



**[PS 79M DR. HORAN SCHOOL]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (75M079)**

**ADDRESS: 55 EAST 120 STREET NEW YORK, NY 10035**

**TELEPHONE: (212) 369-3134**

**FAX: (212) 996-8307**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE.....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE .....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot .....</b>	<b>7</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS .....</b>	<b>12</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>18</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..Error! Bookmark not defined.</b>	<b>13</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)Error! Bookmark not defined.</b>	
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>17</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS .....</b>	<b>18</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT .....</b>	<b>23</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).Error!</b>	
Bookmark not defined.	24
<b>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 MATHEMATICS25Error!</b>	
Bookmark not defined.	
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10Error!</b>	
Bookmark not defined.	35
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)Error!</b>	
Bookmark not defined.	36

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P79M      **SCHOOL NAME:** Dr. Edmund Horan School

**SCHOOL ADDRESS:** 55 East 120 Street New York, NY 10035

**SCHOOL TELEPHONE:** 212 369-3134      **FAX:** 212 996-8307

**SCHOOL CONTACT PERSON:** Greer Phillips      **EMAIL ADDRESS:** GPhillips@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Cindy Valentin

**PRINCIPAL:** Greer Phillips

**UFT CHAPTER LEADER:** Amanda Celentano

**PARENTS' ASSOCIATION PRESIDENT:** Nicole Jones

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

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

**DISTRICT:** 75      **SSO NAME:** D75

**SSO NETWORK LEADER:** Barbara Joseph

**SUPERINTENDENT:** Gary Hecht

## 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
<b>Greer Phillips</b>	*Principal or Designee	
<b>Amanda Celentano</b>	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
<b>NA</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Sheila Harris</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>Cindy Valentin</b>	Member/Teacher	
<b>Nicole Jones</b>	Member/Parent	
<b>Kenneth Jones</b>	Member/Parent	
	Member/Parent	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

### **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.

---

**PS79M continues to evolve into a school of excellence. Through the collaboration between administration and staff, a strong Positive Behavior Support Plan, partnerships with community agencies for educational, vocational, and social programs, raising the bar for all our students, and the ongoing use of data to inform instruction, we are improving post secondary outcomes for all students, as evidenced by data to indicate levels of progress. Our school organization has students placed in grades 6-12+ at the Main Site and our off-site PS79M@J117. Our students participate in a variety of assessment programs: the New York State Alternate Assessment (NYSSA), the New York State English as a Second Language Achievement Test (NYSESLAT), and Citywide Standardized testing (Inclusion Program). This year all our high school students in the 12:1:4/12:1:1/8:1:1/6:1:1 categories are participating in transition-focused academy programs. We continue to build on the interests and needs of students by providing continuous opportunities for experiences in Community Work Programs and in-school work experiences as well, as evidenced by our Blueprint for Teaching and Learning. Our 12:1:4 high school students continue to participate in a departmentalized functional academic program attached to the Eagle and Arise academies. The learning environments are engineered to increase the opportunities for communication and acquisition of academic/skill readiness of students with severe multiple challenges, autism, and intellectual disabilities, through the implementation of the "Getting Ready to Learn" program, and starting 2010-11 school year, the Emotional Literacy program, for the purpose of increasing the academic learning time. These opportunities have been extended to our JHS age student population at P79M@J117 as well. They follow a Blueprint for Teaching and Learning specially designed for them that lay the foundation for transition to high school and the development of post secondary outcomes. This off site is located at the Esperanza Academy-a multi school campus in East Harlem. There we have a 12:1:4, 6:1:1, and an Inclusion program. I am one of four (4) Principals that have programs in that building. Our goal is to make sure that all our students at J117 have access to all common areas of the school, and are mainstreamed for lunch, music, art, school performances and student committees.**

**The school uses available data (NYC DOE centralized platforms such as ATS, CAP, ARIS, etc.) and generates it own data ( BRIGANCE®, E-Report Cards, E-IEP, NYSAA, NYS CR Part 154, Community Based Work Study participation, Travel Training, Positive Behavior Support-SWIS, Title III, Transition, Teacher Observations, Inquiry Team Initiatives, Professional Development, New Teacher Induction Program, etc). We use this data to craft SMART goals and related objectives (Level One Vocational Assessment, BRIGANCE®, Blueprint for Teaching and Learning, IEPs, differentiation of instruction, etc). The data is constantly reviewed with a focus of determining the performance level (percentages of accuracy and independence) and academic progress (Levels 1 through 4) of students, classes, grade bands, ELLs, ethnic groups toward meeting the Standards. The school has a clear structure for delivering curriculum that ensures that assessment requirements are met and allows teachers flexibility to address the diverse academic and social emotional needs of the students using a variety of materials, strategies (TEACCH), accommodations, adaptations, and technology.**

Instructional tasks are mapped according to the Blueprint for Teaching and Learning and the Blooming Smart Rubric to ensure differentiation of Instruction. Such differentiation is evident in the repertoire of performance levels attained by students in the accuracy, independence, and engagement indicators. Also, the Professional Teaching Standards' impact on student outcomes is assessed during formal and informal classroom observations. Feedback, constructive dialogue, and recommendations for next steps are provided during pre- and post-observation conferences. P79M aims to maintain an active and growing Parent Teacher Association (PTA) membership. Our goal is for parents, families, and guardians to have the opportunity to attend regularly scheduled PTA meetings, conferences (EPIC), workshops, and events, tailored to strengthen the partnership between the home, school, and the community at large. Community based organizations continue to support our collaborative efforts to plan and set instructional post secondary goals, align instruction to federal, state, and local mandates (Common Core Standards, Emotional Literacy), build capacity, and monitor student progress by hosting Community Work Experience Programs (Metropolitan Hospital, ABC Day Care Center, Lifespire, Marshall's, CVS, Cardinal Cooke, Food Pantry, Soup Kitchen, etc.). Students who attend these programs have the opportunity to acquire, develop, and secure a wide repertoire of job related knowledge, skills and experiences in a variety of work settings as prescribed by the Blueprint for Teaching and Learning.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P79M Dr. Edmond Horan School				
<b>District:</b>	75	<b>DBN #:</b>	75M079	<b>School BEDS Code #:</b>	307500011079

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input checked="" type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					83.3	80.5	80.5		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2006-07	2007-08	2008-09		
Grade 2					83.3	83.3	75.9		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2006-07	2007-08	2008-09		
Grade 5					75.1	75.1	51.72		
Grade 6	1	0	1	<b>Students in Temporary Housing: Total Number</b>					
Grade 7	2	1		(As of June 30)	2006-07	2007-08	2008-09		
Grade 8	4	2			4	4	4		
Grade 9		1	1	<b>Recent Immigrants: Total Number</b>					
Grade 10		3	1	(As of October 31)	2006-07	2007-08	2008-09		
Grade 11		1			8	6	2		
Grade 12	67	4	125	<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded	298	397	213	(As of June 30)	2006-07	2007-08	2008-09		
<b>Total</b>	<b>372</b>	<b>401</b>	<b>341</b>						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	372	401	341	Principal Suspensions	0	0	0		
No. in Collaborative	0	0	0						

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others	0	0	0	Superintendent Suspensions	2	5	1
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	72	72	72	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	85	84	85	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	151	186	172	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	57	59	55
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	11	77	73
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	NA	52	43
	25	55	41				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native	.3	.2	.6	Percent more than two years teaching in this school	47.4	57.5	60
Black or African American	35.2	36.4	33.1	Percent more than five years teaching anywhere	47.4	44.1	54.5
Hispanic or Latino	58.1	57.7	61.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	1.7	1.8	Percent Masters Degree or higher	88.0	83.0	80.0
White	3.8	3.9	3.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	0.0	20.0
Multi-racial	0	0	0				
<b>Male</b>	58.6	56.7	59.2				
<b>Female</b>	41.4	43.3	40.8				

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

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

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						

**Key: AYP Status**

√	Made AYP		Did Not Make AYP		Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

The School Leadership Team, the administrative cabinet, and the UFT Chapter Leader for P79M reviewed the School's Comprehensive Educational Plan goals and action plans implemented during the 2009-10 school year and reflected upon those that were felt needed to be further developed. In addition, the results of the 2008-09 Quality Review; the Learning Environment Survey report; NYSAA, NYSESLAT, and Citywide Testing reports, BRIGANCE® Fall and Spring qualitative records (as they relate to pages 3 and 6 of the IEP), and the Inquiry Team action summaries, were reviewed as data sources that are pertinent to our school. The achievement of students against their IEP goals and objectives, BRIGANCE® assessments and NYSAA participation was analyzed and reviewed to evaluate progress and effectiveness of interventions. The results indicate that our school has continued to make the Adequate Yearly Progress (AYP) performance targets for ELA, Math, Science, and Social Studies, as evidenced in the NYSAA scores. This process is being achieved through ongoing formal and informal assessments; gathering and analysis of data within and across environments/sites/classrooms; adaptation and modification of instructional materials and resources; differentiation of instruction; increased participation in the use of technology; implementation of strategies and approaches, programs, and initiatives; focused professional development; coaching and mentoring of teachers; increased parent involvement at IEP conferences, PTA meetings, and other special school events.

Based on a comprehensive review of all summative and formative data available we have found that over the past few years, P79M has made AYP in ELA, Math, Science, and Social Studies for all students. In ELA, 88 % of students in all grades achieved NYSAA Level 3 and above. In Math 89% of students in all grades achieved NYSAA Level 3 and above. In Social Studies 86% of students in all grades achieved NYSAA Level 3 and above. In Science 94 % of students in all grades achieved NYSAA Level 3 and above.

We have seen continued growth with our students in 12:1:4 classes particularly in the area of communication as measured by BRIGANCE® qualitative records. While growth is apparent, it is critical that we continue to work in this area if these students are to become more engaged and independent across environments.

Over the past few years we have seen an increase in the level of parental involvement. A close review of the subgroup of parents involved appears to include parents of students in all categories (12:1:4, 6:1:1, 8:1:1, and 12:1:1). To that end, it is imperative that we continue to

OCTOBER 2010

increase parental involvement in order to attain positive outcomes for all students and help them transition into adult post secondary programs for individuals with special needs.

Therefore, based on the data reviewed, we decided to focus on the following areas:

- **Data Analysis:** The results of the 2008-09 Quality Review found that the school as a whole needs to improve pedagogical skills in the implementation of differentiated instruction and use of the IEP to drive instruction.
- **Literacy:** The Inquiry Team projects data resulted in the decision to continue the use of Getting Ready to Learn (GRTL), Unique Learning System, Ablenet's Weekly Reader and Star Reporter, and the addition of Meville to Weville, EQUAL, and SMILE programs.
- **Professional Development:** The results of the 2009-10 Learning Environment Survey revealed that 69% of teachers agreed or strongly agreed that School leaders let staff know what is expected of them and 65 % agreed or strongly agreed that School leaders invite teachers to play a meaningful role in setting goals and decision making. We will continue to implement the Professional Teaching Standards (PTS) year four (4) to address this.
- **Transition:** The results of BRIGANCE® qualitative records of the 12:1:4, 6:1:1, 8:1:1, and 12:1:1 student population reveal that we need to improve post secondary outcomes for all students by increasing the number of worksites and student participation in both in-house and Community Based Work Experience programs.

Listed are some of P79M's greatest accomplishments over the past few years:

- Recipient of several grants. Such grants include the *RESO Grant*, the *MTP Grant*, and the *REACH Library Grant*.
- An increase in the number # of students moving to a Less Restrictive Environment (LRE), Internal and/or External.
- Over 127 students currently participating in the Community Work Experience programs
- VATEA Funds in the amount of \$ 6,700.00 to improve the vocational training programs
- 3 in a row we have had a student receive the Samuel Stern Award

Some barriers include but are not limited to:

- Budget cuts: 4% of the school budget allocated to the Title III program
- No DOE Occupational Therapists. Shortage in Physical Therapists, Bilingual Certified teachers, and ESL providers. This results in students being under served or not served for mandated related services.
- Teacher attrition

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

---

- **By June, 2011, 100% of reviewed IEPs during the 2010-11 school year will be aligned with current federal and state mandates resulting in a 10% increase in job placement opportunities for all students as measured by the number of IEPs conferenced using the new state template, number of referrals to work-study programs and actual job placements .**
- **100% of our student population will demonstrate a 10% increase in communication, functional literacy, and content area knowledge and skills as measured by Brigance diagnostic, performance series (Scantron), Achieve 3000 and low inference data collection.**
- **100% of the instructional staff will participate in professional learning communities and collaborative inquiry in the areas of ELA and Math resulting in an increase in functional literacy and math skills by 10% as measured by ARIS indicators evidenced by completion of Teacher Self Assessment, development of Learning Plans and participation in Inquiry Communities.**
- **25% increase in the number of parents participating in school and community events resulting in an increase of 10% in communication, functional literacy, and content area knowledge/skills across a variety of domains as measured by attendance, Learning Environment Survey, participation in Title III program and use of ARIS parent link.**

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** Individualized Educational Plan

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June, 2011, 100% of reviewed IEPs during the 2010-11 school year will be aligned with current federal and state mandates resulting in a 10% increase in job placement opportunities for all students as measured by the number of IEPs conferenced using the new state template, number of referrals to work-study programs and actual job placement</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Participate in NYCDOE/District 75 professional development opportunities on the topic of the New State IEP</li> <li>• Provide monthly turn-key sessions on topics such as ARIS, IEP Educational Benefit, Transition SP 13 indicators, SMART Post Secondary outcomes, and NYS CR Part 154 compliance.</li> <li>• Increase the number of in-school and community based professional/vocational preparedness programs resulting in an overall improvement in the levels of communication and the widening of social skill sets of students across programs and domains.</li> <li>• Facilitate the use by staff of a Standard Operating Procedures for writing quality IEPs</li> <li>• Facilitate the development of a data driven culture where staff will inform instruction using a variety of qualitative and quantitative data derived from different sources, i.e.; ARIS, IEP Progress Reports, NYSAA and NYSESLAT scores, Report Cards, BRIGANCE® Diagnostics, Level One Vocational Assessments, Learning Environment Surveys, work study referrals, PBIS reports, teacher observations, interviews, etc.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• OTPs funds for copy supplies</li> <li>• OTPs funds for materials</li> <li>• IEP Coordinator Position - full time</li> <li>• Transition Coordinator Position – full time</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• During the fall 2010, 100% of classroom and cluster teachers will have attended internal professional development sessions on the New State IEP Model Form.</li> <li>• By June 2011, 100% of the IEPs will be written using the new NYS model IEP form to meet federal and State requirements for IEP development and to provide a consistent format for all IEPs develop in New York State</li> <li>• 100% of IEP develop in the 2010-11 school year will have a reasonably calculated educational benefit and in compliance with State mandates.</li> </ul>

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>100% of our student population will demonstrate a 10% increase in communication, functional literacy, and content area knowledge and skills as measured by Brigance diagnostic, performance series (Scantron), Achieve 3000 and low inference data collection.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Participate in NYCDOE/District 75 professional development opportunities in the area of Common Core Standards</li> <li>• Provide training in a variety of literacy programs, i.e., Achieve 3000, Unique Learning System, etc.</li> <li>• Academy members, during weekly team meetings, will review qualitative and quantitative data relevant to their student populations using a variety of data sources, i.e.; Attendance, IEPs, ARIS, Report Cards; Curriculum Programs (Unique Learning System; Achieve 3000, Ablenet's; Smiles; GRTL; etc.), NYSAA and NYSESLAT, SCANTRON.</li> <li>• Develop a rubric to communicate implementation progress of new curriculum programs in the school.</li> <li>• Facilitate sessions on the topic of Blueprint for Teaching and Learning, Differentiation of Instruction, IEP driven Instruction, Vocational/Occupational Education (CDOS), Transition/Post Secondary Outcomes</li> <li>• Facilitate the development of the Emotional Literacy program according to school timeline and rubric</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Per session funding will be used for staff development.</li> <li>• OTPS funds will be used for the necessary materials</li> <li>• FAMIS FY 10-11 (\$ ) for Technology</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• By June 2011, 20% of the teachers transitioning to the Common Core Standards</li> <li>• Through weekly classroom walkthroughs the school administrators will follow-up on teacher data collection, daily formative and summative assessments, student portfolios, journals, attendance reports, across content areas, programs, and domains</li> <li>• By June 2011, 10% of the classes will have implemented the Anchors of the Emotional Literacy Program</li> <li>• School administrators will review Data Specialist summaries, detailing UNIQUE, SMILES, and Achieve 3000 LevelSet assessments on a monthly basis.</li> <li>• At least (3) times a month the Inquiry Team will meet to monitor student progress from data collection/logs and software assessments results.</li> <li>• IEP Page 6's will be reviewed during report card marking periods.</li> <li>• June - 10% Brigance data, SMILE data, from fall baseline</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>100% of the instructional staff will participate in professional learning communities and collaborative inquiry in the areas of ELA and Math resulting in an increase in functional literacy and math skills by 10% as measured by ARIS indicators evidenced by completion of Teacher Self Assessment, development of Learning Plans and participation in Inquiry Communities.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Provide classroom and cluster teachers opportunities to attend internal professional development sessions on a variety of topics, e.g., the New State IEP Model Form, Common Core State Standards, Emotional Literacy Program, BRIGANCE® Transition Skills Inventory, ARIS, CFI Inquiry Protocol, Differentiation of Instruction, Lesson Plan a la Carte; Urban Innovations/Student Centered Transition Planning, 3-D World;</li> <li>• Facilitate the development of Inquiry Team memberships in each Academy/Program and Sites</li> <li>• Provide training in the area of Inquiry protocol as delineated by Children First Intensive</li> <li>• Establish a timeline for Inquiry work (phase) and identify benchmark dates to review student data, student progress and plan instruction.</li> <li>• Members of various Inquiry implementation teams have been given the responsibility for overseeing the roll out of each area of the programs.</li> <li>• Academy team meetings held weekly to assess Inquiry work progress according to timeline.</li> <li>• Through weekly classroom walkthroughs school administrators will follow-up on teacher data collection, daily formative assessments, student portfolios, journals, attendance reports, etc.</li> <li>• School administrators will review data specialist summaries detailing ARIS, ATS, and CAP reports on a monthly basis.</li> <li>• IEP Page 6's (individual goal progress) will be reviewed by school administrators during each report card marking period.</li> <li>• Soft data such as workshop agenda's, evaluations, and sign-in sheets.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Inquiry Team funding will provide per session money for the Inquiry Teams to meet before/after school.</li> <li>• OTPs funds to purchase materials i.e. binders, PTS booklets</li> <li>• Per session and training funding for professional development</li> <li>• Budget teacher coverage's for in house professional development sessions.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- By June 2011, 90% of the school community participating in Inquiry following the CFI established protocol for Inquiry work
- By June 2011, 100% (50) classroom teachers will receive professional development coaching, and mentoring with regard to Common Core State Standards. Teachers will use this framework in their lesson planning to align instruction to post secondary transition options.
- By June 2011, 100% of students will have been assessed using the BRIGANCE® Transition Skills Inventory. Data from the assessment will be used to inform post secondary goals for the Individualized Educational Plan (IEP) and align instruction to our school Blueprint for Teaching and Learning.
- By June 2011, a school charter will be developed and signed and a model classroom in each academy will implement the anchors of the emotional literacy program to foster a range of behaviors and attitudes essential to positive development and academic achievement.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Parent Engagement

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>25% increase in the number of parents participating in school and community events resulting in an increase of 10% in communication, functional literacy, and content area knowledge/skills across a variety of domains as measured by attendance, Learning Environment Survey, participation in Title III program and use of ARIS parent link.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Parent Coordinator and Family Worker will provide monthly training on new initiatives (New State IEP Model Form, Common Core State Standards, Emotional Literacy Program, ARIS, Urban Innovations/Student Centered Transition Planning)</li> <li>• Administrators, Parent Coordinator and Family Worker will review the number (#) of communications and type of communications that were sent home during the 2009-2010 school year.</li> <li>• School administrators will share the results of parent survey with PTA Executive Board and SLT.</li> <li>• Monthly calendars and bi-monthly newsletters with information on new initiatives will be sent home via backpacking.</li> <li>• The monthly calendars and bi-monthly newsletters will be backed up by a message to parents sent through School Messenger.</li> <li>• A special parent meeting will be held to focus on new initiatives</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Tax levy money will be used for supplies to print newsletters, flyers for special school events, and invitations to special school events.</li> <li>• OTPs funds for materials/refreshments for parent meetings/workshops</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Parents will complete an interim survey regarding satisfaction with the use of ARIS.</li> <li>• Attendance at all school events will be charted and data will be kept.</li> <li>• An increase in the number (#) of communications by 10 % will be evidenced by the results of the interim surveys completed.</li> <li>• An increase of 5% in School Communication Satisfaction will be cited in the Learning Survey for 2010-2011.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	1	2	1	1				
8	3							
9	5	4	1	4				
10								
11								
12	2	4	2	5				

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p>	<p><b>ACHIEVE 3000</b> (12:1:1/8:1:1/6:1:1)–From Grades 2-12, Achieve3000™ solutions provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests at school and at home. 50min x 2/per week.</p> <p><b>GET READY TO LEARN</b> (12:1:4/6:1:1)–Balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week.</p> <p><b>UNIQUE LEARNING SYSTEM</b> (12:1:4)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 50minx2 per week.</p> <p><b>Students will receive small group and one-to-one tutoring during the school day which will be provided by the staff.</b></p>
<p><b>Mathematics:</b></p>	<p><b>BRAIN POP</b> (12:1:1/8:1:1/6:1:1) – Ideal for both group and one-on-one settings, Brain POP is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matter to reviewing before a test. Content is aligned to state standards and easily searchable with an online state standards tool. 50 min x 1/per week; After school access from home.</p> <p><b>BRAIN POP JR</b> (12:1:1/8:1:1/6:1:1) – Brain POP Jr. provides educational movies and homework help. Each animated movie has quizzes, games, vocabulary, and activities for kids. Brain POP Jr. is a great resource for homes as well offering lesson plans and lesson ideas that develop critical thinking and inquiry skills. 50 min x 1/per week; Afterschool access from home.</p> <p><b>GET READY TO LEARN</b> (12:1:4/6:1:1) – Balanced therapeutic movements program to effectively enhance students’ ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week.</p> <p><b>UNIQUE LEARNING SYSTEM</b> (12:1:4)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 50minx2 per week.</p> <p><b>Students will receive small group and one-to-one tutoring during the school day which will be provided by the staff.</b></p>

<p><b>Science:</b></p>	<p><b>ACHIEVE 3000</b> (12:1:1/8:1:1/6:1:1)–From Grades 2-12, Achieve3000™ solutions provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests at school and at home. 50min x 2/per week</p> <p><b>BRAIN POP</b> (12:1:1/8:1:1/6:1:1) – Ideal for both group and one-on-one settings, Brain POP is used in numerous ways, from introducing a new lesson or topic to illustrating complex subject matter to reviewing before a test. Content is aligned to state standards and easily searchable with an online state standards tool. 50 min x 1/per week; After school access from home.</p> <p><b>BRAIN POP JR</b> (12:1:1/8:1:1/6:1:1) – Brain POP Jr. provides educational movies and homework help. Each animated movie has quizzes, games, vocabulary, and activities for kids. Brain POP Jr. is a great resource for homes as well offering lesson plans and lesson ideas that develop critical thinking and inquiry skills. 50 min x 1/per week; Afterschool access from home.</p> <p><b>GET READY TO LEARN</b> (12:1:4/6:1:1) – Balanced therapeutic movements program to effectively enhance students’ ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week.</p> <p><b>UNIQUE LEARNING SYSTEM</b> (12:1:4)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 50minx2 per week.</p> <p><b>Students will receive small group and one-to-one tutoring during the school day which will be by the staff.</b></p>
<p><b>Social Studies:</b></p>	<p><b>ACHIEVE 3000</b> (12:1:1/8:1:1/6:1:1)–From Grades 2-12, Achieve3000™ solutions provide the first web-based, individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests at school and at home. 50min x 2/per week.</p> <p><b>GET READY TO LEARN</b> (12:1:4/6:1:1)–Balanced therapeutic movements program to effectively enhance the students ability to deal with transitions, classroom demands, and memory, and learning. 50min x 2/3 per week.</p> <p><b>UNIQUE LEARNING SYSTEM</b> (12:1:4)-Unique Learning System is the ONLY online, dynamic, standards-based curriculum specifically designed for special learners. Subscribers download monthly instructional thematic units of study. Each unit contains 29 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. 50minx2 per week.</p> <p><b>Students will receive small group and one-to-one tutoring during the school day which will be provided by the staff.</b></p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

---

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12                      Number of Students to be Served: 30                      LEP                             Non-LE

Number of Teachers 3                      Other Staff (Specify) 6 EDUCATIONAL ASSISTANTS, 1 SUPERVISOR, 1 SECRETARY,  
School Building Instructional Program/Professional Development Overview

## Section II. Title III, Part A LEP Program Narrative

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

### 1) DESCRIBE THE INSTRUCTIONAL PROGRAM

---

#### ***A- Overview includes: description of ELL population and basic (mandated) services needed (i.e., instructional level of ELLs using LAB-R and NYSESLAT, content area, alternate assessment, etc.):***

P.S. M079/Dr. Edmund Horan School is a District 75 Special Education High School, part of Network III/Alternate Assessment, located in the heart of Harlem/Geographical District 5. Our school organization provides educational and related services to students with staffing ratios/categories 12:1:4; 12:1:1; 8:1:1; 6:1:1 in grades 6-12+ at the Main Site and PS79M@J117. All our students are placed in classes and transition focused academies according to age: 14 to 16/Apprentice (12:1:1 and 6:1:1); 17 to 18/Journeyman (12:1:1 and 8:1:1); 19 to 21/Senior. Students in the 12:1:4 program, regardless of age, are grouped in two departmentalized academies: Arise and Eagle). All students participate in a variety of State assessment programs: the New York State Alternate Assessment (NYSAA), the New York State English as a Second Language Achievement Test (NYSESLAT), and Citywide Standardized testing (for students in the Inclusion Program at the Esperanza Academy). We continue to build on the interests and needs of students by providing continuous opportunities for experiences in Community Work Programs and in-school work experiences as well, as evidenced by our Blueprint for Teaching and Learning. The learning environments are engineered to increase the opportunities for communication and acquisition of academic/skill readiness of students with severe multiple challenges, autism, and intellectual disabilities, through the implementation of the "Getting Ready to Learn" program, and starting 2010-11 school year, the Emotional Literacy program, for the purpose of increasing the academic learning time.

P79M has four (4) Spanish/English **Transitional Bilingual Education (TBE)** classes, two in the 12:1:1 and two in the 12:1:4 service categories. P79M has both push-in and pullout models in our **Freestanding ESL Program (ESL)**. Forty-eight (48) ELL students attend bilingual (TBE) classes and fifty-five (55) ELL students attend ESL only programs. Fifty-seven students (57) are serviced in accordance with their Individualized Educational Plans (X-Coded-IEP). There are 320 students at P79M, 160 of which are classified as English language learners (Ells) of whom 103 are entitled and 57 are x- coded, they make up fifty percent (50%) of the school student population.

All students in our Transitional Bilingual Program (TBE) receive the maximum mandated units per week of Native Language Arts (NLA), content area (i.e., mathematics, social studies, and science) instruction, and ESL as required under NYS CR Part 154. NLA and ESL instruction are aligned with New York State Native Language Arts (NLA) and English as a Second Language learning standards. Ells in the ESL Only Program receive the maximum amounts of ESL instruction as required under NYS CR Part 154. Students who are at the Beginning and Intermediate levels are entitled to receive 540 (11 periods minimum) minutes of discreet ESL instruction. ALL English language learners at P79M participate in the NYS Alternate Assessment program in ELA, Mathematics, Science, and Social studies according to criteria set forth by the NYS Testing Program.

**B- Description of Title III supplemental program (i.e., targeted ELL population to be served and why they are identified), includes numbers and grades to be served:**

A careful review of the Spring 2010 NYSESLAT results and the levels of engagement reported for BRIGANCE® Diagnostics for our ELL population in Bilingual and ESL only programs, revealed the following:

- Our English language learners in the 12:1:1 and 6:1:1 programs, according to the NYSESLAT, demonstrated strength in their listening and speaking skills modalities and demonstrate a predominant weakness in both reading and writing modalities (Beginning Level). Our intermediate level learners consistently demonstrate strength in listening, speaking, and reading; however writing remains an area to focus on.
- Our English language learners in the 12:1:4, according the BRIGANCE® Inventory of Early Development II (IED-II), demonstrated to be at the “Not Engaged”, “Engaged”, and Supported levels of performance for skills related to the use of words and phrases to communicate (E-4) and indicating a readiness for books and reading (F-1)

Our target population comprised of thirty (30) English language learners (Ells) has been selected using the following criteria:

1. Performance at Beginning Level in the reading and writing modalities in the NYSESLAT (12:1:1; 12:1:1; 6:1:1)
2. Performance at the “Not Engaged” and “Engaged” levels for E-4 and F-1 in the BRIGANCE ® IED-II (12:1:4)
3. Minimal attendance issues

Our goals for this target English language learners will be to accelerate their learning in the following areas:

- For the skill of Reading and sub-skill of Reading Comprehension, the learning targets will be: Summarizing; Using Context Clues; and Following multiple events in a text (12:1:1; 6:1:1)
- For the skill of Writing and sub-skills of Development, Organization, Language Use, the learning targets will be: Choosing and Explaining relevant evidence from at text (Development), Direction and Coherence (Organization), Effective use of words and sentence structure (Language Use) (12:1:1; 6:1:1)
- For the skills embedded in items E-4 and F-1, the learning target will be: answering yes/no questions related to visual information (E-4), follow along in a book being read and describe actions depicted in pictures (F-1) (12:1:4)
- Our goal for the target population in the 12:1:1 and 6:1:1 programs is to report a Scale Score in the reading and writing modality of the Spring 2011 NYSESLAT as follows: 9<sup>th</sup> grade-642; 10<sup>th</sup> grade-645; 11<sup>th</sup> grade-648; and 12<sup>th</sup> grade-651.
- Our goal for the target population in the 12:1:4 program is to increase by one level of engagement in sections E-4 and F-1 (e.g., Not Engaged to Engaged; Engaged to Supported)
- The above mentioned expected outcomes support the 2010-11 CEP goal for our school to have 100% of our student population demonstrating a 10% increase in communication, functional literacy, and content area knowledge and skills.

In order to address these significant areas of need in our Target Population, we require Change strategies that are specifically developed for students with disabilities. According to Browder and Spooner (2006), a *student with a significant disability* (this may include students with multiple disabilities, severe cognitive disabilities and, in some instances, students with moderate disabilities) is one that requires and/or is working toward:

- substantial modification, adaptations, or supports to meaningfully access the grade-level content;
- intensive individualized instruction in order to acquire and generalize knowledge;
- alternate achievement standards for grade level content.

If the Change strategy involves the use of a particular curriculum program (referring to what students should know and be able to do), it should be one that is aligned to federal and state mandates such as:

- NYS Learning Standards for ELA, Math, Science, and Social Studies, including ESL [Schools can then be sure they are addressing all parts of the standards at the appropriate grades and across grade levels (Jacobs, 1997). Related to students with significant disabilities, this process may establish what students should know and be able to do that differs in *depth and complexity* from the expectations for other students in a particular grade level]
- The 1997 amendments to IDEA (requiring IEP teams to address how students with disabilities will *participate* and *progress* in the general curriculum.
- No Child Left Behind (NCLB 2001) (requires schools to improve teaching and learning for ALL students, *including students with disabilities*).

These above mentioned federal mandates provide specific directives that require all students, including *students with significant disabilities*, to have access to instruction and assessment that aligns with state standards. Historically, students with significant disabilities had been participating in curriculum that focused on functional life skills applications with limited participation in academic skills. Educators working with special populations, including English language learners, are now challenged to select and design instruction that provides real-life activities within a meaningful context of academic learning using a variety of multisensory approaches and linguistic methodologies to develop CALP. NCLB also requires schools to use educational practices that are based on proven scientific research. For this purpose instruction must follow a curriculum map that will define the content to be taught during the year. This curriculum map must maintain the essence of the standard, thus assuring that students with significant disabilities have access to the general curriculum. Access to the general curriculum does not mean that individualization of instruction will be omitted. It does mean that the curriculum should follow a sequence of skills that progress across grade levels. A differentiated classroom requires a curriculum that offers multiple approaches to address the students' varied ability, interests, and learning preferences (Tomlinson 2002). For students with significant disabilities, this differentiation must be based on the individual abilities and needs of the student. This may involve a variety of accommodations, adaptations, augmentations, or alterations to the curriculum (Wehmeyer & Agran 2006). In far too many instances, literacy learning has been perceived as unattainable for students with significant disabilities. When in fact, students with significant disabilities can and do benefit from literacy instruction (Kliewer & Biklin (2001); Ryndak, Morrison, & Sommerstein (1999). While reading may be defined as decoding and comprehending written text, it may also include listening and communicating. Literacy may well be more broadly defined as a means to learn about and share information. In this light, literacy learning has valuable implications for active participation for students with significant disabilities. Therefore, literacy skills, including reading and writing, are life skills that facilitate lifelong opportunities for learning and sharing (Downing 2006).

In order to comply with state and federal mandates and support our Target Population goals, our school has moved this year to the more supported and parentally engaged Unique Learning System and News-2-You Weekly Newspaper programs. The Unique Learning System is a standards-based, comprehensive, age-appropriate, and differentiated online curriculum specially designed for special learners as delineated by the above referenced research. The Unique program provides instructional thematic units of study that are organized into grade level bands across all core competencies. The following are the specific advantages of this program:

1. Unique Learning System is based on Instructional Targets that provide the direction for standards-based instruction, alternate assessment processes and IEP goal attainment.
2. Unique Learning System is designed in 5 grade level bands that align to the chronological (not developmental) grade of your students.
3. Differentiated Tasks. These tasks provide guidance on how to include ALL students in the same activity, different levels of expectation.
  - Level 1: Students typically require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective.

- Level 2: Students may require picture support and other direct support in learning and the demonstration of comprehension.
  - Level 3: Students are typically learning to read text, produce simple writing, perform basic math processes and can independently demonstrate comprehension of modified learning information.
4. Twenty nine (29) lessons are provided each month
    - New lessons and materials go on the first Wednesday of each month.
    - Two months are always up on the web: the current month and the next month. Lessons are NOT intended to be taught in sequential order. Lessons are taught multiple times throughout the month.
      - Students need multiple opportunities to practice skills and learn information.
      - A *suggested* monthly plan is provided in the Unique Learning System Tools.
  5. Lessons are based on Science and Social Studies topics
    - Reading, writing and math activities are built around this topic.
    - There is a 3-year cycle of new topics.
    - Complete list of this year's topics are on the front page of the Unique Learning System web page.
  6. Leveled books are provided in Lesson 1 of each grade band. Three books, three levels, one topic
    - Intermediate and Elementary levels contain a second book.
    - Middle School and High school contain a chapter book.
  7. Early Emerging Reading Rubric provides ways to monitor reading behaviors for students with the most severe disabilities.
  8. Checkpoints that provide a means to monitor progress on unit materials.
    - Pre and post assessment can be completed.
    - Results can be entered into student info for progress monitoring.
  9. Unique Lessons integrate and compliment the weekly News-2-You article and activities

In addition, the Unique Learning System provides teachers with the tools to create individual students profiles and personalized teaching strategies online as well as tracking student progress online with monthly checkpoints. UNIQUE also gives teachers the opportunity to use the pre-made differentiated materials such as chapter books, articles, comprehension activities, and math activities. Supervisors are also given the opportunity to view lessons, monitor teacher/ student progress and ensure compliance of curriculum adoption.

Using this Unique Learning System, our Target Population will be able to develop an after-school newspaper that delineates the content and skills for each monthly unit covered during the program. Each article will also be differentiated into three learning levels to provide our school communities with the ability to part take in the success of the program. Students will be assessed through the use of performance based rubrics provided by the program, continuing assessment throughout the program, and assessment of the final newspaper project. This aligns with ESL standards 1, 2, 3, ELA standards 1 & 2. The use of technology i.e. computers, digital cameras and Smart Board will be incorporated to give the students additional instructional and multi-sensory support and facilitate the use of the UNIQUE LEARNING SYSTEM for our 12:1:4 population.

For program logistics, our Target Population will meet two (2) times a week on Tuesdays and Wednesdays, after school, from 3pm-5pm for 11 weeks. Three (3) classes will be formed to serve thirty (30) students. Students will be selected on a first come first serve basis from the 12:1:4, 12:1:1, and 6:1:1 categories. This program seeks to promote students' English language proficiency, especially in the modalities of reading, writing, and communication by providing students an opportunity to explore grade-appropriate concepts with age-respectful materials, curriculum adaptations/modifications, and instructional differentiation that are aligned with the NYS Alternate Grade Level Indicators (AGLIs) and New York

State ESL learning standards. All students in the program are at the high school level (grades 9-12). Instruction is provided entirely in English via ESL methodology. Participating staff is certified in the appropriate areas (i.e., ESL, bilingual, special education) as required by State requirements. The times per week, duration, and activities were selected based on preferences expressed by parents.

**Parental Involvement:**

ELL parents will attend a Title III orientation meeting prior to the initiation of the program. Information regarding Title III will be distributed to parents in English and in their native languages and will be shared during after school meetings and annual review. The Parent Coordinator will assist in disseminating materials to parents in their native languages and in English. Thirty (30) ELL parents will be invited to participate in monthly sessions during the last week of March, April and May, respectively, to work along side their children in different activities. These monthly sessions will consist of a 1 hour classroom visit that will allow parents an opportunity to interact with the staff working with their children; become familiar with the UNIQUE LEARNING SYSTEM and assist the students culminate their final project. In order to attend these scheduled session, parents will be provided with Metro cards to facilitate transportation to the program site and parental refreshments. In addition to these workshops parents will be provided with flash drives to complete UNIQUE LEARNING SYSTEM activities at home.

---



<b>Purchased services</b>	\$ 1,596 \$2,316.75 \$ 168.36	UNIQUE LEARNING SYSTEM NEWS-2-YOU SMARTBOARD 3 DIGITAL CAMERA @ 56.12
<b>Supplies and materials</b>	\$ 606.12	3ea. LEXMARK TONER CARTRIDGE,E250A11A X 73.61 = 220.83 2ea. XEROX 4200 SERIES PREMIUM COPY PAPER,81/2 X 11,500SHEETS/CARTON X 35.4=70.8 1ea. ELMER'S CORRUGATED PROJECT BOARDS, WHITE 36 X48; 12/CARTON X 37.95= 37.95 3ea. FELLOWES CLEAR LAMINATING POUCHES, LETTER SIZE, 100 PACK X 17.1=51.30 12ea. WASHABLE MARKERS, 12 COLOR SET X 2.96 =35.52 6ea. HILITER, 4 PACK X 1.77 = 10.62 6ea. BLACK PENS, 12 PACK X 2.95 = 17.70 6ea. BLUE PENS, 12 PACK X 2.95 = 17.70 6ea. FILE FOLDERS, 9 PACK X 12.28= 73.68 3ea. PHOTO SUPREME GLOSSY PAPER, 50 SHEETS/PACK X 13.80= 41.40 3ea. DISPLAY BOARDS X 8.16 = 24.48 1 ea. BOX OF PENCILS X4.14= 4.14
<b>Parental involvement</b>	\$586.25	Transportation for 30 parents (metro cards): 30 Parents x 3 x 4.50=\$ 405 Refreshments = \$181.25
<b>TOTAL</b>	\$23,400	

### 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.

During the initial student admission/intake, the parent is asked to complete the Home Language Identification Survey (HLIS) in their native language, if this is the child's first time entering a New York City Department of Education School. On the HLIS document a parent is requested to indicate their preferred language in receiving oral communication and written information from the school.

Consequently, the parent coordinator makes certain that there is communication with the families and guardians of ELLs by providing translated school documents and any other information that needs to be sent home. In addition, interpretation services will be provided, as it is needed in the fifteen (15) foreign languages that the Department of Education offers. Translators will be available to come to the school, or be accessible by phone, with any of the translation or interpretation needs of the ELL parents.

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

The population at the Dr. Horan School consists of English Language Learners (ELL), who are mostly of Hispanic origin. The school's written and oral translation needs for Spanish language are met. In addition, the New York City Department of Education provides a Translation and Interpretation Unit for written and oral translation needs for our ELL students, whose native language is other than Spanish.

The school community is informed about the needs assessment findings through the Language Allocation Policy (LAP) and Parent - Teacher conferences.

---

## 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.

Dr. Horan's written translation needs in the Spanish language are currently provided by school staff. The certified bilingual teachers are capable of addressing the translation needs of the school. Other staff, with bilingual skills who can also provide this service consist of: parent coordinator, counselors, an administrator, and numerous educational assistants. Once the need is established at the school intake meeting, the staff involved with the ELL student will guarantee, that the translated documents to parents are received in a timely manner. When parents of ELLs are in need of written translations in other languages, we utilize the services of the Translation and Interpretation Unit. This service will translate the written notices to the parents, in a timely fashion.

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.

School provides oral interpretation services in the Spanish language through the assistance of the following staff: certified bilingual teachers, parent coordinator, bilingual counselors, and educational assistants. In addition, we include our bilingual assistant principal to help with the translation and interpretation of parental needs. If no staff is available with knowledge of the student's native language, the translation and interpretation offices will be asked to perform this service. This action is available through three-way phone conversations, or persons arriving at the school for oral interpretation needs.

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>.

The Bill of Parent Rights and Responsibilities is available at the Dr. Horan School. In addition, our school provides a school safety plan for parental information. If these forms are not available in the parent's native language, a special request will be placed with the translation and interpretation unit. The complete information about the ELL department is available for parents via the following link: <http://schools.nyc.gov/Offices/District75/Departments/ELL/default.htm>.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

---

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **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): 5
2. Please describe the services you are planning to provide to the STH population with the Title I 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 in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. M079 - Horan School						
<b>District:</b>	75	<b>DBN:</b>	75M079	<b>School</b>		307500011079	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8		12	v	
	1		5	v	9	v	Ungraded	v	
	2		6		10	v			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0			90.3	90.6
Grade 4	0	0	0				
Grade 5	0	0	1	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	1	2	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	2		75.1	0.0	NA
Grade 8	0	0	0				
Grade 9	1	0	1	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	1	1	2	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	1	0		4	24	15
Grade 12	125	0	2				
Ungraded	213	323	305	<b>Recent Immigrants - Total Number:</b>			
Total	341	327	313	(As of October 31)	2007-08	2008-09	2009-10
					6	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	341	327	0	Principal Suspensions	0	3	2
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	1	1
Number all others	0	0	312				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	23	25	TBD	Number of Teachers	59	55	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	77	73	0
# receiving ESL services only	23	33	TBD				
# ELLs with IEPs	26	95	TBD	Number of Educational Paraprofessionals	52	43	0

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	55	41	83	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	52.5	60.0	0.0
				% more than 5 years teaching anywhere	44.1	54.5	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	80.0	0.0
American Indian or Alaska Native	0.6	0.9	1.0	% core classes taught by "highly qualified" teachers	0.0	20.0	0.0
Black or African American	33.1	32.4	33.5				
Hispanic or Latino	61.3	62.1	60.1				
Asian or Native Hawaiian/Other Pacific	1.8	1.2	2.2				
White	3.2	3.4	3.2				
<b>Male</b>	59.2	61.8	65.2				
<b>Female</b>	40.8	38.2	34.8				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>III</b>	District <b>75</b>	School Number <b>079</b>	School Name <b>Dr. Horan School</b>
Principal <b>Greer Phillips</b>		Assistant Principal <b>Mildred Rodriguez Ortiz</b>	
Coach <b>Jose Gonzalez</b>		Coach	
Teacher/Subject Area <b>Marie Kwan Yip, SPED/ESL</b>		Guidance Counselor <b>Esperanza Urena</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Jaclyn Ortega</b>	
Related Service Provider <b>Lilliana Ortiz, Speech</b>		Other <b>Esther Moreno, Bil Comp. Coor.</b>	
Network Leader		Other <b>Cindy Valentin, SE Comp. Co.</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>4</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>314</b>	Total Number of ELLs	<b>151</b>	ELLs as Share of Total Student Population (%)	<b>48.09%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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.

For students in District 75, options for special education English Language Learners (ELLs) are determined and discussed with parents and guardians at the Committee of Special Education (CSE). As part of the identification process for English Language Learners (ELLs), parents or guardians need to complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. This HLIS is presented and completed at CSE. Once the HLIS is given, the team at CSE makes the appropriate ELL determination. Parents are given an array of options from which to choose and a designation of English as a Second Language (ESL) and Bilingual services is typically determined at this time. In the event that CSE has not followed procedural protocols for new ELLs, the following protocols have been established at P79M:

Our state certified English to Speakers of other Languages (ESL) teachers, Ms. Marie Kwan Yip and Ms. Rita DaSilva; the bilingual coordinator, Ms. Esther Moreno; and our state certified bilingual special education teachers, Ms. Susan Colmenares, Mr. Ricardo Torres, and Ms. Michelle Alvarez; will conduct the HLIS with the parent or guardian with the Department of Education's HLIS in one of the fifteen (15) home languages other than English. Additional languages may be acquired from the NYCDOE Translation and Interpretation Department, if they are needed. During the interview, if it is noted that the student is a speaker of a language other than English, the interview is then conducted in the student's native language. Consequently, if it is determined by the HLIS survey, that the student is an English Language Learner, the aforementioned certified English to Speakers of other Languages (ESL) teachers, Ms. Kwan Yip and/or Ms. Silva will administer the Language Assessment Battery Revised (LAB-R), and if the ELL is Spanish language dominant and unsuccessful at passing the LAB-R, then the Spanish version of the LAB-R will be administered by Ms. Moreno or any of our certified bilingual teachers, Mr. Torres, Ms. Colmenares, or Ms. Alvarez. Based on the assessment score, and if the student falls below the passing cut-score of the LAB-R, the ELL is then deemed eligible to receive services. The Department of ELLs passes this information on to our School Based Support Team (SBST) and the student is then recommended for in-need of English as a Second Language (ESL) services or bilingual services according to his/her proficiency level and IEP classification/staffing ratio. This procedure is done within ten (10) school days following established test administration procedures. Moreover, the school is also made aware of a student's status as an English Language Learner (ELL) after a review of his/her Individualized Education Plan (IEP) during the admission process. As previously stated, prior to admission, the Educational Planning Conference at the CSE level identifies each ELL through the completion of the HLIS. The school also utilizes various ATS reports: RLER, RADP, etc., to identify students eligible for LAB-R testing both in English and in the native language. Although decisions about placement are made at the CSE level in regards to Transitional Bilingual Education (TBE) and Freestanding ESL-only programs, parents are provided with information regarding their child's program, and other pertinent information at the school level.

Based on the HLIS, LAB-R, IEP recommendations, and NYSESLAT scores, students are identified and placed in a Freestanding ESL or Bilingual instructional programs. Using the NYSESLAT scores, ELL teachers identify ELL's proficiency levels (e.g., Beginner, Intermediate, Advanced and Proficiency). The tests indicate whether or not the student has made progress and if his/her proficiency level has advanced. These results assist the certified ELL teachers with their instruction. Student's learning style, chronological age, recommended staffing ratio and grade level are all essential factors to keep in mind when determining a student's level of proficiency. Differentiated instruction is used at every proficiency level. ESL and Bilingual teachers share with parents the Blueprint for Teaching and Learning being used in the P79M Academies to enhance English language acquisition (Cognitive Academic Language Proficiency). All this information is presented to parents in their native language.

Additionally, every Spring, P79M administers the New York State English as a Second Language Achievement Test (NYSESLAT) to measure/evaluate the English language proficiency of students who have been identified as English Language Learners (ELLs). Usually grade bands 7–8 and 9–12 are administered every year. Each band assesses four language modalities: Listening, Speaking, Reading, and Writing. Student performance on this test will be the basis for determining whether the student continues to be an English Language Learner. Based on the results of the test, the student's English language proficiency level is classified as Beginning, Intermediate, Advanced, or Proficient. Such classification must be used in order to provide the required amount of language arts instruction prescribed under the Regulations of the NYS Commissioner of Education's Part 154. Our school takes the following steps to annually evaluate ELLs using the NYSESLAT:

1. Ordering test materials
2. Establishing the NYSESLAT administration schedule for TBE, ESL-only, and X-Coded students with testing accommodations as per

the IEP.

3. Orientation of students: Informing English Language Learners about the NYSESLAT a few days before its administration. Informing these students that the test is designed to demonstrate how well they can listen to, read, write, and speak the English language.

4. Notification of parents: Informing parents/guardians of the dates of testing and the purpose of the test.

5. Identification and orientation of test administrators: The person responsible for administering the NYSESLAT must be a teacher or administrator, able to carry out standard examination procedures, and must also have special training in administering the NYSESLAT. To ensure accurate and reliable results, the examiner should become thoroughly familiar with NYSESLAT procedures before attempting to administer the test.

6. Preparing the answer sheets: Before the day(s) that the NYSESLAT is to be administered, prepare answer sheets for each student taking the test.

7. Administering and scoring the test.

The following structures have been put in place at our school to ensure that parents of ELLs understand the program choices available at the school, Transitional Bilingual Education (TBE) and Freestanding English as a Second Language (ESL):

1. An orientation session is provided to parents about our school's ELL programs and the Title III supplemental program (Fall 2010)

2. Parents will have an opportunity to utilize school computers and the Internet to explore sources with information, available in English and in their native languages, about NYS CR Part 154, curriculum programs (e.g., Unique Learning System; Achieve3000; F.A.C.E.S, ABLENET, etc.), after-school programs (e.g., Title III), linguistic resources, community support, transition services, professional development opportunities, and parental involvement events. Parents will also have an opportunity to meet with teachers and their children during Title III after-school activities designed to enhance students' linguistic development in the area of CALP. (Ongoing throughout the school year)

3. In addition, parents will attend an orientation meeting prior to the initiation of the Title III program. (Winter 2011)

4. Information regarding our school Bilingual/ESL programs, and Title III will be distributed to parents in English and in their native languages, and will be shared during after-school meetings, Parent-Teacher conferences, and IEP annual reviews. Interpreters (educational assistants and/or teachers with bilingual skills) will be available to translate at meetings. (Winter 2011)

5. The Parent Coordinator will offer parents of ELLs ongoing information in their native language and also training on different topics and aspects of their children's education, such as home activities to support learning, available community resources, and parent interest/needs surveys (Learning Environment Survey). (Ongoing throughout the school year)

6. Increase parent outreach and participation by offering parents training through the NYSABE Parent Institute and District 75 Parent Conferences with interpreters, if needed. Ongoing parent conferences provide parents with agency resources i.e., Young Adult Institute (YAI), Association for the Health of Retarded Children (AHRC), and parent yellow pages/directories. Parents also participate in the P79M School Leadership Team (SLT). In these meetings, members bring forth issues concerning the academic well-being of students. The focus of discussion is how to implement additional resources that will help both students and parents. The Parent Coordinator and a guidance counselor are present as additional resource to assist the Parent Representative understand the climate/culture of the school and propose possible recommendations that will help students attain academic success. The Family Worker also assists by extending other courtesies to parents, such as, finding services, answering parents' questions, explaining community resources, and providing translations. (Ongoing throughout the school year).

In terms of how the school ensures that Entitlement letters, Parent Surveys and Program selection forms are returned, it is necessary to clarify that this procedure is conducted at the CSE level.

As previously mentioned, for students in District 75, options for special education ELLs are determined and discussed with parents and guardians at the Committee of Special Education (CSE). Based on our population, the trend that we have observed is that parents have consistently chosen Transitional Bilingual Education (TBE) programs for incoming students. When a recommendation for bilingual services in a specific language could not be offered to a student, P79M provides an alternate placement with ESL services and educational assistant support. Programs offered at P79M are aligned with these parental requests. P79M is a specialized school with staffing ratios of 12:1:4, 12:1:1, 8:1:1 and 6:1:1. Within this structure, P79M offers four (4) TBE classes with certified Bilingual Teachers. Two (2) ESL teachers are also on staff to meet the needs of students recommended to receive ESL services.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	151
SIFE	10	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	87

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 16	<input type="checkbox"/> 3	<input type="checkbox"/> 16	<input type="checkbox"/> 25	<input type="checkbox"/> 2	<input type="checkbox"/> 25	<input type="checkbox"/> 48
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 11	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/> 30	<input type="checkbox"/> 2	<input type="checkbox"/> 30	<input type="checkbox"/> 62	<input type="checkbox"/> 1	<input type="checkbox"/> 62	<input type="checkbox"/> 103
<b>Total</b>	<input type="checkbox"/> 18	<input type="checkbox"/> 2	<input type="checkbox"/> 18	<input type="checkbox"/> 46	<input type="checkbox"/> 5	<input type="checkbox"/> 46	<input type="checkbox"/> 87	<input type="checkbox"/> 3	<input type="checkbox"/> 87	<input type="checkbox"/> 151

Number of ELLs in a TBE program who are in alternate placement: 23

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											3	2	43	48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>43</b>	<b>48</b>									

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
---	------------------------------------

Ethnic breakdown of EPs (Number):			
African-American:	Asian:	Hispanic/Latino:	
Native American:	White (Non-Hispanic/Latino):	Other:	

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						1		3	2	8	14	20	44	92
Chinese											1		2	3
Russian								1						1
Bengali														0
Urdu														0
Arabic										1			1	2
Haitian										1	1			2
French										1		1	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>11</b>	<b>16</b>	<b>21</b>	<b>48</b>	<b>103</b>

## Part IV: ELL Programming

### A. 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.

Our ELL programming (TBE, ESL) follows an alternate assessment high school organizational model based on academies. ELLs are grouped in self-contained, ungraded, and heterogeneous classes, travelling together (block model) to clusters according to their academy schedule: 12:1:4 classes- ELA; math; science; social studies; APE; and Art. 12:1:1 and 6:1:1 classes- gym; home economics; health; and music. For ELLs recommended for ESL-only and for those in alternate placement, ESL services are being provided using a push-in (co-teaching)/collaborative organizational model. Our ELL population in the 12:1:4 program follows primarily a departmentalized high school (block) organizational model within the context of two (2) academies (Eagle, Arise). Our ELL population in the 12:1:1 and 6:1:1 programs follow primarily a self-contained organizational model within the context of three (3) academies (Apprentice, Journeyman, Senior). ELLs placed in 12:1:1 classes are provided with the opportunity to participate in work-study programs. Classes across all service categories and academies are heterogeneous (mixed proficiency levels). Our ESL teachers follow a Push-In, Collaborative organizational model. This model allows the ESL and classroom teacher to collaborate in the facilitation of classroom instruction. As a result, the ELLs are given the opportunity to acquire the English language skills across content areas and environments. As mentioned before, our program models consist of ungraded, heterogeneous, and block groupings. Because of this, ESL teachers adapt and differentiate curriculum, resources, and materials according to students' chronological age, proficiency levels (BRIGANCE Diagnostics, NYSESLAT, NYSAA, teacher made materials), IEP recommendation, etc. As stated in the District Comprehensive Educational Plan (DCEP), ELA instruction for ELLs must follow elements of the NYC's uniform curriculum (P79M @ J117/Inclusion), balanced literacy programs (P79M @ J117/Inclusion), and the Learning Standards and Alternate Grade Level Indicators for Students with Severe Disabilities (AGLIs). The use of software and multimedia resources enhances and supports the development of English language acquisition and literacy skills, including expressive and receptive communications for students with multiple disabilities (12:1:4). Activities are extended throughout the curriculum and content areas by combining the interdisciplinary/thematic approach with ESL strategies (e.g., Language Experience approach, Whole Language, Cooperative Learning, etc.), multi-sensory materials (manipulatives, realia), infusion of the arts (music, painting), and the use of technology (e.g., AAC devices, Smartboards, iPods, switches, etc.). School and classroom libraries are equipped with books in English and other languages (Spanish), including those adapted by teachers to meet the needs of students with multiple disabilities (12:1:4). All ELLs placed in bilingual classes and those recommended for ESL-only receive a minimum of three (3) units a week (540 minutes total) of ESL instruction, as per NYS CR Part 154 mandates for ELLs in grades 9 through 12, who are performing at the Beginning Level, according to the LAB-R and NYSESLAT scores. Three (3) units of ESL are provided for all levels because our classes are conformed based on the individual challenges of students and age. All ELLs in bilingual classes also receive the minimum of one (1) unit a week (180 minutes total) of native language arts instruction (NLA). The TBE program at P79M is composed of four (4) bilingual-Spanish classes in the 12:1:4 and 12:1:1 programs. Addressing the linguistics aspects of content area instruction is crucial to the success of ELLs in achieving cognitive academic language proficiency (CALP). Content areas are taught in the native language and in English through the use of ESL methodologies. Content Area Instruction follows the NYSAA Curriculum Frameworks and Alternate Grade Level Indicators (AGLI's) for students with severe disabilities. Some of the curriculum programs used to support instruction and/or the Blueprint for Teaching and Learning are: Unique Learning System (12:1:4), Achieve3000 (12:1:1), and F.A.C.E.S. The bilingual teachers assigned to these classes are NYS certified and provide instruction in all content areas using the native language and ESL methodology. All ELLs placed in TBE classes are at the "Beginning" level and receive a 60/40 ratio of Spanish to English instruction. By providing the recommended units of ESL instruction for these ELLs in TBE classes at the Beginning Level (high school), we ensure that students meet the Standards and attain Levels 3 and 4 in the State Alternate Assessment (NYSAA). ESL instruction follows the NYS ESL Standards and incorporates ESL

strategies (e.g., Total Physical Response (TPR), Language Experience Approach, Whole Language, Cooperative Learning), scaffolding techniques, differentiation of instruction, manipulatives, and graphic organizers. The use of technology (AAC devices, adapted switches, Smartboards) paired with Mayer Johnson symbols (12:1:4), software programs, and manipulatives, are incorporated to give ELLs additional instructional support. Multisensory and multicultural materials are also infused throughout all aspects of instruction. Literacy in English is also reinforced through the arts, including yearly theater productions. Students whose IEP indicates TBE services, but who are placed in alternate placement (monolingual classes with ESL support) are provided with the service of an alternate placement educational assistant proficient in the student's native language. ELLs entitled to receive ESL only services, receive ESL instruction according to the NYS CR Part 154 mandates for Freestanding ESL Programs at the high school level: Beginners: 3 instructional units (540 minutes a week total) of ESL; Intermediate: 2 instructional units (360 minutes a week total) of ESL; Advance: 1 instructional unit (180 minutes a week total) of ESL and 1 instructional unit (180 minutes a week total) of ELA.

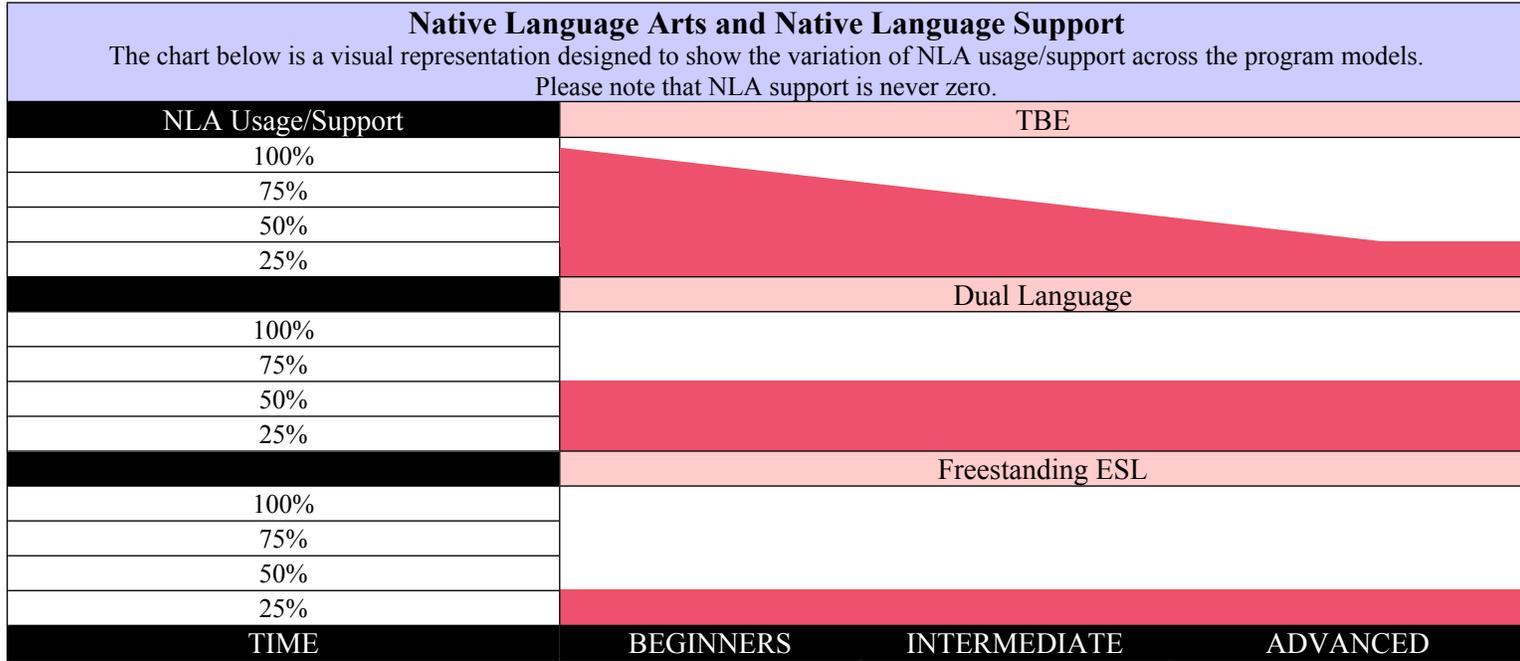
P79M uses a differentiated instructional plan for our ELL subgroups that has been developed according to the disability classification, student age, stages of language acquisition, and years of services: Newcomers (0-3 years) are assessed using a variety of tools to determine language dominance and proficiency. Formal and informal assessments are conducted to develop instructional, behavioral, linguistic and transition goals. For this purpose, the BRIGANCE Diagnostics inventories (e.g., Inventory of Early Development II; Life Skills Inventory, Transition Skills Inventory, etc.) are used along with IEP records, report cards, LAB-R and NYSESLAT scores. The instructional design for this subgroup include the use of concrete materials (e.g., manipulatives, realia, pictures), differentiation of instruction (content, process, product, environment, etc.), and technology support (Smartboards, computers, software) to promote the conceptual understanding and procedural knowledge of key ideas across content areas (with the required adaptations and modifications). Also, included in the instructional design are the implementation of specially designed curriculum for alternate populations (e.g., Blueprint for Teaching and Learning, Unique Learning Systems, ABLENET's, Achieve3000, F.A.C.E.S, etc) with the use of graphic organizers (including charts and graphs) and ESL methodology (Total Physical Response, Language Experience Approach, Cooperative Learning, etc.). The same services available to Newcomers (0-3 years) are also afforded to our SIFE population and our ELLs who are receiving an extension of services, (4 - 6 years) and Long-Term ELLs (completed 6 years). For these students (4-6 and 6+ years) in house and community work study programs facilitate the acquisition of knowledge and skills required for postsecondary outcomes in all areas of transition (e.g., Community Integration, Independent Living, Post Secondary Placements, and Employment).

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. 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?

Based on a comprehensive review of all qualitative (IEP, Report Cards comments, Level 1 Vocational Assessments, etc.) and quantitative data (IEP Page 6 report of progress, Report Cards, ATS and CAP reports, BRIGANCE Diagnostics results, PBIS reports) available, we have found that over the past few years P79M has made Annual Yearly Progress in ELA, Math, Science and Social Studies for all students in 12:1:4, 12:1:1, and 6:1:1 classes. The ELLs who receive TBE and ESL only services are doing just as well in the content areas of Mathematics, Science, and Social Studies as their monolingual peers. P79M has implemented a Blueprint for Learning and Learning in each of the academies at the main site (Apprentice, Journeyman, Senior) and at the offsite J117, with an emphasis on the development of phonemic awareness; expressive and receptive communication skills; work-readiness skills; ADL skills, and reading comprehension skills through the use of fiction and non-fiction literature; age appropriate materials and activities, differentiation, and scaffolding techniques. All students, including ELLs, are assessed using the BRIGANCE Diagnostic inventories (Inventory of Early Development II, Life Skills Inventory, and Transition Skills Inventory). The baseline (data) established in this assessment is used as a guide for tailoring instruction for our ELLs. ESL strategies, differentiation, scaffolding, and community-based instruction, work-study programs, as well as using the NYSAA Curriculum Frameworks are all an integral part of the instruction provided to our ELLs. We continue to provide technology (Smartboards, AAC devices, software, adapted switches, etc.) to facilitate content area instruction, and the acquisition of communication and readiness skills, to students in the 12:1:4 program (using Native language arts and ESL methodology). Multisensory and multicultural materials are also infused throughout all aspects of the instructional day to support acquisition of knowledge and skills. NLA instruction is parallel to the literacy instruction imparted in monolingual classes, and is provided by the bilingual teacher using Native language arts materials and resources. Native language arts instruction in the four modalities (reading, writing, listening, and speaking) emphasizes the development of expressive and receptive communication skills, comprehension skills through literature-based and age-appropriate materials and activities, readiness skills, ADL skills, academic knowledge and skills for post-secondary outcomes. Native language support is also evident throughout the organization of bilingual classrooms, alternate placement educational assistants and in classroom libraries. The main school library, as well as the classroom libraries contain books in the native language as well as in English. There is a collection of books depicting the various cultures and backgrounds of the students. These books are available to the entire school population as well as videos and movies depicting aspects of different cultures that are made available to the teachers.

All ELLs in TBE and ESL-only programs, regardless of the subgroup, benefit from targeted Academic Intervention Services (AIS) that the school has set in place to supplement instruction provided for the purpose of and assisting students in meeting the State learning standards (NYSAA Frameworks). This additional support is provided using a variety of programs (Unique Learning System and Achieve3000), materials, strategies, technology, and Title III after school programs. These Intervention Services are made available to ELLs with severe disabilities on the same basis as non-disabled students, and shall be consistent with the ELL's Individualized Education Program (IEP) to address barriers to improved academic performance. As part of NCLB, all ELLs are afforded equal access to all school programs including but not limited to CHAMPS, and Title III supplementary afterschool program.

For the upcoming school year new programs that we continue to implement are Getting Ready To Learn (12:1:4; 6:1:1), Unique Learning System(12:1:4) , Achieve3000, Brain Pop (12:1:1; 6:1:1). There are no programs or services for ELLs that will be discontinued.

At this time, P79M does not participate in "Project Jump Start." and also does not offer any language electives to ELLs.

### C. 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)?

N/A

### D. 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.

During the 2010-11 school year, P79M professional development plan includes training on topics pertaining to the education of ELLs, such as: the New State IEP; SMART Goals; Educational Benefit; NYS Indicator 13; Common Core Standards; Literacy; Emotional Literacy; Lesson Plan a la Carte; Achieve 3000; Performance Series (SCANTRON); Teaching Standards; Technology Integration; NYS CR Part 154; NLA and ESL Standards; Lesson Planning; Differentiation of Instruction; CALLA; Q-TEL; Unique Learning System; TEACCH, Inquiry Communities; ARIS; etc. The Office of English Language Learners at the District 75 Office also hosts professional development courses for ELL teachers. School staff is encouraged to register for these courses using the online D75 professional development catalog. After the ELL teachers attend these trainings, the information is disseminated to all staff through faculty and academy team meetings. The purpose is for all staff (teachers, educational assistants, coordinators, coaches, psychologists, guidance counselors, related services providers and administrators) who are involved with ELLs, to be aware of programs, assessment tools, resources, materials and teaching strategies that will help the ELLs population meet their IEP goals and post secondary outcomes. In addition, all new teachers are required to complete 10 hours of Jose P. mandated ESL training. P79M's teachers and educational assistants serving ELLs will also be supported through professional development provided by coaches from the District 75 Office of ELLs. In addition, given the opportunity and availability of funds, P79M will promote and encourage the attendance of all staff to district, city, and statewide conferences focusing on the education of ELLs. Classroom teachers, ESL and other related services (Speech, OT, and PT) provide support and information (data) as students transition from middle school to high school (e.g., IEP; BRIGANCE diagnostics; NYSESLAT scores; NYSAA scores; etc.). Our site located at J117 is a multi-sited middle school, currently hosting one (1) 12:1:4 class, one (1) 6:1:1 class, and one (1) inclusion class in collaboration with Esperanza Academy. The school assist ELLs, as they transition from middle to high school, by placing them in the Apprentice Academy once they arrived to high school. The purpose of this academy is to assist newcomer's entry into the school by realizing that the student is searching for answers to some basic questions concerning his/her future. What are my personal goals and how do they relate to successful employment? Do I have to work? What options are available to me? With these questions in mind, this blueprint is a systematic reception and orientation program designed to ease the new student's transition into the school and the world of work. ELL teachers, during IEP annual reviews, EPCs, team meetings, and through collaboration with the school community will discuss the strengths and weaknesses of the ELL students, their learning styles, and their NYSESLAT proficiency levels for the purpose of developing SMART IEP goals and post secondary outcomes, plan instruction that addresses specific content and linguistic objectives that will support students' expressive and receptive communication skills across environments, and facilitate community based experiences for the acquisition of knowledge and skills needed for all areas of transition (e.g., community integration, post secondary placements, independent living, and employment). Additional support to ELLs will be provided by the Title III program.

## E. 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?

At P79M the Parent Coordinator, Family Worker and Guidance Counselors assist parents (and guardians) in understanding the culture of the school, with possible recommendations that will help students' academic and linguistic progress, and with extending courtesies such as finding services, answering questions, explaining community resources, and making themselves available for translations. We offer parents training through the NYSABE Parent Institute and District 75 Parent Conferences, with the support of a translator, if needed. Parents also participate in the School's Leadership Team where issues are brought forth concerning the academic well-being of all students at P79M. Parents meet with teachers and their youngsters during scheduled EPCs/Triennials, IEP Annual Reviews, Parent-Teacher conferences, parent workshops, school events, and Title III after-school programs. Parents also learn how to use data reports (ARIS Parent Link) to monitor students' progress. An orientation session in the beginning of the school year (during the intake process) is provided to all parents to inform them about the school's ELL programs. In addition, parents also attend a Title III orientation meeting (prior to the initiation of the program) to receive information about the goals of the program and the curriculum materials being used. The School Messenger system allows for continuing communication between the school and parents. School staff is encouraged to maintain ongoing communication with parents to provide them with information about their students and to get them involved in school activities and events. In order to evaluate the needs of parents, the following tools are currently being implemented: Environmental Learning Surveys, EPCs meetings, IEP conferences, Parent-Teacher conferences, informal surveys, orientation sessions, workshops, School Leadership Team meeting; parent meetings, etc. The qualitative and quantitative data resulting from these assessment tools is analyzed to inform next steps for increasing parental involvement. The school community is constantly problem-solving solutions for increasing parental involvement through activities that will develop a sense of community and will provide parent with needed information, resources, technical assistance, and emotional support and guidance.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	9	8	48	69

Intermediate(I)													1	5	6
Advanced (A)															0
Total	0	0	0	0	0	0	0	0	0	0	4	9	9	53	75

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	9	8	48
	I												1	5
	A													0
	P													0
READING/ WRITING	B										4	9	8	48
	I												1	5
	A													0
	P													0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	3	5	8	30	46

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	3		4		18		21		46

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed			3		10		23		36

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed	2		7		12		15		36

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

English language learners are assessed using a variety of Brigance Diagnostic inventories (IED-11; CIBS-R; LSI; and TSI). Specific sections, subsections, and instructional items in these inventories (following the 8:16:32 formula) correspond to a wide variety of literacy skills and/or behaviors (e.g., Speech and Language Skills; General Knowledge and Comprehension; Speaking and Listening; Readiness; Basic Reading Skills; Functional Writing; etc.) needed across environments. Developmental and grade level equivalents are determined following the establish criteria for conducting Brigance assessments (Methods of Assessment: Teacher; Observation, Parent; and Performance Levels: Not Engaged; Engaged; Supported; Independent). Teachers use the information (levels of engagement) gathered from this assessment to identify student's strengths and weaknesses, develop SMART IEP goals and post secondary outcomes, plan instruction, select strategies, materials and resources (curriculum programs). P79M currently (Winter 2010) started to implement Achieve 3000, and SCANTRON, a Periodic Assessment Series, to gather baseline data (lexile levels). SCANTRON is geared more to fiction/literary texts. Achieve3000 is a reading program with a built-in assessment (Lexile Levels) geared to non-fiction/informational texts. We are redesigning our Blueprint for Teaching and Learning to accommodate for the recommendations of the Common Core Standards-Reading, as follows: By 8<sup>th</sup> grade - 55% informational text, 45% literary texts; by 12<sup>th</sup> grade - 70% informational texts, 30% literary texts. Other quantitative (levels of accuracy and independence, FBAs, IEP updates, Report Cards, SWISS) and qualitative (interviews, anecdotal, referrals, Level 1 Vocational Assessments, etc.) data are also taken and continuously analyzed during academy meetings. Information discussed will determine the need to alter and/or modify the students' current instructional program. The trend is moving slowly upwards. The Spring 2010 NYSESLAT revealed that 92 % of our Ells participating in the assessment are at the Beginning level and 8% are at the Intermediate level. Scores for the 2009-10 NYSAA revealed that 83% of the Ells participating in the assessment, attained Levels 3 and 4 in ELA (Standard 1 for Reading and Writing). Through Inquiry collaboration (following the Children First Intensive Inquiry protocol), our school community continues to explore options and problem-solve solutions for meeting the needs of Ells by addressing the wide range and severity of their cognitive and communication delays, and emotional/behavioral challenges with the proper adaptations and modifications. Our goal is to move them forward to their next level of linguistic proficiency and enhance their expressive and receptive communication skills repertoire (for successful negotiation of all environments and attainment of their post secondary transition goals) by providing them with real-world learning experiences and work-study programs. Emphasis is made in developing the four language modalities using technology, multisensory materials, and other curriculum adaptations and modifications.

P79M does not have a Dual Language program. Success of the ELL program is evaluated in a variety of ways. The success of programs for Ells is evaluated by the progress (data) made by Ells towards linguistic proficiency on State assessment (NYSESLAT). Ells' acquisition of

modalities. At every grade level, this pattern has been displayed.

### **Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Additional Information

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		