is parallel to the literacy instruction imparted in monolingual classes using NL materials.
ESL program: 75 ELLs are served in the ESL Program. This total includes 23 students whose IEP indicates ESL only and 52 students in Alternate placement. According to the NYSESLAT scores, all ELL students are at the beginning level of proficiency. Aforementioned strategies are also used with students who only receive ESL instruction.

Instructional Program

The ELL program will continue using horticultural therapy as a component of the instructional program. The American Horticultural Therapy Association defines horticultural therapy as a process in which plants and gardening activities are used to improve the body, mind, and spirit (American Horticultural Therapy Association, 2005). Research done by the University of Ohio found that students who participated in this therapy increased their self-esteem, self-confidence and social participation.
In addition to horticultural therapy the ELL program will incorporate the concept of Drama. Drama is often about collaboration and negotiation, and when it is used in mixed-ability groups it can act as a bridge between children with special needs and others in their peer group. It can enable students with particular difficulties, and provides an ideal environment to encourage students to work together and to develop trust and friendships. According to The National Association for Drama Therapy (NADT) *Drama Therapy* is the intentional use of drama and/or theater processes to achieve therapeutic goals. Drama therapy is active and experiential. This approach can provide the context for participants to tell their stories, set goals and solve problems, express feelings, or achieve catharsis. Through drama, the depth and breadth of inner experience can be actively explored and interpersonal relationship skills can be enhanced. Participants can expand their repertoire of dramatic roles to find that their own life roles have been strengthened. Behavior change, skill-building, emotional and physical integration, and personal growth can be achieved through drama therapy in prevention, intervention, and treatment settings. In the classroom, drama therapy can help students in all the aforementioned areas, and enhancing their interpersonal and socialization skills while developing English language skills.
The Supplemental Title III funds will cover an after school program servicing 30 ELL students with staffing rations of 12:1:4, 6:1:1 and/or 12:1:1 two times a week for two hours for a total of 27 days from 02/02/10 through 05/20/10. Three teachers will cover the curriculum from 3:00 to 5:00 on Tuesdays and Thursdays. The purpose of the supplemental program is to create an after-school ELL program that will use the current theme of "The Man in the Mirror", with the upcoming sub-themes of "Make that Change" (Trimester 2: 11/02/09 to 03/16/10) and "Make the World a Better Place" (Trimester 3: 03/16/10 to 06/26/10).
This program will integrate the four major areas of studies using Horticultural and Drama therapies, in addition to The Arts. Protecting our environment is fundamental to the life of our planet. We as concerned citizens have an obligation to take care of its resources. We face a challenge of preparing our ELL students to be future citizens of the world. There is no better way to prepare our ELL students than to teach English through the use of environmental issues making healthy choices and with the use of drama incorporating the horticulture topics and issues for them to become involved in the creative processes of drama while presenting real life world issues. The horticulture and drama therapies will allow for the incorporation of "real life experiences" so that we can develop literacy skills and functional skills.

The program will address ELA Standards 1 to 4 (*1—Students will read, write, listen and speak for information and understanding; 2—for literary response and expression; 3—for critical analysis and evaluation; 4—for social interaction*); and, ESL Standards 4 & 5 (*4—Students will listen, speak, read, and write in English for*

classroom and social interaction; 5—Students will demonstrate cross-cultural knowledge and understanding). ELLs students need to learn to attend to readings and/or documentaries or educational videos/dvds so that they can collect ideas about a single topic. Students at the beginning level should be able to follow along in a book reading being read and gain information from books about real things. They should also be able to watch a video/dvd (not longer than 30 minutes) and also gain information about real things. The strategies used will include: labeling, picture identification, sorting, categorizing, sequencing, word list recognition, word walls, journals, read-alouds, matching, book/documentary talks and communication boards. The three teachers will engage students in activities such:

- Students will listen to the stories of the books and/or watch documentaries for the trimesters as per the themes "Make that Change" and "Make the World a Better Place" in connection to the horticulture and drama concepts.
- Students will use a combination of words, pictures and/or symbols to present and organize information.
- Students will use a variety of mediums (charts, graphic organizers, computer, writing materials, art materials) to present information.
- Students will create a web chart and/or use web organizers to display the main idea and of other relevant details such as characters, plot and setting.
- Students will learn how to follow directions.
- Students will sequence pictures based on the story.
- Students will participate through collaborate learning in creating a poster illustrating the story and/or adapting the book to meet different educational and expressive and receptive language needs.
- Students will create vocabulary list based on the concepts of "Make that Change" and "Make the World a Better Place" in connection to the horticulture and drama concepts.
- Students will engage in discussions about their likes and dislikes of the story, documentary and or educational videos, and will be able to transfer that information into a journal using words, pictures and/or symbols.

In Science Standards 1 and 4 (*1—Analysis, Inquiry and Design—Scientific Inquiry--Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions; 4—Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science—The Living Environment*) will be addressed. Students will recognize what organisms need to live and maintain health such as food, water and sunlight. Students will use investigation to develop understanding of how plants grow. Students will understand that plants (and therefore the world) need them to grow healthy, thus students will make connections to the real world by understanding their impact on Earth. The strategies use in science will include demonstration and experimentation (observe, measure and record data). Sensory experiences will be possible through the use of soil, seeds and water when planting. Students will learn about the parts of the plant and that we humans eat all plant parts and can get these from the local supermarket—again, making real life connections. The three teachers will engage students in activities such:

- Students will read books and/or watch videos/dvds about plants and seeds.
- Students will identify the needs of plants.
- Students will discuss and make a chart on how plants make their food.
- Students will study seeds and where they come from, dispersal, types of seeds, etc.
- Students will learn about different habitats and the plants that grow in specific habitats.
- Students will make observations and will record data about the growth of seeds—life cycle of a plant.
- Students will plant and care for seeds, transplant seedlings, repot plants.
- Students will make a chart of the stages of a plant using word, pictures and/or images.

- Students will be able to make a list of different ways of taking care of plants.
- Students will discuss which plants are good for our health and which ones they like or dislike.
- Students will be able to create and herb garden and/or experience different herbs (see, touch, smell) from the local market.
- Students will be able to create a simple dish (a salad) using all the parts of the plant: leaves stems, roots, and flower/fruit.
- Students will work on developing a book recipe based on their favorite plant foods or dishes in which they (their families) use herbs to flavor meats or grains.
- Students will create and follow a schedule to take care of the classroom and school's (2nd floor hallway) plants.
- Students will plant and care for seeds in the courtyard during the springtime.
- Students will learn about the impact of season changes on plants.

Math Standards 3 will be addressed—*students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry*—emphasis will be on the alternate levels of Measurement and Patterns and Functions. In the study of plants, the math section of the curriculum will be to gather data and record it on a list or chart. Organize data and represent it by using a simple graph and students will learn to compare quantities, shapes and sizes. Students will be able to use math concepts during simple meal preparation (for example, one cup of diced tomatoes, 3 cups of lettuce, 1 tsp. oregano, etc.) The strategies used will include: classifying, categorizing, identifying, sorting and measuring. The three teachers will engage students in a number of learning activities such as:

- Make a graph about the materials needed for planting.
- Create an area for gardening.
- Sort different seeds into groups that look similar in size, color and shape.
- Count seeds for different reasons.
- Create a chart or graph of different plants and vegetables.
- Measure growth of plants each day.
- Compare growth of each plant.
- Classify and measure edible plant parts to create a dish (a simple salad).
- List the names of the different seeds, plants, herbs they know and/or learn about.

In Social Studies Standards 2 and 5 (*2—Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives; 5—Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation*) will be addressed. Students will learn about different plants native to their country, and learn about different habitats. Through the drama piece students will learn to express their ideas and real life situations. Students will develop map skills, and follow verbal directions. The strategies used will include the use of graphic organizers, demonstrations, presentations, observations, skill building in comparing and contrasting information. The three teachers will engage students in activities such as:

- Read and/or watch videos/dvds on information about habitats.

- Use the information from the book or DVD to create a definition for the word habitat. Post the definition and indicate what best describe the habitat they live in.
- Identify and discuss the different plant life in their habitat and other habitats.
- Make a chart comparing and contrasting these different habitats.
- Create a chart of the seasonal products they find at the local supermarket.
- Create a chart of the herbs and spices their families use at home.
- Describe the habitat, plants (national tree, flower) and or produce of their native country.
- Locate their native country on a map as opposed to where they live presently.
- Create and present a short play on human impact on habitats, on how the can make positive changes and how the can "Make the World a Better Place."

In The Arts Standards 1, 2 and 4 will be addressed. (*Standard 1—Creating, Performing and Participating in the Arts—Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. Standard 2—Knowing and Using Arts—Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. Standard 4—Understanding the Cultural Dimensions and Contributions of the Arts—Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society).* Using the horticulture and school themes for inspiration students will create and perform a theatre piece as well as improvisational drama. They will use the basic elements of theatre in their characterizations and improvisations. Students will engage in individual and group theatrical and theatre-related tasks. In addition, students will make works of art that explore different kinds of subject matter, topics, themes and metaphors of the specific themes to use as props for their play. Students will understand and use sensory elements, organizational principles and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums and techniques, and use appropriate technologies for creating and exhibiting visual arts works. The three teachers will engage the students in activities such as:

- Students will use creative drama to communicate ideas and feelings. They will work in groups to create a short play related to the themes.
- Students will imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling and role-playing. They will pantomime the action of a narrated story.
- Students will use language, voice, gestures, and/or movement to express or communicate the play they create.
- Students will create and use basic props, simple set pieces and costume pieces to establish place, time and character for the participants of the play.
- Students will use their individual and/or group experiences to creating and performing theater pieces and improvisational drama.
- Students will discuss the selection of music (English and Native Language) to enhance their plays.
- Students will learn to name visual elements (such as shapes, textures and colors) through multi-sensory experiences. They will work in groups to plan and produce a mural of good foods.
- Students will present their play to parents as part of the culminating event at the end of the program.

We will assess the students using the following methodologies:

- Teacher will create portfolios of each student to assess progress.
- Staff will keep data to identify levels of improvement.

- Teachers will use rubrics to identify skills mastered by students.
- Teacher observations and informal assessment (feedback, asking questions) as topics are presented.
- Monitoring and guidance during creation of play, props, costumes.

Math, Science and Technology Standard 2—Information Systems--*Students will access, generate, process and transfer information using appropriate technologies* will be addressed. Students will access, generate, process and transfer information using appropriate technologies. The key idea is that information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. Students will use a variety of equipment and software packages (computer, smartboard, radio, dvd players, television) to enter, process, display and communicate information in different forms using text, pictures, and sound. Students will access needed information from media, electronic data bases and community resources. The **three** teachers will involve students in activities such as:

- Students will use communication boards (smartboard) to convey information and ideas. Students will engage in interactive learning activities using the smartboard technology.
- Students will use touch pads, pointers or they keys of a computer to access and/or enter information by using a simple computer program such as word, excel or powerpoint.
- Students will use a tape or CD player or computer to listen to music and/or to record/burn music for educational projects.
- Students will be able to set up the television and video/dvd player to properly play documentaries and/or other educational programs.
- Students will use a computer to get information and/or pictures from the Internet or a CD Rom.
- Students will use a digital camera to take pictures and/or record videos of the different educational activities they participate of. They will be able to transfer these pictures into the computer to create albums or collages for display.

"Many studies support a balanced literacy program as appropriate for students whose first language is not English. A balanced literacy program provides a balance of explicit instruction and student-directed activities that incorporate aspects of both traditional and meaning-based curricula" (Goldberg & Gallimore, 1991). We believe that through the content areas, and the arts we will provide our students with teacher directed activities and explicit instruction in horticulture and drama. This program will provide "meaningful instructional contexts" (North Central Regional Educational Laboratory) to help students learn and which will enrich their lives.

***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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.**

Three teachers and six paraprofessionals will meet with IDEAS consultants to embed socio drama and creative drama into curriculum. All staff involved in the supplemental program will be provided with three days of Professional Development for two hours each day on January 19th, 21st and 26th from 3pm-5pm.

- All staff will be provided with workshops to enhance curriculum. The first workshop will focus on how to adapt art activities for various disabilities. The second workshop will focus on imbedding drama arts into subject areas. On the third day staff along with consultants will meet to assess program and look at student outcomes.

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Parent involvement is critical for the success of this program. However, in order for this to happen, a few steps must be taken on part of the school.

- ✓ A flyer and a letter will be distributed to parents of the ELL population inviting them to a meeting regarding the supplemental program(all information will be translated into Spanish).
- ✓ Parents will have three Professional Development sessions with IDEAS drama program to learn about how their students socialize and communicate through the use of drama
- ✓ Those parents who not only wish for their child to attend will also be given the opportunity to volunteer to provide their expertise on the subject.

At the end of the 14 week session, there will also be a "meet and greet," for parents to;

1. Look over student portfolios
2. A culminating performance from the students
3. Share in a multicultural experience where they will share fotos, projects etc.
4. Buy plants that have been grown by students
5. Discuss ideas on how to continue and maintain skills in the home that were introduced in the 14 week program

All parent participation will be at **NO** cost to Title III

Form TIII – A (1)(b)

Title III LEP Program
School Building Budget Summary

Allocation: $35,300.00		
Budget Category	**Budgeted Amount**	**Explanation of Proposed Expenditure**
Professional staff, per session, per diem (Note: schools must account for fringe benefits) *rates include fringe benefits Professional Development	**Instructional Program** 3 teachers x 2 hours per day x 27 days x $49.89 per hour = $8,082.18 6 paras x 2 hours per day x 27 days x $28.98 per hour = $9,389.52 1 supervisor x 2 hours per day x 27 days x $52.21 per hour = $2,819.34 **Total==20,291.04** **Professional Development** 3 teachers x 2 hours per day x 3 days x $22.72 per hour trainee rate = 408.96 6 paras x 2 hours per day x 3 days x $28.98 per hour para bulk rate = 1,043.28 1 supervisor x 2 hours per day x 3 days x $52.21 per hour = 313.26 Subtotal = 1,765.50 **Purchased Services** Professional Development IDEAS =$4000.00 **Total= 5,765.50**	• Staff will provide supplemental services after school for 4 hours per week from 02/02/10 through 05/20/10 (on Tuesdays and Thursdays, 27 days in total) • Teachers, paraprofessionals and supervisor will receive 3 days of PD from IDEAS Consultants on January 19th, 21st and 26th for two hrs each day. Price includes curriculum writing for three days with three teachers and two days of PD for all staff
Supplies and materials	**Instructional Program** **Total=$2763.46** Planters=$500 Plants=$500 Gardening materials=$500 Soil=$400.00 Costumes=$400.00 Student snacks=463.46	Various supplies and materials will be provided to improve the delivery of ELL instruction and increase student achievement. Such items will include: planters, plants, gardening materials, soil, costumes, snacks for students etc.
Other: Equipment and Software and non contractual services	**Total=$6480.00**	Two Smart Boards for instructional program X $3240.00
TOTAL	**$35,300.00**	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

   The following methods have been used to assess the school's needs for translation and interpretation services.

   a. The BESIS report has indicated an enrollment of 105 English Language Learners in the school.
   b. A parent survey has specified that 70% of the parents speak Spanish, and that 2% speak Bengali.
   c. A demographics report has reflected that 80% of the population is of Hispanic origin in the South Bronx.

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.**

   As demonstrated by our needs assessment, parents require translation and interpretation of all correspondence, student information documents, notice of conferences, and referral services. These findings are reported to the various members of the school community via school leadership team meetings, notices to parents, PTA conferences and teacher to parent outreach.

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 school will provide the following translation service:

   A. On site staff will translate all documents 72 hours prior to circulation.

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.**

   The school will provide the following interpretation services:

   - An outside vendor will be contracted to provide interpretation services

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.**

- We have posted a large welcome poster which is translated in the 8 languages covered by the DOE which indicates who are parent coordinator is and who our Family Advocates are.
- A sign in the 8 covered languages has been posted in the main lobby near the welcome poster which lets that parents know that translation services are available.
- There are copies on file of the Parents Bill of Rights and the Family Guide in the 8 covered languages in the parent coordinators office.
- The phone number for Translation services has been distributed to all school personnel (718-752-7373)

- The school will ensure that written communication is translated in the parent's native language within a reasonable amount of time.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS
NOT APPLICABLE

All Title I schools must complete this appendix.

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2009-2010_____

2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____

3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____

4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year_____

5. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

NOT APPLICABLE

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

NCLB/SED Status: _____ **SURR**[1] **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.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

[1] School Under Registration Review (SURR)

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 listening and speaking are addressed within the New York State ELA

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **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

[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.

ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
We have assessed that this finding is relevant to our teacher practice. We have done so through both formal and informal observations, learning walks, professional development, staff conferences, systematic review of IEP's for all students and instructional cabinet meetings. Through this identification process we have created instructional initiatives that are targeted at connecting assessment and instruction, integrating core content New York State Alternate Assessment Standards and the establishment and sustainability of quality ELL's instruction. In addition, we have created a collaborative process for utilizing backwards design in the creation of a School Wide Instructional Plan which will serve as the primary curricular tool for all of our teachers.

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

☒ Applicable ☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The evidence which supports the relevance of this finding ***for our population*** *is as follows:*

- *An observable disconnect between assessment and instruction gathered during informal and formal teacher observations.*
- *An observable disconnect in New York State Alternate Assessment Standards*
- *An observable disconnect between the report card and the students IEP.*
- *A lack of access to formalized Special Education Curricula for Profoundly Disabled Students throughout the Department of Education*
- *Staff surveys and formal professional development feedback*

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
We have created instructional initiatives that are targeted at connecting assessment and instruction, integrating core content New York State Alternate Assessment Standards and the establishment and sustainability of quality ELL's instruction. Specifically, we have focused one of our Inquiry Team's work in 2009-2010 around creating a relevant baseline assessment for profoundly disabled ELL's and the improvement of teaching for ELL's in all classrooms. In addition, we have created a collaborative process for utilizing backwards design in the creation of a School Wide Instructional Plan which will serve as the primary curricular tool for all of our teachers. We have also provided opportunities for collaborative planning and access to support that is embedded into our school wide schedule and instructional program. Focused professional development as well as various "clinics" to assist teachers in improving their assessment practices as well as writing quality, relevant, transition based IEP's are additional strategies we have employed.

Our school will need additional support in working with classroom teachers to refine their pedagogy of targeted at Special Education ELL's learners. All teachers must understand the principles and practices of best practice for English Language Learners.

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
We have assessed that this finding is relevant to our teacher practice. We have done so through both formal and informal observations, learning walks, professional development, staff conferences, systematic review of IEP's for all students and instructional cabinet meetings. In addition, we have thoroughly assessed available math curricula available to teachers of profoundly disabled students that is aligned to the New York State Alternate Assessment Standards and find it to minimal at the very best.

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

☒ Applicable ☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The evidence which supports the relevance of this finding ***for our population*** *is as follows:*

- *An observable disconnect between assessment and instruction gathered during informal and formal teacher observations.*
- *An observable disconnect in New York State Alternate Assessment Standards*
- *A lack of access to formalized Special Education Curricula for Profoundly Disabled Students throughout the Department of Education*
- *Staff surveys and formal professional development feedback*

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.
Through the previously described identification process we have created instructional initiatives that are targeted at connecting assessment and instruction, integrating core content New York State Alternate Assessment Standards and the establishment and sustainability of focused mathematics instruction that targets process skills, embedded in all students IEP's so they may receive the necessary tools to assist them in their post graduate lives. In addition, we have created a collaborative process for utilizing backwards design in the creation of a School Wide Instructional Plan which will serve as the primary curricular tool for all of our teachers. In addition, we have purchased a curricular framework, Ablenet Equals Math Program, to assist in the improvement of differentiated mathematics instruction based on both state and National Mathematics Standards.

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.

<u>Please respond to the following questions for Key Finding 2A:</u>

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
We have assessed that this finding is relevant to our teacher practice. We have done so through both formal and informal observations, learning walks, professional development, staff conferences, systematic review of IEP's for all students and instructional cabinet meetings. Through this identification process we have created instructional initiatives that are targeted at providing differentiated instruction for all students whose programs are led by the Individual Education Plan. At the

present time we do employ research based best practices such as employing the TEACCH Methodology as well as Sensory Integrated Classrooms. In addition, we have created a collaborative process for utilizing backwards design in the creation of a School Wide Instructional Plan which will serve as the primary curricular tool for all of our teachers. Each classroom teacher has also adopted the practice of creating systemized Classroom Profiles which embed differentiated grouping as well as Student Instructional Priority Plans that will sustain targeted instructional practice and interventions by continuously identifying the students "current level" in all curricular areas.

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

☒ Applicable ☐ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The evidence which supports the relevance of this finding ***for our population*** *is as follows:*

- *A lack of access to formalized Special Education Curricula for Profoundly Disabled Students throughout the Department of Education*
- *Staff surveys and formal professional development feedback*
- *Both formal and informal observations*

Each of these items support the need for further understanding and development on how to provide differentiated instruction to our student population that reaches farther than having modified worksheets. However, the very nature of special education is providing differentiated, individualized instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
Through this identification process we have created instructional initiatives that are targeted at providing differentiated instruction for all students whose programs are led by the Individual Education Plan. At the present time we do employ research based best practices such as employing the TEACCH Methodology as well as Sensory Integrated Classrooms. In addition, we have created a collaborative process for utilizing backwards design in the creation of a School Wide Instructional Plan which will serve as the primary curricular tool for all of our teachers. Our staff will participate in continuous collaborative inquiry in an effort to assess the quality and levels of classroom instruction as well as their impact on student achievement.

2B – Mathematics Instruction
Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

[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.

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
We have assessed that this finding is relevant to our teacher practice. We have done so through both formal and informal observations, learning walks, professional development, staff conferences, systematic review of IEP's for all students and instructional cabinet meetings. Through this identification process we have created instructional initiatives that are targeted at providing differentiated instruction for all students whose programs are led by the Individual Education Plan. At the present time we do employ research based best practices such as employing the TEACCH Methodology as well as Sensory Integrated Classrooms. In addition, we have created a collaborative process for utilizing backwards design in the creation of a School Wide Instructional Plan which will serve as the primary curricular tool for all of our teachers. Our staff will participate in continuous collaborative inquiry in an effort to assess the quality and levels of classroom instruction as well as their impact on student achievement.
2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

2B.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The evidence which supports the relevance of this finding ***for our population*** *is as follows:*

- *A lack of access to formalized Special Education Curricula for Profoundly Disabled Students throughout the Department of Education*
- *Staff surveys and formal professional development feedback*
- *Both formal and informal observations*

Each of these items support the need for further understanding and development on how to provide differentiated instruction to our student population that reaches farther than having modified worksheets. However, the very nature of special education is provided differentiated, individualized instruction.

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.
Through this identification process we have created instructional initiatives that are targeted at providing differentiated instruction for all students whose programs are led by the Individual Education Plan. At the present time we do employ research based best practices such as employing the TEACCH Methodology as well as Sensory Integrated Classrooms. In addition, we have created a collaborative process for utilizing backwards design in the creation of a School Wide Instructional Plan which will serve as the primary curricular tool for all of our teachers. In addition, we have purchased a curricular framework, Ablenet Equals Math Program, to assist in the improvement of differentiated mathematics instruction based on both state and National Mathematics Standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
We completed a 3 year retention analysis.

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

☐ Applicable ☒ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
We have retained over 90% of our staff over the three year analysis from 2006 to present day.

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:
4A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
We have assessed that this finding is relevant to our teacher practice. We have done so through both formal and informal observations, learning walks, professional development, staff conferences, systematic review of IEP's for all students and instructional cabinet meetings. Specifically, we have focused one of our Inquiry Team's work in 2009-2010 around analyzing the present assessment tool, creating a relevant baseline assessment for profoundly disabled ELL's and the improvement of teaching for ELL's in all classrooms.

4A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable ☐ Not Applicable

4A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The evidence which supports the relevance of this finding ***for our population*** *is as follows:*

- *An observable disconnect between assessment and instruction gathered during informal and formal teacher observations.*
- *An observable disconnect in New York State Alternate Assessment Standards*
- *A lack of access to formalized Special Education Curricula for Profoundly Disabled Students throughout the Department of Education*
- *Staff surveys and formal professional development feedback*

4A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
We have created instructional initiatives that are targeted at connecting assessment and instruction, integrating core content New York State Alternate Assessment Standards and the establishment and sustainability of quality ELL's instruction. In addition, we have created a collaborative process for utilizing backwards design in the creation of a School Wide Instructional Plan which will serve as the primary curricular tool for all of our teachers. We have also provided opportunities for

collaborative planning and access to support that is embedded into our school wide schedule and instructional program. Focused professional development as well as various "clinics" to assist teachers in improving their assessment practices as well as writing quality, relevant, transition based IEP's are additional strategies we have employed. In addition we have created instructional initiatives that are targeted at connecting assessment and instruction, integrating core content New York State Alternate Assessment Standards and the establishment and sustainability of quality ELL's instruction. Specifically, we have focused one of our Inquiry Team's work in 2009-2010 around creating a relevant baseline assessment for profoundly disabled ELL's and the improvement of teaching for ELL's in all classrooms.

However, our school will need additional support in working with classroom teachers to refine their pedagogy of targeted at Special Education ELL's learners. All teachers must understand the principles and practices of best practice for English Language Learners.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
We complete continuous compliance analysis through all systems utilized by the DOE.

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

☒ Applicable ☐ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
This is relevant to our school as the data in CAP, ATS and other venues employed by the Department of Education are often inaccurate and inaccessible for correction at the school level.

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.
We will continue to reach out to our School Support Organization, D75, as well as Central for support to sustain systems that have correct data and are accessible for school administration to correct should the data be inaccurate.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.
As a D75 School that serves 100% students with IEP's and are to be considered special education, we do not employ general education teachers who lack familiarity with accommodations and modifications for supporting students with disabilities.

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

☐ Applicable ☒ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
As a D75 School that serves 100% students with IEP's and are to be considered special education, we do not employ general education teachers who lack familiarity with accommodations and modifications for supporting students with disabilities.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
As a D75 School that serves 100% students with IEP's and are to be considered special education, of whom are 98% Alternate Assessment and therefore do not qualify for modified promotion criteria other than the New York State Alternate Assessment, this finding is not relevant to our population.

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

☐ Applicable ☒ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
As a D75 School that serves 100% students with IEP's and are to be considered special education, of whom are 98% Alternate Assessment and therefore do not qualify for modified promotion criteria other than the New York State Alternate Assessment, this finding is not relevant to our population. In addition, all of our students who have significant behavior issues identified on their Individualized Education Plans have a functional behavior assessment as well as a behavior intervention plan.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE

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

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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

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Part A: FOR TITLE I SCHOOLS

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

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 9
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.
   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 75studnets are eligible to attend any programs run through the STH units at the ISC.

811X Language Allocation Policy
School Year 2009-2010

Part 1: School ELL Profile

LAP Team Members:

Caron Martin:	Principal
Eleyna Rivas:	Assistant Principal
Lefkie Fradelos:	ELL Coordinator
Luz Colon:	Bilingual Teacher
Jose Zuleta:	Bilingual Teacher
Jesus Munoz:	ESL Teacher
Michelle Gentile:	ESL Teacher
Miriam Luciano:	Parent Coordinator

The Academy for Career and Living Skills, HS 811x is the largest D75 program in all 5 boroughs, with over 60 classes of junior high and high school aged students. Our student population is very diverse in terms of disability diagnosis: Autism and other Pervasive Developmental Disorders, Mental Retardation, Emotional Disturbance, Multiple Disabled and Learning Disabled. Due to the nature of our student's disabilities all but 6 of them follow the alternate curriculum, fall under an ungraded system and do not participate in any type of standardized assessment. Any breakdown of information by grade is only in reference to the student's age and not the level of performance. Our school enrollment consists of 645 students. Of those 645 students 99 have been identified as ELL's and are currently receiving services. Our ELL students comprise 15.37% of our school's population. Of our 99 ELL's, 97 speak Spanish and 2 speak Bengali.

P811X has both a Transitional Bilingual and an ESL program. There are currently 99 students mandated for ELL services as mentioned above. Twenty-three of the 99 are mandated for ESL services with the remaining 76 mandated for Bilingual instruction. Of the 76 students mandated for Bilingual Education 23 are in two 12:1:4 bilingual classes. Fifty-Two Bilingual students are in Alternate Placement and receive ESL services. The 23 students mandated for ESL are being served by three certified ESL Teachers. All ELL students have IEP and are classified as Alternate Assessment.

Their classifications are as follows:

- **Thirty Four are classified as mentally retarded(12:1:1)**
- **Two are classified as autistic (8:1:1)**
- **Fourteen are classified as autistic(6:1:1)**
- **Forty Nine are classified as multiply handicapped(12:1:4)**

We currently employ five teachers all of which are certified to service out ELL's. Two of them are currently running TBE classrooms while the remaining three run our ESL push-in/pull-out program model.

ELL Identification Process:

1. In the beginning of the school year all students appearing on the Cross Reference List from ATS are checked against CAP to determine if students are currently mandated for or at any point in their DOE history were mandated for ELL services.
2. Supplemental ATS reports are then run to verify information found in step 1.
3. At this point all identified ELL's have their files reviewed for a current IEP (which is checked to verify CAP information) and Home Language Survey.
4. The pupil accounting secretary and Parent Coordinator are then instructed to inform the ELL Coordinator of any new intakes.

5. As a safeguard to this step the ELL coordinator reviews weekly admit reports from ATS to ensure all ELL's are identified.

ELL Demographics and Procedures

New Comers: When a new student is admitted to our school from a different country or school system, the parents receive a tour and orientation about the programs available for their children. Then, parents meet with the principal, parent coordinator and school nurse. They are asked to fill out an emergency card, home language survey, and medical history. The students are placed in the appropriate instructional setting according to their IEP. In addition to that, the ESL teachers meet with the parents of ELLs to discuss their children's educational needs and strategies that could be implemented at school and at home. During the school year 2009-2010, the parents will be offered a workshop on ESL curriculum and methodologies. The workshop will be conducted by the Parent Coordinator in collaboration with ESL and Bilingual teachers. In District 75, the parents are not given a choice letter because the placement is determined by CSE. Also, it is CSE's responsibility to inform parents about their rights and due process.
All new comers are initially given the LAB-R within 10 days of their arrival in English and Spanish if that is their Native language. The majority of the time Brigance is used. This assessment allows us to gauge a student's present level of performance in English and their Native language. Students then receive Academic Intervention Services if identified as needing them.
New comers also receive additional support to build communication and socialization skills in English and their native language during our after school program under Title III.

SIFE – The nature of our program with low staff to student ratio and ample opportunities for 1:1 instruction provide the SIFE students with the extra support they need to get re-acclimated to the school environment. Our teachers are highly specialized in differentiating and scaffolding instruction therefore providing SIFE student the support they need to access the school curriculum.

Long Term ELLs : Our school provides services for long term ELLs for as long as they need it and according to their IEPs. Students in our school receive ESL and bilingual services until they transition out of the program. After transition out, they still receive ESL services for at least two years. Moreover, ELLs who are Alternative Placement receive additional support in the native language and English from a paraprofessional who speaks the students' language and English.

Interventions for Extension of Services for students in year four and five.
Development and support of Access/Foundation Skills

- Functional Communication Approaches for ELLs with severe communication disabilities including Mayer Johnson and Carol Goosens symbols
- Emergent Literacy Strategies: Workshop Model, Centers, word walls etc.

Opportunities for Skill Acquisition

- Balanced Literacy approaches
- Creation of bilingual communication boards and bilingual story boards
- Augmentative and Alternative Communication systems in the native language and in English
- Total communication Approaches(creation and transition boards, photographs, paraprofessional who speaks native language and English)
- Use of Standards
- Opportunities to generalize skills
- Instruction at job sites(bilingual and ESL)
- Follow-up activities in home and community

Breakdown of ELL's by subgroups

ALL ELL's	**99**	**ELL's (0-3) yrs**	**17**	**Special Education**	**99**
SIFE	**7**	**ELL's (4-6)**	**33**	**Long-Term**	**49**

Total Number of LEP/ELLs : 99

Grade Level	**Students' levels of English Language Proficiency as per NYSESLAT score**
7th : 1	ELLs at the beginning Level: 1
8th: 1	ELLs at the beginning Level: 0 ELLs at Intermediate Level: 1
9th: 20	ELLs at the beginning Level: 19 ELLs at Intermediate Level: 1
10th: 14	ELLs at beginning Level: 14
11th: 12	ELLs at beginning Level: 11
12th: 52	ELLs at beginning Level: 51 ELLs at Intermediate Level: 1

Assessments administered

Brigance

All LEP students are given Brigance in the Fall to help determine baseline levels and instructional priorities. The students are later reassessed to determine what progress has been made. Students are who are mandated Bi-Lingual also get assessed in the Spanish version of Brigance thereby giving us performance levels in their Native Language. This allows us to make determinations on the cognitive and language barrier reasoning behind a student not ascertaining use of the English Language.

NYSESLAT

A majority of our students have difficulty completing the NYSESLAT as they are severely delayed. They are limited in their abilities to read or write due to their cognitive disabilities. Some of them are also limited in areas of verbal and listening skills in both their native and second language. However, 234 students sat for the exam in the spring of 2009. That number was comprised of our X-Coded students as well. Of the 234, 72 were able to receive a score. Of the 72, 3 were determined to be intermediate and 69 were determined to be at the beginning level.

When looking at the scores of the student's performance across the proficiencies tested in the NYSESLAT it is apparent that our students score the best in speaking with listening following second. About 8% of the 72 student mentioned above were able to receive a score rating of proficient in Listening and Speaking. Because most of our students can not read or write as mentioned before, the scores in these areas are extremely low with all but 3 students scoring at the Beginner level. There is no trend in scoring based on grade level but more on classification level with our students in the 12:1:1 population scoring the highest. Age/grade level will not play a role in our students advancing to the proficiency level of intermediate or advanced. Cognitive ability will play the largest role in students advancing in terms of proficiency.

NYSAA

All of our ELL students will at some point participate in the New York Alternative Assessment (NYSAA). However, not all participate every year since the assessment is given based on an age range. They are assessed in four content areas: Language Arts, Math, Social Studies, and Science. In the previous year, 22 of or ELL's took NYSAA. Of the 22, 21 were able to receive a score of 3 or 4 in all content areas.

OTHER

On- going assessments is also an important component of our instructional program.
All of our ELLs regardless if they participate in NYSAA on a particular year also participate in formative assessments. This includes but is not limited to: Data-folios, Brigance, six progress reports, on-going class work, portfolios, teacher observations, pre-test/post-test, and teacher created materials.

The students in our school have a Native literacy level that is well below age expectation due to cognitive delays. Most of our students fall in the pre-primer to first grade level. Due to this fact similar strategies (strategies for ELL's and those with special needs) outlined for the acquisition of English are used to enhance their Native Language Skills during Native Language Instruction

ELL's Who Score Proficient on the NYSESLAT

If any of our students come out of TBE because they score proficient on the NYSESLAT, we will continue to monitor their progress through the following protocol. Teachers with ELL students who no longer "require" services will be asked to submit a report during our schools designated 6 marking periods. This report that will be requested will ask for the following information to be written in the form of a narrative.

- **A.** How did the student perform in classroom assessments and assignments? (Please be specific and address all areas of Literacy (reading, writing, speaking, and listening).
- **B.** If the student struggled, what do you feel was the cause of them not meeting the expectations set forth.
- **C.** Do you feel the students difficulties stem from English not being their Native Language?
- **D.** What strategies have you used to help this student overcome their difficulties?
- **E.** Do you think your student requires additional support because of their previous status as an ELL student?

This report will be submitted to our school's ELL coordinator. The ELL coordinator will then review the reports in order to identify any of the students who have transitioned out of TBE who are in need of extra support. If a student is identified, a team consisting of the ELL coordinator, the student's teacher and ELL service providers will create an action plan which will address the additional support a student may require. The solution might be as simple as showing the classroom teacher a few techniques to use with the student, having a bi-lingual Para work one to one with the student or have an
ELL service provider tutor the student in areas they need help in. The plan will be terminated once the reports show that this student no longer requires additional support.

Detailed Description of our program models

Transitional Bilingual Education: The program is composed of 2 bilingual HS class for ELLs in Alternate Assessment. The bilingual teachers assigned to these classes are NYS certified/NYC licensed and provide instruction in all subject areas. The components of the Transitional Bilingual Education are:
English as a Second Language: The transitional program of instruction includes an ESL component designed to develop skills in understanding speaking, reading, writing, and listening in English. The instruction incorporates the below programs and strategies: Language Experience, Whole Language, graphic organizers, and Cooperative Learning. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.
Native Language Arts: 98% of our students are on the beginning level; therefore we follow the 60-40 instructional model during the school day. Our students receive 60% of instruction in their native language and 40% in English. All students in bilingual classes receive a minimum of 180 minutes per week of Native Language Arts taught in their native language. NLA instruction follows the tenets of **Balanced Literacy** and is parallel to the literacy instruction imparted in monolingual classes. The NLA instruction is provided by a bilingual teacher who adapts materials to meet needs of students in Alternative Assessment. The materials include: books, flash cards, alphabet cards, Mayer-Johnson symbols, communication boards, augmentative communication devices, picture books, and workbooks. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi-sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. It also includes books adapted by teachers to meet the needs of students with severe disabilities.
English Language Arts: As stated in the DCEP, ELA instruction for ELL follows the NYC's **Balanced Literacy** Program. The ELA instruction incorporates the below programs: Language Experience, Whole Language, graphic organizers, Cooperative Learning, the infusion of the arts, and the use of technology. The use of software and multimedia enhances and supports the development of English literacy. The classroom library contains books in English such as: *145 Street, Scorpions*, *A Bronx Tale* and including those adapted by teachers to meet the needs of students with severe disabilities.
Content Area Instruction/ Implications for Instruction: Our instructional plan is created by the Instructional Planning Committee utilizing backwards design. It is a calendar based compilation of outcomes, assessments and learning experiences. The plan is implemented across all populations. The theme of the school this year is "**Man in the Mirror.** Each house has designed their own pacing calendar to differentiate the needs of the students in those houses (12:1:4. 12:1:1 and 6:1:1). They are developed for two month intervals. Skills, activities, and strategies are implemented appropriate to each student's level.
For 9-12 students at the beginning level of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic review, and a minimum of one subject are taught in English through ESL methodologies. Content area taught is provided as follows: a minimum of one subject taught in English through ESL methodologies. ESL strategies include: Language Experience, the Natural Approach, the use of graphic organizers, Mayor-Johnson symbols, communication boards, picture books, augmentative communication devices, flash cards, and alphabet cards. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. Our instructional emphasis includes:

- School-wide curriculum

- Career skills and Work-study programming
- Instruction in the Activities of Daily Living
- Functional Academics Curricula: ELA, Math, Science & Technology, Social Studies, Occupational Studies, Vocational Studies, Career Development, Physical Education and the Arts
- New York State Alternate Grade Level Indicators and Applied Learning Standards

Transitional Bilingual Education, Native Language Arts- Units of Study

Grade Levels	Students' Levels of English Language Proficiency	Units of NLA Study
8-12:	ELLs at Beginning Level: 23	Minimum of 180 minutes a week

Transitional Bilingual Education, ESL- Units of Study

Grade Levels		Units of ESL Study
8-12:	ELLs at Beginning Level: 23	540 minutes a week

ESL Program: 76 ELLs are served in the ESL Program. This total number includes 23 students whose IEPs indicate *ESL only* and 53 students whose IEP mandates them for Bilingual services. ESL is provided by 3 certified ESL teachers through a pull out and push in model of instruction.

ESL- Units of ESL Study

Grade Levels	Levels of Proficiency	Units of ESL Study
8-12:	ELLs at Beginning Level: 73 ELLs at Intermediate Level: 3	540 minutes a week 360 minutes a week

ESL Instruction: To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS and NYC ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and Cooperative Learning. During instruction, students are grouped based on age and levels of performance. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs.

Content Area Instruction: For all students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson symbols. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for Math. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

English Language Arts /Implication for Instruction: Literacy instruction for ELLs follows the NYC's Balanced Literacy Program which is supported by multicultural library books, the use of technology, and

the adaptation of literacy materials to meet the needs of students with severe disabilities. Our instructional emphasis includes:

- School-wide curriculum
- Career skills and Work-study programming
- Instruction in the Activities of Daily Living
- Functional Academics Curricula: ELA, Math, Science & Technology, Social Studies, Occupational Studies, Vocational Studies, Career Development, Physical Education and the Arts
- New York State Alternate Performance Indicators and Applied Learning Standards

Collaboration in ESL Program

All classes in our school are self-contained with the classroom teachers providing instruction in all content areas. Classroom teachers choose content goals based on students current needs and the school-wide curriculum map which updated every trimester. The classroom teacher collaboratively creates a Student Instructional Priority Plan (which covers all content areas) for each student with the ESL provider if student is an ELL. Both the ESL provider and the classroom teacher collect data on progress towards these goals. ESL teachers then meet with classroom teachers approximately every six week to discuss progress made on Students Instructional Priority Plan. During these meetings discussions about methodologies used to aide the student in meeting these goals, which include language goals are reviewed. These common meeting times happened during the classrooms teachers prep or PDP. ESL teachers are given the flexibility to adjust their prep for the day to accommodate the need for these meetings.

Professional Development

During the 2009-10 school year, P811X's professional development plan will include the following topics which we feel will help all teachers of ELL students in our school. These workshops will be held during teacher's professional developments periods during the school day:

1. ESL Program Model VS Bilingual Program Model-
    - Presenters- Jose Munoz, Nerlande Gilbert, Michelle Gentile
2. Teaching Language through real life experience, ie : Public Service, Community Service, Community Based Instruction, role playing etc.
    - Presenters- Ana Maria Espinal, Lefkie Fradelos
3. The SIOP Model-
    - Presenters- Lefkie Fradelos , Luz Colon
4. Academic Language Proficiency VS Social Language Proficiency
    - Presenter- Eleyna Rivas

In addition, staff members are encouraged to attend conferences at the district, city, and statewide level focusing on the education of ELLs and we are presently exploring outside consultants from BETAC which can provide us with further professional development.

Parent/community involvement:

Orientation: When a new student is admitted to our school, the parents receive a tour and orientation about the programs available for their children. Then, parents meet with the principal, parent coordinator and school nurse. They are asked to fill out an emergency card, home language survey, and medical history. The students are placed in the appropriate instructional setting
according to their IEP. In addition to that, the ESL teachers meet with the parents of ELLs to discuss their children's educational needs and strategies that could be implemented at school and at home.

During the school year 2009-2010, the parents will be offered a workshop on ESL curriculum and methodologies. The workshop will be conducted by the Parent Coordinator in collaboration with ESL and Bilingual teachers. In District 75, the parents are not given a choice letter because the placement is determined by CSE. Also, it is CSE's responsibility to inform parents about their rights and due process.

Through the school's Parent Coordinator, P 811X will offer parents of ELLs on going information in their home languages and training on different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, assessments, standards, Transition and achievement of goals. For our supplemental program, the parents will receive the following:

- Invitations for participation in the after school program with overview and permission slip
- Invitation for program orientation during both during school day and evening so that all of our LEP identified students' families are able to attend and participate.
- Program Schedule
- Explanation of Transportation through OPT

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 District 75	School P811X
Principal Caron Martin	Assistant Principal Eleyna Rivas
Coach Lefkie Fradelos/Assessment/ELL	Coach type here
Teacher/Subject Area Luz Colon (BL-Multi-Subject)	Guidance Counselor type here
Teacher/Subject Area Jose Zuleta (BL-Multi-Subject)	Parent type here
Teacher/Subject Area Michelle Gentile ESL teacher	Parent Coordinator Miriam Luciano
Related Service Provider t	SAF type here
Network Leader type here	Other Jesus Munoz-ESL Teacher

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	645	Total Number of ELLs	99	ELLs as Share of Total Student Population (%)	15.35%

Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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].)
4. 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.

5. 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.)
6. 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 (60%:40% → 50%:50% → 75%:25%)	14	14	14	14	**56**
Dual Language (50%:50%)	0	0	0	0	**0**
Freestanding ESL					
Self-Contained	0	0	0	0	**0**
Push-In	21	21	21	21	**84**
Total	**35**	**35**	**35**	**35**	**140**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	**Newcomers (ELLs receiving service 0-3 years)**	17	**Special Education**	99
SIFE	7	**ELLs receiving service 4-6 years**	33	**Long-Term (completed 6 years)**	49

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	16	3	16	23	4	23	37	0	37	**76**
Dual Language	0			0			0			**0**
ESL	1	0	1	9	0	9	13	0	13	**23**
Total	**17**	**3**	**17**	**32**	**4**	**32**	**50**	**0**	**50**	**99**
Number of ELLs in a TBE program who are in alternate placement: 52										

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	13	8	7	46	**74**
Chinese					**0**
Russian					**0**
Bengali	1		1		**2**
Urdu					**0**
Arabic					**0**

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	14	8	8	46	76

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ___

Number of third language speakers: ___

Ethnic breakdown of EPs (Number)

African-American: ___ Asian: ___ Hispanic/Latino: ___

Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	5	5	4	9	23
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	5	5	4	9	23

Programming and Scheduling Information

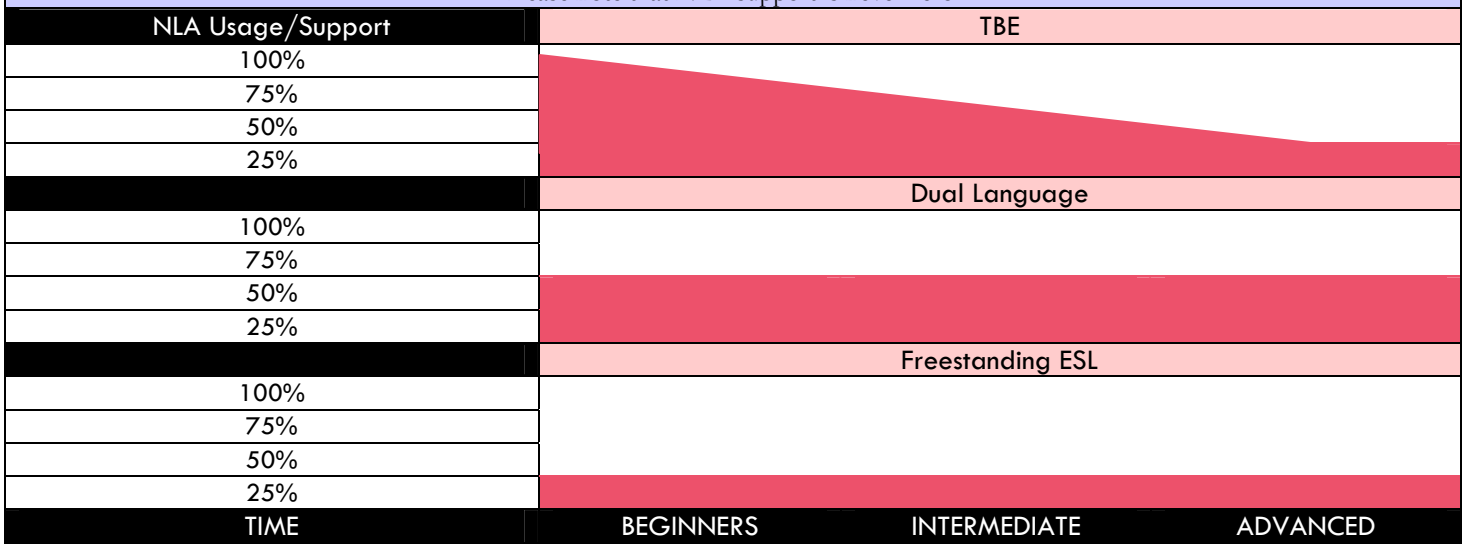
1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
For All Program models			
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)					
	9	10	11	12	TOTAL
Beginner(B)	17	14	13	52	96
Intermediate(I)	2			1	3
Advanced (A)	0	0	0	0	0
Total	19	14	13	53	99

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
Listening/Speaking	B				11
	I				41
	A				14
	P				6
Reading/Writing	B				43
	I				29
	A				0
	P				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				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	22		21	
NYSAA Mathematics	22		21	
NYSAA Social Studies	22		21	
NYSAA Science	22		21	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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)
Eleyna Rivas	Assistant Principal		
Miriam Luciano	Parent Coordinator		
Michelle Gentile	ESL Teacher		
	Parent		
Luz Colon	Teacher/Subject Area		
Jose Zuleta	Teacher/Subject Area		
Lefkie Fradelos	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Jesus Munoz	Other		
	Other		

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