



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P138M

DBN: 75M138

PRINCIPAL: JACQUELINE KEANE

EMAIL: JKEANE@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jacqueline Keane	*Principal or Designee	
Michelle Arellano	*UFT Chapter Leader or Designee	
Kendra Oke	*PA/PTA President or Designated Co-President/and Parent/P30	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools</i>)	
N/A	CBO Representative, if applicable	
Jonathan Lonshein	Teacher/Park West HS	
Abby Klein	Teacher/J47/SOF	
Beatrice Pohl	Teacher/I90	
Milagros Morales	Paraprofessional/M114	
Tricia Mims	Paraprofessional/J117	
Lauren Wagner	Teacher/P33	
Betty Campbell	Paraprofessional/P30	
Laci Watkins	Teacher/P48	
Andrea Weiner	Budget Coord/Teacher/P138M	
Deborah Webb Henderson	Parent/J47	
Carmen Ginsberg	Parent/P48	
Mirandy Rodriguez-Brown	Parent/P33	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN
AREA: ELA WRITING (FOR ELA AND MATH)

Annual Goal #1

- By June 2012, elementary students participating in auditory/oral standard assessment classes, and identified as an Inquiry target group, will demonstrate improved writing skills by increasing the number of facts and details used from notes taken to convey ideas/information in extended responses and essays, and math constructed responses, as evidenced by a 10% increase in the number of students achieving Level 2 or above on the 2012 NYS ELA exam, and a 10% increase in the number of students achieving a Level 2 or above on the 2012 NYS Math exam.

Comprehensive Needs Assessment

There has been a significant improvement in listening, reading and note taking skills across grades as reflected in multiple choice, and short and extended responses on the 2011 NYS ELA exam. Ninety-one percent of the students took notes and, for the second consecutive year, 100% answered all extended responses and attempted the essay. Students' constructed response performance on the 2011 Math exam mirrored these improved skills; 94% completed all constructed response items. However, a comprehensive review of deficit areas for students in standardized instruction clearly indicated that writing continues to be most challenging for our students. Contributing to this deficit is the disconnect, for many students, between notes taken and their written products. While excellent notes were taken by many students, most did not refer to those notes when composing their written responses. ELA exam performance and general student achievement related to extended responses and essays, continue to be significantly impacted by this disconnect. Math computation skills continue to improve, however overall Math exam performance continues to be impacted by students' inability to write effective constructed responses.

This was most evident for students in our Auditory/Oral classes. Due to the nature of their disability, they continue to experience the greatest difficulties with processing language. This significantly impacts their performance as reflected in the Level 1 ELA scores received by the majority in this group. The test accommodation allowing listening passages to be read three times, rather than twice, along with improved note taking skills, positively impacted the movement from low Level 1 scores to Level 1 scores that were noticeably higher than the previous year.

Therefore, it is our intent to focus on improving students' writing process skills, including the effective use of notes taken, that result in well crafted extended and constructed written responses. We expect that improved writing/note taking skills will positively impact student performance on both the ELA and Math exams.

Instructional Strategies/Activities

- **September 2011:** Additional ELA materials (eg. Reading Street /Write Source) will be purchased, as needed; an iPad will be purchased for each classroom to support instruction.
- **October 2011:** Initial Acuity predictive assessments (ELA and Math) will be administered.
- **October 2011:** Academic cabinet will review/analyze Acuity reports and identify instructional targets.
- **October 2011:** Students will be identified for Academic Intervention Services (AIS); individual AIS plans will be developed.
- **Ongoing:** Identified students will participate in Academic Intervention Services.
- **Ongoing:** Students will publish and showcase their writing projects.
- **Ongoing:** Coach will facilitate on-site cohort meetings to analyze data and identify skill deficits, and to review/demonstrate strategies for targeting those deficits. Developing skills for guiding students through the writing process (eg. listening, note taking, and crafting their written products) will be a priority. Common Core Learning Standards work will focus on Writing Standard 2 and Reading for Information Standard 1.
- **Ongoing:** Coach/teachers will collaborate for test preparation; students will participate in test prep activities.
- **As Needed:** Coach will visit classrooms to observe targeted instruction, and to model or co-teach lessons to transfer instructional skills and best practices. Instructional strategies will include a “how to” for students writing constructed responses for math.
- **Ongoing:** Professional development information will be disseminated; staff will complete online registrations for D75 workshops.
- **As Needed:** Coach/teachers will identify supplemental Instructional resources needed (eg. Aim Higher, NYS Coach), and resources will be purchased.
- **Monthly:** Teachers will review student writing portfolios and analyze classroom assessment data.
- **Jan/Feb 2012:** Students will participate in Acuity predictive assessments (ELA and Math).
- **Feb/Mar 2012:** Academic cabinet will review/analyze Acuity reports, and plan instructional “next steps”.
- **April 2012:** NYS ELA and Math assessments will be administered.
- **June 2012:** Academic cabinet will analyze NYS ELA and Math (constructed response) performance data to determine instructional considerations going forward.

Strategies to Increase Parental Involvement

- **November:** Parent ARIS reports will be downloaded and mailed home by the Coach, and parent-teacher conferences will be scheduled at parents’ request.
- **November:** Classroom teachers will conduct parent workshop during which they modeled read-alouds, and reviewed test prep strategies.
- **Monthly:** Class Newsletter and Calendar will be sent to parents including information pertaining to instructional focus of the month.
- **December:** Parent workshop will be conducted by teachers and the Coach to review reports using ARIS, and to plan homework strategies.
- **As Scheduled:** Parent workshop addressing literacy at home will be facilitated by the Parent Coordinator (PC); the PC will demonstrate how to access, download and use the adapted books available on the D75 website.
- **Ongoing:** Workshop minutes and attendance will be maintained by the Parent Coordinator, and referenced for follow-up activities.
- **Annually:** Parents will be invited to attend their child’s Annual IEP Review; the instructional team will collaborate with parents to identify priority goals for their child. Scheduling requests made by parents will be accommodated.
- **As Needed:** Translated materials, and translation services will be provided in the parents’ native language.

Strategies for Attracting Highly Qualified Teachers (HQT)/; for Ensuring That Current Staff Become Highly Qualified Teachers (HQT)

- **September 2011:** The Coach will facilitate professional development activities to provide up-to-date information and guidance re: Assessments, Common Core Learning Standards, and core curriculum content and materials.
- **September 2011:** Curriculum materials requested by teachers will be purchased to supplement materials on hand.
- **November:** Hearing Education Services will facilitate professional development workshops targeting instructional strategies for students with auditory/oral disabilities.
- **Weekly:** Mentors will provide in-class and follow-up supports to all first-year teachers.
- **Monthly:** Inquiry cohort will meet to evaluate data, to discuss instructional implications, to share effective strategies, and to plan instructional “next steps”. Common Core Learning Standard work will focus on Writing Standards 1 and 2, and Reading Standard 1 for Informational Text, and will assist teachers in aligning instructional activities.
- **As Scheduled:** Teachers will attend D75 Core Content and Hearing Education Services workshops; classroom coverage will be provided on those dates.
- **Ongoing:** Coach will provide ELA training (eg. the writing process, etc.) during site-based cohort PD periods; will provide Acuity training and ongoing support.
- **Ongoing:** APs will conduct observational walk-throughs, review a rubric of best practices, conduct pre/post observation conferences, and facilitate faculty conferences to provide guidance and supports.
- **Ongoing:** Coach will provide direct classroom support, and will model or co-teach to transfer instructional skills and strategies.
- **Ongoing:** Coach will provide instructional tech supports (eg. SESIS, Acuity).
- **Ongoing:** Staff developer will maintain professional development workshop registration logs/attendance records, and will reference the information to plan/provide follow-up activities.

Service and Program Coordination

- By collaborating with Children’s Hearing Institute to implement best practices for auditory/oral students with cochlear implants.
- By participating in partnerships with NYU Nordoff-Robbins Music Therapy School and Brooklyn Academy of Music to provide opportunities for students to enhance their auditory skills.

Budget and Resources Alignment

- **Budget**
Tax Levy and NYSTL Allocations: to purchase Reading Street and Write Source texts and workbooks, DOE core curriculum, supplemental materials (eg. Aim Higher); test prep materials (eg. NYS Coach); and instructional iPads.
- **Scheduling Implications**
Common meeting/planning time is needed for instructional cohorts.

ANNUAL GOAL #2 AND ACTION PLAN
AREA: ELA/COMMUNICATION (FOR SELF-INITIATED COMMUNICATION)

Annual Goal #2

- By June 2012, students in elementary alternate assessment classes for students with multiple disabilities, located at the main site and identified as an Inquiry target group, will demonstrate a 20% increase in the number of self-initiated questions asked/answered when using/interacting with informational text to perform task/ to participate in academic activity, as evidenced by Inquiry assessment data.

Comprehensive Needs Assessment

The original Inquiry identified a pilot 12:1:4 class in which all students used high tech communication devices (ie. TANGOs). The anticipated outcome was that self-initiated communication for socialization and academic participation would increase with the use of the TANGO devices. During the second pilot year, the lead instructional team members (classroom teacher, speech teacher and OT) modified a previously designed quantitative tool for classroom data collection. A review of the resulting data indicated a decrease in cues needed to answer questions and for socialization using technology. All students had increased their social and curriculum content vocabulary as well as the frequency of self-initiated communication. When compared to students in two non-pilot 12:1:4 classes, engagement and communication skills increased at a significantly greater rate for students in the class using the TANGO devices. Annual Brigance Inventories data and NYSAA performance datafolios also supported these findings.

However, the lead instructional team members feel strongly that these positive outcomes were due to several factors other than the specific use of the high tech TANGO device. These factors include: instructional focus and structure provided by coherent curriculum materials (eg. Meville to Weville) and the Handwriting Without Tears program; consistent implementation of instructional strategies; consistent use of communication systems; ongoing modifications/updates of communication systems; strategic scheduling of support staff (speech teacher and OT) so all team members are in place for instruction; and ongoing team collaborations to assess progress and plan instruction. It was determined that in a well planned and structured instructional setting, any student-appropriate communication system could be integrated successfully and the prohibitively expensive TANGO is not essential for positive outcomes. Therefore, we will replicate the successful structure and strategies, as described above, in all elementary 12:1:4 classes at the main site. As appropriate, a continuum of support – from sensory materials, to low tech augmentative alternative communication (AAC) devices, to iPads and SmartBoards, to high tech TANGO devices – will be in place to maximize student access and performance.

Instructional Strategies/Activities

- **September 2011:** Quantitative tool for classroom data collection will be modified to reflect targeted skills and alignment with Common Core Learning Standards. (Tool was originally designed for pilot class using TANGO devices.)
- **September 2011:** Additional curriculum materials (eg. Meville to Weville, Unique Learning System, Handwriting Without Tears, Structured Methods in Language Education/SMILE), communication devices (eg. GoTalk9) and Sensory Cart materials will be purchased; iPads will be purchased to support instruction.
- **Sept/Nov 2011:** Staff Developer and Coach will facilitate professional development workshops providing up-to-date information and guidance re: Alternate Assessments, Common Core Learning Standards (CCLS) and the Implications for Students with Significant Disabilities, P138 Curriculum Frameworks and Units of Study, and curriculum resources (eg. Unique Learning System). CCLS work will focus on Reading Standard 1 for Informational Text.
- **September/October 2011:** Class Teams (classroom and speech teachers, OT) will collect baseline Inquiry data.
- **September/October 2011:** Students will participate in Brigance Inventories assessment.
- **Oct 2011-May 2012:** Weekly Inquiry data checklists will be completed.
- **Sept-Dec 2011:** Visitations to the “TANGO” class will be scheduled for new class teams to observe structures, systems and strategies in action.
- **Weekly:** Class Teams will meet to discuss progress, to review curriculum materials and determine modifications needed, to identify alternate performance indicators aligned to the Common Core Learning Standards, and to discuss instructional intervention strategies.
- **Monthly:** Staff Developer and Coach will publish a Monthly Curriculum Memo addressing connections (CCLS, the Unit of Study, Unique Learning Systems curriculum activities for current month, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities. The memo is distributed to all teachers and discussed at site-based cohort meetings.
- **Ongoing:** Lead teachers will host classroom intervisitations; will co-teach and/or model instructional to increase the transfer of best practices among cohorts.
- **Ongoing:** Teams will customize response devices and/or low tech communication systems for curriculum-specific (eg. Meville to Weville, Unique) questions/answers; will consult w/cluster teachers and make relevant customizations.
- **Daily:** Students will use response devices/systems or build verbal skills to: ask/answer questions of peers during morning meetings; to answer academic questions during instruction; to initiate comments during literacy activities.
- **Ongoing:** Class teams will design: *Wh* questions for class activities; spelling activities for identified students; class categorization skill activities; life skills activities.
- **Ongoing:** Team will model integration of new activities for classroom support staff (eg. paraprofessionals, related service providers).
- **Ongoing:** AP, Staff Developer and Coach will introduce, review, and evaluate new initiatives during site-based cohort meetings.
- **Quarterly:** Class Teams will collaborate to analyze Inquiry and classroom data, to share effective intervention strategies, to design supplemental activities, and to identify instructional “next steps”.
- **May/June 2012:** Students will participate in year end Brigance Inventories assessment.
- **June 2012:** The Instructional Cabinet will meet with lead teachers to analyze Inquiry and classroom data, to reflect on continuum of student work products/skills performance, and to determine instructional implications going forward.

Strategies to Increase Parental Involvement

- **September 2011:** Letters will be sent to parents describing the communication program, each student's communication device, and how parents can reinforce learning at home.
- **October:** Invitations will be sent to parents, inviting them to a hands-on workshop to learn how to use communication devices.
- **January 2012:** An Open House will be hosted by each class, inviting parents to observe and participate with their children in a morning of interactive learning experiences.
- **February 2012:** Class Teams will facilitate a parent workshop providing parents with an opportunity to replicate communication materials for home; and to have a hands-on opportunity to access effective internet resources for their children.
- **As Scheduled:** The Parent Coordinator will facilitate a parent workshop with focus on literacy at home; and will demonstrate how to access, download and use the adapted books available on the D75 website.
- **May 2012:** During a scheduled PTA meeting segment, Class Teams will share classroom videos demonstrating student participation skills in their interactive learning activities.
- **Annually:** Parents will be invited to attend their child's Annual IEP Review; the instructional team will collaborate with parents to identify priority goals for their child. Scheduling requests made by parents will be accommodated.
- **As Needed:** Translated materials, and translation services will be provided in the parents' native language.

Strategies for Attracting Highly Qualified Teachers (HQT); for Ensuring That Current Teachers Become Highly Qualified Teachers (HQT)

- **September/November/June:** Staff Developer and Coach will facilitate professional development workshops addressing Assessments, Common Core Learning Standards and The Implications for Students with Severe Disabilities, D75 Curriculum Frameworks and P138M Units of Study, as well as curriculum resources (eg. Unique Learning System, Structured Methods in Language Education/SMILE, Weville to Weville). Common Core Learning Standard work will focus on Reading Standard 1 for Informational Text.
- **Sept 2011-Feb 2012:** Staff Developer will conduct NYSAA training sessions; Staff Developer and Coach will conduct ongoing collegial reviews of datafolios in progress, with emphasis on selection and design of appropriate/functional assessment tasks.
- **Monthly:** Staff Developer and Coach will publish a Monthly Curriculum Memo addressing instructional connections (CCLS, the Unit of Study, Unique Learning Systems monthly curriculum activities, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities. The memo is distributed to all teachers and discussed at site-based cohort meetings.
- **Monthly:** Inquiry cohort will meet to evaluate data, to discuss instructional implications, to share best practices, and to plan instructional "next steps".
- **As Scheduled:** Teachers will attend D75 best practices workshops (eg. Integrating Augmentative Alternate Communication/AAC Devices, Picture Exchange Communication Systems/PECS, Social Stories; Structured Classrooms); coverage will be provided on those dates.
- **As Scheduled:** Lead teachers will support cohorts by hosting classroom intervisitations/discussions and modeling best practices.
- **Ongoing:** APs will conduct observational walk-throughs, review a rubric of best practices, conduct pre/post observation conferences, and facilitate faculty conferences to provide guidance and supports.
- **Weekly:** Mentors will provide in-class and follow-up supports to all first-year teachers.
- **Ongoing:** Instructional materials requested by teachers will be purchased.
- **Ongoing:** Coach will provide instructional tech assistance.
- **Ongoing:** AP, Staff Developer and Coach will introduce, review, and evaluate new initiatives during site-based cohort meetings.
- **Ongoing:** Staff Developer will maintain PD registration logs/attendance records, and reference the information to plan/implement follow-up.

Service and Program Coordination

- By hosting a United Cerebral Palsy (UCP) Afterschool Program at the main site to provide supplemental instructional and recreational supports for participating students..
- By conducting an Title III Afterschool Program to provide supplemental communication/language arts instructional supports for participating English Language Learner (ELL) students.

Budget and Resources Alignment

- **Budget**
Tax Levy and NYSTL Allocations: to purchase curriculum materials, digital cameras, AAC devices, and iPads
Children First Allocation: to pay staff per session for participation in Inquiry Team collaborative work after regular school hours
RESO Grant: to purchase two additional SmartBoards
- **Scheduling Implications**
Common meeting/planning time is needed for instructional cohorts.

ANNUAL GOAL #3 AND ACTION PLAN
AREA: ELA/COMMUNICATION (FOR CHOICE MAKING AND PROBLEM SOLVING)

as

Annual Goal #3

By June 2012, students with autism in elementary and middle school classes, and identified as an Inquiry target group, will increase communication/reading skills as demonstrated by a 20% increase in the number of times informational text is used to make informed choices, and a 20% increase in the number of questions asked/answered to problem-solve while performing tasks, as evidenced by Inquiry Checklist and workstation data.

Comprehensive Needs Assessment

Inquiry Teams at each site followed the progress of students in 6:1:1 alternate assessment classes as demonstrated by their communication skills for socialization and for self-regulation – both of which have been identified in research as two of the essential thinking skills/behaviors for students with significant disabilities. Instruction targeted communication skills that positively impact students’ ability to self-regulate behaviors, and to communicate for social interaction. Inquiry Checklist data indicated that communication skills had steadily increased, but the ability to self-regulate had reached a plateau for the majority of our 6:1:1 students throughout the sites. While 77% of participating students demonstrated overall improvement in communication, the majority had improved only their skills for communication for social interaction. Communication for self-regulation continued to be a significant deficit area. In addition, Structured Classroom Workstation Skills data indicated that the independent completion of work increased as students demonstrated the use of informational text, and asked self-generated questions, as needed.

An analysis of all anecdotal data indicated that students overall performance will be positively impacted by improved skills for self-regulation through informed choice making and by applying decision making/problem solving strategies to change conditions when needed/desired. It was also determined that to be most effective, communication skill building must go hand-in-hand with positive behavior strategies, a structured learning environment, and a consistent delivery of instruction. Inquiry Teams at each site will continue to: analyze data; develop frameworks for focused instruction aligned to the Common Core Reading Standards for Informational Text; and build capacity for implementing consistent strategies to academic and behavioral improvement.

Therefore, it is our intent to focus on improving students’ ability to ask/answer questions for problem solving; and to gather information and details for making informed choices.

Instructional Strategies/Activities

- **Sept/Nov 2011:** Staff Developer and Coach will facilitate professional development workshops providing up-to-date information and guidance re: Alternate Assessments, Common Core Learning Standards (CCLS) and the Implications for Students with Significant Disabilities, P138 Curriculum Frameworks and Units of Study, and curriculum resources (eg. Unique Learning System, Handwriting Without Tears, Structured Methods in Language Education/SMILE). CCLS work will focus on Reading Standard 1 for Informational Text.
- **September 2011:** Curriculum materials (eg. Handwriting Without Tears, Unique Learning Systems), Assessment of Basic Language and Learning Skills (ABLLS) assessment protocols and kits, and structured classroom furnishings will be purchased to supplement materials on hand.
- **Sept-Nov 2011:** Students will participate in ABLLS assessment.
- **October 2011:** Additional ABLLS kits will be purchased to facilitate administration.
- **Ongoing:** Students will learn/practice workstation procedures, including use of personal schedule.
- **November 2011:** Inquiry Team will modify assessment checklist to reflect targeted skills and alignment with Common Core Learning Standards.
- **December 2011:** New Inquiry Checklist and protocols will be distributed to teachers of all participating 6:1:1 classes; Inquiry Checklist and protocols will be reviewed at site-based cohort meetings.
- **January 2012:** Classroom staff will collect baseline Inquiry data.
- **Feb thru June 2012:** Classroom staff will collect weekly data using Inquiry Checklist
- **Monthly:** Staff Developer and Coach will publish a Monthly Curriculum Memo addressing connections (CCLS, the Unit of Study, Unique Learning Systems curriculum activities for current month, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities. The memo is distributed to all teachers and discussed at site-based cohort meetings.
- **Monthly:** Inquiry site-based cohorts will meet to evaluate data, to discuss instructional implications, to share best practices, and to plan instructional “next steps”.
- **Weekly:** Mentors will provide in-class and follow-up supports to all first-year teachers.
- **As Scheduled:** Teachers will attend D75 best practices workshops (eg. Verbal Behavior, Picture Exchange Communication Systems (PECS), Social Stories; Structured Classrooms)
- **As Scheduled:** Lead teachers will host classroom intervisitations and best practices cohort discussions; will model instruction to increase best practices among cohorts.
- **Ongoing:** Coach will provide instructional tech assistance.
- **Ongoing:** AP, Staff Developer and Coach will introduce, review, and evaluate new initiatives during site-based cohort meetings.
- **Ongoing:** Staff Developer will maintain professional development workshop registration logs/attendance records, and references the information to plan/implement follow-up activities.
- **May/June 2012:** Students will participate in year end ABLLS.
- **June 2012:** The Instructional Cabinet will meet with lead teachers to analyze Inquiry and classroom data, to reflect on continuum of student work products/skills performance, and to determine instructional implications going forward.

Strategies to Increase Parental Involvement

- **Sept/Oct 2011:** Teachers will communicate with parents, by school-to-home notebook and/or phone, to discuss ABLLS assessment performance and instructional implications.
- **November 2011:** Classroom staff will conference with parents to discuss assessment data and the implications for IEP goals and instruction.
- **February 2012:** Class Teams will facilitate a parent workshop providing parents with an opportunity to replicate communication materials for home; and to have a hands-on opportunity to access online instructional activities for their children.
- **As Scheduled:** The Parent Coordinator will facilitate a parent workshop with focus on literacy at home; and will demonstrate how to access, download and use the adapted books available on the D75 website.
- **May 2012:** During a scheduled PTA meeting segment, Class Teams will share classroom videos highlighting students' independent performance of work station tasks.
- **Ongoing:** Workshop minutes and attendance will be maintained by the Parent Coordinator, and referenced for follow-up activities.
- **Annually:** Parents will be invited to attend their child's Annual IEP Review; the instructional team will collaborate with parents to identify priority instructional goals for their child. Scheduling requests made by parents will be accommodated.
- **As Needed:** Translated materials, and translation services will be provided in the parents' native language.

Strategies for Attracting Highly Qualified Teachers (HQT); for Ensuring That Current Staff Become Highly Qualified Teachers (HQT)

- **September/November/June:** Staff Developer and Coach will facilitate professional development workshops addressing Assessments, Common Core Learning Standards and the Implications for Students with Severe Disabilities, D75 Curriculum Frameworks and P138M Units of Study, as well as curriculum resources (eg. Unique Learning System, Handwriting Without Tears, SMILE). Common Core Learning Standards work will focus on Reading Standard 1 for Informational Text, and will assist teachers in aligning meaningful functional and academic learning activities.
- **Sept 2011-Feb 2012:** Staff Developer will conduct NYSAA training sessions; Staff Developer and Coach will conduct ongoing collegial reviews of datafolios in progress, with emphasis on the selection and design of appropriate/functional assessment tasks..
- **Monthly:** Staff Developer and Coach will publish a Monthly Curriculum Memo addressing instructional connections (CCLS, the Unit of Study, Unique Learning Systems monthly curriculum activities, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities. The memo is distributed to all teachers and discussed at site-based cohort meetings.
- **Monthly:** Inquiry cohort will meet to evaluate data, to discuss instructional implications, to share best practices, to plan "next steps".
- **As Scheduled:** Teachers will attend D75 best practices workshops (eg. Verbal Behavior, Picture Exchange Communication Systems/PECS, Social Stories; Structured Classroom Strategies); coverage will be provided on those dates.
- **As Scheduled:** Lead teachers will support cohorts by hosting classroom intervisitations, modeling best practices, and facilitating discussions.
- **Weekly:** Mentors will provide in-class and follow-up supports to all first-year teachers.
- **Ongoing:** APs will conduct observational walk-throughs, review a rubric of best practices, conduct pre/post observation conferences, and facilitate faculty conferences to provide guidance and supports.
- **Ongoing:** Instructional materials requested by teachers will be purchased.
- **Ongoing:** Coach will provide instructional tech assistance.
- **Ongoing:** AP, Staff Developer and Coach will introduce, review, and evaluate new initiatives during site-based cohort meetings.
- **Ongoing:** Staff Developer will maintain PD registration logs/attendance records, and reference the information to plan/implement follow-up.

Service and Program Coordination

- By collaborating with Carbone Institute to support Verbal Behavior classroom programs/strategies.
- By hosting a United Cerebral Palsy (UCP) Afterschool Program at the main site to provide supplemental instructional and recreational supports for participating students.
- By conducting a Title III Afterschool Program at the main site to provide supplemental communication/language arts instructional supports for participating English Language Learner (ELL) students.

Budget and Resources Alignment

Budget

Children First Allocation: to pay staff per session for participation in Inquiry Team collaborative work after regular school hours

Tax Levy Allocation: to purchase curriculum materials (eg. Unique Learning System, Handwriting Without Tears, Math Steps, SMILE), annual subscriptions to News2You online materials, ABLLS assessment materials, structured classroom furnishings, and instructional iPads.

Scheduling Implications:

Common meeting/planning time is needed for instructional cohorts.

ANNUAL GOAL #4 AND ACTION PLAN
AREA: (TRANSITION) ELA/COMMUNICATION (FOR INFORMATION AND SELF-MANAGEMENT)

Annual Goal #4

- By June 2012, students in high school classes for students with autism, developmental delays with emotional challenges, and multiple disabilities, and identified as an Inquiry target group will increase communication/reading skills as demonstrated by a 20% increase in the number of work assignment procedural steps performed when using informational text, and a 20% increase in the number of problem-solving questions asked/answered to self-manage while performing work assignment, as evidenced by Inquiry assessment data.

Comprehensive Needs Assessment

The number of high school students working in the community, as well as the number of worksites, increased for the 2009-10 and 2010-11 school years. There is an ongoing need to identify additional community partners, and to prepare and place students in appropriate work positions. As of June 2011, all high school students (6:1:1; 12:1:1; 12:1:4) were participating in school-based programs at Park West HS, working in custodial services, mail delivery positions, or in the Snack Shack. Environmental inventories and instructional modifications are ongoing, and many forms of informational text are in place to support students as they perform their structured vocational activities. These preparations and supports are very labor-intensive, but are essential for the success of the program (ie. to teach skills necessary to successfully perform, acquire, and maintain a job).

Post-secondary participation in supported employment, Day-Hab Without Walls, and transition centers is often hindered by students' inability to travel independently. Therefore, during 2010-11, the development of social/behavioral and mobility/travel skills that are pre-requisites to acceptance in the D75 Travel Training Program received additional attention. Instruction for increasing student skills for independent travel throughout the high school building during the performance of their jobs continues as part of the process.

The staff believes that there are many more opportunities to create additional jobs within the Park West HS building. In addition to continuing the programs in place, they would like to increase opportunities for students to explore a wider range of vocational options (eg. recycling, clerical, library, rooftop gardening, and newspaper delivery), and for students to self-advocate by choosing a preferred, interest-driven option. Additional functional/, vocational, and academic materials (eg. functional/informational text, math templates for inventory and accounting, etc.) will be created to teach the skills, and support their application when performing new tasks in new settings. To ensure alignment with the Common Core Learning Standards, the high school Inquiry Team will focus on making meaningful connections between priority vocational skills, community-based learning opportunities, and functional academic knowledge and skills. Student progress will be captured through the collection of data and photo/video documentation. In an effort to promote instructional consistency, the lead teachers will create a master set of all materials (eg. structured informational text, procedural charts, templates) to be used throughout the program going forward.

It is an ongoing challenge to properly staff the many work sites located throughout the building and community, while providing appropriate levels of support required by students. As the number of community work sites/work days/job positions increases and qualified students are placed in these community positions, the number of fulltime school-based students will decrease. As a result, we anticipate that staff will have more opportunities to provide instructional interventions to the remaining students, targeting priority skills needed to transition into community based work sites.

Our mission for transitioning students is to improve our results-oriented instructional process. Learning systems will be strengthened to increase students' essential thinking skills and behaviors, as well as their functional application of academic knowledge, thereby facilitating their successful movement from school to post-school activities (eg. voc ed, integrated and supported employment, adult services, community participation).

Instructional Strategies/Activities

- **Sept/Nov 2011:** Staff Developer and Coach will facilitate professional development workshops providing up-to-date information and guidance re: Alternate Assessments, Common Core Learning Standards (CCLS) and the Implications for Students with Significant Disabilities, P138 Curriculum Frameworks and Units of Study, and curriculum resources (eg. Functional Independent Skills Handbook, Murdoch Center Program Library and Developmental Disabilities Assessment Profile, Unique Learning System). CCLS work will focus on Reading Standard 1 for Informational Text.
- **Sept/Oct 2011:** Level 1 Vocational Assessment will be administered
- **Sept/Oct 2011:** Students will self-advocate by completing Vocational Interest Inventory.
- **Sept/Oct 2011:** Curriculum materials (eg. Unique Learning System, Functional Independent Skills Handbook, Murdoch Center program Library and Assessment profile), and work supplies/equipment/clothing will be purchased to supplement items on hand.
- **Ongoing:** Transition Coach/Job Developer will canvass community for potential employment partners.
- **Ongoing:** Transition Coordinator/Job Developer and designated teachers will meet to conduct environmental surveys of work sites and identify required modifications; will task analyze the work assignments.
- **Ongoing:** Students will learn/practice skill sequences required for job performance.
- **Sept-Nov 2011:** Inquiry Team will review/modify data collection tool(s) to reflect targeted skills/alignment with Common Core Standards.
- **Nov/Dec 2011:** Inquiry data collection tool(s) will be distributed to all teachers; data collection protocols will be reviewed at cohort meetings.
- **Nov/Dec 2011:** Classroom staff will collect baseline Inquiry data.
- **Ongoing:** Students will participate in evaluation of work site performance during teacher site visits.
- **As Scheduled:** Middle school teachers will visit Park West HS to observe/discuss skills to teach prior to students high school placement.
- **February 2012:** Students will update Vocational Interest Inventories; teachers will reassess work assignment matches, and identify additional skill-building needs.
- **Feb thru June 2012:** Classroom staff will collect weekly data using Inquiry data collection tool.
- **Monthly:** Staff Developer and Coach will publish a Monthly Curriculum Memo addressing connections (CCLS, the Unit of Study, Unique Learning Systems curriculum activities for current month, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities. Alignment of Common Core Learning Standards with functional skills required for employment/work assignments will be discussed at site-based cohort meetings.
- **Monthly:** Inquiry site-based cohorts will meet to evaluate data, to discuss instructional implications, to review/modify Unique curriculum resources for the month (eg. Transition Passport, Core Activity Materials, Vocational Evaluation, Resume Building), to share best practices, and to plan instructional “next steps”.
- **As Scheduled:** Teachers will attend D75 best practices workshops (eg. Structured Classrooms, Job Development; Transition Planning).
- **As Scheduled:** Transition Coordinator and Teachers will visit school based work sites located in other District 75 schools.
- **Ongoing:** Teachers will create informational text (eg. procedural charts, math templates) to guide learning and performance of assigned job.
- **Ongoing:** Coach will provide instructional tech assistance.
- **Ongoing:** AP, Transition Coordinator, Staff Developer and Coach will introduce/review/evaluate new initiatives during cohort meetings.
- **Apr-June 2012:** High school staff will develop rubric for assessing middle school students re: skills to learn prior to high school placement.
- **June 2012:** Community Employers Survey (re: performance, supports, interactions) will be completed by employers at each community site.
- **June 2012:** Instructional Cabinet will meet with lead teachers to analyze Inquiry data, to reflect on continuum of student skills performance, and to determine instructional implications going forward.

Strategies to Increase Parental Involvement

- **As Scheduled:** Transition Coordinator/Job Developer will facilitate parent workshops focusing on work skills, student preferences, work placements, agency links, and Medicaid service case management.
- **As Scheduled:** Transition Coordinator/Job Developer and teacher(s) will facilitate a parent workshop to share suggestions for at-home skills practice, and will provide parents with an opportunity to replicate support materials for home.
- **May 2012:** During a scheduled PTA meeting, Inquiry Team will share video highlights of student performance at worksites.
- **Ongoing:** Workshop minutes and attendance will be maintained by the Parent Coordinator, and referenced for follow-up activities.
- **Annually:** Parents will be invited to attend their child's Annual IEP Review; the instructional team will collaborate with parents to identify priority transition goals for their child. Scheduling requests made by parents will be accommodated.
- **As Needed:** Translated materials, and translation services will be provided in the parents' native language.

Strategies for Attracting Highly Qualified Teachers (HQT); for Ensuring That Current Staff Become Highly Qualified Teachers (HQT)

- **September/November/June:** Staff Developer and Coach will facilitate professional development workshops addressing Assessments, Common Core Learning Standards (CCLS) and the Implications for Students with Severe Disabilities, D75 Curriculum Frameworks and P138M Units of Study, as well as curriculum resources (eg. Unique Learning System, Murdoch Center Program Library and Developmental Disabilities Assessment Profile, Functional Independent Skills Handbook). Common Core Learning Standard work will focus on Reading Standard 1 for Informational Text, and will assist teachers in aligning meaningful functional and academic learning activities.
- **Sept 2011-Feb 2012:** Staff Developer will conduct NYSAA training sessions; Staff Developer and Coach will conduct ongoing collegial reviews of datafolios in progress, with emphasis on the selection and design of appropriate/functional assessment tasks..
- **Monthly:** Staff Developer and Coach will publish a Monthly Curriculum Memo addressing instructional connections (CCLS, the Unit of Study, Unique Learning Systems monthly curriculum activities, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities. The memo is distributed to all teachers and discussed at site-based cohort meetings.
- **Monthly:** Inquiry cohort will meet to evaluate data, to discuss instructional implications, to share best practices, and to plan instructional "next steps".
- **As Scheduled:** Transition coordinator and teachers will visit school-based work programs located in other D75 schools.
- **As Scheduled:** Lead teachers will support cohorts by hosting classroom intervisitations, modeling best practices, and facilitating cohort discussions.
- **Weekly:** Mentors will provide in-class and follow-up supports to all first-year teachers.
- **Ongoing:** APs will conduct observational walk-throughs, review a rubric of best practices, conduct pre/post observation conferences, and facilitate faculty conferences to provide guidance and supports.
- **Ongoing:** Instructional and work site materials requested by teachers will be purchased.
- **Ongoing:** Coach will provide instructional tech assistance.
- **Ongoing:** AP, Staff Developer and Coach will introduce, review, and evaluate new initiatives during site-based cohort meetings.
- **Ongoing:** Staff Developer will maintain professional development workshop registration logs/attendance records, and reference the information to plan/implement follow-up activities.

Service and Program Coordination

- By modeling adult agency programs that work with our students (eg. Young Adult Institute, AHRC, Day-Hab Without Walls, and Job Path) to facilitate to the process of matching students to the most appropriate post-school adult programs.
- By partnering with agencies, including those listed above, to provide a direct link between home, school and adult services; by collaborating with the agencies to identify instructional targets, to focus instruction, and to provide supports needed to produce positive outcomes.
- By assisting parents in connecting with Medicaid service coordinators.

Budget and Resources Alignment

- **Budget**

Tax Levy Allocation: to purchase materials for creating informational text (including math templates) to serve as procedural guides for learning and performing jobs, work supplies/equipment/ clothing, metro cards for traveling to community job sites, curriculum materials, (eg. Functional Independent Skills Handbook, Murdoch Center Program Library and Developmental Disabilities Assessment Profile, Unique Learning Systems), and instructional iPads.

Children First Allocation: to pay staff per session for participation in Inquiry Team collaborative work after regular school hours

VATEA Funding: to provide stipends to students participating in supported employment

- **Scheduling/Staffing Implications**

Common meeting/planning time is needed for instructional cohorts.

Time and coverage is needed for staff to visit potential community work sites.

Time and coverage is needed for staff to visit school based worksites located in other D75 schools.

Sufficient staff is needed to travel with students to community work sites, and to support/supervise students at school-based and community work sites.

ANNUAL GOAL #5 AND ACTION PLAN
AREA: POSITIVE BEHAVIOR SUPPORTS

Annual Goal #5

- By June 2012, students in elementary, middle and high school classes for students with autism, developmental delays with emotional challenges, and multiple disabilities, will increase self-regulatory skills as demonstrated by a 10% decrease in SWIS reports of misbehaviors as compared to Fall 2011 data.

Comprehensive Needs Assessment

A previously implemented positive behavior program, designed primarily for our students with significant emotional challenges, had produced significant decreases in the number of disruptive behaviors and physical confrontations demonstrated by the students, as evidenced by SWIS reports and Positive Behavior Intervention Strategies (PBIS) classroom data. A shift in the P138M school population occurred between September 2009 and June 2011, as our students with emotional challenges transferred to other D75 schools. Therefore, going forward, the development of a modified matrix of meaningful/purposeful behavioral expectations appropriate for the wide spectrum of our alternate assessment students was a priority. A schoolwide PBIS Team was formed in 2010 with a representative from each of the sites. Data collected during an ongoing Inquiry that targeted communication skills that positively impact students' ability to self-regulate behaviors, clearly indicated the need for strengthening positive behavior strategies and for implementing the most effective strategies consistently. Communication skills had steadily increased, but the ability to self-regulate had reached a plateau for the majority of our 6:1:1 students throughout the sites. Research has identified self-regulation as one of the essential thinking skills/behaviors for students with significant disabilities. Our Inquiry, SWIS and anecdotal classroom data all indicate the continuing need to provide instructional opportunities during which students can develop the skills intrinsic to self-regulation – ie. the ability to make informed choices, to apply decision making strategies to change conditions, and to demonstrate behaviors that are safe, healthy, conducive to learning, and conducive to positive social interactions.

The new PBIS Team began the process of modifying the existing behavior program to meet the specific needs of the increasing 6:1:1, 12:1:4, and 12:1:1 populations throughout our sites. A cohort of teachers met with the Team to begin the process and PBIS training, including SWIS data entry, was conducted on professional development days during the 2010-11 schoolyear. At monthly PBIS meetings, the Team shared feedback from their site-based collaborations, and developed P138M's new "CARS" program. This positive behavior program is designed to promote Communication, Advocacy, Respect and Safety (ie. CARS). Staff at each site collaborated with their PBIS Team representative to develop a motivation/rewards system appropriate to the interests and ages of their students. For example: elementary sites developed a Green/Yellow/Red visual feedback system; middle school M114 students will be earning Movie Bucks; and middle school students at I90 will participate in the Social Arts of Cooking. During the final months of preparation, the team members developed training and implementation materials to facilitate the rollout to all staff throughout the sites.

Instructional Strategies/Activities

- **May/June 2011:** PBIS team will finalize new protocols (ie. a modified matrix of meaningful/purposeful behavioral expectations appropriate for the wide spectrum of our alternate assessment students, differentiated reward systems, etc.); will prepare workshop materials for schoolwide roll out for the 2011-12 schoolyear.
- **June/July 2011:** PD workshops (five Elementary and five Middle/HS sections), facilitated by PBIS Team members, will roll out schoolwide PBIS protocol modifications and strategies to paraprofessionals.
- **September 2011:** PD workshops (two Elementary and two Middle/HS sections), facilitated by PBIS Team members, will roll out schoolwide PBIS protocol modifications and strategies to teachers.
- **September 2011:** Materials to promote and implement CARS (Caring/Advocacy/Respect/Safety) program will be produced at each site; program will be introduced to students.
- **Ongoing:** Students will participate in site-specific motivational programs (eg. Green/Yellow/Red, Movie Bucks, Social Arts of Cooking).
- **October/November 2011:** SWIS data will be analyzed for baseline; intervention modifications will be initiated.
- **Monthly:** Students will participate in celebrations held at each site to reward positive behaviors and build enthusiasm for the program.
- **Monthly:** All teachers will prepare and share a lesson plan (via a schoolwide PBIS “dropbox”) for developing a skill/behavior based on one of the matrix elements (eg. Respect)
- **Monthly:** PBIS Team will facilitate meetings to review SWIS data and to share feedback re: new PBIS protocols being implemented schoolwide, to evaluate effectiveness of protocols, and to make modifications as required.
- **Monthly:** Minutes of PBIS Team meetings and site-based collaborations will be maintained; updates/modifications will be communicated to sites by Team representatives..
- **Ongoing:** Teachers will reference SWIS data to construct effective behavior intervention plans, or to modify existing plans.
- **Ongoing:** Team members will support the implementation of PBIS/CARS strategies and protocols at their respective sites.
- **June 2012:** Online Effective Behavior Survey (EBS) will be completed by staff.
- **June 2012:** PBIS team will review ORRS incident report summaries, and will analyze CARS data to determine “next steps.”

Strategies to Increase Parental Involvement

- **Sept -June:** “Good News” phone calls/letters will be sent home from staff to share student successes.
- **As Scheduled:** At a parent workshop, facilitated by the Parent Coordinator, effective positive behavior strategies will be discussed and demonstrated.
- **As Needed:** The classroom teacher and a site-based PBIS team member will collaborate with parents to review target behaviors, antecedents, and consequences, and come to an agreement on effective interventions.
- **As Needed:** Translated materials, and translation services will be provided in the parents’ native language.
- **Spring 2012:** Parents will be invited to participate in site-based CARS celebrations of positive behaviors.

Strategies for Attracting Highly Qualified Teachers (HQT); for Ensuring That Current Staff Become Highly Qualified Teachers (HQT)

- **September 2011:** PD workshops will be facilitated by PBIS Team members to roll out schoolwide PBIS protocol modifications and strategies to teachers.
- **As Scheduled:** Teachers will attend D75 PBIS workshops (eg. Therapeutic Crisis Intervention)
- **Ongoing:** Team members will support teachers in the implementation of PBIS/CARS strategies and protocols at their respective sites.
- **Ongoing:** Site-based Team members will provide support to teachers for entering SWIS behavioral anecdotes.
- **Ongoing:** APs will conduct observational walk-throughs, review a rubric of best practices, conduct pre/post observation conferences, and facilitate faculty conferences to provide classroom management and PBIS supports.
- **Ongoing:** Site-based Team members, Assistant Principals, Counselors, and District 75 Coaches will provide supports for developing individual student behavior plans.
- **June 2012:** Teachers will complete a Professional Development Needs Assessment Survey.

Service and Program Coordination

- By collaborating with D75 PBIS Coach to develop effective schoolwide practices, and to facilitate implementation of schoolwide plan
- By participating in Cornell University positive behavior professional development activities

Budget and Resources Alignment

- **Budget**
Tax Levy Allocation: to purchase materials for promoting and implementing the CARS program, incentives, and rewards
- **Scheduling Implications**
Common meeting/planning time for participating classroom staff is needed.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	11	8	0	0	0	0	0	0
5	4	3	0	0	0	0	0	0
6	5	6	0	0	0	0	0	0
7	2	2	0	0	0	0	0	0
8	4	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Acuity and Scantron web-based assessment and intervention programs are implemented. These programs identify students' present level of academic preparedness, and provide web-based resources to address identified target deficits. In addition, we utilize the NYS ELA Coach test preparation materials. This series of workbooks, along with the teacher guides, provide excellent resources for remediation.</p> <p>Services: 1:1 and 2:1 small group tutoring services provided during the school day; 2-3 periods per week (during literacy block and teacher professional option periods).</p> <p>Strategies: NYS ELA Coach</p>
<p>Mathematics</p>	<p>Acuity and Scantron web-based intervention programs are used as our primary resource for assessment and intervention. In addition, NYS Math Coach, Everyday Math Games, and the Understanding Math software program are used as additional remediation resources. The Understanding Math software program is excellent for below-grade-level remediation.</p> <p>Services: 1:1 and 2:1 small group tutoring services provided during the school day; 2-3 period per week (during math block and teacher professional option periods).</p> <p>Strategies: NYS Math Coach; Everyday Math Games, Understanding Math software</p>
<p>Science</p>	<p>No students require Science AIS services at this time.</p>

Social Studies	No students require Social Studies AIS services at this time.
At-risk Services provided by the Guidance Counselor	No students require At-Risk Guidance services at this time.
At-risk Services provided by the School Psychologist	No students require At-Risk Psychological services at this time.
At-risk Services provided by the Social Worker	No students require At-Risk Social Work services at this time
At-risk Health-related Services	No students require At-Risk Health services at this time.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Gary Hecht Adrienne Edelstein	District 75	Borough Manhattan	School Number 138
School Name P138M			

B. Language Allocation Policy Team Composition [i](#)

Principal Jacqueline Keane	Assistant Principal GSoulette, KBerger, MGaffney
Coach James Bhadwandin	Coach N/A
ESL Teacher Susan Guzman, Lead ESL	Guidance Counselor Jocelyn Cohen
Teacher/Subject Area Allyson Wiggin, ESL	Parent TBD
Teacher/Subject Area Darnell Lewis, ESL	Parent Coordinator Revenya Murray
Related Service Provider Lorraine Rodriguez, Speech	Other Melida Almeida, ESL
Network Leader Adrienne Edelstein	Other Mercedes Florez, Spec Ed Tchr

C. Teacher Qualifications [i](#)

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	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	4	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	534	Total Number of ELLs	150	ELLs as share of total student population (%)	28.09%
------------------------------------	------------	----------------------	------------	---	---------------

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. 

The process of identifying our English Language Learner (ELL) students is multi-level. Parents are required to complete the Home Language Identification Survey (HLIS) which is available in each of their native languages. Additionally, CSE IEPs and LAB-R reports are reviewed, and initial interviews and assessments are conducted in English and the native language. If the student is new to the NYC Department of Education, and it is determined that the student is a Limited English Proficient (LEP) student, one of our four NYS certified ESL teachers (named in Part 1 of this document) administers an Information Sheet of Entitled ELL Students and the LAB-R assessment. School admissions information and LAB-R reports are reviewed periodically by the lead ESL teacher, site unit teachers, and the pupil accounting secretary to monitor ELL students enrolled in classes at P138M. The ESL and bilingual teachers, with the additional support of the school based coach, administer the NYSESLAT annually to assess the language skills of all entitled ELL students. The NYS certified ESL and bilingual teachers provide ongoing instructional intervention supports throughout the year to all ELL students in preparation for the NYSESLAT. ELL students participating in the Title III Afterschool program receive supplementary individual and small group instruction targeting skills identified in the assessment. In turn, the RLAT assessment report provides information regarding each ELL student's progress and level of proficiency. This described process assures both appropriate program placement and effective instruction for each ELL student. Currently, P138M offers 6:1:1, 12:1:1, 12:1:1 (Auditory Oral), 12:1:4 and Inclusion programs for students ages 5 through 21, throughout our nine sites. Within ten days of enrollment, and as determined as most appropriate: students receive ELL services in our Spanish bilingual class; in alternate placement classes with the support of paraprofessionals who speak their native language; and/or as part of our freestanding ESL program.

The Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. The available ELL programs are discussed in detail with parents who then receive Entitlement Letters. In the event that an Entitlement Letter is not returned to the school, follow-up calls are made. Procedures are then followed, and criteria applied, to identify the appropriate ELL program for that student. The Lead ESL teacher and the Pupil Accounting Secretary oversee the process and record and maintain all reports and entitlement letters. Confidential and IEP records are secured in the unit office at each of our school sites. The trend in recent years is the selection of monolingual classroom instruction with freestanding ESL support services. This trend is evidenced in the significant increase in the number of students designated as ESL Only as reflected in CSE IEP initial, EPC, and triennial conference data as compared with parental requests of previous years. In response to this increase in the number of ESL Only students, an additional ESL teacher has been allocated to P138M during each of the last three years.

Through the school's parent coordinator and the ESL teachers, P138M offers parents of ELLs ongoing information in their home languages and translation services, as needed. Annual Parent Surveys developed by the School Leadership Team and Parent Coordinator collect information related to preferred days/times for meetings, as well as native language

translation needs. These surveys are maintained in the Parent Coordinator's files. A variety of workshops addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year. Such workshops include: effective parent participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals.

Title III supplemental program services are described in a special segment of our fall parent meeting. This orientation meeting, conducted by our ESL teacher(s) and bilingual classroom teacher, informs the parents of our ELL students of programs available for their children, as well as scheduled parent meeting(s) and workshop(s).

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*
--	--

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Contained														
Push-In	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Total	1	2	2	2	2	2	2	1	1	1	1	1	1	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	150	Newcomers (ELLs receiving service 0-3 years)	124	Special Education	150
SIFE	7	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	8

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	10	0	10	1	2	1	0	0	0	11
Dual Language										0
ESL	114	3	114	17	1	17	8	1	8	139
Total	124	3	124	18	3	18	8	1	8	150

Number of ELLs in a TBE program who are in alternate placement: 42

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
Spanish	0	2	1	1	3	3	1	0	0	0	0	0	0	11
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
TOTAL	0	2	1	1	3	3	1	0	0	0	0	0	0	11

**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	E P	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	9	7	10	11	6	6	12	21	6	6	1	4	21	120
Chinese				2	2		1	1			1		2	9
Russian									1					1
Bengali														0
Urdu														0
Arabic					1	1				1				3
Haitian								1						1
French							1							1

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1			1						2	4
TOTAL	9	7	10	14	9	7	15	23	7	7	2	4	25	139

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

One hundred fifty students (28% of total register) are identified as ELL students. Forty-two bilingual students participate in special education alternate placement classes; eleven students are in the elementary Spanish bilingual class; fifty-five students are designated to receive ESL Only services; and forty-two students are served per their IEP.

As stated above, the ungraded, self-contained Spanish bilingual class provides services to eleven ELL students. The classroom teacher has a NYC Special Education license with Bilingual Extensions. This bilingual class is an elementary 12:1:4 alternate assessment class that provides services to students with significant developmental/multiple disabilities. Expressive and receptive native language development and proficiency of each student is assessed using the Brigance Inventories and NYSAA datafolio performance data, observation, instructional activities directly eliciting language, and ongoing alternate assessment strategies designed by the classroom teacher. Assisted communication strategies including communication devices, picture symbols and modified curriculum materials are implemented for both assessment and instruction.

A. Programming and Scheduling Information

Forty-two bilingual students participate in alternate assessment monolingual classes. These bilingual students in alternate placement classes are supported by assigned paraprofessionals who speak the students' native languages (ie. 39Spanish, 1Chinese, 2Cantonese speaking paraprofessionals). Our four ESL NYC licensed teachers provide ESL services through the push-in model, but do implement the pull-out model when more appropriate.

Fifty-five students are designated as ESL only; and an additional forty-two also receive services per their IEP. Six of these students are in standard assessment classes; the remaining ninety-one students are enrolled in alternate assessment classes. The home language for seventy-five of these students is Spanish; the home languages for the remaining sixteen students are Mandarin, Chinese, Cantonese, Russian, Arabic, Haitian, French, Japanese, Greek, Hebrew and Thai. Four certified ESL teachers implement the push-in model to provide ESL instruction for these students and work collaboratively with classroom teachers and alternate placement paraprofessionals across content areas to ensure that ELLs are receiving appropriate language instruction with an emphasis on ESL and ELA learning standards, NYS alternate grade level indicators and alternate performance indicators. ESL and classroom teachers are able to plan aligned instruction during common preparation periods. ESL services are provided to students identified as ESL Only, to bilingual students in alternate placement classes, and former ELL students as recommended on their IEPs. CR Part 154 mandates that our 101 K-8 students receive 360 minutes (2 units) of weekly ESL instruction, and our thirty-eight high school students receive 540 minutes (3 units), incorporating ESL strategies and materials. As noted above, our four ESL teachers utilize the push-in model, but do implement the pull-out model when more appropriate. The push-in model allows our ELL students to remain in the classroom setting, and provides a social context for learning along with and from their peers. Our ELL students range in age from five to twenty-one, span five instructional service categories, and are in classes throughout our nine sites. With these parameters in mind, students are clustered for ESL instruction whenever possible and appropriate. Instruction is provided, with required supports and accommodations, during regularly scheduled academic periods. Due to nature of our students' disabilities, and in alignment with the Common Core Standards (CCS), math, science and social studies content is imbedded within NLA/ELA instruction throughout the day.

Our school day is six hours and fifty minutes long. Students in our elementary bilingual class receive the required 180 minutes (1 unit) of Native Language Arts, as well as 360 minutes (2 units) of ESL pursuant to CR Part 154. As described above: math, science and social studies content is aligned with the CCS imbedded within NLA/ELA instruction throughout the day; there is a 60:40 Spanish/English ratio per instructional unit. Currently, all students in the Spanish bilingual class are demonstrating language skills at the beginner level.

Presently seven students are identified as SIFE (Students with Interrupted Formal Education). Currently two students are in monolingual classes assisted by a paraprofessional who speaks his native language; three are ESL Only students; and two are X-coded. The ESL teachers provide language instruction supports to all seven students. In addition to remedial ESL instruction, academic intervention services and the social supports necessary to maximize continued achievement are provided. Identified SIFE students are mandated to receive the appropriate number of ESL instructional units per CR Part 154. Units of study are developed in partnership with the ESL, cluster and homeroom teachers. Alternate assessments and teacher observations are used to identify target skills and plan appropriate instruction.

An Extension of Services is provided for students who, due to their significant disabilities, require additional instructional time in order to access communication and language skills in the target language of English. Special education students identified for these services demonstrate language and communication skills, both academic and social, which are severely compromised by their disabilities. ELL students receiving an extension of services are supported by academic intervention services provided through individual and/or small group instruction, by adapted technology, and by assisted communication materials. They continue to require specialized instruction and academic intervention services to achieve their academic language goals. They receive extensive instructional accommodations and supports, including bilingual and ESL instructional strategies, to continue to build the communication and cognitive language skills needed to meet learning standards and alternate performance indicators. To this end, numerous material and a wide variety of strategies are employed. (These are described, in detail, in Part IVB of this document .)

Once an ELL student tests at the Proficient level on the NYSESLAT assessment and transitions to a monolingual class, ESL

B. Programming and Scheduling Information--Continued

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

P138M integrates each student's native language as a tool to support strong ESL acquisition. Instruction is differentiated throughout the day in the classroom setting and within the framework of ESL and Bilingual instruction.

Students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. With the exception of six intermediate level standard assessment students, all ELL students demonstrate beginner English language skills. Of the eleven ELL students in our bilingual class, two students with verbal abilities demonstrate beginner English listening and speaking skills. Nine students in the bilingual class are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty-three percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate.

As is true for all P138M students, learning effective communication skills is key. Through meaningful and enjoyable learning experiences, students are developing everyday communication skills that facilitate learning. Teachers use strategies such as Total Physical Response to help students in the early stages of language development. Total Physical Response activities elicit whole-body responses to words; students learn by demonstrating behaviors related to everyday situations. Teachers may also use Picture-Walks which incorporate interactive, sensory, hands-on experiences with books. Students learn to use pictures, illustrations and other text features to assist and enhance their listening and reading experiences. As student skills increase, strategies such as Story Mapping are also employed. The use of graphic organizers assist our English language learners with comprehending, organizing, and remembering what they listen to and read. In turn, this also provides needed supports for speaking, re-telling, and writing about their reading and learning experiences. Cooperative Learning Experiences effectively promote learning, respect, and friendship among student peer groups. Increased peer interaction promotes English language development and the learning of concepts and content. Sheltered Instruction provides English language development, access to the core curriculum, and opportunities for social interactions and integration. Instruction is carefully planned to be more meaningful and understandable for our ELL learners. This includes speaking carefully and clearly, repeating key learning points, defining essential vocabulary in context, and pairing talk with nonverbal communication cues such as pictures, objects, gestures, and graphic illustrations. These strategies, along with increased opportunities for social interactions, promotes deeper understanding and retention of learned skills/behaviors.

All classroom libraries include a variety of multi-leveled books and reflect the background, needs and strengths of the ELL students. Our bilingual class for students who participate in alternate assessment also uses a classroom library that includes both Spanish and English fiction and nonfiction books; nearly fifty percent of the books in the classroom are in Spanish. There is evidence of student work in both English and Spanish, and walls are print rich in each language. The students' level of literacy in their native language aids in the acquisition of English Language skills by having them transfer knowledge of their native language into the target language.

All classrooms offer print rich environments that include personal communication/ word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are

B. Programming and Scheduling Information--Continued

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

P138M integrates each student's native language as a tool to support strong ESL acquisition. Instruction is differentiated throughout the day in the classroom setting and within the framework of ESL and Bilingual instruction.

Students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. With the exception of six intermediate level standard assessment students, all ELL students demonstrate beginner English language skills. Of the eleven ELL students in our bilingual class, two students with verbal abilities demonstrate beginner English listening and speaking skills. Nine students in the bilingual class are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty-three percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate.

As is true for all P138M students, learning effective communication skills is key. Through meaningful and enjoyable learning experiences, students are developing everyday communication skills that facilitate learning. Teachers use strategies such as Total Physical Response to help students in the early stages of language development. Total Physical Response activities elicit whole-body responses to words; students learn by demonstrating behaviors related to everyday situations. Teachers may also use Picture-Walks which incorporate interactive, sensory, hands-on experiences with books. Students learn to use pictures, illustrations and other text features to assist and enhance their listening and reading experiences. As student skills increase, strategies such as Story Mapping are also employed. The use of graphic organizers assist our English language learners with comprehending, organizing, and remembering what they listen to and read. In turn, this also provides needed supports for speaking, re-telling, and writing about their reading and learning experiences. Cooperative Learning Experiences effectively promote learning, respect, and friendship among student peer groups. Increased peer interaction promotes English language development and the learning of concepts and content. Sheltered Instruction provides English language development, access to the core curriculum, and opportunities for social interactions and integration. Instruction is carefully planned to be more meaningful and understandable for our ELL learners. This includes speaking carefully and clearly, repeating key learning points, defining essential vocabulary in context, and pairing talk with nonverbal communication cues such as pictures, objects, gestures, and graphic illustrations. These strategies, along with increased opportunities for social interactions, promotes deeper understanding and retention of learned skills/behaviors.

All classroom libraries include a variety of multi-leveled books and reflect the background, needs and strengths of the ELL students. Our bilingual class for students who participate in alternate assessment also uses a classroom library that includes both Spanish and English fiction and nonfiction books; nearly fifty percent of the books in the classroom are in Spanish. There is evidence of student work in both English and Spanish, and walls are print rich in each language. The students' level of literacy in their native language aids in the acquisition of English Language skills by having them transfer knowledge of their native language into the target language.

All classrooms offer print rich environments that include personal communication/ word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are developed specifically to meet the individual communication needs of each student. These individual systems support greater

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

	Beginning	Intermediate	Advanced
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)?			
Not Applicable			

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

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.			
<p>The 2011-2012 academic professional development plan for P138M addresses a variety of issues and topics pertaining to the education of our ELL students. School based professional development provided on November, June and July professional development days, and during Title III Saturday workshops, provides opportunities for instructional teams to expand their knowledge and skills related to the new Common Core Standards and their alignment with embedded learning across all content areas, NYS ELL Learning Standards, Functional Learning Tasks/Experiences and Alternate Performance Indicators; ESL Instructional Strategies; and Modifying Instructional Methods and Materials for ELLs. Prior to the Spring assessment period, the lead ESL teacher will turnkey NYSESLAT training for her cohorts.</p> <p>Additionally, the ESL and BIS cohorts, with the support of the school based coach and staff developer, will meet quarterly during common professional development periods to collaborate on strategies for implementing the P138M curriculum frameworks through balanced literacy, ESL through content areas, and technology in ESL education. The school based coach is available to provide ongoing instructional supports and to recommend core curriculum content materials, as needed.</p> <p>The use of technology is incorporated to give students additional instructional support. The classroom libraries and adapted books include a variety of books on all levels reflecting the background, needs and strengths of the ELL students. The students' level of literacy in their native language aids in the acquisition of English Language skills by having them transfer knowledge of their native language into the target language. Academic language is developed in collaboration with classroom teachers, content area teachers and the ESL teachers. Curriculum mapping and scaffolding strategies aid in the development of our academic language curriculum.</p> <p>P138M's teachers and paraprofessionals who serve ELL students will also benefit from the ongoing services provided by the District 75 ELL coaches. In addition, P138M will ensure the ongoing attendance of ESL monolingual teachers and alternate placement paraprofessionals at district and city level workshops and conferences that will strengthen the language instruction of their ELL students. These workshops include, but are not limited to: The ELL Institute; Jose P Training; Picture Exchange Communication Systems (PECS); Social Stories; Powerpoint Adapted Books; SMILE Reading Program; ABA/Verbal Behavior; and Integrating the SmartBoard and iPad for interactive learning. A full day workshop is provided at our main site on each Professional Development Day (September/November/June/July) for alternate placement paraprofessionals providing native language supports to our ELL students. Conducted by our ESL teachers, these workshops address ELL strategies and best practices, and provide an opportunity for participants to develop differentiated instructional materials. A log is maintained reflecting staff attendance at all professional development workshops/trainings.</p>			

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

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?

Communication and parent involvement are encouraged and supported by the Family Coordinator, the ESL teachers, and the bilingual classroom teacher. Parents who may require written translation and oral interpretation services are initially identified by a review of: ATS Home Language, POB/Lang/Geo (RPB) and ELL reports; and a review of IEPs indicating parents' preferred language. Specific details of individual translation and interpretation needs are ascertained by a review of information provided in the Annual Parent Interests/Needs Survey. According to recent data, fifty-two percent of our student body and their families are Hispanic, and approximately 4% are Asian. The majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Three Asian students are identified as English language learners and their families require translation and/or interpretation services. Professional development activities, School Leadership Team meetings, IEP conferences, staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs and the school's responsibility to provide written translations and/or verbal interpretations as necessary and the availability of these services

Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms), and school generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously. School staff members translate parents' written communications to the school. In the event a document cannot be translated in time (ex. before student boards school bus to return home at the end of the day), the parent is called by a bilingual staff member and/or a note is sent in the parent's native language indicating the item(s) of importance and requesting that a bilingual family member translates it for the parent. Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours and a budget is in place to employ staff to provide these services during afterschool hours when needed. The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that we are unable to provide esoteric language services.

Parents are notified, in writing, of the availability of translation and interpretation services and information on how to obtain these services is included. The Notice for Parents Regarding Language Assistance Services is posted at all school sites. Additionally, the Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's Parent Coordinator, bilingual classroom teacher and ESL teachers, P138M offers ongoing information and translation services in the identified home languages. A variety of workshops and activities addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year for our student's families. Workshops and activities include, but are not limited to, the following: effective parent/family participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals. Many of the workshop topics and family activities are a direct response to the needs and interests expressed in The P138M Annual Parent/Family Surveys. Our school partners with community based organizations and social agencies to plan and facilitate these workshops and activities. Additionally, partnering agencies are contacted, as needed, to provide supports to individual students and their families. Partners include: Synergia, Young Adult Institute (YAI), Association for the Help of retarded Childred (AHRC), and United Cerebral Palsy (UCP).

During a special segment of our fall parent meeting, conducted by our ESL teacher(s) and the bilingual classroom teacher, informs parents of our ELL students of programs available for their children, as well as scheduled parent meeting(s) and workshop(s). The Title III supplemental Afterschool program is also discussed at this time.

All written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) are translated into Spanish and Chinese, as needed, by bilingual school staff members for timely dissemination. These materials are sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls are made by Spanish speaking bilingual staff members who are also available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Two Spanish speaking bilingual teachers and two ESL teachers will conduct a Title III Saturday workshop in April 2012 for

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?

Communication and parent involvement are encouraged and supported by the Family Coordinator, the ESL teachers, and the bilingual classroom teacher. Parents who may require written translation and oral interpretation services are initially identified by a review of: ATS Home Language, POB/Lang/Geo (RPB) and ELL reports; and a review of IEPs indicating parents' preferred language. Specific details of individual translation and interpretation needs are ascertained by a review of information provided in the Annual Parent Interests/Needs Survey. According to recent data, fifty-two percent of our student body and their families are Hispanic, and approximately 4% are Asian. The majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Three Asian students are identified as English language learners and their families require translation and/or interpretation services. Professional development activities, School Leadership Team meetings, IEP conferences, staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs and the school's responsibility to provide written translations and/or verbal interpretations as necessary and the availability of these services

Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms), and school generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously. School staff members translate parents' written communications to the school. In the event a document cannot be translated in time (ex. before student boards school bus to return home at the end of the day), the parent is called by a bilingual staff member and/or a note is sent in the parent's native language indicating the item(s) of importance and requesting that a bilingual family member translates it for the parent. Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours and a budget is in place to employ staff to provide these services during afterschool hours when needed. The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that we are unable to provide esoteric language services.

Parents are notified, in writing, of the availability of translation and interpretation services and information on how to obtain these services is included. The Notice for Parents Regarding Language Assistance Services is posted at all school sites. Additionally, the Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's Parent Coordinator, bilingual classroom teacher and ESL teachers, P138M offers ongoing information and translation services in the identified home languages. A variety of workshops and activities addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year for our student's families. Workshops and activities include, but are not limited to, the following: effective parent/family participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals. Many of the workshop topics and family activities are a direct response to the needs and interests expressed in The P138M Annual Parent/Family Surveys. Our school partners with community based organizations and social agencies to plan and facilitate these workshops and activities. Additionally, partnering agencies are contacted, as needed, to provide supports to individual students and their families. Partners include: Synergia, Young Adult Institute (YAI), Association for the Help of retarded Childred (AHRC), and United Cerebral Palsy (UCP).

During a special segment of our fall parent meeting, conducted by our ESL teacher(s) and the bilingual classroom teacher, informs parents of our ELL students of programs available for their children, as well as scheduled parent meeting(s) and workshop(s). The Title III supplemental Afterschool program is also discussed at this time.

All written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) are translated into Spanish and Chinese, as needed, by bilingual school staff members for timely dissemination. These materials are sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls are made by Spanish speaking bilingual staff members who are also available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Two Spanish speaking bilingual teachers and two ESL teachers will conduct a Title III Saturday workshop in April 2012 for Spanish speaking parents and their children who are designated as ELLs. Two Spanish speaking bilingual paraprofessionals

B. Programming and Scheduling Information--Continued

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

P138M integrates each student's native language as a tool to support strong ESL acquisition. Instruction is differentiated throughout the day in the classroom setting and within the framework of ESL and Bilingual instruction.

Students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. With the exception of six intermediate level standard assessment students, all ELL students demonstrate beginner English language skills. Of the eleven ELL students in our bilingual class, two students with verbal abilities demonstrate beginner English listening and speaking skills. Nine students in the bilingual class are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty-three percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate.

As is true for all P138M students, learning effective communication skills is key. Through meaningful and enjoyable learning experiences, students are developing everyday communication skills that facilitate learning. Teachers use strategies such as Total Physical Response to help students in the early stages of language development. Total Physical Response activities elicit whole-body responses to words; students learn by demonstrating behaviors related to everyday situations. Teachers may also use Picture-Walks which incorporate interactive, sensory, hands-on experiences with books. Students learn to use pictures, illustrations and other text features to assist and enhance their listening and reading experiences. As student skills increase, strategies such as Story Mapping are also employed. The use of graphic organizers assist our English language learners with comprehending, organizing, and remembering what they listen to and read. In turn, this also provides needed supports for speaking, re-telling, and writing about their reading and learning experiences. Cooperative Learning Experiences effectively promote learning, respect, and friendship among student peer groups. Increased peer interaction promotes English language development and the learning of concepts and content. Sheltered Instruction provides English language development, access to the core curriculum, and opportunities for social interactions and integration. Instruction is carefully planned to be more meaningful and understandable for our ELL learners. This includes speaking carefully and clearly, repeating key learning points, defining essential vocabulary in context, and pairing talk with nonverbal communication cues such as pictures, objects, gestures, and graphic illustrations. These strategies, along with increased opportunities for social interactions, promotes deeper understanding and retention of learned skills/behaviors.

All classroom libraries include a variety of multi-leveled books and reflect the background, needs and strengths of the ELL students. Our bilingual class for students who participate in alternate assessment also uses a classroom library that includes both Spanish and English fiction and nonfiction books; nearly fifty percent of the books in the classroom are in Spanish. There is evidence of student work in both English and Spanish, and walls are print rich in each language. The students' level of literacy in their native language aids in the acquisition of English Language skills by having them transfer knowledge of their native language into the target language.

All classrooms offer print rich environments that include personal communication/ word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are

B. Programming and Scheduling Information--Continued

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

P138M integrates each student's native language as a tool to support strong ESL acquisition. Instruction is differentiated throughout the day in the classroom setting and within the framework of ESL and Bilingual instruction.

Students' language and communication skills are significantly compromised by their disabilities and all instruction incorporates assisted language strategies and alternative communication systems. Virtually all of our students' receptive language skills are stronger than their expressive skills. The majority of our ELL students use adaptive augmentative devices and/or low tech communication systems. Expressive language is demonstrated through the use of picture symbol systems or adapted augmentative communication devices programmed by staff members. With the exception of six intermediate level standard assessment students, all ELL students demonstrate beginner English language skills. Of the eleven ELL students in our bilingual class, two students with verbal abilities demonstrate beginner English listening and speaking skills. Nine students in the bilingual class are nonverbal and are totally dependent on alternate communication systems for their expressive language. Approximately thirty-three percent of the students in this group are able to use augmentative switches and/or picture symbols independently and spontaneously to communicate.

As is true for all P138M students, learning effective communication skills is key. Through meaningful and enjoyable learning experiences, students are developing everyday communication skills that facilitate learning. Teachers use strategies such as Total Physical Response to help students in the early stages of language development. Total Physical Response activities elicit whole-body responses to words; students learn by demonstrating behaviors related to everyday situations. Teachers may also use Picture-Walks which incorporate interactive, sensory, hands-on experiences with books. Students learn to use pictures, illustrations and other text features to assist and enhance their listening and reading experiences. As student skills increase, strategies such as Story Mapping are also employed. The use of graphic organizers assist our English language learners with comprehending, organizing, and remembering what they listen to and read. In turn, this also provides needed supports for speaking, re-telling, and writing about their reading and learning experiences. Cooperative Learning Experiences effectively promote learning, respect, and friendship among student peer groups. Increased peer interaction promotes English language development and the learning of concepts and content. Sheltered Instruction provides English language development, access to the core curriculum, and opportunities for social interactions and integration. Instruction is carefully planned to be more meaningful and understandable for our ELL learners. This includes speaking carefully and clearly, repeating key learning points, defining essential vocabulary in context, and pairing talk with nonverbal communication cues such as pictures, objects, gestures, and graphic illustrations. These strategies, along with increased opportunities for social interactions, promotes deeper understanding and retention of learned skills/behaviors.

All classroom libraries include a variety of multi-leveled books and reflect the background, needs and strengths of the ELL students. Our bilingual class for students who participate in alternate assessment also uses a classroom library that includes both Spanish and English fiction and nonfiction books; nearly fifty percent of the books in the classroom are in Spanish. There is evidence of student work in both English and Spanish, and walls are print rich in each language. The students' level of literacy in their native language aids in the acquisition of English Language skills by having them transfer knowledge of their native language into the target language.

All classrooms offer print rich environments that include personal communication/ word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are developed specifically to meet the individual communication needs of each student. These individual systems support greater

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)?

Not Applicable

Pinnell, DRA, ICRWP). 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.

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

One hundred forty-four ELL students participate in Brigance, ABLLS and/or NYSAA alternate assessment. Six elementary ELLs are designated as standard assessment students; two will begin participation in NYS standard assessments in the Spring of 2012.. Additionally, teachers use informal and alternate teacher designed methods to assess student progress. All data is reviewed to identify priority target skills, and instructional strategies and materials are developed to address the identified skills.

All ELL students participate in NYSESLAT testing. Sixteen students were able to complete the Spring 2011 assessment: nine students demonstrated Beginner proficiency; six demonstrated Intermediate proficiency; and one demonstrated Advanced proficiency. An additional twenty-seven students participated but were unable to complete the entire test for a valid score; and the remaining students were unable to demonstrate the language skills required to participate in the assessment. However, during instructional and community based activities, all students are demonstrating progress in communication/speaking and listening skills, but continue to require intensive remediation for their reading and writing skills. According to the LAB-R report, twenty-two students scored at the Beginner level; two at the Intermediate level; and one at the Advanced level.

Four percent of our elementary ELL students will participate in NYS standard assessments beginning in the Spring of 2012; ninety-six percent participate in alternate assessments. Ninety-seven percent of English Language Learners who participated in the 2010-11 NYS Alternate Assessment (NYSAA) achieved Level 3 or 4 in ELA and Math; and 100% achieved Level 3 or 4 in Science.. Student performance was demonstrated by the student work and performance data included in their assessment portfolios, and documented on the scoring worksheets. The scores reflected a four percent increase in ELA and Math Level 3s and 4s; and a seven percent increase in Science Level 3s and 4s. The progress of our ELL students is comparable to that of their non-ELL counterparts.

IEP goals, as well as Brigance, ABLLS and NYSAA assessment data, are reviewed periodically and target skills and instructional priorities are identified. The implication for the P138 Language Allocation Policy is that ELL students receive the number of units of ESL as required by CR Part 154. To insure that students meet the learning standards and alternate performance indicators, and pass the required state and local assessments, ESL instruction follows the NYESL standards and incorporates ESL strategies. These strategies include cognitive academic language learning approach, total physical response, language experience, whole language, graphic organizers, assisted/augmentative language and cooperative learning to provide the instruction required to meet our students' individual and varied needs. In response to both formal and informal assessment data, modifications to learning experiences/tasks and instructional strategies are ongoing in an effort to provide optimal differentiated instruction for all ELL students.

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.

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.

The 2011-2012 academic professional development plan for P138M addresses a variety of issues and topics pertaining to the education of our ELL students. School based professional development provided on November, June and July professional development days, and during Title III Saturday workshops, provides opportunities for instructional teams to expand their knowledge and skills related to the new Common Core Standards and their alignment with embedded learning across all content areas, NYS ELL Learning Standards, Functional Learning Tasks/Experiences and Alternate Performance Indicators; ESL Instructional Strategies; and Modifying Instructional Methods and Materials for ELLs. Prior to the Spring assessment period, the lead ESL teacher will turnkey NYSESLAT training for her cohorts.

Additionally, the ESL and BIS cohorts, with the support of the school based coach and staff developer, will meet quarterly during common professional development periods to collaborate on strategies for implementing the P138M curriculum frameworks through balanced literacy, ESL through content areas, and technology in ESL education. The school based coach is available to provide ongoing instructional supports and to recommend core curriculum content materials, as needed.

The use of technology is incorporated to give students additional instructional support. The classroom libraries and adapted books include a variety of books on all levels reflecting the background, needs and strengths of the ELL students. The students' level of literacy in their native language aids in the acquisition of English Language skills by having them transfer knowledge of their native language into the target language. Academic language is developed in collaboration with classroom teachers, content area teachers and the ESL teachers. Curriculum mapping and scaffolding strategies aid in the development of our academic language curriculum.

P138M's teachers and paraprofessionals who serve ELL students will also benefit from the ongoing services provided by the District 75 ELL coaches. In addition, P138M will ensure the ongoing attendance of ESL monolingual teachers and alternate placement paraprofessionals at district and city level workshops and conferences that will strengthen the language instruction of their ELL students. These workshops include, but are not limited to: The ELL Institute; Jose P Training; Picture Exchange Communication Systems (PECS); Social Stories; Powerpoint Adapted Books; SMILE Reading Program; ABA/Verbal Behavior; and Integrating the SmartBoard and iPad for interactive learning. A full day workshop is provided at our main site on each Professional Development Day (September/November/June/July) for alternate placement paraprofessionals providing native language supports to our ELL students. Conducted by our ESL teachers, these workshops address ELL strategies and best practices, and provide an opportunity for participants to develop differentiated instructional materials. A log is maintained reflecting staff attendance at all professional development workshops/trainings.

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?

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?

Communication and parent involvement are encouraged and supported by the Family Coordinator, the ESL teachers, and the bilingual classroom teacher. Parents who may require written translation and oral interpretation services are initially identified by a review of: ATS Home Language, POB/Lang/Geo (RPB) and ELL reports; and a review of IEPs indicating parents' preferred language. Specific details of individual translation and interpretation needs are ascertained by a review of information provided in the Annual Parent Interests/Needs Survey. According to recent data, fifty-two percent of our student body and their families are Hispanic, and approximately 4% are Asian. The majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Three Asian students are identified as English language learners and their families require translation and/or interpretation services. Professional development activities, School Leadership Team meetings, IEP conferences, staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs and the school's responsibility to provide written translations and/or verbal interpretations as necessary and the availability of these services

Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms), and school generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously. School staff members translate parents' written communications to the school. In the event a document cannot be translated in time (ex. before student boards school bus to return home at the end of the day), the parent is called by a bilingual staff member and/or a note is sent in the parent's native language indicating the item(s) of importance and requesting that a bilingual family member translates it for the parent. Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours and a budget is in place to employ staff to provide these services during afterschool hours when needed. The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that we are unable to provide esoteric language services.

Parents are notified, in writing, of the availability of translation and interpretation services and information on how to obtain these services is included. The Notice for Parents Regarding Language Assistance Services is posted at all school sites. Additionally, the Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's Parent Coordinator, bilingual classroom teacher and ESL teachers, P138M offers ongoing information and translation services in the identified home languages. A variety of workshops and activities addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year for our student's families. Workshops and activities include, but are not limited to, the following: effective parent/family participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals. Many of the workshop topics and family activities are a direct response to the needs and interests expressed in The P138M Annual Parent/Family Surveys. Our school partners with community based organizations and social agencies to plan and facilitate these workshops and activities. Additionally, partnering agencies are contacted, as needed, to provide supports to individual students and their families. Partners include: Synergia, Young Adult Institute (YAI), Association for the Help of retarded Childred (AHRC), and United Cerebral Palsy (UCP).

During a special segment of our fall parent meeting, conducted by our ESL teacher(s) and the bilingual classroom teacher, informs parents of our ELL students of programs available for their children, as well as scheduled parent meeting(s) and workshop(s). The Title III supplemental Afterschool program is also discussed at this time.

All written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) are translated into Spanish and Chinese, as needed, by bilingual school staff members for timely dissemination. These materials are sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls are made by Spanish speaking bilingual staff members who are also available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Two Spanish speaking bilingual teachers and two ESL teachers will conduct a Title III Saturday workshop in April 2012 for

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?

Communication and parent involvement are encouraged and supported by the Family Coordinator, the ESL teachers, and the bilingual classroom teacher. Parents who may require written translation and oral interpretation services are initially identified by a review of: ATS Home Language, POB/Lang/Geo (RPB) and ELL reports; and a review of IEPs indicating parents' preferred language. Specific details of individual translation and interpretation needs are ascertained by a review of information provided in the Annual Parent Interests/Needs Survey. According to recent data, fifty-two percent of our student body and their families are Hispanic, and approximately 4% are Asian. The majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Three Asian students are identified as English language learners and their families require translation and/or interpretation services. Professional development activities, School Leadership Team meetings, IEP conferences, staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs and the school's responsibility to provide written translations and/or verbal interpretations as necessary and the availability of these services

Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms), and school generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously. School staff members translate parents' written communications to the school. In the event a document cannot be translated in time (ex. before student boards school bus to return home at the end of the day), the parent is called by a bilingual staff member and/or a note is sent in the parent's native language indicating the item(s) of importance and requesting that a bilingual family member translates it for the parent. Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours and a budget is in place to employ staff to provide these services during afterschool hours when needed. The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that we are unable to provide esoteric language services.

Parents are notified, in writing, of the availability of translation and interpretation services and information on how to obtain these services is included. The Notice for Parents Regarding Language Assistance Services is posted at all school sites. Additionally, the Parents' Bill of Rights and Options for our ELL special education students are discussed with their parents during IEP and Educational Planning Conferences. Through the school's Parent Coordinator, bilingual classroom teacher and ESL teachers, P138M offers ongoing information and translation services in the identified home languages. A variety of workshops and activities addressing varying aspects of their children's educational, social and emotional growth are conducted throughout the year for our student's families. Workshops and activities include, but are not limited to, the following: effective parent/family participation in school activities; home activities to support learning; assessment; learning standards and achievement of goals. Many of the workshop topics and family activities are a direct response to the needs and interests expressed in The P138M Annual Parent/Family Surveys. Our school partners with community based organizations and social agencies to plan and facilitate these workshops and activities. Additionally, partnering agencies are contacted, as needed, to provide supports to individual students and their families. Partners include: Synergia, Young Adult Institute (YAI), Association for the Help of retarded Childred (AHRC), and United Cerebral Palsy (UCP).

During a special segment of our fall parent meeting, conducted by our ESL teacher(s) and the bilingual classroom teacher, informs parents of our ELL students of programs available for their children, as well as scheduled parent meeting(s) and workshop(s). The Title III supplemental Afterschool program is also discussed at this time.

All written materials for families (including notices of orientation meeting, workshop(s) and Title III letter) are translated into Spanish and Chinese, as needed, by bilingual school staff members for timely dissemination. These materials are sent home in student backpacks and/or school-to-home notebooks. Follow-up phone calls are made by Spanish speaking bilingual staff members who are also available to interpret information and discussions during the meeting(s) and workshop(s). A separate budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Two Spanish speaking bilingual teachers and two ESL teachers will conduct a Title III Saturday workshop in April 2012 for Spanish speaking parents and their children who are designated as ELLs. Two Spanish speaking bilingual paraprofessionals

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)		1			1		2	1		1		1	2	9
Intermediate(I)			1	1		1	1	1	1					6
Advanced (A)					1									1
Total	0	1	1	1	2	1	3	2	1	1	0	1	2	16

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

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		2	26	38	66

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed			2		32		32		66

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	0		0		4		14		18

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

One hundred forty-four ELL students participate in Brigance, ABLLS and/or NYSAA alternate assessment. Six elementary ELLs are designated as standard assessment students; two will begin participation in NYS standard assessments in the Spring of 2012.. Additionally, teachers use informal and alternate teacher designed methods to assess student progress. All data is reviewed to identify priority target skills, and instructional strategies and materials are developed to address the identified skills.

All ELL students participate in NYSESLAT testing. Sixteen students were able to complete the Spring 2011 assessment: nine students demonstrated Beginner proficiency; six demonstrated Intermediate proficiency; and one demonstrated Advanced proficiency. An additional twenty-seven students participated but were unable to complete the entire test for a valid score; and the remaining students were unable to demonstrate the language skills required to participate in the assessment. However, during instructional and community based activities, all students are demonstrating progress in communication/speaking and listening skills, but continue to require intensive remediation for their reading and writing skills. According to the LAB-R report, twenty-two students scored at the Beginner level; two at the Intermediate level; and one at the Advanced level.

Four percent of our elementary ELL students will participate in NYS standard assessments beginning in the Spring of 2012; ninety-six percent participate in alternate assessments. Ninety-seven percent of English Language Learners who participated in the 2010-11 NYS Alternate Assessment (NYSAA) achieved Level 3 or 4 in ELA and Math; and 100% achieved Level 3 or 4 in Science.. Student performance was demonstrated by the student work and performance data included in their assessment portfolios, and documented on the scoring worksheets. The scores reflected a four percent increase in ELA and Math Level 3s and 4s; and a seven percent increase in Science Level 3s and 4s. The progress of our ELL students is comparable to that of their non-ELL counterparts.

IEP goals, as well as Brigance, ABLLS and NYSAA assessment data, are reviewed periodically and target skills and instructional priorities are identified. The implication for the P138 Language Allocation Policy is that ELL students receive the number of units of ESL as required by CR Part 154. To insure that students meet the learning standards and alternate performance indicators, and pass the required state and local assessments, ESL instruction follows the NYESL standards and incorporates ESL strategies. These strategies include cognitive academic language learning approach, total physical response, language experience, whole language, graphic organizers, assisted/augmentative language and cooperative learning to provide the instruction required to meet our students' individual and varied needs. In response to both formal and informal assessment data, modifications to learning experiences/tasks and instructional strategies are ongoing in an effort to provide optimal differentiated instruction for all ELL students.

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.

Part VI: LAP Assurances

School Name: P138M

School DBN: 75M138

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Keane	Principal		10/21/11
GSoulette, KBerger, MGaffney	Assistant Principal		10/21/11
Revenya Murray	Parent Coordinator		10/21/11
Susan Guzman	ESL Teacher		10/21/11
TBD	Parent		10/21/11
Allyson Wiggin, ESL	Teacher/Subject Area		10/21/11
Darnell Lewis, ESL	Teacher/Subject Area		10/21/11
James Bhagwandin	Coach		10/21/11
N/A	Coach		10/21/11
Jocelyn Cohen	Guidance Counselor		10/21/11
Adrienne Edelstein	Network Leader		10/21/11
Melida Almeida	Other <u>ESL Teacher</u>		10/21/11
Lorraine Rodriguez Colon	Other <u>Speech Teacher</u>		10/21/11
Mercedes Florez	Other <u>Spec Ed Teacher</u>		10/21/11
	Other		1/21/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75M138 School Name: P138M

Cluster: NYCDOE D75 Network: 1

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.

Communication and parent involvement are encouraged and supported by the Administration, the Family Coordinator, classroom staff, the ESL teachers, and the bilingual classroom teacher.

Parents who may require written translation and oral interpretation services are initially identified by a review of:
ATS Home Language, POB/Lang/Geo (RPB) and ELL reports;
and a review of IEPs indicating parents' preferred language.
These reports are maintained by the Pupil Accounting Secretary.

P138M's Annual Parent Interests/Needs Survey, developed by the School Leadership Team and the Parent Coordinator, is translated into Spanish and Chinese to meet the anticipated native language needs of the parents of our students.
Specific details of parents' individual translation and interpretation needs are ascertained during a review of the information provided in the Surveys completed and returned by the parents.
The returned surveys are maintained in the Parent Coordinator's files.

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.

According to recent data, fifty-two percent of our student body and their families are Hispanic, and approximately 4% are Asian. Home Language Surveys and P138M Annual Parent Surveys indicate that a majority of our Hispanic families require written translation and/or oral interpretation services to ensure a full understanding of the educational process for their children and a timely awareness of other pertinent information relating to the school community. Three Asian students are identified as English language learners and their families require translation and/or interpretation services.

Professional development activities, School Leadership Team meetings, IEP conferences, Staff and PTA meetings present ongoing opportunities for raising staff awareness of parental needs, the school's responsibility to provide written translations and/or verbal interpretations as needed, and the availability of these services.

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.

Spanish and Chinese language documents and forms are distributed and used when appropriate (ex. DOE publications, IEP forms).

School generated written materials for families are translated in a timely manner by school staff members and sent to all households simultaneously.

School staff members translate parents' written communications with the school.

In the event a document cannot be translated in time (ex. before student boards school bus to return home at the end of the day), the parent is called by a bilingual staff member and/or a note is sent in the parent's native language indicating the item(s) of importance and requesting that a bilingual family member translates it for the parent.

The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that esoteric language services are needed, and we are unable to provide them.

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.

Bilingual school staff members are available to interpret information and discussions during all meetings, phone calls, events and IEP conferences conducted during school hours.

A budget is in place to employ staff to provide these services during afterschool hours when needed.

The NYCDOE Translation/Interpretation Unit will be contacted for assistance in the event that esoteric language services are needed, and we are unable to provide them.

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>.

Parents are notified, in writing, of the availability of translation and interpretation services. Information on how to obtain these services is included.

The "Notice for Parents Regarding Language Assistance Services" is posted at all school sites.

The NYCDOE Translation and Interpretation Unit will be contacted for assistance in the event that there is a need for esoteric language services that we are unable to provide.

The "Parents' Bill of Rights" and "Safety Plan Procedures" are sent to all parents in their native languages.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Afterschool Program

Afterschool activities will be conducted in collaboration with the existing United Cerebral Palsy (UCP) afterschool program. The UCP program provides school bus transportation after regular school hours for our participating non-ambulatory and ambulatory special education students. Without such transportation, most students are unable to remain after regular school hours. Nine ELL students registered in the UCP program will participate in the Title III afterschool program four afternoons each week. Additionally, a group of six ELL students who are able to travel on public transportation, and whose parents are able to pick them up a minimum of one afternoon each week, will also be included. Metro cards will be provided, when necessary, for these parents (2-way fare) and their children (1 way fare). The fifteen students will rotate their participation during the four afterschool days, and will meet as indicated in the schedule below.

The Title III afterschool program will be conducted between 3 and 5pm on Tuesday, Wednesday, Thursday and Friday afternoons. The program will run for twelve weeks, beginning December 5th, 2011 and April 28th, 2012. Two certified Spanish speaking bilingual teachers (Susana Castro and Mercedes Florez) will provide supplementary instruction on Tuesday and Friday afternoons, and two certified ESL teachers (Susan Guzman and Melida Almeida) will provide instruction on Wednesday and Thursday afternoons. Supervision is provided by our assistant principal who is paid from a separate budget. Our goal is to have fifteen elementary students (Grades K-5) participate. Participating students have been diagnosed with autism or significant developmental disabilities. We anticipate that nine students will participate two days a week. The remaining six students will participate one or two days a week, as determined by parental schedules. The majority of participants are newcomers and/or are at the beginner level of language development. Spanish will be the instructional language for the bilingual students attending our Title III program.

Instruction will be provided as follows:

<u>Tuesdays and Fridays</u>	<u>Wednesdays and Thursdays</u>
<u>BIS Tchr A - 6:1:1 Class (GrK-2)</u>	<u>ESL Tchr A - 6:1:1 Class (Gr3-5)</u>
<u>BIS Tchr B - 6:1:1 Class (GrK-2)</u>	<u>ESL Tchr B - 12:1:4 Class (Gr3-5)</u>
<u>3:00pm Small Group Instruction</u>	<u>3:00pm Small Group Instruction</u>
<u>3:30pm Individual Instruction</u>	<u>3:30pm Individual Instruction</u>
<u>4:30pm Small Group Instruction</u>	<u>4:30pm Small Group Instruction</u>

During the regular school day the students participate in 6:1:1 classes for children with autism and 12:1:4 classes for children with significant developmental disabilities. In contrast to the regular school day when the students receive instruction in self-contained bilingual classes or as part of the push-in ESL program, the afterschool program provides opportunities for them to receive direct instruction individually and in small groups of two or three. Recommended instructional ratios are maintained for each small instructional group. It is anticipated that this specific and targeted instruction will effectively

Part B: Direct Instruction Supplemental Program Information

address each student's special communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The inclusion of English language learners receiving services for three or more years, along with newcomer ELLs, provides beneficial language development opportunities for both groups of students. The social interactions in these small group instructional settings support the acquisition of new language skills, as well as the application of what has been learned. The afterschool program provides time, focus and intense supports that positively impact student progress towards meeting ELL and Common Core learning standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.

Small group instruction is an effective, research based, strategy that supports differentiated instruction. Students develop interpersonal skills by learning to relate to their peers and to help each other through these structured interactions. Teachers have additional time to reinforce instruction and provide personal feedback, and students have more opportunities for active involvement in learning. Both individual and small group instruction raises the level of supported instruction for our most challenged students. The benefits of these instructional strategies are supported by extensive research as represented by the following small sampling: The Power of Small Group Instruction by Theresa London Cooper; the Channel 13 Cooperative and Collaborative Learning series; Motivating Small Groups to Learn by Dorit Sasson; and Small Group Instruction by Prof. Eugene R. Watson of UNC at Chapel Hill.

Our primary instructional objective is to increase student independence. To this end, it is necessary to expand the English language proficiency and communication skills of our ELL students. Students use picture symbol communication systems; voice output devices, and picture symbol schedules developed specifically to meet the individual communication needs of each student. These individual systems support spontaneous, interactive and independent student participation in our Title III after-school instructional activities. Additional supports include computer technology and software. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create communication materials. Students also have access to classroom libraries, adapted books, object cues, manipulatives and modified materials. A wide variety of differentiated materials and communication systems are developed by teachers to enhance hands-on experiential learning activities for students participating in the afterschool program. Commercial materials, including Spotlight on English , My First Steps to Reading, and ABLLS picture/word cards, are also used for instruction. Additional commercially published/produced materials will be purchased to further support best instructional practices. Instruction preparing students for participation in the Spring 2012 NYSESLAT assessment will also be implemented.

The instructional program includes, but is not limited to: language development imbedded across the content areas, hands-on experiential learning, structured and sequential work tasks, differentiated work sheets, and the creation of student portfolios.

ELL teachers reference IEP goals, as well as Brigance and/or ABLLS Fall 2011 assessment data to identify priority target skills. In response to this data, the following ESL Learning Standards are addressed by our Title III program:

ESL Standard 1: Students will listen, speak, read and write in English for information and understanding. (Also, the aligned Common Core Reading Standard #1 for Informational Text.)

ESL Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

ESL Standard 4: Students will listen speak, read, and write in English for classroom and social interaction.

Part B: Direct Instruction Supplemental Program Information

Program effectiveness will be evaluated by 2011-12 NYSAA datafolio performance scores, Spring 2012 Brigrance/ABLIS assessment data, and progress captured in NYSESLAT report. Teacher designed skills checklists will be reviewed monthly.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Saturday Staff Professional Development Workshops

Two bilingual teachers (Susana Castro and Mercedes Florez), two ESL teachers (Susan Guzman and Melida Almeida), and two bilingual paraprofessionals (Anna Roque and Nancy Ramirez) will participate in three Saturday professional cohort collaborations. The Lead ESL Teacher, Susan Guzman, will facilitate the workshops.

On these days, building supervision is provided by a general education administrator who is paid from a separate budget.

These cohort collaborations will be conducted on January 28th, February 18th, and March 24th of 2012 from 8am to 12noon at the P30 site.

The objective is to collaborate in the modeling of Best Practices for Language Development, the sharing of ESL Strategies, and in the learning of how to develop Effective Curriculum Materials and Activities incorporating those practices and strategies. Classroom Intervisitations will be included during these Saturday workshops. These visits provide opportunities for participating teachers and paraprofessionals to view multiple physical settings that support and reflect best practices, as well as to observe the "host" teacher demonstrate adapted materials and successful strategies for his/her colleagues.

As a result of these professional development workshops, teachers and paraprofessionals will be able to produce effective supplementary differentiated materials and structured tasks as demonstrated by their colleagues.

Collegial feedback and the demonstrated instructional materials will be used to support our Title III Afterschool instructional program and the Saturday Parent/Student Workshop .

Part C: Professional Development

Participants will receive the per session rate of pay.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$16304

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$14,006.60</u>	<u>AFTERSCHOOL PROGRAM</u> <u>Teacher Per Session</u> <u>2 BIS Teachers</u> <u>@ 2 days/wk x 2hrs/day x 12 wks</u> <u>= 96hrs @ 49.89 = \$4789.44</u> <u>2 ESL Teachers</u> <u>@ 2 days/wk x 2hrs/day x 12 wks</u> <u>= 96hrs @ 49.89 = \$4789.44</u> <u>PROFESSIONAL DEVELOPMENT</u> <u>Teacher and Para Per Session to</u> <u>Conduct Workshops</u> <u>4 BIS/ESL Teachers</u> <u>@ 4hrs/day x 3 workshops</u> <u>= 48hrs @ 49.89 = 2394.72</u> <u>2 Bilingual Paras</u> <u>@ 4hrs/day x 3 workshops</u> <u>= 24hrs @ 28.98 = \$ 695.52</u> <u>PARENT INVOLVEMENT</u> <u>Teacher and Para Per Session to</u> <u>Conduct Workshops</u>

Part D: Parental Engagement Activities

parents and their children who are designated as ELLs.
Two Spanish speaking bilingual paraprofessionals (Anna Roque and Nancy Ramirez) will assist to facilitate hands-on participation by students with their parents.
The assistant principal will also be in attendance, but is paid from a separate budget.

A share and review will be conducted during a working lunch.
Lunch will be provided for participating parents.

Metro cards will be provided, when necessary, for participating students and their parents.

The workshop will be conducted on April 21st, 2012, from 9am to 1pm at the P30 site. The workshop is scheduled to coincide with P138M's Family Day scheduled that afternoon in an effort to increase participation in the Title III workshop. Topics will include Individualized Communication/Language Systems and Learning at Home. The objective is to demonstrate effective strategies/activities for parents to implement at home/in the community, and to assist parents in creating communication/language materials for home. The students will be active participants. Bilingual paraprofessionals will continue activities with students while parents have the opportunity to make differentiated instructional materials to use at home with their children.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$16304

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$14,006.60</u>	<u>AFTERSCHOOL PROGRAM</u> <u>Teacher Per Session</u> <u>2 BIS Teachers</u> <u>@ 2 days/wk x 2hrs/day x 12 wks</u> <u>= 96hrs @ 49.89 = \$4789.44</u> <u>2 ESL Teachers</u> <u>@ 2 days/wk x 2hrs/day x 12 wks</u> <u>= 96hrs @ 49.89 = \$4789.44</u> <u>PROFESSIONAL DEVELOPMENT</u> <u>Teacher and Para Per Session to</u> <u>Conduct Workshops</u> <u>4 BIS/ESL Teachers</u> <u>@ 4hrs/day x 3 workshops</u> <u>= 48hrs @ 49.89 = 2394.72</u> <u>2 Bilingual Paras</u> <u>@ 4hrs/day x 3 workshops</u> <u>= 24hrs @ 28.98 = \$ 695.52</u> <u>PARENT INVOLVEMENT</u> <u>Teacher and Para Per Session to</u> <u>Conduct Workshops</u>

