



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P94M

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75M094

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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
Ronnie Shuster	*Principal or Designee	
Marci Pepper	*UFT Chapter Leader or Designee	
Valerie Williams	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joshua Steinfeld	Member/staff	
Jean Chiu	Member/parent	
Julie Zuelhke	Member/parent	
Kate Birmingham	Member/staff	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To promote process(es) that improve teacher effectiveness and student learning, aligned with city-wide expectations resulting in:

By June 2013, there will increased proficiency in ELA and math skills evidenced by successful completion of CCLS aligned tasks and measured by a 5% increase over baseline scale scores for standardized students and a 5% increase in Speaking and Listening skills for alternate students using the appropriate formative assessment as a measure

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - The overall need for improving teacher effectiveness is based on a comprehensive quantitative and qualitative evaluation of District progress report; the DOE Learning Environment survey and formal and informal administrative observations.
 - Data needs to be more comprehensively integrated into all stages of the learning process, keeping in broader school-wide goals, as well as individual student needs
 - Teachers need further Professional Development (PD) to be able to provide instruction that directly relates to individual students in terms of assessment, intervention, strategies, goal tracking, and work sampling
 - There is a need to develop Standards-based Curriculum Maps at each grade level in all core subjects that address the needs of alternate and standardized assessment students. The Curriculum Maps include monthly topics, concept/skills, activities and resources, assessments, built in performance tasks, and, finally, teacher and student goals for each area addressed
 - Professional Learning Communities (teacher cohorts) need added structures to facilitate and evaluate intensive academic interventions, such as cohort review of work samples
 - Within classrooms there is a need to provide more opportunities for small group instruction that is consistent with curriculum, using aligned learning tools and programs
 - Structured teaching must be fully implemented in all classrooms to reinforce previously mastered skills for every student
 - Systemic, consistent, collaborative instructional and analysis practices across all sites requires teachers to foster greater connections between academic literacy and social/emotional literacy, by establishing clear expectations and following-through, which in turn promote autonomy and independence
 - Staff needs to provide individualized instruction for improving ELA and Math skills and help students apply those skills to real-world situations, which is vital for overall student success.
 - Delivery of systematic, coherent, consistent instruction that is differentiated and scaffolded, (especially in ELA and Math for grades 3-5) is essential. Data protocols need to be selected, data needs to be tracked, and both students and teachers need to reflect on progress. Teachers need to improve their ability to *use the information* garnered to implement instructional strategies that meet the needs of our unique learners
 - Intensive professional development, followed-up by ongoing systematic communication, implementation, and evaluation is necessary in order to ensure effective delivery of rigorous academic and social skills instruction
 - Teachers and staff need to motivate students, foster high expectations, and equip students with the requisite tools needed to attain positive academic and social-emotional outcomes
 - There is a need to increase the number of students with autism in inclusion, part of the success of our community
 - ELL and other related-services need to be fully enmeshed into all of the relevant programs and our broader school community in terms of collaboration and communication
 - Teachers need to further develop skills on how to use the data collected to plan effectively for maximum student outcomes. Furthermore, the administration recognizes that if teachers develop confidence and proficiency in interpreting data they will be able to use it to set realistic goals

- Staff needs to review the ELA and Math assessment tasks and the corresponding verifying evidence because it is important for students to have realistic and challenging goals.
- School developed Data protocols Tool and ongoing data-driven inquiry work needs structured support school-wide and monitoring to ensure accountability
- Data-work will need to be further supported through development of an “organic” teacher resource binder (on line) for every teacher, individual student data folders, additional professional development, coaching during cohort meetings, and rubrics for data goals and processes
- Our ultimate goal is to become the “S.P.E.C.T.R.U.M. School” -- a dynamic and reflective organization providing differentiated instruction that comprehensively meets the academic and social needs of our wide range of students. S.P.E.C.T.R.U.M – **Special Populations Educated Creatively Through Rigor, Understanding, and Motivation**, which requires effective teaching and effective student learning that are aligned with city-wide expectations

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.
- Implementation of structured teacher and student reflection process to ensure understanding of goals for both students and teachers
- Review by 100% of teachers of various student data from on-line data binders that include a school-wide data collection form; cohort meeting minutes; and test/assessment data, including, but not limited to, NYStart which includes NYS assessments, SANDI; school created assessments; analysis of authentic student work samples using a school-wide rubric
- 100% of teachers will participate in weekly focused walkthroughs in professional learning communities (cohorts)
- administrative on-line Noticings and Wonderings form related to Citywide instructional expectations will be completed for short cycles of observation
- school wide inquiries
- Coaching and administrative support of weekly cohort meeting.
- implementation of an evolving on-line teacher resource binder (Achievement GAPP- Goals and Processes Portfolio), to ensure accountability in terms of both top down and bottom up data utilization
- Continuation of a position that encompasses data and collaboration coaching, supports systematic coherent instruction across sites
- Support from Coordinator of Collaborative School Culture in interpreting interim data
- Continuation of 2 school based coach positions and one full time mentor to support teacher development
- Develop a systematic, cohesive, consistent practice methodology for weekly cohort meetings including a standardized format for ongoing agendas and minute (shareable Google doc.).
- Instruction for teachers on Citywide instructional expectations, Common Core Learning Standards, Danielson Framework and school wide curriculum maps to support citywide instructional expectations facilitating targeted instruction for students that results in quantitative increases on assessments
- One supervisory (non-evaluative) monthly walkthrough by administrative team, each with a thematic focus ex: rubrics, environment
- Provide structured feedback for each walkthrough to classroom teams
- Rubrics developed to systematically, collaboratively review student work samples during every cohort meeting; one student sample per class
- Alignment of budget resources for materials and staffing related to academic expectations and teacher effectiveness with an emphasis on technology and the visual and performing arts

Strategies to increase parental involvement

Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- PENCIL partnership with Cantor Fitzgerald to organize and plan parent events throughout the year; meetings with PENCIL on a monthly basis
- Specifically plan a holiday party and a Spring Auction involving parents, Cantor Fitzgerald employees and P94M staff
- Implement a school wide voice shot, **School Messenger**, to communicate important messages to all families (maintained by Parent Coordinator in collaboration with administration)
- developing and distributing a school newsletter publication designed to keep parents informed about school activities and student progress
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)
- supporting or hosting Family Day events
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress including a consistent, standard *daily communication form sent home for alternate assessment students and Point Sheet for standardized students*
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- supporting homework completion
- Family support workshops to assist families with health, nutrition, and other services
- CBO: intensive day treatment program to assist parents with students facing specific behavior and learning challenges
- Parent coordinator
- Title 3 program is a Saturday Family program for ELLs
- STAARS (Systematic Training Arts Action Research in Sequence) grant will have a parent training and participation component to be held on Saturdays for all interested families

For Teachers

- Readiness to involve families in new ways, including those who do not volunteer at school
- Awareness of parent talents and interest in school and children
- Greater individual attention to students, with help from volunteers

Budget and resources alignment

Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA x Title III x Grants x Other

If other is selected, describe here:

- Creating Coach, mentor and instructional lead teacher lines in personnel services to facilitate teacher effectiveness
- Set aside for technology in equipment budget to facilitate continued development of iPad program, including security carts
- Set aside for School Messenger (voice shot program)
- Monies set aside for per session for curriculum planning and development including ongoing revisions to school wide curriculum maps
- Title III Family engagement/LAP funds to specifically address family involvement for ELLs
- Grant writing to acquire funds to enhance our arts programs and physical education instruction
- Jose P. funds in OTPS to facilitate purchasing of medical/health supplies (e.g. wipes) for general use in classrooms and activities of daily living instruction
- NYSTL and NYSSL funds to facilitate enhancement and Interactive Read Aloud program and affiliated instructional materials
- Data and Inquiry funds in OTPS to facilitate Inquiry Team work across all sites, including specific projects that address pedagogical practice related to work sampling as well as technology integration. Personnel funds to facilitate per session work and data specialist.
- School-wide improvement funds in OTPS to facilitate broad-based initiatives, with a focus on arts and improving differentiated instruction
- Professional development funds and per diem to for PDs that improve teacher practice; for instance special trainings on SmartBoards in relation to data protocols
- Visual and performing arts funds, from both budget and grants
- Training rate through Inquiry funds for after school meetings related to Inquiry projects
- Adapting Books per session funds to facilitate ongoing adaptation of Interactive Read Aloud books for alternate assessment (e.g. PECS)
- School events funding (PS and OTPS) to facilitate community both at individual sites and across sites, as well as to enhance parent involvement.
- Goal is to leave spend all funds by end of fiscal year to achieve development, implementation and evaluation goals

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

In order to optimize instruction, P94M takes a multi-layered approach. Since behavior is an integral part of our students day, we integrate the following programs daily to ensure that our students are ready to accept instruction:

- Emotional literacy (Violence prevention)
PBIS (Federal)
- CBO– NYCCC (NEW YORK CITY CHILDRENS CENTER) and Manhattan Day Treatment
- Bully Prevention

To ensure that our teachers are prepared to provide optimal academic experiences, we integrate the following into our professional development for teachers:

- City-wide Expectations
- Investigating RTI
- Common core learning standards
- Teacher Effectiveness

In order to ensure that our school has the most updated technology and other resources available, we provide the following:

- Innovation3, EASE Grant – EveryDay Arts in Special Education
 - Fund for Public Schools Grants – Smartboards and computers
 - LMDC (Lower Manhattan Development Corp)grant - technology
 - APG (Assessment Practice Grant)grant
 - Multi-year STAARS (Systematic Training Arts Action Research in Sequence)grant – visual and performing arts
 - GRTL – Get Ready to Learn Yoga program
 - NYSTL – text and trade books
 - Very Special Arts – arts instruction
- In order to ensure that our parents are involved whenever possible, we provide the following:***
- Title IIIA – Saturday family involvement program
 - Monthly family workshops
 - Pencil Partnership

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- To create aligned instructional services for students in ELA and Math resulting in:
 - **By June 2013, there will be improved teacher use of targeted instructional strategies aligned to student IEP goals as evidenced by increased student engagement measured by low inference observations and implementation fo teacher designed individualized PD plans**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - The overall need for RTI was based on a comprehensive quantitative and qualitative evaluation of District progress report; the DOE Learning Environment survey; administration observations; and, various student data from data binders, cohorts, and test/assessment data, including, but not limited to, NYStart which includes NYS assessments for the analysis of authentic student work
 - Data needs to be more comprehensively integrated into all stages of the RTI process, keeping in mind A and B above, as well as individual student needs
 - Teachers need further Professional Development (PD) to be able to provide intensive academic intervention that directly relates to individual students in terms of assessment, intervention, strategies, goal tracking, and work sampling
 - Professional Learning Communities (teacher cohorts) need added structures to facilitate and evaluate intensive academic interventions, such as cohort review of work samples
 - Within classrooms there is a need to provide more opportunities for small group instruction that is consistent with curriculum, using aligned learning tools and programs
 - Academic intervention will also require teachers to foster greater connections between academic literacy and social/emotional literacy by establishing clear expectations and following-through on expectations, which in turn foster autonomy and independence

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.
- Use Interactive Read-Alouds (IRA) curriculum to provide specific lessons related to deficit areas (e.g. main idea) identified through a rigorous item analysis of 2012 NYS ELA tests by November 1, 2012
- Analysis of SANDI results
- Deficit areas will be addressed through SMILE, EQUALS, GRTL, Emotional Literacy, and Sounds in Motion. arts programming, Lyrical Language, Words their Way, Foundations, EveryDay Math and teacher made materials; through scaffolded and differentiated instruction
- Enhance curriculum maps (directly on map documents) by aligning the unit plans and common core learning standards with: detailed references to IRA lessons; specific instructional suggestions/tools, such as graphic organizers, informational text links, integration of technology; visual and performing arts, and, potential assessments/work samples aligned to the Citywide instructional expectations by November 1, 2012
- Data collection tools are directly aligned to curriculum maps including on-line datafolios for each student and a rubric based assessment tool, as well as a work sample analysis protocol
- Create inquiry teams made up of teachers of all grades (based on cohort) coaches, arts programming providers and school administrators to select a target population from the pool of special education students identified above by November 1, 2012

- Consistently analyze interim assessment results quarterly to identify common strengths and weaknesses among these students
- Create a multiple session ELA and Math deficit reduction program for all students
- Utilize coaches, cohort members and arts programming providers, along with related service providers to implement and evaluate RTI protocols
- Provide RTI related training to all special education teachers.
- Utilize technology, including assistive technology, to support intervention programs: for instance, Reading/Raz A-Z and Brain Pop to increase student engagement throughout the school day
- Utilize the Inquiry Teams to monitor and revise the instructional actions based on multiple data sources
- Utilize the coaches and Arts Coordinator in the training of the teachers and execution of a multi-tiered intervention service to student with visits to targeted classrooms across all sites, depending on students performance and functional needs beginning January 2, 2013
- Utilize ELA, Math, Technology, and Arts related District 75 PD's on differentiated small group instruction for all teachers
- Continued use of "Interactive Read Aloud" program for every classroom based upon structured pacing calendar and sequence that addresses specific deficit areas identified by item analysis, such as main idea, graphic organizers, etc.
- Continued implementation of cohort meetings 2 periods per week, including specific training on programs such as IRA
- Purchase of Reading A-Z to supplement ELA instruction
- Continued use of Foundations, Words their Way, Reading A-Z and RAZ
- Continuation of Math coverage position for all classrooms at P15
- Use of Everyday Math
- Daily test prep for standardized students
- Daily arts based activities for all students
- Using school wide data protocols and Google Docs to track math progress monthly
- Review and analyze pre, interim and post assessment data quarterly
- Research and write grants related to academic intervention, arts integration and programming, physical education and sensory integration
- Alignment of budget resources for materials and staffing directly related to academic expectations and teacher effectiveness with an emphasis on technology and the visual and performing arts

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - PENCIL partnership with Cantor Fitzgerald to organize and plan parent events throughout the year; meetings with PENCIL on a monthly basis
 - Specifically plan a holiday party and a Spring Auction involving parents, Cantor Fitzgerald employees and P94M staff
 - Implement a school wide voice shot, **School Messenger**, to communicate important messages to all families (maintained by Parent Coordinator in collaboration with administration)
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)
- supporting or hosting Family Day events
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress including a *daily communication notebook sent home for alternate assessment students and Point Sheet for standardized students*
- developing and distributing a school newsletter publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

- limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- supporting homework completion
- Family support programs to assist families with health nutrition, and other services
- CBO: intensive day treatment program to assist parents with students facing specific behavior and learning challenges
- Parent coordinator

For Teachers

- Readiness to involve families in new ways, including those who do not volunteer at school
- Parent Involvement committee with representatives from each site and Parent Coordinator
- Awareness of parent talents and interest in school and children
- Greater individual attention to students, with help from volunteers

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA x Title III x Grants x Other

If other is selected describe here:

- Creating Coach lines in personnel to facilitate teacher effectiveness
- Set aside for School Messenger (voice shot program)
- Monies set aside for per session for curriculum planning and development including ongoing revisions to school wide curriculum maps
- Set aside for technology in equipment budget to facilitate continued development of iPad program, including security carts
- Title III Family engagement/LAP funds to specifically address family involvement for ELLs
- Grant writing to acquire funds to enhance our arts programs and physical education instruction
- Jose P. funds in OTPS to facilitate purchasing of medical/health supplies (e.g. wipes) for general use in classrooms and for body-care instruction
- NYSTL and NYSSL funds to facilitate enhancement and Interactive Read Aloud program and affiliated instructional materials
- Data and Inquiry funds in OTPS to facilitate Inquiry Team work across all sites, including specific projects that address pedagogical practice related to work sampling as well as technology integration. Personnel funds to facilitate per session work and data specialist.
- School-wide improvement funds in OTPS to facilitate broad-based initiatives, with a focus on arts and improving differentiated instruction
- Professional development funds and per diem to for PDs that improve teacher practice; for instance special trainings on SmartBoards in relation to data protocols
- Visual and performing arts funds, from both budget and grants
- Committees funding to facilitate school-wide committees (10 committees related to specific initiatives, e.g. technology, instruction, arts.) held monthly and including representatives from each site on every committee)
- Adapting Books per session funds to facilitate ongoing adaptation of Interactive Read Aloud books for alternate assessment (e.g. PECS)
- School events funding (PS and OTPS) to facilitate community both at individual sites and across sites, as well as to enhance parent involvement.

Goal is to leave spend all funds by end of fiscal year to achieve development, implementation and evaluation goals

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to optimize instruction, P94M takes a multi-layered approach. Since behavior is an integral part of our students day, we integrate the following programs daily to ensure that our students are ready to accept instruction:

- Emotional literacy (Violence prevention)
PBIS (Federal)
- CBO– NYCCC and Manhattan Day Treatment
- Bully Prevention

To ensure that our teachers are prepared to provide optimal academic experiences, we integrate the following into our professional development for teachers:

- City-wide Expectations
- Investigating RTI
- NY Start Data
- Common core learning standards
- Teacher Effectiveness

In order to ensure that our school has the most updated technology and other resources available, we provide the following:

- Innovationi3 – EASE Grant – EveryDay Arts in Special Education
- Fund for Public Schools Grants – Smartboards and computers
- RESO A – Smartboards and Computers
- GRTL – Get Ready to Learn Yoga program
- NYSTL – text and trade books
- APG grant
- STAARS multi- year visual and performing arts grant
- Very Special Arts – arts instruction

In order to ensure that our parents are involved whenever possible, we provide the following:

- Title IIIA – Saturday family involvement program
- Monthly family workshops
- Parent Involvement Inquiry
- Pencil Partnership

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the integration of the visual and performing arts and technology into instruction to promote student learning

By June 2013, students in grades K-8 will increase the frequency of IEP-driven social behaviors linked to the Social Emotional Learning standards, as measured by completion of appropriately aligned CCLS tasks.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - The overall need for technology and visual and performing arts integration was based on a comprehensive quantitative and qualitative evaluation of District progress report; the DOE Learning Environment survey; administration observations; and, various student data from data binders, cohorts, and test/assessment data, including, but not limited to, NYS assessments (including NYStart), analysis of authentic student work, and Arts Count Survey
 - Data needs to be more comprehensively integrated into all stages of the technology and visual and performing arts integration processes, keeping in mind individual student needs, and specifications/appropriate use of instructional and assistive communication devices (both programmatic and individual)
 - Teachers need further Professional Development (PD) to be able to provide integrated technology instruction and comprehensive visual and performing arts programming that directly relate to individual students in terms of assessment, intervention, strategies, goal tracking, and work sampling generated from learning technologies and arts activities
 - Professional Learning Communities (teacher cohorts) need added structures to facilitate and evaluate technology integration, as well as visual and performing arts programming, such as cohort review of work samples
 - Visual and performing arts and Technology integration need to utilize: our new SMART Boards (in every classroom) and computer labs (both funded by RESO A); assistive technology; visual and performing arts programs (EASE, STAARS); on an individual student basis, in order to enhance visual supports and improve expressive/receptive language skills
 - There is a need to utilize Smart Board technology for the delivery of the Get Ready to Learn Program (GRTL), a yoga/movement program specifically designed for students with autism spectrum and other disabilities that ties directly to both sensory experience and movement learning
 - Establish a school wide arts coordinator to design, implement and evaluate a visual and performing arts curriculum that enhances student engagement and includes site and staff collaboration

Our ultimate goal is to become the “S.P.E.C.T.R.U.M. School” -- a dynamic and reflective organization providing differentiated instruction that comprehensively meets the academic and social needs of our wide range of students. S.P.E.C.T.R.U.M – **S**pecial **P**opulations **E**ducated **C**reatively **T**hrough **R**igor, **U**nderstanding, and **M**otivation, which requires comprehensive technology integration and an innovative creative arts program

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Trainings of all staff in I-Pad operation and use of specific educational “apps” differentiated for targeted ELA and Math intervention, with training needs evaluated on a quarterly basis, taking into account teacher requests and Apple technology changes
- I-Pads will be used for sensory integration and fine motor skill development for applicable students, at least twice weekly

- Continue to implement I-Pad use protocol school wide, including check-in/check-out procedure
- Track student use regarding specific “apps” as part of the daily in classroom data collection, which teachers subsequently enter into on-line student data base
- Purchase of music stands specifically created for use with I-pads
- Lesson plans will reflect alignment of the use of I-Pad technology with school based curriculum maps and citywide instructional expectations, reviewed during weekly cohorts and monthly administrative walkthroughs.
- Technology will be a structured agenda item at weekly cohort meetings in order to facilitate collaboration, including teachers creating Smartboard activities and sharing them through the P94M on-line database in the Resources folders
- Staff working with children using IEP driven communication devices receive professional development, both externally from both the district and device vendors and internally from speech therapists
- Scanners purchased to upload student work into the on line portfolio system
- Each site will have a technology point person
- Smart Boards will be utilized in conjunction with I-Pads and Smart Board software for daily interactive class work and small group instruction
- Smart Boards will be used for both academic intervention and sensory integration in conjunction with Core Curriculum in Science and social studies during these instructional blocks, as appropriate based on content, process, and producible/outcome.
- Provide uniformity of arts curriculum across grades k-8 by the school-based arts coach, through standard curriculum implementation and tracking of arts based activities (e.g. – in on-line student data base as well as through school-wide Arts Counts data)
- Arts coach issues school wide memos on at least a monthly basis regarding planning for arts activities and ongoing instruction
- Provide curricular support and coaching through monthly unit planning with all 5 arts teachers.
- Brainstorming and collaboration among art teachers across sites regarding unit planning of lessons; and preparing and planning for presentations and performances
- With school-based arts coach support, teachers connect arts and social skills in unit and lesson planning.
- Create partnerships with cultural organizations in NYC.
- School based Arts coach supervises Teaching Artist residencies in all five sites.
- Collect data (Arts Count, STAARS program) on ongoing arts instruction.
- Make it possible to coordinate and realize year-end arts events at all 5 sites
- Provide teacher intervention by coaches related to technology and arts programming and instruction based on coaches observations, cohort feedback, and review of work samples.
- Alignment of budget resources for materials and staffing directly related to academic expectations and teacher effectiveness with a focus on technology and the visual and performing arts

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - PENCIL partnership with Cantor Fitzgerald to organize and plan parent events throughout the year; meetings with PENCIL on a monthly basis
 - Specifically plan a holiday party and a Spring Auction involving parents, Cantor Fitzgerald employees and P94M staff
 - Implement a school wide voice shot, **School Messenger**, to communicate important messages to all families (maintained by Parent Coordinator in collaboration with administration)
 - Parent Coordinator sets up informational booth during Parent-Teacher conferences and promotes completion of Learning Environment survey
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)
 - supporting or hosting Family Day events

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress including a consistent, standard *daily communication form sent home for alternate assessment students and Point Sheet for standardized students*
- developing and distributing a school newsletter publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- supporting homework completion
- Family support programs to assist families with health nutrition, and other services
- CBO: intensive day treatment program to assist parents with students facing specific behavior and learning challenges
- Parent coordinator
- Title 3 program is a Saturday Family program
- STAARS grant will have a parent training and participation component to be held on Saturdays

For Teachers

- Readiness to involve families in new ways, including those who do not volunteer at school
- Awareness of parent talents and interest in school and children
- Greater individual attention to students, with help from volunteers

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA x Title III x Grants x Other

If other is selected describe here:

- Creating Literacy, Autism and new Arts Coach, mentor and lead teacher lines in personnel services to facilitate teacher effectiveness
- Set aside for School Messenger (voice shot program)
- Monies set aside for per session for curriculum planning and development including ongoing revisions to school wide curriculum maps
- Set aside for technology in equipment budget to facilitate continued development of iPad program, including security carts
- Set aside for arts programming equipment and supplies for school wide arts programming
- Title III Family engagement/LAP funds to specifically address family involvement for ELLs
- Grant writing to acquire funds to enhance our arts programs and physical education instruction
- Jose P. funds in OTPS to facilitate purchasing of medical/health supplies (e.g. wipes) for general use in classrooms and activities of daily living instruction
- NYSTL and NYSSL funds to facilitate enhancement and Interactive Read Aloud program and affiliated instructional materials
- Data and Inquiry funds in OTPS to facilitate Inquiry Team work across all sites, including specific projects that address pedagogical practice related to work

sampling as well as technology integration. Personnel funds to facilitate per session work and data specialist.

- School-wide improvement funds in OTPS to facilitate broad-based initiatives, with a focus on arts and improving differentiated instruction
- Professional development funds and per diem to for PDs that improve teacher practice; for instance special trainings on SmartBoards in relation to data protocols
- Visual and performing arts funds, from both budget and grants
- Training rate through Inquiry funds for after school meetings related to Inquiry projects
- Adapting Books per session funds to facilitate ongoing adaptation of Interactive Read Aloud books for alternate assessment (e.g. PECS)
- School events funding (PS and OTPS) to facilitate community both at individual sites and across sites, as well as to enhance parent involvement.
- Goal is to leave spend all funds by end of fiscal year to achieve development, implementation and evaluation goals

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In order to optimize instruction, P94M takes a multi-layered approach. Since behavior is an integral part of our students day, we integrate the following programs daily to ensure that our students are ready to accept instruction:

- Emotional literacy (Violence prevention)
PBIS (Federal)
- CBO– NYCCC and Manhattan Day Treatment
- Bully Prevention

To ensure that our teachers are prepared to provide optimal academic experiences, we integrate the following into our professional development for teachers:

- City-wide Expectations
- Common core learning standards
- Teacher Effectiveness

In order to ensure that our school has the most updated technology and other resources available, we provide the following:

- Innovationi3 – EASE Grant – EveryDay Arts in Special Education
- Fund for Public Schools Grants – Smartboards and computers
- RESO A – Smartboards and Computers
- APG grant
- STAARS grant – multi-year visual and performing arts grant

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase student learning by modeling effective administrative and organizational leadership skills that facilitate systemic, consistent, collaborative instructional and analysis practices across all sites, resulting in:

By June 2013, there will be increased *leadership* development, evidenced by administrator /teacher communication measured by completion of focused walkthroughs and collaborative on-line interactive minutes and feedback forms completed by the principal and three assistant principals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - Administrative and organizational leadership support is needed to support further Professional Development (PD) that directly relates to individual students in terms of assessment, intervention, strategies, goal tracking, and work sampling
 - Professional Learning Communities (teacher cohorts) need added structures to facilitate and evaluate intensive academic interventions, such as cohort review of work samples
 - Data needs to be more comprehensively integrated into all stages of the learning process, both across sites and at individual sites
 - Our ultimate goal is to become the “S.P.E.C.T.R.U.M. School” -- a dynamic and reflective organization providing differentiated instruction that comprehensively meets the academic and social needs of our wide range of students. S.P.E.C.T.R.U.M – **S**pecial **P**opulations **E**ducated **C**reatively **T**hrough **R**igor, **U**nderstanding, and **M**otivation, which requires by modeling effective administrative and organizational leadership skills that facilitate systemic, consistent, collaborative instructional and analysis practices across all sites
 - The overall need for modeling effective administrative and organizational leadership skills was based on a comprehensive quantitative and qualitative evaluation of District progress report; the DOE Learning Environment survey; administration observations; and, various student data from data binders, cohorts, and test/assessment data, including, but not limited to, NYS assessments (including NYStart), analysis of authentic student work, Systemic, consistent, collaborative instructional and analysis practices across all sites requires administration to provide support for teachers process of fostering greater connections between academic literacy and social/emotional literacy, by establishing clear expectations and following-through on accountability expectations
 - Delivery of systematic, coherent, consistent instruction that is differentiated and scaffolded is essential. Data protocols need to be selected, data needs to be tracked, and both students and teachers need to reflect on progress. Teachers need to improve their ability to *use the information* garnered to implement instructional strategies that meet the needs of our unique learners
 - Intensive professional development, followed-up by ongoing systematic communication, implementation, and evaluation is necessary in order to ensure effective of rigorous academic and social skills instruction
 - Teachers and staff need to motivate students, foster high expectations, and equip students with the requisite tools needed to attain positive academic and social-emotional outcomes
 - There is a need to increase the number of students with autism in inclusion, part of the success of our community
 - ELL and other related-services need to be fully integrated into classroom instruction, school-wide data protocols, and our broader school community in terms of collaboration, classroom partnerships and communication
 - Teachers need to further develop skills on how to use the data collected to plan effectively for maximum student outcomes. Furthermore, the administration recognizes that if teachers develop confidence and proficiency in interpreting data they will be able to use it to set realistic goals
 - Staff needs to review the ELA and Math assessment tasks and the corresponding verifying evidence because it is important for students to have realistic

and challenging goals. The ELA and Math Item Analysis (for all grades), that is now available in ARIS, serves as a valuable tool for formulating student goals and targeting instruction

- Data protocols Program and ongoing data-driven inquiry work needs structured support school-wide and monitoring adherence accountability expectations
- Data-work will need to be further supported through development of a “living” teacher resource binder for every teacher, individual student data binders, additional professional development, coaching during cohort meetings, and rubrics for data goals and processes

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Addition of third assistant principal and unit teacher at each site to better communicate with staff
- Administration will travel as a team for the months of September and October to establish a unified methodology that ensures consistency and implementation, evaluation and follow through
- After October 2012, implementation of an administrative rotational schedule with administrators spending 5 to 7 consecutive days per site, in order to offer collaborative support and consistent school wide communication, as well as communication among administrators
- Weekly administrative debriefing
- Daily administrative logs for communication among administrators
- Daily/Weekly logs for unit teachers. Coaches and mentor, to provide method of communication with administration and needed follow up on pertinent issues
 - Provide consistent non-evaluative, supervisory feedback and support based on visit data after each walkthrough
 - Review data to establish need for specific professional development needs tri-annually
 - Cabinet meetings will allow for walkthroughs by all administrators weekly
 - Cabinet meetings will have structured agenda that includes review of walkthrough findings from that week’s walkthroughs across sites
 - Weekly administrative cabinet will be structured to include reports from coaches, team leaders, unit teachers and school based mentor, to promote increased student achievement.
 - Alignment of school-wide programmatic initiatives with needs assessment from administrative walkthroughs and reviews, quarterly
 - Review of cohort and committee minutes to identify specific areas of staff remediation relating to citywide instructional expectations, academic intervention and utilization of technology, at weekly administrative cabinet meetings
 - Administration will provide counsel to staff surrounding Work Sampling analysis through participation in teacher cohorts, as well as by conducting internal administrative cabinet discussions, in order to enhance and inform instructional decisions, quarterly
 - Use School-wide rubric to look at student work, beginning November 1, 2012, as monitored through on-line data base
 - Recommended specific professional development related to identified staff needs to promote teacher effectiveness leading to academic progress
 - Establishment of school wide calendar by November 2012 to include family events, IEP meetings, professional development and other important DOE dates that is shared on line
 - Alignment of budget resources for materials and staffing directly related to academic expectations and teacher effectiveness emphasizing technology and the visual and performing arts

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- PENCIL partnership with Cantor Fitzgerald to organize and plan parent events throughout the year; meetings with PENCIL on a monthly basis

- Specifically plan a holiday party and a Spring Auction involving parents, Cantor Fitzgerald employees and P94M staff
- Implement a school wide voice shot, **School Messenger**, to communicate important messages to all families (maintained by Parent Coordinator in collaboration with administration)
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)
- supporting or hosting Family Day events
- foster parent involvement in arts related performances and workshops
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress including a *daily communication notebook sent home for alternate assessment students and Point Sheet for standardized students*
- developing and distributing a school newsletter publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- supporting homework completion
- Family support programs to assist families with health nutrition, and other services
- CBO: intensive day treatment program to assist parents with students facing specific behavior and learning challenges
- Parent coordinator

For Teachers:

- Readiness to involve families in new ways, including those who do not volunteer at school.
- Parent Involvement committee with representatives from each site and Parent Coordinator
- Awareness of parent talents and interest in school and children
- Greater individual attention to students, with help from volunteers

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Creating Coach lines in personnel to facilitate teacher effectiveness
- Set aside for School Messenger (voice shot program)
- Monies set aside for per session for curriculum planning and development including ongoing revisions to school wide curriculum maps
- Set aside for technology in equipment budget to facilitate continued development of iPad program, including security carts
- Sensory set aside from 2010-11 funds to facilitate the installation of an additional sensory room(s) at sites

- Title III Family engagement/LAP funds to specifically address family involvement for ELLs
- Grant writing to acquire funds to enhance our arts programs and physical education instruction
- Jose P. funds in OTPS to facilitate purchasing of medical/health supplies (e.g. wipes) for general use in classrooms and for body-care instruction
- NYSTL and NYSSL funds to facilitate enhancement and Interactive Read Aloud program and affiliated instructional materials
- Data and Inquiry funds in OTPS to facilitate Inquiry Team work across all sites, including specific projects that address pedagogical practice related to work sampling as well as technology integration. Personnel funds to facilitate per session work and data specialist.
- School-wide improvement funds in OTPS to facilitate broad-based initiatives, with a focus on arts and improving differentiated instruction
- Professional development funds and per diem to for PDs that improve teacher practice; for instance special trainings on SmartBoards in relation to data protocols
- Visual and performing arts funds, from both budget and grants
- Committees funding to facilitate school-wide committees (10 committees related to specific initiatives, e.g. technology, instruction, arts.) held monthly and including representatives from each site on every committee)
- Adapting Books per session funds to facilitate ongoing adaptation of Interactive Read Aloud books for alternate assessment (e.g. PECS)
- School events funding (PS and OTPS) to facilitate community both at individual sites and across sites, as well as to enhance parent involvement.
- Goal is to leave spend all funds by end of fiscal year to achieve development, implementation and evaluation goals

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). *In order to optimize instruction, P94M takes a multi-layered approach. Since behavior is an integral part of our students day, we integrate the following programs daily to ensure that our students are ready to accept instruction:*
 - Emotional literacy (Violence prevention)
PBIS (Federal)
 - CBO– NYCCC and Manhattan Day Treatment
To ensure that our teachers are prepared to provide optimal academic experiences, we integrate the following into our professional development for teachers:
 - City-wide Expectations
 - Common core learning standards
 - Teacher Effectiveness
In order to ensure that our school has the most updated technology and other resources available, we provide the following:
 - Innovationi3 – EASE Grant – EveryDay Arts in Special Education
 - APG grant
 - STAARS grant – multi-year visual and performing arts program
In order to ensure that our parents are involved whenever possible, we provide the following:
 - Title IIIA – Saturday family involvement program
 - Monthly family workshops
 - Parent Involvement Inquiry
 - Pencil Partnership
 - PBIS(Federal)
 - NYStart Data
 - Innovationi3 – EASE Grant

ACADEMIC INTERVENTION SERVICES (RTI)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving RTI in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (RTI)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fundations Emotional Literacy Interactive Read-Aloud Get Ready to Learn Words their Way Handwriting without Tears Reading All-stars	Small group individual	During the school day
Mathematics	EveryDay Math Games Equals Math Games	Small group Individual	During the school day
Science	n/a		
Social Studies	n/a		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	New York City Children’s Center and Manhattan Day Treatment- serve the highest risk students. They implement school based positive behavior supports, emotional	through mandated direct counseling or group sessions	During the school day

	<p>literacy education and social skills instruction. Additionally they provide family outreach.</p> <p>Guidance counselor, social worker and school psychologists serve mandated students with direct. Guidance counselor also implements positive behavior supports, emotional literacy education and social skills instruction.</p>	<p>direct contact in weekly individual or group sessions</p>	<p>During the school day</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality

P94M has a hiring committee which reviews all resumes. The committee then views demonstration lessons and conducts interviews for all prospective teachers. If it is determined that the candidate shows promise, then he/she is interviewed by the administrative team. Whenever possible, the prospective teacher is also brought in as a substitute for further review. Once the candidate is hired, a series of workshops is provided over the 6 weeks of the Chapter 683 program to provide professional development in structures, systems and instructional strategies in preparation for the new school year.

As a practice, P94M does hire NYC Teaching Fellows and works very hard to hire candidates that are pre-screened and highly recommended by the DOE. P94M does not hire teachers that are working out of license or with internship certificates.

- Once hired, teachers are provided collegial professional development through weekly cohort meetings. Additionally, teachers are encouraged to register for professional development through the District 75 Professional Development catalog. P94M has a school based literacy coach, school-based autism coach and a full-time mentor
- Continue our collaboration with the Teaching Fellows Program
- Screen resumes for conferred Special Education Masters Degree
- Obtain referrals from current staff and external sources (e.g. word of mouth)
- Require candidate demonstration lessons and evaluate lessons using a structured rubric, taking into account specific needs at individual sites
- Require candidates to be able to describe the school mission and vision in their own words, and how their philosophy and practice fit, including samples and examples
- Ask specific interview question regarding how children learn best and ask candidates to address specific scenarios (created by hiring committee) regarding academic intervention, behavioral strategies, commitment to families, etc.
- Require description and or record of previous Professional Development (including PD specifically related to RTI and test-taking strategies), and desired future PD
- Check references for each candidate using a structure protocol
- For current staff, ensure continuation of HQT knowledge by: providing internal PDs, fostering external PD participation (including needed schedule changes to accommodate attendance), and tracking each staffs
- Determine appropriate internal and external Professional Development for whole staff, cohorts, individual teachers, related service providers, and paraprofessionals based on data pertaining to test score deficits, walkthroughs that focus on informal evaluation of teaching deficits

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Gary Hecht/Stephanie McCaskill	District 75	Borough Manhattan	School Number 94
School Name P94M			

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

Principal Ronnie Shuster	Assistant Principal Susan Cruz
Coach N/A	Coach N/A
ESL Teacher Makini Velazquez	Guidance Counselor N/A
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Halima Butler
Related Service Provider N/A	Other N/A
Network Leader Stephanie McCaskill	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	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	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	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	235	Total Number of ELLs	44	ELLs as share of total student population (%)	18.72%
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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 identification process begins at the CSE. If they do not initiate the process then we do it at the school. The school identifies ELLs by their IEP indication, the results of the HLIS, and by reviewing their scores on the LAB-R and NYSESLAT by the four modalities: speaking, reading, writing, and listening. Makini Velazquez and Margarita Ballester are both certified ESL teachers who identify the ELLs at our school. Ms. Ballester also has a bilingual extension in Spanish and Ms. Velazquez is fluent in Spanish and Italian. Each Spring, our ESL teachers printout the RLAT to determine which students are eligible for the NYSESLAT. They create testing schedules to ensure that each eligible student will be administered all four modalities of the NYSESLAT. These testing schedules are provided to the classroom teachers and administrators. Letters are sent home to parents to inform them of the testing schedule, how to prepare their child, and to encourage attendance during that period.

For new admits that are entering Kindergarten, new to the country, or new to the New York City Public School System, the guidance counselors, in conjunction with the ESL teacher, administer the HLIS in the parents' native language when available. If it is not available, then the family is provided with an HLIS in English. An interview is conducted to determine the child's home language. If the home language is a language other than English, the child is eligible for LAB-R testing. The LAB-R test is administered within the first 10 days that the student has entered the school. The results of the LAB-R are used to identify the child as an ELL and to determine the child's English language level: beginner, intermediate, or advanced. In addition, if a student's home language is identified as Spanish, then the ESL teachers will administer the Spanish LAB also within the first 10 days that the child has entered the NYC public school system. Our ESL teachers consistently printout the RLER from ATS to determine which kids are eligible to take the LAB-R.

For the District 75 program, the CSE team in conjunction with the ESL teacher and parents determine the appropriate program placement for the students. Parents are given an overview of the program options for ELLs in the school setting before the intake procedures are completed. Parents inquire about Transitional Bilingual education and/or Dual Language and are provided information about the different program models. Parents are informed of the current program at P94M, they are encouraged to observe the ESL teacher, the classroom teacher, and the alternate placement paraprofessional work in unison to create meaningful work that fosters and heightens language communication skills. P94M offers a Freestanding program, which provides instruction in English utilizing ESL methodologies and native language support. Students are given the additional support and assistance to address their deficiencies, thus affording them the opportunity to succeed and be proficient in articulating their needs and wants. ESL teachers are encouraged to conduct the push-in program model for their ELL population because of its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teacher to make their lessons more meaningful and aligned with the ESL and ELA standards as the main focus is shared support between school and home and service accountability.

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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	44
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	36	0	36	8	0	8				44
Total	36	0	36	8	0	8	0	0	0	44

Number of ELLs in a TBE program who are in alternate placement: 3

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
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													

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	3	5	7	3	2	2	3					30
Chinese		1			1	2	2	2						8
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1		1	1							4
TOTAL	2	5	3	7	9	6	5	4	3	0	0	0	0	44

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.

A. Programming and Scheduling Information

- 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?

P94 has a freestanding [self-sustaining] ESL Program. The student population is currently 235: 2% American Indian or Alaskan Native; 11% White; 43% Spanish; 37% African American; 13 % Asian or Pacific Islander with a total of 83% males and 17% females. English Language Learners (ELL) make up 18.7% of the student population: 23% are Standardized Assessment and 77% are Alternate Assessment. Currently, P94M has two fully certified ESL teachers who follow a combination of push-in and pullout models of ESL instruction. English Language acquisition is emphasized in all academic areas including alternate classrooms. The percentage of ELL's are identified in kindergarten to 8th grade, from their academic abilities, IEP recommendations, test scores, visual impairment, and mode of communication. Our ELL students, are divided into the following grades: (3) Kindergarten, (4) first grade, (4) second grade, (6) third grade, (10) fourth grade, (6) fifth grade, (4) sixth grade, (4) seventh grade, and (3) eighth grade. Of the 44 identified ELL students, 17 are monolingual w/o ESL, 24 are ESL and 3 are bilingual as per the Individual Educational Plan recommendations. Students in Alternate Placement settings are taught by teachers using ESL strategies with support services and have a paraprofessional that speak the student's native language. Books in student's native languages are also available in the classroom libraries for reading. There are bilingual psychologists available for annual reviews, and students whose home language has been identified as Spanish have also been administered the Spanish LAB in order to evaluate their knowledge in their native language.

As evidenced by the NYSESLAT scores and LAB-R scores for new admits, P94M currently has 31 beginners, 11 intermediate and 2 advanced. The NYSESLAT scores are evidenced in the domains of listening and speaking and reading and writing. Since our students are spread amongst 4 different school sites, we group our students heterogenously and based on their grade level. We also respect the students IEP classroom ration when creating our group sizes. The majority of our ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students and 2 units of ESL for beginning/intermediate students. The ESL teacher uses the Intensive English Program by Santillana with all standardized assessment students. The program includes many scaffolding techniques, which are researched based ESL methodologies, as both structure and process, weaving together several levels of pedagogical support, from macro-level of planning of curricula over time to micro-level moment-to-moment scaffolding and the contingent variation of support responsive to interactions as they unfold. Techniques of scaffolding such as: modeling –where students will be give clear examples of what is requested of them for imitation; bridging –students will learn new concepts and language that are firmly built on previous knowledge and understanding; contextualization –students will be provided with contextualization by creating analogies based on students' experiences; schema building –the teachers will promote schema building in anticipation of the topic introduced to focus the learners' attention on important aspects of the information to come; and re-presenting text – students are invited to begin the appropriation of new language by being engaged in activities that require the transformation of linguistic constructions found modeled in one genre into forms used in another genre. The content areas are concepts in various social settings and academic environments' such as math literacy, social studies, science, and literature. The content area scores are indicative of the total number of students tested. Of the standardized testable ELL's, six students took the standardized assessment. The results are as follows: All six students obtained level 1 in ELA and Math, except for one student who received a level 2 in Math. The assessment results are based on the 2010-2011 scores. The Alternate Assessments ELL students scored within the range of levels 3 to 4 on the ELA, Math, Social Studies and Science New York State Alternate Assessment (NYSAA) test.

The assessment results are based on the 2010-2011 scores.

A. Programming and Scheduling Information

Additionally, technology, multicultural activities and multi-sensory ESL materials are utilized throughout instruction for ELLs. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to entice the students taste/style in reading.

The ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The underlying goal is to provide a school-wide program of support with strong goals and an increase focus in differentiated instruction. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day. Teachers are taught “how to” utilize data from formative and summative assessments to modify and intensify the English language development. English Language Arts (ELA) follows the NYC Balanced Literacy Program and the Teachers College Model along with the appropriate language development supports. The ESL program is standards-driven: the program follows the New York State ESL/ELA and content area standards ensuring that all students meet the requirements for state and local assessment. P94’s goal is to afford all students an equal opportunity to a successful education and provide them with the tools needed to function in the community; hence the ESL instruction incorporates ESL strategies to facilitate P94’s goals in all areas, including behavioral.

Newcomers, SIFE, Transition Plan, Long-Term ELLs: Currently we have 36 newcomers and no SIFE students. In addition to the above, our newcomers use research based computer technology for at least one 45-minute period a day to support ELA and Content-Area instruction, such as: Edmark, Achieve 3000, and augmentative devices. Research shows that students are motivated by the use of technology in the classroom and has provided hope and possibilities for our students with special needs. Each classroom has also been outfitted with a SMARTBoard that provides a multi-sensory approach for learning language. Our ESL teachers, classroom teachers, and our certified technology teacher provide this service. Our students, if indicated on their IEP, also use augmentative device with their speech therapists for at least two 30-minute sessions a week and their classroom teachers and ESL teachers on a daily basis. We differentiate instruction by modifying instructional materials and use the Santillana English Language Development Program on a daily basis. For our English Language Learners [ELLs] with Autism, our ESL teachers, 6:1:1 classroom teachers, and speech therapists, immerse them in left to right work systems that are functional, sensory [i.e. Joint Action Routines -JARS] and academic based tasks that are researched based. Our students who are eligible to take the ELA exam are supported with AIS, instructional technology, and dictionaries in the student's native language. If we are presented with SIFE students, there are systems in place such as pairing them with other students to facilitate the buddy-system to increase social skills; in addition to developing the initial literacy in native language, and to provide a nurturing environment to facilitate language production. These students will also receive one to one tutoring and instruction utilizing a variety of methodologies that address the New York State Alternate Assessment (NYSAA). Transition Plan: students no longer requiring Bilingual or ESL services according to the IEP will be supported for two years with ESL services. Long term ELL students are supported through: AIS, Instructional Technology, and alternate placement educational assistants. Students who have received an extension of services are also provided these supports. Currently, we have four ELLs in an inclusive educational setting. We use flexible programming to ensure that these students maximize their time with their non disabled peers. Aside from their inclusive classroom, our students in a less restrictive environment benefit by spending time with their non disabled peers in content area subject areas such as science and social studies, where the ESL teachers push-in and collaborate with the content area teachers.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

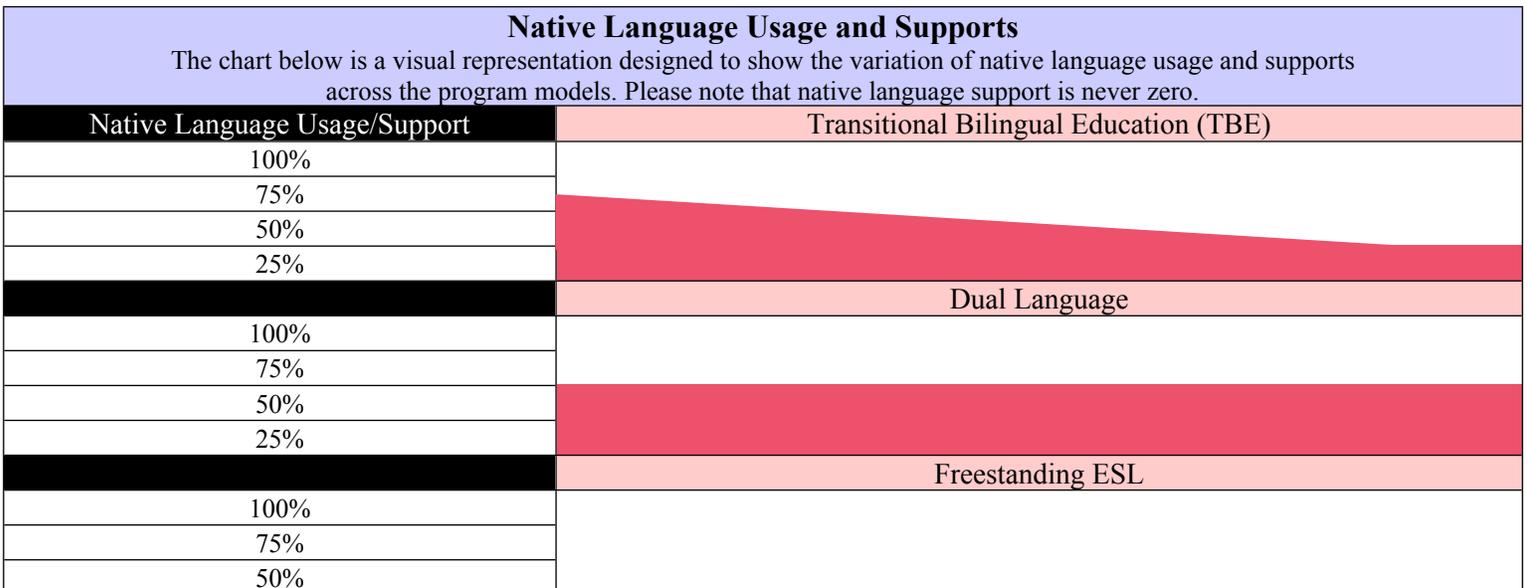
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
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Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

ELLs are given opportunities for academic intervention services on a daily basis in the areas of identified academic deficits. Hence the targeted groups are students who are performing below grade level. P94M also supports the program by employing and assigning alternate placement paraprofessionals to students that are categorized as bilingual and are receiving ESL services. Currently the organization has Spanish and Cantonese paraprofessionals for students with mandates identified in their IEPs. Transition Plan: students no longer requiring Bilingual or ESL services according to the IEP will be supported for two year with ESL services. We also ensure that all testing accommodations, as per the students' IEP, are provided for these students, as well as our current ELLs in an effort to reach proficiency on the NYSESLAT. Long term ELL students are supported through: AIS, Instructional Technology, and alternate placement educational assistants. Students who have received an extension of services are also provided these supports.

Last year the organization began a Saturday program through the Title III program, which purports the following: This year P94M will be conducting a supplemental language-based instructional program for our ELL population. Under Title III, Part A, of NCLB, the program will serve a total of 20 ELL students during the 2011-2012 school year. P94M Learning English Through Social Studies [LETSS] program will be implemented to support language development, high academic achievement in Social Studies, literacy and technology for low performing ELL students. Technology will be incorporated into the instructional program to help ELL students attain English proficiency while meeting NY State academic achievement standards: Standard 1: Students will listen, speak, read, and write in English for information and understanding; Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression; Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction; Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

Last year we also launched GRTL, a gardening program with Leave It Better, and ELE which we will continue to implement this year. Get Ready to Learn (GRTL) is a yoga/movement program specifically designed for students with autism spectrum and other disabilities. All our alternate assessment students, including ELLs that are in those classes participate in the program and it is done every morning. Four of our upper elementary classes at P94M@P361M, participate in a gardening program with Leave It Better. Eight of our ELLs participate in this program that provides children access to a community garden, teaches kids how to compost, and grow their own food. Emotional Literacy Education (ELE) is a five step process that allows students to utilize a mood meter and track their feelings throughout the day and how to regulate their emotions. The Mood Meter is synthesized with our balanced literacy curriculum. The students celebrate their progress with ELE at P94M@P361 at "Thrilling Thursday." All our our ELLs participate in ELE; however, the 14 ELLs at that P94M@P361M participate in the celebration as the students at that site were targeted as needing additional behavioral support. This year we are also implementing Sensory Rooms for students requiring extra sensory input. All students including our ELLs will have access to these rooms. We are also looking into expanding our gardening program.

Currently, we are not discontinuing any programs.

The pedagogical practice implemented for the ELLs include both the push-in and pull-out model. Support for ELLs and content area instruction is evidenced in ongoing collaborative work with classroom teachers through the implementation of ESL strategies, for example, scaffolding (modeling, bridging, schema building, contextualization, text representation and meta-cognitive development); total physical response and CALLA. Moreover, various learning styles within a multisensory approach and use of multi-cultural materials that reflect the culture of our students are utilized. Technology and the use of augmentative devices are used to provide language instruction for our

students. All instruction is aligned with ESL, ELA and content area standards and performance indicators for our Standardized Assessment students, as well as, the AGLIs for our Alternate Assessment students. In addition, to ESL instruction students receive the following related services: Speech therapy, Occupational therapy, Physical therapy and Counseling. The school also works collaboratively with QCPC, which is an intensive day treatment program that provides on-site support for our students and their parents.

Additionally, technology, multicultural activities and multi-sensory ESL materials are utilized throughout instruction for ELLs. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to entice the students taste/style in reading. Newly enrolled ELLs are afforded systems such as pairing them with other students to facilitate the buddy-system to increase social skills; in addition to developing the initial literacy in native language, and to provide a nurturing environment to facilitate language production. These students will also receive one to one tutoring and instruction utilizing a variety of methodologies that address the New York State Alternate Assessment. Currently, we do not offer any language electives for our ELLs.

C. Schools with Dual Language Programs

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

Not applicable

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.

There are currently two ELL teachers who have completed the required professional development. The ESL teachers will continue to attend district and citywide professional development activities related to the instruction of ELLs. They will turnkey the materials to classroom teachers so that continued teaching and learning is in unison with ELL instruction. Our Professional Development plan will include specific training: Nov: September 16, 2011: Compliance training; October 28, 2011: Immigrants Influence on the Life of America Through the Centuries for ELLs with Disabilities; November 8, 2011: Jose P. Training; November 18, 2011: BESIS training; January 27, 2012: How Music of Many Lands has Affected the American Musical Landscape for ELLs with Disabilities; April 13, 2012: NYSESLAT training; June 1, 2012: The Literature of Immigrant to America for ELLs with disabilities and Participant Showcase; and other training dates are currently being looked at-TBA. P94M teachers will utilize the classroom libraries, manipulatives, and other materials that reflect the diverse backgrounds, needs, and strengths of all ELL and non-ELL students during push-in instruction where they will work in collaboration with classroom teachers

However special education teachers continues to teach content areas in English with ESL methodologies. Teachers continues to use English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day.

We are looking into housing our own Jose P. training for our staff that has not met the mandated 7.5 hours of ELL training. The staff will include assistant principals, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational therapists, speech therapists, secretaries, and parent coordinators. The ESL teachers keep track of which staff members have completed the mandated 7.5 hours of ELL training.

Our guidance counselors attend workshops for full service transition planning, and assist classroom teachers by providing them with transition questionnaires for teachers, students, and parents of ELLs who are transitioning to new schools. The questionnaires are self-reflective and have also been adapted for our ELL students who are on the spectrum.

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?

During the Educational Planning Conference at the CSE level, options for special education ELLs are discussed with parents. Parent and community involvement is warranted to enable success and continuity. P94's administrative office will continue to work in concert with the Parent Coordinator to engage involvement from parents and the community by distributing school information and/or correspondence in students' home languages. Additionally, training will be provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, facilitate the school-home connection; thereby supporting learning, assessments, standards, and the successful achievement of goals.

Furthermore, translation services is afforded to parents during Parent Teacher conferences, school-wide parent meetings, school related issues, day to day communication and school correspondence. The parent coordinator, District 75 Citywide Programs, the Parent Support Office, and the Office of Parent Engagement will continue to conduct and/or offer meaningful workshops for parents. Office of Translation Services provides translation services for conferences and written communication. Additionally this year schools had the privilege of accessing translation services for the evening PTC sessions by calling in to (718) 752-7373, ext. 4.

Parents are given an overview of the program options for ELLs in the school setting before the intake procedures are completed. Parents inquired about Transitional Bilingual education and/or Dual Language. Parents were informed of the current program at P94M, they were encouraged to observe the ESL teacher, the classroom teacher, and the alternate placement paraprofessional work in unison to create meaningful work that fosters and heightens language communication skills. P94M offers a Freestanding program, which provides instruction in English utilizing ESL methodologies and native language support. Students are given the additional support and assistance to address their deficiencies, thus affording them the opportunity to succeed and be proficient in articulating their needs and wants. ESL teachers are encouraged to conduct the push-in program model for their ELL population because of its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teacher to make their lessons more meaningful and aligned with the ESL and ELA standards as the main focus is shared support between school and home and service accountability.

The P94M organization is currently conducting an inquiry around parental involvement as a result of the lack of parental participation. We have held our first cultural trip and parent turn out was great. However in the past, the organization held cultural trips, curriculum night, scheduled intervisitation, parent day followed by capitalizing upon parent teacher conference night to inform as much parents as possible. Additionally the organization conducted a needs assessment to ascertain the needs of parents, where in the information is used within the organization to inform next steps and support best practices.

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)	3	3	4	4	6	2	4	3	2					31
Intermediate(I)		1		3	2	4			1					11
Advanced (A)			1					1						2
Total	3	4	5	7	8	6	4	4	3	0	0	0	0	44

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	2	2			1	2				
	I		1	1	1	4	2	1		1				
	A			1	1	3	3	2		2				
	P				2									
READING/ WRITING	B		1	2	4	6	3	3	1	4				
	I				1	3	2							
	A			1	1					1				
	P		1											

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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)								
Chinese Reading Test								

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

1. 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.
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.

The assessment tools currently being used are ECLAS, TC running records, and Interactive Read-alouds. The data illustrates that our ELLs continue to show deficits in writing/reading and listening with slight growth in speaking. The organization instituted programs such as AIS services to help our ELLs be successful. Our ELLs receive their assessment in English rather than in their Native Language. The data from the periodic Assessment reveals deficits in students ability to conceptually comprehend the context of reading exercises. ELLs are unable to grasp the concept and extrapolate context cues from comprehension passages. Their inability raises the need for additional intervention services that's warranted to help prepare students to become lifelong learners. During the organization's professional learning communities strategies are discussed based upon students' data and programs are looked at for implementation. The organization purchased the Interactive Read-Alouds this year and P94M has implemented this program to help students reach their maximum potential. ELLs are evaluated using the data from the Periodic Assessment periods, ABLLS Assessment [given three times yearly], Interactive Read-Alouds unit assessment, Math unit assessment, teacher observation, NYSESLAT, State/City including NYSAA assessment. P94 ESL teachers, including classroom and coverage teachers have begun disaggregating the data to look for trends. The school's objective is to use the information garnered from the data inconjunction with the item analysis for each ELL student to create targeted and focused instruction that are customized to meet each student deficit area [s] as well as to inform future instruction, guide teachers thinking and heighten the level of differentiated instruction warranted from the findings.

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: <u>P94M</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ronnie Shuster	Principal		10/25/11

School Name: <u>P94M</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Cruz	Assistant Principal		10/25/11
Halima Butler	Parent Coordinator		10/25/11
Makini A. Velazquez	ESL Teacher		10/25/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75M094 School Name: P94M

Cluster: 2 Network: 2

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.

In order to assess our parent's language needs, at the beginning of the school year, our ESL teachers printout the RPOB in ATS to to review the home languages of our students. For new admits that are entering Kindergarten, new to the country, or new to the New York City Public School System, the guidance counselors, in conjunction with the ESL teacher, administer the HLIS in the parents' native language when available. If it is not available, then the family is provided with an HLIS in English. An interview is conducted to determine the child's home language. Our ESL teachers then turnkey that information to our classroom teachers to ensure that our parents receive written and oral communications in the parent's preferred language of communication.

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 our findings, there are a varied set of home languages that are spoken amongst our students. Other than Spanish, Cantonese, Mandarin, and Bengali, we have 5 families that speak an African dialect, which have presented difficulties with translation services. Our staff is aware of these deficit areas and we have reached out to their social workers for their assistance in order to bridge communication between school staff and these families.

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.

All written notices for Parent Teacher Conferences, school wide parent meetings, school related issues, day to day and school correspondence are sent home in English, Spanish, Bengali, Arabic, Mandarin, and Cantonese. Our school staff does the translations in-house. For other languages, we will contact The Office of Translation Services at (718) 752-7373, ext. 4.

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.

All oral interpretations are done on a consistent basis in English, Spanish, Bengali, Arabic, Mandarin, and Cantonese in house by our school staff. For other languages, we will contact The Office of Translation Services at (718) 752-7373, ext. 4

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>.

Translation services are offered to parents during Parent Teacher Conferences, school-wide parent meetings, school related issues, day to day communication and school correspondence. The parent coordinator, District 75 Citywide Programs, the Parent Support Office, and the Office of Parent Engagement will continue to conduct and/or offer meaningful workshops for parents. Office of Translation Services provides translation services for conferences and written communication. Additionally, this year schools had the privilege of accessing translation services for the evening PTC sessions by calling The Office of Translation Services at 718 752-7373, ext. 4.