



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P138M

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75M138

PRINCIPAL: JACQUELINE KEANE

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SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jacqueline Keane	*Principal or Designee	
Michelle Arellano	*UFT Chapter Leader or Designee	
Kendra Oke	*PA/PTA President or Designated Co-President/ and Parent/P30	
Andrea Weiner	Budget Coord/Teacher/P138M	
Deborah Webb Henderson Michelle Druitt	Parent/J47 Parent/Park West HS	
Carmen Ginsberg Jankeh Batchilly	Parent/P48 Parent/I90	
Mirandy Rodriguez Brown	Parent/P33	
Abby Klein	Teacher/J47	
Beatrice Pohl	Teacher/I90	
Joshua Buerman	Paraprofessional/M114	
Tricia Mims	Paraprofessional/J117	
Erica Tao Caitlin Sullivan	Teacher/P33 Speech Teacher/P48	
Betty Campbell	Paraprofessional/P30	
Laci Watkins	Teacher/SOF	
Jonathan Lonshein	Teacher/Park West HS	

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

Annual Goal #1

ELA: By June 2013,

- elementary and middle school students participating in standard assessment
 - > will increase stamina for performing extended listening, reading and writing tasks,
 - > as evidenced by completion of the increased number of ELA exam reading passages/responses, and
 - > a resultant 10% increase in the number of students achieving Level 2 or above on the 2013 NYS ELA exams.

Comprehensive Needs Assessment

During the 2010-11 school year, students demonstrated significant improvements in listening, reading and note taking skills across grades as reflected in their multiple choice, and short and extended responses on the 2011 NYS ELA exam. Ninety-one percent of the students took notes and, for the second consecutive year, 100% answered all extended responses and attempted the essay. Students' constructed response performance on the 2011 Math exam mirrored these improved skills; 94% completed all constructed response items.

As a result of focused instruction and ongoing practice, the quality of notes taken improved, and most students were able to make better connections between their notes and their written responses. However, the significant increase in the number of reading passages (from four to seven), the shift from explicit responses to those requiring critical thinking skills (eg. inference and predictive skills), higher expectations re: the quality of written responses, and the addition of a third testing day for the 2012 NYS ELA exam negatively impacted our students' performance in the Spring of 2012.

2012 ELA Summary

Year	# Tested	# at Level 2 & Above	% at Level 2 & Above
2012	39	19	49%
2011	33	19	58%

A comprehensive review of the 2012 NYS ELA score reports clearly indicated that while writing continues to be very challenging for our students on both the ELA and Math exams, the ELA exam changes described above have now impacted their multiple choice performance as well. While we began to close the skills gap created by the increased complexity of the new exam, students did not have the stamina required to complete the increased number of passages and/or to perform consistently across the three testing days.

Students in our Auditory/Oral classes, due to the nature of their disability, continue to experience the greatest difficulties with processing language. However, the test accommodation allowing listening passages to be read three times, rather than twice, along with improved note taking skills, did continue to positively impact performance on the listening section of the exam.

Therefore, it is our intent to focus on building stamina for performing the extended listening, reading and writing tasks so students will have the

opportunity to demonstrate their increasing critical thinking and writing process skills.

With this goal in mind, Common Core Learning Standards work will focus, in particular, on aligning instruction to, and creating learning experiences that support:

- Reading Standard for Informational Text: Standard 1
- Reading Standard for Literature: Standard 1
- Speaking and Listening Standards 2: Comprehension, and Standard 4: Presentation of Knowledge/Ideas
- Writing Standard 1: Opinion Pieces
- Writing Standard 2: Informative/Explanatory Texts

Instructional Strategies/Activities

- **September 2012:** Coach will purchase new materials (eg. Taking The High Road), additional Reading Street /Write Source materials, and DOE Core Curriculum materials, as needed.
- **Sept/Nov '12; June '13:** Coach and AP will facilitate professional development activities to provide up-to-date information and guidance re: Assessments, Common Core Learning Standards, and core curriculum content and materials.
- **November 2012:** Auditory/Oral instructional teams will attend professional development workshops presented by Hearing Education Services, targeting instructional strategies for students with auditory/oral disabilities.
- **Ongoing:** APs will conduct observational walk-throughs, review rubric of best practices, conduct pre/post observation conferences, and facilitate faculty conferences to provide guidance and supports.
- **October 2012:** Students will participate in SCANTRON diagnostic assessment (ELA and Math)
- **Fall 2012:** K-3 students will participate in ECLAS-2 diagnostic assessment; data will be used to drive goals and instruction.
- **December 2012:** Students will participate in Fall ACUITY benchmarking assessments (ELA/Math); data will be used to drive goals/instruction.
- **January 2013:** Academic cabinet will review/analyze Acuity reports and identify instructional targets.
- **January 2013:** Students identified for Academic Intervention Services (AIS); individual AIS plans will be developed.
- **Weekly:** Mentors will provide in-class and follow-up supports to all first-year teachers.
- **Ongoing:** Coach will facilitate on-site teacher cohort meetings to analyze data and identify skill deficits, and to review/demonstrate strategies for targeting those deficits. Strategies for building stamina, and for guiding students through the writing process (eg. listening, note taking, crafting written products) will be the priorities. Common Core Learning Standards work will focus on aligning instruction with Writing Standards 1 and 2; Reading Standard 1 for Informational Text; Reading Standard 1 for Literature; Language Standard 6; Speaking/Listening Standards 1-4.
- **Monthly:** Teachers will collaborate to review/analyze student work samples and/or performance data, to evaluate effectiveness of instruction, to discuss instructional implications, and to make informed decisions re: strategies/activities/materials/supports going forward.
- **Ongoing:** Coach and Teachers will collaborate for test preparation.
- **Ongoing:** Coach will provide instructional tech supports (eg. SESIS, Acuity)
- **As Needed:** Coach will visit classrooms to observe targeted instruction, to model/co-teach lessons to transfer instructional best practices.
- **Ongoing:** Extended practice and homework activities will be developed to increase stamina. Instructional strategies will include a “how to” for students writing constructed responses.
- **Ongoing:** Professional development information will be disseminated; staff will complete online registrations for D75 workshops.
- **As Needed:** Coach and Teachers will identify supplemental Instructional resources (eg. Aim Higher, NYS Coach) to be purchased.
- **Monthly:** Teachers and Coach will review student writing portfolios and analyze classroom assessment data.
- **February 2013:** Teachers will administer Acuity predictive assessments(ELA and Math).
- **March 2013:** Academic cabinet will review/analyze Acuity reports, plan instructional “next steps” and test prep.
- **April 2013:** Students will participate in NYS ELA and Math assessments.
- **June 2013:** Academic Cabinet will analyze preliminary NYS ELA and Math (constructed response) performance data to determine instructional considerations going forward.
- **Daily:** Students will receive/complete homework assignments that provide opportunities for practice or application of skills learned in class.
- **Ongoing:** Staff developer will maintain professional development workshop registration logs/attendance records, and will reference the information to plan/provide follow-up activities.

Strategies to Increase Parental Involvement

- **November:** Parents will participate in the review of SCANTRON/ECLAS-2 data during Parent-Teacher Conferences, as scheduled; homework strategies will also be shared.
- **March:** SCANTRON/ACUITY data will be reviewed during Parent-Teacher conferences; homework strategies will be shared.
- **As Scheduled:** Parents will participate in workshop(s), facilitated by the Parent Coordinator, addressing literacy at home; the PC will demonstrate how to access, download and use the adapted books available on the D75 website.
- **Daily:** Teachers/Parents will communicate via the school-to-home notebooks.
- **Ongoing:** Workshop minutes and attendance will be maintained by the Parent Coordinator, and referenced for follow-up activities.
- **Annually:** Parents will be invited to participate in their child’s Annual IEP Review; the instructional team will collaborate with parents to identify priority goals for their child. Scheduling requests made by parents will be accommodated.
- **As Needed:** Translated materials, and translation services will be provided in the parents’ native language(s).

Budget and resources alignment

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

NYSTL funds, along with Tax Levy funds, will be used to purchase texts, library books, and supplementary instructional materials.

Service and program coordination

- **Budget**
Tax Levy and NYSTL Allocations: to purchase Reading Street /Write Source/Taking the High Road texts and workbooks; DOE core curriculum materials, as needed; supplemental materials (eg. Aim Higher); and test prep materials (eg. NYS Coach).
- **Human Resources**
Scheduling/staffing implications include planning for common meeting times for instructional cohorts.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

ELA: By June 2013,

- students in elementary, middle and high school alternate assessment classes
 - > will increase comprehension/communication skills
 - > as demonstrated by a 20% increase in the number of topical questions asked/answered (or details elicited/provided) when interacting with/using informational text to perform task, to participate in academic activity, or to problem solve/self manage when performing task
 - > as evidenced by monthly performance data.

Comprehensive Needs Assessment

6:1:1 Alternate Placement Classes

Inquiry Teams at each site followed the progress of students in 6:1:1 alternate assessment classes as demonstrated by their communication skills for socialization and for self-regulation – both of which have been identified in research as two of the essential thinking skills/behaviors for students with significant disabilities. Initially, instruction targeted communication skills that positively impact students' ability to self-regulate behaviors, and to communicate for social interaction. SCEP and classroom data, expanded to include skills connected to the ELA Common Core Learning Standard for Informational Text: Standard 1, indicated that questioning skills were increasing in both number and accuracy. In addition, Structured Classroom Workstation Skills data indicated that the independent completion of work increased as students used informational text more effectively, and initiated questions more frequently.

Because of its impact on socialization, independence, task performance, and problem solving, effective communication for self-regulation continues to be a priority. An analysis of anecdotal data indicated that students overall performance is positively impacted by improved skills for self-regulation through informed choice making and by their application of decision making/problem solving strategies to change conditions when needed/desired. It was also determined that to be most effective, communication skill building must go hand-in-hand with positive behavior strategies, a structured learning environment, and a consistent delivery of instruction.

12:1:4 Alternate Assessment Classes

An early Inquiry identified a pilot 12:1:4 class in which all students used TANGO communication devices. The anticipated outcome was that self-initiated communication for socialization and academic participation would increase with the use of the TANGO device. Each year, the lead instructional team members (classroom teacher, speech teacher and OT) have modified the quantitative tool used for classroom data collection. A review of the resulting data indicated a decrease in cues needed to answer questions and for social communication using technology. All students had increased their curriculum content and social vocabulary as well as the frequency of self-initiated communication. When compared to students in two non-pilot 12:1:4 classes, engagement and communication skills increased at a significantly greater rate for students in the TANGO class. Bi-

annual Brigance data also supported these findings.

Lead instructional team members feel strongly that these positive outcomes were due to several factors other than the specific use of the high tech TANGO device. These factors include: instructional focus and structure provided by coherent curriculum materials (eg. Meville to Weville, Equals, and the Handwriting Without Tears program); consistent implementation of instructional strategies; consistent use of communication systems; ongoing modifications/updates of communication systems; strategic scheduling of support staff (speech teacher and OT) so all team members are in place for instruction; and ongoing team collaborations to assess progress and plan instruction. It was determined that in a well planned and structured instructional setting, any student-appropriate communication system could be integrated successfully and the prohibitively expensive TANGO is not essential for positive outcomes. Consideration is being given to phasing in iPads that are more versatile and reasonably priced. Therefore, we will replicate the successful structure and strategies, as described above, in all elementary12:1:4 classes at the main site. As appropriate, a continuum of support – from sensory materials, to low tech AAC devices, to iPads and SmartBoards, to high tech TANGO devices – will be in place to maximize student access and performance.

Middle/High School (Transition) Alternate Assessment Classes

There is an ongoing need to maximize learning opportunities and environments that prepare students for the transition from school to community to appropriate work positions. Environmental inventories and instructional modifications are ongoing, and many forms of informational text are in place to support students as they perform their structured vocational activities.

To strengthen connections to the ELA Common Core Learning Standards (CCLS), the Middle/High School Inquiry Team will focus on making meaningful connections to priority vocational skills, community-based learning opportunities, and functional academic knowledge and skills, and self-advocacy. Student progress will be captured through the collection of data and photo/video documentation. In an effort to promote instructional consistency, the lead teachers will create a master set of all materials (e.g. structured informational text, procedural charts, templates) to be used throughout the program going forward.

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

In Summary

Common to all, is:

- the need for a heightened focus on instruction that demonstrates connections to the key features and intent of the ELA Common Core Learning Standards, and that is consistent with the Citywide Instructional Expectations;
- the importance of learning the very essential thinking skills and behaviors that enable our students with significant intellectual disabilities to access to the curriculum, and the performance of these in the context of ever expanding experiences and tasks related to different environments, social context and materials;
- the need to set high standards that are reasonable and achievable given sufficient and appropriate opportunities to learn;
- the need to build communication skills for the effective use of functional, environmental, and content-based informational text to: socialize; perform tasks; participate in academic activities; problem solve; make informed choices, and self regulate/self manage behaviors;
- the need for learning experiences and tasks that are designed not only to elicit performances of content area thinking skills/behaviors, but also to provide opportunities for students to engage with, read, and/or use informational text that is imbedded within the experiences/tasks; and
- the need for instructional structure and consistency.

To this end, professional development activities and Inquiry Team work will continue to focus on: analyzing performance data and student work; expanding P138M's Curriculum Frameworks to include more examples of focused instructional connections to the ELA Common Core Learning Standards; and building capacity for implementing structured, consistent strategies for academic and behavioral improvement.

With this goal in mind, Common Core Learning Standards work will focus, in particular, on instructional connections to, and learning experiences that support:

- Reading Standards for Informational Text: Standard 1
- Speaking Listening Standard 1: Collaborative Conversations
- Language Standard 6; Vocabulary Acquisition and Use
- Writing Standard 1: Opinion Pieces
- Writing Standard 2: Informative/Explanatory Texts

Instructional Strategies/Activities

- **September 2012:** Quantitative tools for data collection will be modified to reflect targeted skills and alignment with key CCLStandards.
- **September 2012:** Additional curriculum materials (e.g. Meville to Weville, Handwriting W/O Tears, SMILE, FISH), ABLLS assessment protocols, AAC devices, Sensory Cart materials, and work site supplies will be purchased; additional instructional iPads will be purchased.
- **Sept/Nov '12; June '13:** Staff Developer and Coach will facilitate PDD workshops providing up-to-date information re: Alternate Assessments, CCLStandards: Implications for Students w/Significant Disabilities, P138 Curric Frameworks, curriculum resources, & data collection.
- **September - November 2012:** Classroom and support staff will collect baseline Inquiry data.
- **September - November 2012:** Students in 6:1:1 classes will participate in ABLLS assessment; students in 12:1:4, 12:1:1; 8:1:1 classes will participate in SANDI assessments; Voc 1 and Brigance Inventories will be administered, as appropriate. Classroom and support staff
- **Nov 2012-May 2013:** Classroom staff will collect monthly SCEP performance data.
- **Feb – June 2013:** Inquiry teams will meet afterschool to develop supplementary materials for P138 Curriculum Frameworks. Focus will be on expanding connections between functional skills and the CCLS (E.g. communication, independent living, and work skills).
- **Ongoing:** Class teams will participate in inter-visitations, hosted by lead teachers, to observe classroom structures, systems and strategies in action; lead teachers will co-teach/model lessons; transition coach and high school teachers will visit D75 site-based work programs.
- **Ongoing:** Transition Coordinator/Job Developer and lead teachers will conduct environmental surveys of work sites and identify required modifications, including environmental/informational text; will task analyze work assignments and create picture/symbol/text work systems.
- **Weekly:** Class Teams will meet informally to discuss progress, to review curriculum materials and determine modifications needed, to identify alternate performance indicators aligned to the common Core Learning Standards, and to discuss instructional intervention strategies.
- **Weekly:** Mentors will provide in-class and follow-up supports to all first-year teachers.
- **Twice-Monthly:** Site-based Inquiry cohorts will meet to evaluate classroom and Inquiry data, to discuss instructional implications, to share best practices, and to plan instructional “next steps.”
- **Monthly:** Staff Developer and Coach will publish a Curriculum Memo addressing connections (CCLS, Units of Study, Unique curriculum activities, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities, and an Assessment Memo addressing timelines and data collection protocols, and providing tips/suggestions, samples, and additional resources. Staff Developer and Coach will review at site-based cohort meetings.
- **Quarterly:** Staff will participate in site-based Citywide Expectations reviews of student work, analyze performance data; share intervention strategies and instructional activities, and identify “next steps.” Staff Developer and Coach will meet with cohorts to review feedback.
- **As Scheduled:** Staff will attend D75 best practices workshops (e.g. Verbal Behavior, PECS, Social Stories, Structured Classroom/TEACCH).
- **Ongoing:** APs will conduct observational walk-throughs, review a rubric of best practices, conduct pre/post observation conferences, evaluate new/ongoing initiatives, and facilitate faculty conferences to provide guidance and support.
- **Ongoing:** Teams will customize response devices and/or low tech communication systems for curriculum-specific (eg. Meville to Weville, Unique) questions/answers; will consult w/cluster teachers and make relevant customizations.
- **Daily:** Students will use response devices/systems and informational/environmental text to: ask/answer questions of peers; to answer academic questions during instruction; to communicate for self-regulation.

- **Ongoing:** Staff Developer will maintain PD workshop attendance records, and will reference the info to plan/implement follow-up activities.
- **May/June 2013:** Students will participate in end-of-year ABLLS, SANDI, and Brigance assessments.
- **June 2013:** The Instructional Cabinet will meet with lead teachers to analyze Inquiry, SCEP and classroom performance data, to reflect on continuum of student work products/skills performance, and to determine instructional implications going forward.

Strategies to Increase Parental Involvement

- **Daily:** Teachers/Parents will communicate via the school-to-home notebooks; homework assignments/directions will be included.
- **February 2013:** An Open House will be hosted by each class; parents will be invited, to observe and participate with their children in a morning of interactive communication/language-based learning experiences.
- **March 2013:** Site representatives and/or class teams will facilitate a workshop for parents to replicate communication materials for home; will provide a hands-on opportunity to access effective online resources, APPs, and instructional activities for their children.
- **As Scheduled:** The Parent Coordinator will facilitate a parent workshop with focus on literacy at home; will demonstrate how to access, download and use the adapted books available on the D75 website.
- **As Scheduled:** Transition Coordinator/Job Developer will facilitate parent workshops focusing on informational/environmental text, work skills and work systems, student work preferences/aptitudes, and work placements.
- **As Scheduled:** Transition Coordinator/Job Developer and teacher(s) will facilitate a parent workshop to share suggestions for at-home skills practice; will provide an opportunity for parents to replicate support materials for home.
- **May 2012:** During a scheduled PTA meeting segment, Class Teams will share video highlights of students using informational/environmental text using interactive technology, students performing workstation tasks, and students at work.
- **Annually:** Parents will be invited to attend their child’s Annual IEP Review; the instructional team will collaborate with parents to identify priority goals for their child. Scheduling requests made by parents will be accommodated.
- **As Needed:** Translated materials, and translation services will be provided in the parents’ native language(s).
- **Ongoing:** Workshop minutes and attendance will be maintained by the Parent Coordinator, and referenced for follow-up activities.

Budget and resources alignment

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

ARRA (Race to The Top)

RESO Technology Grant

Title III Allocation for After School Program

Service and Program Coordination

- **Budget**

- > Tax Levy and NYSTL Allocations: to purchase curriculum materials, AAC devices, and iPads
- > ARRA (RTTT) and Tax Levy Allocations: to fund Inquiry and Curriculum per session professional activities after regular school hours
- > RESO Grant: to purchase additional SmartBoards and classroom computers
- > Donors Choose Grant: to purchase supplemental instructional supplies
- > Title III Allocation: to purchase supplemental dual-language ELA materials to support afterschool instruction for participating ELL students

- **Human Resources**

Scheduling/staffing implications include:

- > scheduling for common meeting/planning times for instructional cohorts
- > scheduling time and class coverages for intervisitations, for staff meetings with community employers, and for staff to conduct environmental inventories at community work sites.
- > providing class coverages for teachers attending PD workshops

- **Programs**

- > Will host two UCP Afterschool Programs at the main site to provide supplemental instructional and recreational supports for participating students.
- > Will conduct a Title III Afterschool Program at the main site to provide supplemental communication/language arts instructional supports for participating ELL students.

ANNUAL GOAL #3 AND ACTION PLAN

Math: By June 2013,

- 80% of students in elementary, middle and high school alternate assessment classes for students with multiple disabilities that are participating in Equals math program,
- will demonstrate increased participation in interactive math activities and/or increased ability to model/perform math skills/concepts,
- as evidenced by pre and post Equals assessment data.

Comprehensive Needs Assessment

Previous Inquiry Teams have analyzed performance data in areas such as ELA/Communication and PBIS, and determined that key factors contributing to positive outcomes for students included: the instructional focus provided by coherent curriculum materials; the consistent implementation of instructional strategies; the consistent use of communication systems; and well planned and structured instructional settings. Additionally, ABLLs and Brigance assessment data, NYSAA performance datafolios, and anecdotal classroom workstation data all indicate the need for a clearer understanding of mathematical concepts and their functional applications for our students with significant intellectual disabilities. (Going forward, the SANDI assessment will replace the Brigance Inventories.)

With the introduction of the Common Core Learning Standards for Math, we must consider the special implications for our students. It is critically important that we balance the need for access to the CCLS skills with the need for students to be deeply involved in learning meaningful and functional skills and behaviors in the context of their everyday lives. We must continue to expand our instructional resources and design learning experiences that demonstrate connections to the key features and intent of the Math Common Core Learning Standards, and are consistent with the Citywide Instructional Expectations. At the same time, we must address the need for our students to learn very important essential learning skills and behaviors in order to access math skills and concepts. To this end, we must provide curriculum materials and learning experiences that are designed, not only to elicit performance of content area skills/behaviors, but also provide opportunities to perform math skills/behaviors in the context of ever expanding experiences and tasks related to different environments, social contexts and materials.

In June of 2012, a cohort of teachers met for a series of afterschool workshops. Facilitated by a teacher who had used the Equals program with her middle school students during the school year with positive results, the group reviewed the program protocols and materials, the levels of differentiation, the assessment tools, and the systems for data collection and analysis. By consensus, the teachers recommended the program for its clear presentation of math concepts, the appropriateness of the activities for their students, and the integrated assessment and online data components.

To this end, it was decided that the participating teachers will pilot an Equals Math Program at six sites, in identified 12:1:4 classes for students with significant and multiple disabilities. Equals Math Program kits will be purchased for participating teachers, and common meeting times will be scheduled for their ongoing collaborations.

It is expected that the implementation of this program will provide a clearer understanding of math concepts connected to the key elements and intent of the Math CCLS, focused instruction, a structured format, and activities designed to meet the learning needs of our students. This, paired with

opportunities to practice and apply math concepts in functional, everyday settings will yield positive results. We anticipate that this progress will be evidenced in both students' classroom performance and the Equals data.

Instructional strategies/activities

- **June 2012:** Math cohort will meet after school for a series of workshops to review Equals Math Program.
- **August 2012:** Equals Math Program kits and supplementary materials will be purchased.
- **September 2012:** Math cohort of teachers participating in Equals pilot program will meet on PD day.
- **September - November 2012:** Students will participate in initial Equals and SANDI assessment.
- **December 2012 - June 2013:** Teachers will collect monthly Equals performance data.
- **February 2013:** Equals math cohort will make recommendations re: inclusion of additional classes, and purchase of additional Equals kits.
- **Feb - June 2013:** Inquiry teams and Equals math cohort will meet afterschool to develop supplementary math materials for P138 Curriculum Frameworks. Focus will be on expanding connections between functional math skills and the CCLS.
- **Monthly:** Staff Developer and Coach will publish a Curriculum Memo addressing connections (CCLS, Units of Study, Unique curriculum activities, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities, and an Assessment Memo addressing timelines and data collection protocols, and providing tips/suggestions, samples, and additional resources. Staff Developer and Coach will review at site-based cohort meetings.
- **Quarterly:** Equals math cohort will participate in Citywide Expectations reviews of student work, analyze performance data, share intervention strategies and instructional activities, and identify "next steps." Staff Developer and Coach will meet with cohort to review feedback.
- **As Scheduled:** Staff will attend D75 Equals Math Program workshops.
- **Ongoing:** APs will conduct observational walk-throughs, review a rubric of best practices, conduct pre/post observation conferences, evaluate new/ongoing initiatives, and facilitate faculty conferences to provide guidance and support.
- **Daily:** Students will use response devices/systems and informational/environmental text to participate in Equals lessons and applied/functional math activities.
- **Ongoing:** Staff Developer will maintain PD workshop attendance records, and will reference the info to plan/implement follow-up activities.
- **May/June 2013:** Students will participate in end-of-year SANDI and Equals assessments.
- **June 2013:** The Instructional Cabinet will meet with lead teachers to analyze Equals and classroom performance data, to reflect on continuum of student work products/skills performance, and to determine instructional implications going forward; will determine if Equals Math Program will be expanded to additional classes.

Strategies to Increase Parental Involvement

- **Daily:** Teachers/Parents will communicate via the school-to-home notebooks; homework assignments/directions will be included.
- **February 2013:** An Open House highlighting the Equals Math Program will be hosted by each pilot class; parents will be invited, to observe and participate with their children in a morning of interactive math learning experiences.
- **March 2013:** Site representatives and/or class teams will facilitate a workshop for parents to replicate communication materials for home; will provide a hands-on opportunity to access effective online resources, APPs, and instructional activities for their children.
- **May 2012:** During a scheduled PTA meeting segment, Class Teams will share video highlights of students using informational/environmental text using interactive technology, students performing workstation tasks, and students at work.

- **Annually:** Parents will be invited to attend their child’s Annual IEP Review; the instructional team will collaborate with parents to identify priority goals for their child. Scheduling requests made by parents will be accommodated.
- **As Needed:** Translated materials, and translation services will be provided in the parents’ native language(s).
- **Ongoing:** Workshop minutes and attendance will be maintained by the Parent Coordinator, and referenced for follow-up activities.

Budget and resources alignment

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

Service and Program Coordination

- **Budget**
 - > Tax Levy and NYSTL Allocations: to purchase Equals Math Program kits and supplemental materials
 - > ARRA (RTTT) and Tax Levy Allocations: to fund Inquiry and Curriculum per session professional activities after regular school hours
 - > RESO Grant: to purchase additional SmartBoards and classroom computers
 - > Donors Choose Grant: to purchase supplemental instructional supplies

- **Human Resources**
 - > Scheduling/staffing implications include:
 - > scheduling for common meeting/planning times for instructional cohorts
 - > providing class coverages for teachers attending PD workshops

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #3

Math: By June 2013,

- students in high school transition alternate assessment classes
 - > will demonstrate increased ability to model/apply CCLS math concepts/skills
 - > to complete functional everyday/ workplace tasks,
 - > as evidenced by a 20% increase in number of accurately completed functional/work tasks reported in monthly performance data.

Comprehensive Needs Assessment

ABLLs and Brigance assessment data, NYSAA performance datafolios, VOC 1 assessment information, and anecdotal school/community worksite data all indicate the need for a clearer understanding of mathematical concepts and their functional applications for our students with significant intellectual disabilities to facilitate their transition to post school activities and work. (Going forward, the SANDI assessment will replace the Brigance Inventories.)

With the introduction of the Common Core Learning Standards for Math, we must consider the special implications for our students. It is critically important that we balance the need for access to the CCLS skills with the need for students to be deeply involved in learning meaningful and functional skills and behaviors in the context of their everyday lives. We must continue to expand our instructional resources and design learning experiences that demonstrate connections to the key features and intent of the Math Common Core Learning Standards, and are consistent with the Citywide Instructional Expectations. At the same time, we must address the need for our students to learn very important essential learning skills and behaviors in order to access math skills and concepts. To this end, we must provide curriculum materials and learning experiences that are designed, not only to elicit performance of content area skills/behaviors, but also provide opportunities to perform math skills/behaviors in the context of ever expanding experiences and tasks related to different environments, school and community based worksites, social contexts and materials.

In June, July and September of 2012, a cohort of teachers met for a series of professional collaborations focused on the development of a continuum of priority skills needed by students for a successful transition from middle school to high school to their post school life. Additionally, they began the process of expanding connections between functional math skills/concepts and the CCLS for math.

It is expected that with a clearer understanding of math concepts connected to the key elements and intent of the Math CCLS, a more strategic approach to instruction, the development of consistent work systems, and the expansion of functional activities designed to meet their transitional needs, students will demonstrate an increased ability to model/apply CCLS math concepts/skills to complete functional everyday/ workplace tasks, We anticipate that this progress will be evidenced in students' school and community based work performances.

Instructional Strategies/Activities

- **June 2012:** Transition Curriculum cohort will meet on PD Day to assess needs.
- **September 2012:** Transition Curriculum cohort will meet on PD day to discuss instructional connections ie. Middle School to High School.
- **September - November 2012:** Students will participate in initial ABLLS, SANDI and VOC 1 assessments.
- **Ongoing:** Lead teachers will conduct environmental inventories of school and community based worksites to identify physical modifications and informational supports/work systems needed for successful performance of assignments.
- **Ongoing:** Transition cohort will meet to evaluate assessment data, identify targeted math skills, and create (informational text) work systems to support student performance of work assignments.
- **February 2013:** Teachers will collect initial SCEP math performance data.
- **Feb - June 2013:** Transition Curriculum cohort will meet afterschool to develop supplementary math materials for P138 Curriculum Frameworks. Focus will be on expanding connections between functional math applications and the CCLS math concepts/skills.
- **Monthly:** Staff Developer and Coach will publish a Curriculum Memo addressing connections (CCLS, Units of Study, Unique curriculum activities, Teacher Planning Activities, and Expected Student Outcomes) and the instructional implications for our students with significant disabilities, and an Assessment Memo addressing timelines and data collection protocols, and providing tips/suggestions, samples, and additional resources. Staff Developer and Coach will review at site-based cohort meetings.
- **Quarterly:** Transition Curriculum cohort will participate in Citywide Expectations reviews of student work, analyze performance data, share intervention strategies and instructional activities, and identify “next steps.” Staff Developer and Coach will meet with cohort to review feedback.
- **Ongoing:** APs will conduct observational walk-throughs, review a rubric of best practices, conduct pre/post observation conferences, evaluate new/ongoing initiatives, and facilitate faculty conferences to provide guidance and support.
- **Daily:** Students will use response devices/systems and informational/environmental text during the performance of applied/ functional math related tasks.
- **Ongoing:** Staff Developer will maintain PD workshop attendance records, and will reference the info to plan/implement follow-up activities.
- **May/June 2013:** Students will participate in end-of-year ABLLS and SANDI assessments.
- **June 2013:** The Instructional Cabinet will meet with lead teachers to analyze SCEP and classroom math related performance data, to reflect on continuum of student skills performance, and to determine instructional implications going forward.

Strategies to Increase Parental Involvement

- **March 2013:** Site representatives and/or class teams will facilitate a workshop for parents to replicate communication materials for home; will provide a hands-on opportunity to access effective online resources, APPs, and instructional activities for their children.
 - **May 2012:** During a scheduled PTA meeting segment, Transition Curriculum team members will share photo/video highlights of students using informational/environmental text, applying math concepts/skills and students at work.
 - **Annually:** Parents will be invited to attend their child’s Annual IEP Review; the instructional team will collaborate with parents to identify priority goals for both the current school year and for post-school transition. Scheduling requests made by parents will be accommodated.
 - **As Needed:** Translated materials, and translation services will be provided in the parents’ native language(s).
-

Budget and resources alignment

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

Service and Program Coordination

- **Budget**

- > Tax Levy and NYSTL Allocations: to purchase materials/equipment to support performance of school and community based work.
- > ARRA (RTTT) and Tax Levy Allocations: to fund Inquiry and Curriculum per session professional activities after regular school hours

- **Human Resources**

- > Scheduling/staffing implications include:
 - > scheduling for common meeting/planning times for Transition cohorts
 - > providing class coverages for teachers attending PD workshops
 - > deployment of paraprofessionals to provide adequate support to students at each work site

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

PBIS: By June 2013,

- Students in elementary, middle and high school 6:1:1, 12:1:4 and 12:1:1 classes
 - > will demonstrate a 10% increase in self regulatory skills
 - > as evidenced by OORs reports and SWIS anecdotal classroom data.

Comprehensive Needs Assessment

Our schoolwide positive behavior program, CARS, now in its third year, has produced significant decreases in the number of disruptive behaviors and physical confrontations demonstrated by the students, as evidenced by OORs reports and SWIS classroom data. A matrix of meaningful/ purposeful behavioral expectations appropriate for the wide spectrum of our alternate assessment students has been developed, tailored to the specific needs of the students at each site. This positive behavior program was designed to promote Communication, Advocacy, Respect and Safety. Staff at each site collaborated with their PBIS Advisory Team representative to develop a motivation/rewards system appropriate to the interests and ages of their students.

A priority for this year is to teach the identified expectations, and to reward students who exhibit the expected behaviors. In response to the need for more comprehensive and effective behavior intervention plans, professional development based on Therapeutic Crisis Intervention (TCI) protocols will be provided to teachers, as well as IEP paraprofessionals. The schoolwide PBIS Advisory Team, formed in 2010, is composed of administration and a representative from each of the sites. Inquiry data collected, targeting communication skills that positively impact students' ability to self-regulate, clearly indicated the need for strengthening positive behavior strategies and for implementing the most effective strategies consistently. It was also indicated that, in turn, increased self-regulation positively impacted students' ability to focus attention to tasks for increased periods of time. (Note: Research has identified self-regulation as one of the essential thinking skills/behaviors for students with significant disabilities.) Our Inquiry, SWIS and anecdotal classroom data all indicate the continuing need to provide instructional opportunities during which students can develop the communication skills intrinsic to self-regulation – i.e. the ability to make informed choices, to apply decision making strategies to change conditions, and to demonstrate behaviors that are safe, healthy, conducive to learning, and conducive to positive social interactions.

By design, our CARS PBIS program meets the specific and diverse needs of the 6:1:1, 12:1:4, and 12:1:1 populations throughout our sites. At each site, a cohort of teachers, lead by their site representative, meets monthly to continue the process of implementing and differentiating the program. For example, elementary sites developed a Green/Yellow/Red visual feedback system. Middle school students earn rewards for admission to school celebrations. At monthly Advisory meetings, the Team shares feedback from these site-based collaborations.

Instructional Strategies/Activities

- **September/October 2012:** Site based PBIS Teams will meet to review behavior matrix and to provide start-up information to new staff.
- **September/October 2012:** Materials to promote and implement CARS will be produced at each site; program will be introduced to students.
- **October 2012:** PBIS Advisory Team will meet to review 2011-12 data and the initial implementation plans for each site.
- **October/November 2012:** SWIS data will be analyzed at site-based meetings for baseline; intervention modifications will be initiated.
- **As Scheduled:** Teachers will register for, and participate in, D75 TCI workshops.
- **November 2012:** Paraprofessionals will participate in TCI workshops.
- **Monthly:** Students will participate in site-specific celebrations held to reward positive behaviors.
- **Monthly:** Advisory and site-based teams will meet to review SWIS data and to share feedback re: ongoing PBIS protocols being implemented schoolwide, to evaluate effectiveness of protocols, and to make modifications as required.
- **Monthly:** Team representatives will maintain Minutes of PBIS Team meetings and site-based collaborations; updates/modifications will be communicated to sites teams by Advisory representatives.
- **January 2013:** Teachers and paras from each site will participate in TCI refresher workshops to renew certification.
- **February 2013:** Teachers will prepare and share a lesson plan (via a schoolwide PBIS “dropbox”) for developing a skill/behavior based on one of the matrix elements (Eg. Respect)
- **February 2013:** Teachers will prepare and share a lesson plan (via a schoolwide PBIS “dropbox”) for developing a skill/behavior based on one of the matrix elements (Eg. Respect)
- **Ongoing:** Teachers will reference SWIS data to construct effective behavior intervention plans, or to modify existing plans.
- **Ongoing:** Team members will support the implementation of PBIS/CARS strategies and protocols at their respective sites.
- **June 2013:** Staff will provide feedback re: program implementation via Online Effective Behavior Survey (EBS).
- **June 2013:** PBIS Advisory team will review OORs incident report summaries, and will analyze CARS data to determine “next steps.”

Strategies to Increase Parental Involvement

- **Ongoing:** “Good News” phone calls/letters will be sent home from staff to share student successes.
- **Spring 2013:** Parents will be invited to participate in site-based CARS celebrations of positive behaviors.
- **As Scheduled:** At a parent workshop, facilitated by the Parent Coordinator, effective positive behavior strategies will be discussed and demonstrated.
- **As Needed:** The classroom teacher and a site-based PBIS team member will collaborate with parents to review target behaviors, antecedents, and consequences, and come to an agreement on effective interventions.
- **As Needed:** Translated materials, and translation services will be provided in the parents’ native language(s).

Budget and resources alignment

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

N/A

Service and program coordination

- **Budget**

Tax Levy Allocations: to purchase materials to promote and implement the CARS program, and for incentives and rewards.

- **Human Resources**

Scheduling/staffing implications include:

- > planning for common meeting times for site-based team meetings, and
- > providing class coverages for PBIS Advisory Team representatives to attend monthly meetings at main site

ACADEMIC INTERVENTION SERVICES (AIS)

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 AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	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	<ul style="list-style-type: none"> > Increasing opportunities to practice the writing process > Repeated readings to build listening skills > Modeling strategies/use of organizational tools to increase note-taking skills > Increasing the number/ length of reading passages to increase stamina > Modeling thought process/ strategies for making inferences/ predictions 	Classroom and Speech/Language Teachers Provider will provide: <ul style="list-style-type: none"> > Small group instruction > One-to-one tutoring 	During the school day
Mathematics	<ul style="list-style-type: none"> > Modeling strategies for identifying/using key words to understand/solve word problems > Applying ELA writing strategies to improve constructed responses 	Classroom and Cluster Teachers will provide: <ul style="list-style-type: none"> > Small group instruction > One-to-one tutoring 	During the school day
Science	N/A	N/A	N/A

Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

- **Sept/Nov '12; June '13:** Teachers will attend PD day workshops facilitated by the Staff Developer, Coach, APs, and other classroom and support staff. Workshops will address Assessments, Common Core Learning Standards and the Implications for Students with Severe Disabilities, D75 ELA Curriculum Frameworks and P138M Curriculum Frameworks, as well as curriculum resources (e.g. Equals, Unique Learning System, Handwriting Without Tears, SMILE, etc.). Common Core Learning Standards work will focus on Standards identified for CIE, and will assist teachers in making connections to meaningful, functional and academic learning activities. Examples of other workshops: Verbal Behavior, Getting Ready to Learn, PBIS.
- **Sept 2011-Feb 2012:** Teachers will receive NYSAA training and ongoing support throughout the NYSAA datafolio process. Staff Developer and Coach will assistance w/selection/design of appropriate assessment tasks, and will conduct ongoing collegial reviews of datafolios-in-progress.
- **Monthly:** Teachers will receive Monthly Curriculum Memos published by Staff Developer and Coach. Memos will address instructional connections/modifications (re: CCLS/Units of Study/Unique Learning Systems monthly activities/Teacher Planning Activities/ Expected Student Outcomes) and the instructional implications for our students with significant disabilities. Staff Developer and Coach will provide follow-up at site-based meetings.
- **Monthly:** Teachers will receive Monthly Assessment Memos published by Staff Developer and Coach. Memos will address timelines and data collection protocols, and will provide tips/suggestions, samples, and add'l resources. Staff Developer and Coach will provide follow-up at site-based meetings.
- **Monthly:** Inquiry cohorts will collaborate to evaluate data, to discuss instructional implications, to share best practices, and to plan instructional "next steps".
- **As Scheduled:** Registration will be facilitated and classroom coverages will be provided for teachers to attend D75 best practices workshops (e.g. Verbal Behavior, PECS, Social Stories; Structured Classrooms/TEACCH, PBIS, Equals, etc.).
- **As Scheduled:** Teachers will participate in classroom inter-visitations hosted by lead teachers who will co-teach/model best practices, and facilitate follow-up discussions.
- **Weekly:** First year teachers will receive in-class and follow-up supports, to be provided by assigned mentors.
- **Ongoing:** Teachers will receive feedback, guidance and follow-up supports following observational walk-throughs, a review a rubric of best practices, pre/post observation conferences, and faculty conferences conducted by APs.
- **Ongoing:** Teachers will receive feedback and follow-up support following IEP reviews (of assessment and present level of performance information, and goals/objectives) conducted by APs and Unit Teachers.
- **Ongoing:** Instructional materials requested by teachers will be purchased.
- **Ongoing:** Tech assistance (e.g. instructional, SESIS, NYSAA, and ARIS/SCANTRON/ACUITY) will be provided by the Coach.
- **Ongoing:** Teachers will receive ongoing support from APs/Staff Developer/Coach who will introduce, review, and evaluate new initiatives during site-based meetings with cohort groups and/or individual teachers.
- **Ongoing:** Middle/high school teachers will be supported by Transition Coordinator/Job Developer.
- **Ongoing:** PBIS Teams Reps, APs and Counselors will provide supports for implementing CARS program, and for developing individual student behavior plans.
- **Ongoing:** Professional development workshop registration logs/attendance records will be maintained by the Staff Developer; and will be referenced for planning/implementing follow-up/priority activities.
- **June 2013:** Teacher input/feedback will be requested via a Professional Development Needs Survey

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	534	Total Number of ELLs	150	ELLs as share of total student population (%)	28.09%
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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 process of identifying our English Language Learner (ELL) students is multi-level. Parents are required to complete the Home Language Identification Survey (HLIS) which is available in each of their native languages. Additionally, CSE IEPs and LAB-R reports are reviewed, and initial interviews and assessments are conducted in English and the native language. If the student is new to the NYC Department of Education, and it is determined that the student is a Limited English Proficient (LEP) student, one of our four NYS certified ESL teachers (named in Part 1 of this document) administers an Information Sheet of Entitled ELL Students and the LAB-R assessment. School admissions information and LAB-R reports are reviewed periodically by the lead ESL teacher, site unit teachers, and the pupil accounting secretary to monitor ELL students enrolled in classes at P138M. The ESL and bilingual teachers, with the additional support of the school based coach, administer the NYSESLAT annually to assess the language skills of all entitled ELL students. The NYS certified ESL and bilingual teachers provide ongoing instructional intervention supports throughout the year to all ELL students in preparation for the NYSESLAT. ELL students participating in the Title III Afterschool program receive supplementary individual and small group instruction targeting skills identified in the assessment. In turn, the RLAT assessment report provides information regarding each ELL student's progress and level of proficiency. This described process assures both appropriate program placement and effective instruction for each ELL student. Currently, P138M offers 6:1:1, 12:1:1, 12:1:1 (Auditory Oral), 12:1:4 and Inclusion programs for students ages 5 through 21, throughout our nine sites. Within ten days of enrollment, and as determined as most appropriate: students receive ELL services in our Spanish bilingual class; in alternate placement classes with the support of paraprofessionals who speak their native language; and/or as part of our freestanding ESL program.

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	1	1	1	1	1	1	0	0	0	0	0	0	6
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	2	1	1	3	3	1	0	0	0	0	0	0	11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	2	1	1	3	3	1	0	0	0	0	0	0	11

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	E P	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	7	10	11	6	6	12	21	6	6	1	4	21	120
Chinese				2	2		1	1			1		2	9
Russian									1					1
Bengali														0
Urdu														0
Arabic					1	1				1				3
Haitian								1						1
French							1							1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1			1						2	4
TOTAL	9	7	10	14	9	7	15	23	7	7	2	4	25	139

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

academic intervention services are provided for a period of two years to support that transition. The ESL teachers continue to monitor student progress, and to communicate with the ELL students, their parents, and their classroom teachers. Additionally, participation in the Title III Afterschool Program is encouraged for all recently transitioned students.

In response to the prior NYS citation regarding the provision of ELL services, all ELL students at P138M are receiving recommended services per their Individualized Educational Plans (IEPs). Also, all ELL students participate in the annual administration of the NYSESLAT assessment.

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
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

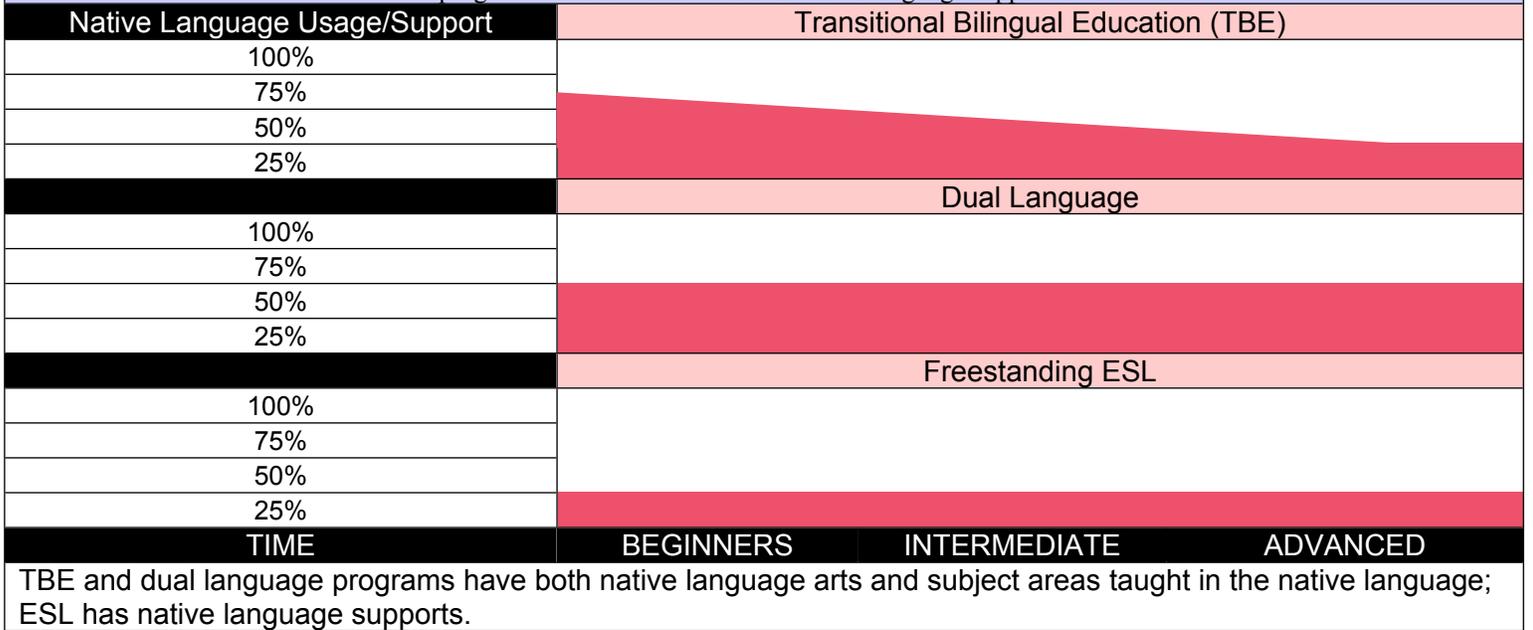
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

All classrooms offer print rich environments that include personal communication/ word systems and, when appropriate, word walls. Students use picture symbol communication systems; voice output devices, and picture symbol schedules that are developed specifically to meet the individual communication needs of each student. These individual systems support greater independence and increase participation in instructional activities. Additional supports include computer software, books on tape and music CDs. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create individualized communication materials. Students also have access to adapted books, big books, science resource kits, Unique Learning System social studies materials, and a wide variety of web based instructional materials. Object cues, manipulatives and modified materials further support interactive, hands-on instruction.

Essential thinking skills and behaviors, as well as instructional content, are taught using a wide scope of materials, programs, curriculum and strategies including, but not limited to: Picture Exchange Communication Systems (PECS), Social Stories, ABA/Verbal Behaviors, Get Ready to Learn, SMILE, Handwriting Without Tears, Meville to Weville, UNIQUE Learning System, Words their Way, Reading Street, Write Source, Math Steps, and Touch Math materials. Incorporating technology – eg. SmartBoards and iPads - further enhance instruction and provides highly motivating, interactive learning experiences.

Due to the nature of our students' significant disabilities, and in alignment with the Common Core Standards, language instruction is imbedded across all content areas. The use of early emergent text is necessary for all of our students with significant intellectual disabilities. However, the content, topics and type of text must be appropriate to their age. The process of acquiring, developing and improving instructional activities and materials that are not only age and grade appropriate, but also functional and meaningful for our students with severe disabilities, is an ongoing effort.

Effective instruction for English language acquisition is the result of focused collaboration between all members of the instructional team - classroom teachers, alternate placement paraprofessionals, content area cluster teachers, ESL teachers and related service providers. The thoughtful development of daily schedules, units of study, curriculum maps and scaffolding strategies aid the development of a strong functional and academic language curriculum.

Once a student tests at the Proficient level on the NYSESLAT assessment and transitions to a monolingual class, ESL academic intervention services are provided for a period of two years to support that transition. The ESL teachers continues to monitor student progress, and to communicate with the ELL students, their parents, and their classroom teachers. Additionally, participation in the Title III Afterschool Program is encouraged for all recently transitioned students.

Our Title III funded Afterschool Program will continue; no ELL programs or services will be discontinued. The Title III afterschool program provides supplemental language development supports. Attending students have the opportunity to receive direct instruction individually and in small groups of two or three. Recommended instructional ratios are maintained for each small instructional group. This specific and targeted instruction effectively addresses each student's individual communication and language needs. Due to the nature and severity of our students' disabilities, expanded opportunities for meaningful instructional and social experiences are always desirable and beneficial. The supplementary instructional time reinforces instruction and provides additional opportunities for students to actively participate in learning during both individual and small group activities. The afterschool program provides additional time, instructional focus and intense supports that positively impact student progress towards meeting ELL and Common Core learning standards, successfully achieving alternate grade level indicators, and demonstrating alternate performance tasks/skills.

ELL students are provided equal access to all P138M programs. The primary objective for all P138M students, across all instructional models, is to increase student independence. To this end, it is necessary to expand the English language proficiency and communication skills of our ELL students. Students will use picture symbol communication systems; voice output devices, and picture symbol schedules developed specifically to meet the individual communication needs of each student. These individual systems support spontaneous, interactive and independent student participation in our Title III after-school instructional activities. Additional supports include computer technology and software. Teachers and students use Mayer Johnson Boardmaker and Writing with Symbols software to create communication materials. Students also have access to classroom libraries, adapted books, object cues, manipulatives and modified materials. A wide variety of differentiated materials and communication systems will be developed by teachers to enhance hands-on experiential learning

activities for students participating in the afterschool program. Instruction preparing students for participation in the Spring 2012 NYSESLAT assessment will also be implemented. Additionally, commercially published/produced materials will be purchased to further support best instructional practices.

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

ELL Standard 1: Students will listen, speak, read and write in English for information and understanding.

(Also, the aligned Common Core Reading Standard #1 for Informational Text.)

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

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

Program effectiveness will be evaluated by 2011-12 NYSAA datafolio performance scores, and Spring 2012 Brigance/ABLLS assessment data. Teacher designed skills checklists will be reviewed monthly.

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.

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

budget is in place to employ staff members to provide translation and interpretation services outside regular school hours, when needed.

Two Spanish speaking bilingual teachers and two ESL teachers will conduct a Title III Saturday workshop in April 2012 for Spanish speaking parents and their children who are designated as ELLs. Two Spanish speaking bilingual paraprofessionals will assist to facilitate hands-on participation by students with their parents, and a share and review will be conducted during a working lunch. The objective is to demonstrate effective strategies/activities for parents to implement at home/in the community; students will actively participate. The bilingual paraprofessionals will continue activities with students while parents have the opportunity to make differentiated instructional materials to use at home with their children. Lunch and Metro cards will be provided for participating students and their parents. If participation is positive and the budget allows, an additional workshop will be scheduled.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1			1		2	1		1		1	2	9
Intermediate(I)			1	1		1	1	1	1					6
Advanced (A)					1									1
Total	0	1	1	1	2	1	3	2	1	1	0	1	2	16

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
7					0
8					0
NYSAA Bilingual Spe Ed		2	26	38	66

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed	0		0		4		14		18

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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.

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

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

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

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

Additional Information

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

Part VI: LAP Assurances

School Name: <u>P138M</u>		School DBN: <u>75M138</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacqueline Keane	Principal		10/21/11
GSoulette, KBerger, MGaffney	Assistant Principal		10/21/11
Revenya Murray	Parent Coordinator		10/21/11
Susan Guzman	ESL Teacher		10/21/11
TBD	Parent		10/21/11
Allyson Wiggin, ESL	Teacher/Subject Area		10/21/11

School Name: P138M**School DBN: 75M138****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darnell Lewis, ESL	Teacher/Subject Area		10/21/11
James Bhagwandin	Coach		10/21/11
N/A	Coach		10/21/11
Jocelyn Cohen	Guidance Counselor		10/21/11
Adrienne Edelstein	Network Leader		10/21/11
Melida Almeida	Other <u>ESL Teacher</u>		10/21/11
Lorraine Rodriguez Colon	Other <u>Speech Teacher</u>		10/21/11
Mercedes Florez	Other <u>Spec Ed Teacher</u>		10/21/11
	Other		1/21/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75M138 School Name: P138M

Cluster: NYCDOE D75 Network: 1

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

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

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