



**PS 231K  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 75K231  
ADDRESS: 5601 16TH AVENUE, BROOKLYN, NY 11204  
TELEPHONE: (718) 853-1884  
FAX: (718) 853-5388**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P231K      **SCHOOL NAME:** \_\_\_\_\_

**SCHOOL ADDRESS:** 5601 16<sup>th</sup> Ave, Brooklyn, NY 11204

**SCHOOL TELEPHONE:** 718 853-1884      **FAX:** 718 853-5388

**SCHOOL CONTACT PERSON:** Christina Foti      **EMAIL ADDRESS:** cfoti@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Roderick Palton

**PRINCIPAL:** Christina Foti

**UFT CHAPTER LEADER:** Roderick Palton

**PARENTS' ASSOCIATION PRESIDENT:** Joseph Williams/Doris Dunn, Co-Presidents

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

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

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

**SSO NETWORK LEADER:** Adrienne Edelstein

**SUPERINTENDENT:** Bonnie Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Christina M. Foti	*Principal or Designee	
Roderick Palton	*UFT Chapter Chairperson or Designee	
Joseph Williams	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Cruz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Darlene Foulke	CBO Representative, if applicable	
Sandra Bruh	Member/Teacher	
Antoinette Bianco	Member/ Teacher	
Doris Dunn	Member/PTA Co-President	
Edward Sommerman	Member/Parent/ PTA Treasurer	
France Metellus	Member/Parent/PTA Secretary	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS 231K is a multi-sited special education school serving elementary aged students from the twelve community school districts in Brooklyn. We are a diverse, collaborative school community dedicated to providing a comprehensive educational program with high student outcomes for all students. The goal of our programs is to maximize each child's potential through the integration of a high quality, standards driven instructional program with intensive behavioral supports. The achievement of this mission requires the collaborative efforts of the students, parents, staff and community. We are committed to providing our students the services and supports that enable them to achieve their maximum potential for responsible, independent living.

PS 231K serves approximately 280 students from kindergarten through eighth grade in a variety of staffing ratios. The educational settings are varied: inclusion, self-contained classes in a community school, and an agency setting affiliated with Jewish Board of Family and Children Services. Our school had 34 classes: one inclusion class, fourteen 12:1:1 classes, six 8:1:1 classes, and thirteen 6:1:1 classes that consist of children with autism, developmental delays, and emotional and behavioral problems.

Our teachers continue to draw upon the knowledge that they received during our partnership with Teacher's College. Teachers from both our standard and alternate programs continue to attend professional development from the district office and Schoolwide Inc., on the use of the Reader's and Writer's Workshop. This proved to be most effective in helping our teachers to teach reading and writing more effectively. The improved quality and quantity of writing, along with increased reading scores on formal and informal assessments, indicates the effectiveness of these workshops.

The teachers in the alternate assessment program continued to have the privilege of working with the experts at the Birch Training Institute. Our partnership with Birch enabled teachers to attend workshops and have the experts visit our classrooms. Teachers continue to learn strategies and techniques to help them meet the increased academic rigor placed upon our alternate assessment students. Identified teachers participated in the Picture Exchange Communication System (PECS) professional development provided on-site by the D75 Autism Coach. This training resulted in most of our non-verbal students acquiring the ability to label and request their basic needs.

The administrative team continued to implement the strategies that were taught during their participation in the Hunter College Leadership program in 2008. The team was able to help each other draw upon their strengths and continued to assist in developing strategies to improve their weaknesses. This open relationship has been a guiding force in improving our team's leadership qualities.

PS 231K works collaboratively with Jewish Board of Children and Family Services (JBCFS) to provide our standardized assessment students and families with the support they need to be successful in school and the community.

Our school was the recipient of a \$315,000 RESO A grant. This enabled us to purchase technology equipment, such as smartboards, computers and laptop carts, to support our students' learning.

## **SECTION III – Cont’d**

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

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

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**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. K231						
<b>District:</b>	75	<b>DBN:</b>	75K231	<b>School BEDS Code:</b>	307500013231		

**DEMOGRAPHICS**

<b>Grades Served:</b>	Pre-K		3	√	7	√	11	
	K	√	4	√	8	√	12	
	1	√	5	√	9		Ungraded	√
	2	√	6	√	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		87.7		
Kindergarten	15	4	14				
Grade 1	28	7	25	<b>Student Stability - % of Enrollment:</b>			
Grade 2	52	25	29	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 3	53	49	60		85.1		81.6
Grade 4	48	49	60	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	53	44	51	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 6	21	3	1		75.5	52.9	0.0
Grade 7	0	1	3	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	2	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 9	0	0	0		7	5	19
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 12	0	0	0		1	0	1
Ungraded	40	107	67				
<b>Total</b>	<b>310</b>	<b>274</b>	<b>290</b>				

<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	310	274	290	Principal Suspensions	1	1	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9	9	1
Number all others	0	0	0	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	6	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	67	67	65
# receiving ESL services only	40	16	13				

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	37	9	6	Number of Administrators and Other Professionals	14	60	63
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	33	27
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.6	80.6	81.5
				% more than 5 years teaching anywhere	61.2	65.7	63.1
<b>Ethnicity and Gender - % of Enrollment:</b> (As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	93.0	96.0	97.0
American Indian or Alaska Native	1.9	2.2	1.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Black or African American	44.2	40.5	44.1				
Hispanic or Latino	26.8	28.1	27.6				
Asian or Native Hawaiian/Other Pacific Isl.	5.2	5.8	5.9				
White	21.9	23.4	20.7				
Male	81.9	84.7	85.5				
Female	18.1	15.3	14.5				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
						√	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
				<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation:			
				√			
Overall Score:				Quality Statement Scores:			
<u>Category Scores:</u>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:							
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

**SECTION IV: NEEDS ASSESSMENT**

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

additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
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PS 231K has much to be proud of. Our Professional Learning Team (PLT) and grade level meetings, as well as, out-of-school professional development has provided our teachers with the opportunity to develop strong pedagogic skills resulting in a higher standard of teaching. The staff considers both the academic and behavioral programs to be equally as important. Our positive behavior support programs in school and on the bus have been developed and perfected over many years of working with children with special needs. The staff believes that the academic and behavioral programs work in tandem to create a positive learning environment for our students. We believe in a strength-based approach to learning and that all of us, students and staff, are lifelong learners. Our low staff turnover provides the students and school with a high level of stability which promotes a vested interest in long term planning for success. We have an effective, collaborative relationship with the Jewish Board of Children and Family Services (JBCFS). The P231 and JBCFS administrations, as well as, the counselors and therapists work closely to provide a seamless, therapeutic environment for the students at our main site. We pool resources and team up to plan special events for our students and parents, and troubleshoot any problems that may arise.

PS 231K's major accomplishments during the 2008-9 school year was the continued in-depth study and implementation of the Teacher's College Reading and Writing Units of Study for the standardized assessment program. Professional development, along with, the support of the school-based coach and D75 literacy coach provided the teachers with the opportunity to sharpen and expand their instructional skills. The Reading and Writing Units of Study was successfully implemented in the alternate assessment program. The workshop model is used in all our alternate assessment classes. Our alternate assessment students have increased their ability to produce authentic writing pieces, as well as, increase their reading levels. Our alternate assessment program's Inquiry Team focused on developing communication skills for our 6:1:1 non-verbal students. The D75 Autism Coach provided teachers and paraprofessionals with in-class support, as well as, in-school workshops. This initiative was so successful that it was videotaped and presented at a national conference in Arizona in May. The PBIS Committee continued to enhance our existing in-school Positive Behavior Intervention and Support (PBIS) program and further developed the PBIS program for the school bus. We had the PBIS kickoff for the alternate assessment program in the spring. The PBIS Committee worked with our D75 external PBIS coach to develop a matrix with picture symbols. We received our technology equipment from the \$315,000 Resolution A grant in June. Every site has smartboards, laptop carts, and additional computers, and our main site has a new computer lab. Staff participated in basic smartboard training in-school and at the district office.

Student achievement continues to be a challenge. Although our NYS ELA and Math assessments indicates a steady rise in student achievement, there is a still much work to be done. A review of our 2009 NYS ELA assessment data indicates that 68% of our students in grades 3-5 achieved levels 2 and 3 as compared to 57% of students in grades 3-5 achieving levels 2 and 3 in 2008. This is an 11% increase in students passing the NYS ELA assessment. Although we are pleased with this increase, the data indicates that none of our students in grades 3-5 achieved level 4 on the NYS ELA assessment.

Findings were similar in the review of the NYS Math assessment with the exception of 1 student achieving level 4. An analysis of the Scantron data indicates that although there was some improvement across the grades, students continue to struggle with non-fiction comprehension.

The PECS and ABBLIS data indicates that our Inquiry Team's cohort of non-verbal 6:1:1 students had a 5-10% increase in their communication skills. Our challenge this year will be to expand this initiative to all non-verbal and limited communication students. We want to further develop the skills of the teachers who were in the cohort group, as well as, provide professional development in this area to the teachers who did not participate in the Inquiry Team's study.

Although the OORS system indicates that we had a 24% decrease in the number of Level 3, 4 and 5 incidents during the 2008-9 school year, our school was placed on the NYS Persistently Dangerous School list in September 2009. A review of the OORS data indicates that the majority of incidents occurred on the school bus. These bus incidents continue to present a strong challenge to the PBIS Committee and administration. The PBIS Committee will continue to monitor the existing PBIS programs and review the data to determine whether adjustments and/or enhancements are needed to reduce the number of incidents. The newly formed PBIS Committee for the alternate assessment program will implement a school-wide behavior plan to reinforce positive behavior and identify students with challenging behavior problems.

Parent involvement at PS 231 continues to be a challenge. As a multi-sited school, servicing students from all over the borough, we have encountered many obstacles that hinder our ability to successfully engage parents in the school community. Although our parent/guardian attendance at school functions, workshops, meetings and parent-teacher conferences has increased by 15%, it continues to be an area of concern. The Parent Coordinator, PTA, counselors, and administration are always seeking creative ways to involve parent/guardian participation.

Our school's continuous improvement can be attributed to the support of the District 75 Literacy, Science, Autism, and PBIS coaches, our school-based coach, Professional Learning Teams, and the staff's participation in quality professional development from Birch Training Institute, Schoolwide Inc., and District 75. These professional development opportunities, along with a dedicated staff, have had a major impact on improving the quality of teaching. The Professional Learning Teams (PLT), which meet once a week, continue to foster a more collaborative and collegial learning environment among the teachers. Communication and sharing between teachers has improved. The PLT's have created an environment where classroom inter-visitations are welcomed.

There are several barriers to PS 231's continuous improvement. The most significant obstacle is the school bus issue. The first 6-8 weeks of the school year is spent working with OPT to change or adjust the bus routes. The majority of busses arrive at the school between 15 – 45 minutes late. By the time the students finish eating breakfast, they have missed at least one period of instruction. The late arrival negatively impacts the students' ability to settle into the day's routine. This is valuable learning time lost. The Crisis Intervention Teachers, counselors, and administrators spend several hours a week mediating or resolving bus problems. This time could be better used for in-school instructional planning, implementing and writing Functional Behavior Assessments (FBA), and supervision.

Four of the last 5 September's one of PS231's sites needed to move to another building. This has a major negative impact on instruction and student achievement for the staff and students at the new site. It takes approximately 4-6 weeks for the staff to unpack and adjust to the new routines in the building. Much administrative effort and energy is spent on building a positive, collegial relationship with the

host school administration and staff. All of this reduces the time, energy, and effort staff and administration spends on instructional and behavioral issues.

The current budget cuts, as well as, those that were imposed last school year limit the school's ability to purchase instructional materials and supplies, provide arts residencies to enrich the curriculum, and quality professional development from private organizations.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### **Goal 1:**

By June 2010, 10% of the standardized assessment 4<sup>th</sup> graders will increase student ELA performance by 2 Reading Levels as indicated by the Fountas and Pinnell Benchmark Assessment.

PS 231K will continue to focus on developing non-fiction comprehension skills to help students increase their ELA performance in class and on assessments.

### **Goal 2:**

By June 2010, 5% of the 2<sup>nd</sup> and 3<sup>rd</sup> grade alternate assessment students will increase their ELA performance by at least 1 reading level as indicated by the Read, Write and Grow Assessment

### **Goal 3:**

By June 2010, to decrease the number of Level 4 and 5 incident reports by 10% as evidenced by the OORS data.

Administration and the PBIS Committee will continue to develop programs, activities, and workshops to increase positive student behavior. An Incident Reduction Plan will be developed to decrease inappropriate student behavior and support positive behavior in school and on the school bus.



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget, Staffing/Training:</u> The Achieve 3000 program is being sponsored by the DOE. Funds will be allocated to hire substitute teachers to allow classroom teachers to attend Achieve 3000 workshops. The Comprehension Toolkit, grades 3-5, was purchased in May 2008 with Inquiry Team money and grades K-2 was purchased in April 2009.  <u>Schedule:</u> The Professional Learning Team meetings, and Lunch and Learns are programmed into the weekly schedule.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Achieve 3000 Level Set, Scantron Assessments (3 times per year), AIS portfolio, Projected gains will be an increase of at least 1 reading level as measured by Fountas and Pinnell Benchmark Assessment by February, 2010 and at least 2 reading levels by June, 2010.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA  
Alternate Assessment

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 5% of the 2<sup>nd</sup> and 3<sup>rd</sup> grade alternate assessment students will increase their ELA performance by at least 1 reading level as indicated by the Read, Write and Grow Assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>September 2009- June 2010:</u> The teachers of the 2<sup>nd</sup> and 3<sup>rd</sup> grade alternate assessment students will continue to implement the revised D75 Units of Study. Monitor the implementation of the D75 Units of Study and the Read, Write and Grow programs through grade level meetings, formal observations and walkthroughs.</p> <p><u>October – December 2009:</u> A lead teacher will participate in advanced Units of Study training provided by District 75 and turnkey the information during on-site professional development. The Assistant Principal will be responsible for scheduling the professional development, and supervising the implementation of the program.</p> <p><u>October 2009:</u> Assess the 2<sup>nd</sup> and 3<sup>rd</sup> grade students using the Read, Write and Grow Assessment to determine the students’ reading level. The Assistant Principal will schedule a Read, Write and Grow web cast presented by a representative from the Ablenet Company. A trainer from the Read, Write and Grow program will visit the classes to provide in-class support to the teachers.</p> <p><u>October 2009-June 2010:</u> Implement the Read, Write and Grow program. Running records will also be used to document the students’ progress.</p> <p><u>February 2010:</u> Administer mid-year Read, Write and Grow assessments and review running records</p> <p><u>June 2010:</u> End-of-year Read, Write and Grow Assessment and review of running records.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budget:</b>  <u>Staffing and Training:</u> Money will be allocated to purchase the Read, Write and Grow program which includes professional development. Teachers will participate in D75 Units of Study professional development. Funds for teacher substitutes to cover classes when teachers attend professional development will be allocated.  <u>Scheduling:</u> Assistant Principal will schedule grade level meetings, and in-school and district level professional development</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>September 2009-June2010:</u> Running records.  <u>February 2010:</u> Mid-year Read, Write and Grow Assessment  <u>June 2010:</u> End-of-year , Write and Grow Assessment and review of running records</p>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Budget, Staffing/Training:</u> The training and materials for the Emotional Literacy program is provided by D75. Rewards and incentives for the in-school and bus behavior programs will be funded through fund raising activities, donations and PTA support. Money will be allocated to provided substitute teachers or pay preps when the PBIS Committee members meet or attend workshops.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The bi-weekly review of the OORS and SWIS reports will indicate a decrease in Level 4 and 5 incidents resulting in an increase in students earning CBGB tickets, CHAMPS levels, and special trips.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	7	7	N/A	N/A	1	4	2	0
2	8	8	N/A	N/A	4	1	3	0
3	28	28	N/A	N/A	10	7	10	0
4	42	31	54	54	15	12	13	0
5	59	59	42	66	22	11	22	0
6	2	2	2	2	2	0	0	0
7	6	6	6	6	0	0	0	0
8	0	0	0	0	0	0	0	0
9								
10								
11								
12								

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

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

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

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**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Wilson Reading Program</b></p> <p><b>Fundations</b></p> <p><b>Test Preparation</b></p> <p><b>Comprehension Toolkit</b></p> <p><b>Achieve3000</b></p> <p><b>Graphic Organizers</b></p> <p><b>Ablenet Weekly Reader</b></p> <p><b>MeVille to WeVille Program</b></p> <p><b>Social Stories</b></p> <p><b>PECs</b></p>	<p>Small group instruction * 5xweekly * during the literacy block</p> <p><i>Wilson Reading Program</i> is an Orton Gillingham based scripted reading program for students grades K – 3 with learning disabilities or a marked difficulty with acquiring phonics. Delivered in whole group, small group, and one-to-one during the school day.</p> <p><i>Fundations</i> is an Orton Gillingham based scripted reading program for students in grade 4-5 who have difficulty with phonic acquisition. Delivered in small group and one-to-one during the school day.</p> <p><i>Test Preparation:</i> School Based Coach/Teacher prepared materials to enhance test vocabulary skills and comprehension techniques specific to the ELA standardized assessment. Delivered during the school day to grades 3 - 5.</p> <p><i>Comprehension Toolkit:</i> A comprehensive approach to comprehension instruction broken down into strategy lessons delivered to grades K – 5 during the literacy block in whole and small groupings.</p> <p><i>Achieve3000:</i> A web-based, individualized and differentiated reading and writing instruction program for the higher grades, that reaches every student at his or her reading level.</p> <p><i>Graphic Organizers:</i> Visual tools to facilitate organization of the cognitive process.</p> <p><i>Ablenet Weekly Reader:</i> A differentiated version of the classic student current events Weekly Reader used by the older Alternate Assessment students. Delivered during the school day.</p> <p><i>MeVille to WeVille Program:</i> K-1 Hands on reading program which integrates Social Studies.  <i>Social Stories:</i> Small narratives created to help students to understand social emotional issues.  <i>PECs:</i> Using pictures to facilitate communication.</p> <p><i>Joint Action Routine:</i> A system of steps incorporating communication involved in the completion of tasks.</p>

<p><b>Joint Action Routine</b></p> <p><b>Technical Devices</b></p> <p><b>ABA Program Writing</b></p> <p><b>Leapfrog</b></p> <p><b>Great Leaps</b></p>	<p><i>Technical Devices:</i> Smartboard</p> <p><i>ABA Program Writing:</i> A natural environment of learning in which repetition and data collection are utilized.</p> <p><i>Leapfrog:</i> An electronic reading program with voice for early readers.</p> <p><i>Great Leaps:</i> A fluency program for emergent readers.</p>
<p><b>Mathematics:</b></p> <p><b>Everyday Math games</b></p> <p><b>Differentiation of Instruction</b></p>	<p>Small group instruction * 5x weekly * during math instruction</p> <p><i>Everyday Math Games:</i> drill exercises aimed primarily at building fact and operations skills. Delivered to K-5 students in need of extra practice, during the school day.</p> <p><i>Differentiation of Instruction:</i> Using Everyday Math guidelines, instruction is differentiated at a higher or lower functioning level depending on the needs of the student (K-5) during math instruction.</p>
<p><b>Science:</b></p>	<p><i>Science:</i> Test Preparation Strategies taught by the science teachers from January to April.</p>
<p><b>Social Studies:</b></p>	<p><i>Social Studies:</i> Test Preparation including practice of Document Based Enquiry, Nonfiction Comprehension Reading Strategies and Determining Importance (from the Comprehension Toolkit, Harvey &amp; Goudvis) taught during the S.S. class and Literacy Block. Small groups are pulled out during the S.S. teacher's prep periods for S.S. intervention instruction.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p><b>LSCI (Life Space Crisis Intervention)</b></p> <p><b>TCI (Therapeutic Crisis Intervention)</b></p>	<p>Intensive Counseling/Guidance</p> <p><i>Life Space Crisis Intervention:</i> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.</p> <p><i>Therapeutic Crisis Intervention:</i> An abbreviated version of LSCI used in the classroom by classroom staff.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	Intensive Counseling/Guidance
<b>LSCI (Life Space Crisis Intervention)</b>	<i>Life Space Crisis Intervention:</i> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.
<b>TCI (Therapeutic Crisis Intervention)</b>	<i>Therapeutic Crisis Intervention:</i> An abbreviated version of LSCI used in the classroom by classroom staff.
<b>At-risk Services Provided by the Social Worker:</b>	Intensive Counseling/Guidance
<b>LSCI (Life Space Crisis Intervention)</b>	<i>Life Space Crisis Intervention:</i> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive manner.
<b>TCI (Therapeutic Crisis Intervention)</b>	<i>Therapeutic Crisis Intervention:</i> An abbreviated version of LSCI used in the classroom by classroom staff.
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 2-4                      **Number of Students to be Served:** 6 LEP 0 Non-LEP

**Number of Teachers** 2                      **Other Staff (Specify)** Assistant Principal and Two Paraprofessionals

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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231K follows English Language Arts standard and the NYS ESL standards. The Balanced Literacy program with an emphasis on the development of phonemic awareness and comprehension skills supports the development of English literacy. A multi-sensory approach, along with technology, infusion of the arts, and augmentative communication is used to support and enhance the Native Language Arts and English Language Arts curriculum. PS 231K has 21 LEP/ELL students, 6 in standardized assessment and 15 in alternate assessment. The languages represented are Spanish, Cantonese, and Arabic. Ten students are mandated for ESL only and 11 students are in alternate placement. The languages of the alternate placement paraprofessionals are Spanish and Cantonese. The 6 students participating in the after-school program are autistic and due to their disability they (alternate assessment) were unable to complete all components of the NYSESLAT. Therefore, it was determined that they are all at the beginning level. The school's language instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques and graphic organizers. The development of phonemic awareness and comprehension skills through literature-based and standards-based materials is also incorporated. The use of technology, Smart Boards, classroom computers, adapted switches, and augmentative communication devices such as Super Talker 8 paired with Mayer Johnson symbols are incorporated to give students in alternative assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of

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instruction. The schedule of the day, for both the elementary and middle school students, is organized for the ESL teacher and classroom teachers to meet during common prep periods. These prep periods are used to discuss ESL students' needs, design lesson plans which promote language development, and further develop ESL techniques. The ESL teacher has NYC English as a Second Language license and a NYS Certification in English to Speakers of Other Languages.

The total number of students at PS 231K is 270 students. The ethnic breakdown is as follows: African-American 46%, Hispanic- 28%, White-21%, Asian-4%, Native American- less than 1%. PS 231K's ESL program at 4 of our sites, P180, P238, P215 and P54, serves a population that includes 7.78% ELL students. We have a total of 21 LEP/ ELL students. The ELL demographics for PS 231K are: 6 students in standardized assessment and 15 students in alternate assessment. The languages represented are: 14- Spanish, 6 -Cantonese, and 1- Arabic. The breakdowns of ELL's by grades are: K- 0 students, grade1-3 students, grade2- 4 students, grade3- 1 student, grade4- 1 student, grade5- 8 students, grade6- 3 students, grade7- 1 student, grade8, 0 students. Most of our ELL students participate in alternate assessments and many were unable to complete all components of the NYSESLAT. The following are the results of our students that participated in NYSESLAT standardized assessments: beginning level -9 students, intermediate level - 2 students, advanced level- 2 students, proficiency level-0 students, and invalid assessment- 8 students. Most of our students are emergent readers. Their areas of strength are listening and speaking. Comprehension and writing are the areas in which many of the students are having the most difficulty.

#### **Standardized Assessment for English Language Learners:**

For the 2008-2009 school year, we had 5 ELL's that were in standardized assessment. Four ELL students scored a Level -1 on the NYS ELA and 1 student scored Level -2. Five ELL students were administered the NYS Math assessment, 4 scored Level 1, and 1 scored Level-2. Three ELL students were administered the NYS Science assessment, Two scored level -3 and or above and one scored level- 2. We had no eighth grade English Language Learners. Four ELL students were administered the fifth grade NYS Social Studies assessment, one scored level 3 and above, and the remaining students scored level 2 and below.

#### **New York State Alternate Assessment:**

For the 2008-2009 school year, we had a total of 55 students that had NYSAA portfolios. Fifteen of those students were English Language Learners. Fourteen of our ELL students achieved these scores on the NYSAA/ELA, level 3 and or above; in grade 3 -4, grade 4-1 grade 5- 5, grade 6-2, grade7-1 grade8-1. Only one student scored below level 3 on the NYSAA/ELA. Fourteen of our ELL students achieved these scores on the NYSAA/Math, level 3 and or above. In grade 3-4, grade4-1, grade5-5 grade6-2 grade7-1 grade8-1. Only one student scored below level 3 on the NYSAA/Math. On the NYSAA/Science grade 4; 1 student scored level 3 and above; grade 8- 1 student scored level-1. The remaining two grade 4 students scored below level 3 and the remaining two 8 grade students scored below level 3. On the NYSAA/Social Studies 5 students in grade 5 scored level 3 and above and one student in grade 8 scored level 3 and above. Two grade 8 students scored below level 3.

An after-school program for 2 hours (3:00-5:00) once weekly on Tuesdays for 19 sessions (starting January 12<sup>th</sup>, 2010) will provide ESL students with supplemental instruction in ELA. The program will consist of 6 students in a 6:1:1 ratio in grades 2-4, one certified ESL teacher, and two paraprofessionals assisting with the Title III program. All 6 students are ESL only. Languages of participating students are Chinese and Spanish. All instruction will be provided in English by a certified ESL teacher. Students will improve their English language skills by creating and publishing their own social stories along with reading and responding to computer programs designed for ESL students. The computer programs that we are looking to use are Kid Pix and Lexia Learning Systems. Differentiated instruction will be provided by creating groups of students based on their ability to communicate, write, and utilize equipment/supplies. The activities of writing, communication, using technology, and daily living skills

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(socialization) required to participate in the after-school program reinforce and enrich the mandated instruction the students receive during the school day. The students selected demonstrate a variety of writing, communication, and socialization skills. Skills range from non-verbal and emergent writing to limited verbal and writing skills. The program will provide the students' with additional opportunities to communicate through increasing their language/vocabulary skills, as well as, the use of augmentative communication along with newly purchased computer programs. The ESL teacher will create rubrics to assess the students' ability to communicate, write, socialize, and use equipment/supplies. The rubrics will be completed for each student at the beginning of the program and, again, at the completion of the program to assess student progress. Data sheets will be created and used to track student progress. Other indicators of progress will be the ABLLS. The social stories and related activities support the AGLI's, and ESL and ELA standards.

Social stories are stories that focus on specific social skills. They are used to teach social skills and increase language/communication. The student, along with the assistance of the teacher creates a social story using pictures and text. The development of the theme of the social story is determined by the needs of the individual student. This motivates the students to communicate through speech, picture symbols, writing, smart boards or the use of a communication device, subsequently, increasing English language skills. The process of creating the social story requires the student to communicate and, thereby, increases their verbal and written vocabulary. Board Maker programs will be purchased to enhance the student's ability to read and write the social stories.

In addition to the certified ESL teacher, we will additionally hire an Adapted Physical Education (APE) teacher, to help the students with their eye hand coordination, such as cutting, typing, walking and handshaking. The APE teacher is skilled at not only enhancing their physical performance, but helps to promote the students social interaction among their peers, The APE teacher will guide the students social interaction along with strengthening their physical development in school and out in the community. The ESL teacher and the APE teacher and the Paraprofessionals will work together to help our students increase all aspects of the social interactions through writing their social stories.

On April 19<sup>th</sup> and May 17<sup>th</sup>, the certified ESL teacher, the Assistant Principal and the two Paraprofessionals will take the six students out into the community to two different restaurants. By going to the restaurants, the students can practice their social skills, that they just learned through-out this program.

When looking into programs for our ESL students, Ms. Bank the assistant principal was able to locate research articles indicating appropriate computer based programs that were designed for ELL students.

**Lexia Learning Systems**, Inc. products were developed due to the NCLB act. The Lexia program was modified in the 1990's to use with the ELL population. Using this software, we can help our students with phonemic awareness, vocabulary and comprehension. The software now comprises a comprehensive reading system, as defined b Dr. Reid Lyon of NICHD. The reasons for its effectiveness and supporting research are presented below:

a) English Language Learners: Ell students have been shown in research to need more development of English Phonemic awareness and sound-symbol correspondence than native speakers. Lexia software offers extensive assessments and skill development activities in both areas to support ELL students. Lexia provides four key benefits: 1) it engages the kids, 2) it helps the teacher manage and monitor the teaching process, 3) it provides

a structured curriculum that is dependable, and 4) it helps kids to shift to effective word attack strategies early. Lexia is a comprehensive reading program.

Article: *Lexia Learning Systems, Inc. Products in the Context of NCLB*. By Jonathan A. Bower.

**KID PIX:** By having the students increase their vocabulary, we can have them read and write more extensive social stories. Research was conducted on Kid Pix as well. This program has proven to help ELL children connect technology with all aspects of literacy instruction. Kid Pix was used as a tool for drawing and writing. The research showed that the teacher was able to incorporate art, and writing to support a reader's understanding of a story. "There is a strong and positive correlation between literacy in a student's native language and the ability to learn and read English (Clay, 1993; Haager & Windmueller, 2002). The ultimate goal of learning to read is to develop reading comprehension. This can be an easier task when basic reading skills are mastered (Keenne & Zimmerman, 1997). One method of effective communication to help ELL students show their understanding of a concept is through art. Hickman 1999, stated that from previous experience, children can learn quickly to use Kid Pix as a tool for writing. Hickman's findings were that ELL students were able to respond to the text, the written and artistic responses were expanded by the oral responses as well. In general, students were able to add more detail to their written responses "Research taken form "Using Kid Pix to Help ELL Students Respond to Literature" Michelle R. Fraley.

### **Parent Involvement**

A parent orientation to the Title III program took place during parent teacher conference on November 10, 2009. Parents also received the official Title III letter in a language which they understand detailing the proposed Title III program. Prior to the workshops planned for the parents, the parent coordinator will distribute a needs survey to find out what the parents are interested in learning to better assist them with their child at home. The parent workshops will be based on the results of the survey. Once the team assesses the information received, we will develop the actual workshop series and send out flyers in parent's native language. These workshops will be presented monthly by the parent coordinator, assistant principal and/or the certified ESL teacher. Notification of the dates of the Title III program parent workshops will be sent home in the parents' native language (Cantonese and Spanish). We will also provide parents with workshops that show them how to use picture symbols and the social stories to enhance language and communication at home. Our Paraprofessionals will provide interpretation available for the parent workshops provided by the staff. The parent workshops are scheduled for the following Mondays: March 22, April 12, and May 3, 2010 from 3 pm – 5 pm.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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One teacher and two paraprofessionals, will participate in a "Book Study" along with the Assistant Principal on a weekly basis for six weeks, one hour per week commencing on February 1, 2010. The Book that we will read as a group is *Learning to Learn in another Language* By Pauline Gibbons (1993). Participating in this professional development will provide an opportunity for all of us to enhance and enrich our knowledge of ESL techniques and effectiveness in increasing the students' academic, behavioral, and social skills. Each week, the teacher, paras or AP will present the salient points of a chapter from the book to the other members of the group and will create discussion questions based on the book and how the

chapter's contents may be utilized during the Title III program in assisting students in the creation of their social stories. The dates of the book study are as follows: February 1, 8, 22 and March 1, 8, and 15, 2010.

**Form TIII – A (1)(b)**

School: PS231 BEDS Code: \_\_\_\_\_

**Title III LEP Program  
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	10,637.22	Professional Staff: Instruction -1 ESL teacher x 19 weeks x 2.00 hours a week X 49.89 per hour @ 38 hours= 1895.82 - 1 APE teacher 19 weeks x 2.00 hours a week X 49.89 per hour @ 38 hours= 1895.82  -1 Supervisor x 19 weeks X 1.5 hours per day X 52.21 per hour @ 28.5 hours= 1487.99 -2 paraprofessionals x 19 weeks X 2.00 hours per day X 28.98 per hours @ 38 hours= 1101.24X2=2202.48 -1 Secretary x 10 hours @ 30.74 = 307.40 <b>TOTAL= 7789.51</b>  Professional Development: - 1 ESL Teacher x 6 days x 1 hour per day x 49.89= 299.34 - 1 APE Teacher x 6 days x 1 hour per day x 49.89= 299.34 - 2 Paraprofessionals x 6 days x 1hour per day x 28.98=347.76 - 1 Administrator x 6 days x 1/2 hour per day x 52.21=156.63 <b>TOTAL: 1103.07</b>

		<p>Parental Involvement:  3 workshops @ 2hours per session  - 1Teacher x 3 days x 2 hours per day x 49.89= 299.34  - 1 Administrator X 3 days x 1.5 hours per day x 52.21= 234.95  -2 Paraprofessionals x 3 days x 2 hours per day x 28.98=347.76  <b>TOTAL:=882.05</b></p> <p>Trips: Money for trips to practice our social skills for out social stories <b>\$75.00</b>  2 trips @ 2 hours per trip  - 1Teacher x 2 days @x 2 hours per day x 49.89= 199.56  - 1 APE teacher x 2 days x 2 hours per day x 49.89= 199.56  -2 Paraprofessionals x 2 days @ 2 hours per day x 28.98=231.84  -1 Administrator x 2 days @ 1.5 hours per day x 52.21=156.63  <b>TOTAL: 862.59</b></p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials and educational software.</li> <li>- Must be clearly listed.</li> </ul>	<p>3606.92</p>	<p>Printer Paper- 3 boxes @ 36.81=<b>110.43</b></p> <p>Printer Ink: Lexmark # 26- 15 @ 21.75 = 326.25  Lexmark #29- <u>15@13.19</u>= 197.85  Lexmark #28 15@ 12.59= 188.85  Lexmark #16 14 @ 21.41= 299.74  <b>Total ink:1012.69</b></p> <p>Velcro: 50packs @ 3.81= <b>190.50</b></p>

		<p>Markers Dry Erase- 10 packs @ 3.04=<b>30.40</b></p> <p>Laminating materials: 10 packs @ 15.31= <b>153.10</b></p> <p>Loose Leaf Binder for stories: 18 binders @ 2.58=<b>46.44</b></p> <p>Crayons-20 boxes @ 1.12=<b>22.40</b></p> <p>Markers -10 packs thin: @2.57=<b>25.70</b></p> <p>Marker- 10 packs fat: @2.37=<b>23.70</b></p> <p>Construction Paper 15 packs: @ 1.55=<b>23.25</b></p> <p>Board Maker: 2 Boardmaker Activity Pads complete bundle @ 89.00=178.00 1 Board maker Activity Pad and Board maker V.6 for Mac= 1026.55 1 Board maker for Mac @ 299.95= 299.95 1 Board maker for windows @ 213.85 TOTAL for Board Maker= <b>1718.35</b></p> <p>Books: 6 books for professional reading group: @ 25.00 = <b>150.00</b></p> <p>Kid Pix: Instructional material: 4 sets x 24.99 each= <b>99.96</b></p>
<b>Travel</b>	594.00	Metro cards for parents 4.50 each X 132= <b>594.00</b>
<b>Other</b>	161.86	Snacks for students and parents
<b>TOTAL</b>	<b>\$15,000</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
The school collects data using the Home Language Survey, interviews with parents of new students, and outreach to parents by Parent Coordinator and counselors. The findings of the data collection informs the school of the translation needs of the parents when sending home letters/flyers and providing interpreters at meetings.
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.

Findings indicate that the school's translation needs are mostly for Spanish and Cantonese speaking parents. The findings were reported to staff during staff meetings and to parents during PTA and SLT meetings.

#### **Part B: Strategies and Activities**

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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.  
PS 231K utilizes the service of the DOE's Translation and Interpretation Department. Requests must be submitted at least 24 hours prior to the date of dissemination. Our Title III team will be comprised of staff who will be able to speak the languages needed for all parent workshops.
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.

Oral interpretation will be provided by paraprofessionals and/or teachers during parent-teacher conferences, Parent Coordinator meetings, student disciplinary meetings, and PTA meetings.

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>.

PS 231K will follow the Chancellor's Regulations in sending letters, notices, information home in a timely fashion and providing translation interpretation services through the use of on-staff translators and the Translation and Interpretation Un

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**  
**NOT APPLICABLE**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2009-2010\_\_\_\_\_
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program\_\_\_\_\_
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified\_\_\_\_\_
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year\_\_\_\_\_
5. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**  
**NOT APPLICABLE**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$\_\_\_\_\_; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**  
**NOT APPLICABLE**

*All SURRE schools must complete this appendix.*

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURRE Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

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

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The 2008-2009 Inquiry Teams research revealed some of the 1A key findings particularly the in-depth teaching of non-fiction comprehension. ELA data from formal and informal assessments are reviewed throughout the school year and teachers adjusted their teaching to meet the needs of their students. Teachers utilized the Teacher's College Reading and Writing Units of Study which is closely aligned with NYS ELA standards. Meetings on NYS ELA standards need to continue to be held to ensure consistent implementation.

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

X Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Assessment results show a discrepancy between results of the NYS ELA standardized assessment and the curriculum objectives being taught in the classroom. Based on objectives taught in our ELA program our expectations were that the students would perform better. Data obtained from assessment results revealed that there is a misalignment between curriculum and/or strategies and the state standards.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers will begin to have a more in-depth understanding of the ELA state standards based on their work in their Professional Learning Teams, Lunch and Learns, grade level meetings, and other professional development endeavors to align the ELA curriculum with the ELA state standards.

## 1B. Mathematics

### Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In reviewing the Everyday Math curriculum, it became evident our instruction did not include in depth instruction in mathematical processes. It was also apparent that the terminology used in the Everyday Math program was not aligned to the NYS Math assessment.

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

X Applicable    Not Applicable

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1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A review of the mathematics block, observations and walkthroughs it was evident that there is an inconsistent focus on mathematical process.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We need to more clearly define the use of time and provide professional development in the NYS Math Standards and terminology needed to supplement the Everyday Math program..

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Walkthroughs, formal observations, individual and small group teacher meetings, and a review of student portfolios and student work posted on bulletin boards indicates that best practices and research-based practices, which include differentiated instruction, are utilized in our PS231K's classrooms.

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

Applicable     Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers use the workshop model to teach ELA. It is inherent in the design of the workshop model that there is limited time (approximately 10 minutes) that the lesson is teacher centered (mini-lesson), the students then break-up into small groups or partners for an activity (differentiated instruction), then regroup to share their findings/experience with their classmates (accountable talk). The students are actively engaged throughout the lesson. Our ELA curriculum model is vertically aligned to accommodate differentiated instruction and multi-grade grouping. The horizontal alignment assures that grade to grade scaffolding of skills is consistently addressed. Imbedding the use of technology into ELA instruction allows our teachers to differentiate instruction to meet the various needs of our students. Based on an understanding of multiple intelligences and addressing varied learning modalities we are able to more successfully align with the NYS ELA standards.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Observations, walkthroughs, and discussions with teachers revealed that a dearth of opportunities for students to engage in in-depth focus on process and collaboration in problem solving.

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

X Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Observations and student portfolios indicate students participate in moderate in-depth math activities which is an improvement from last school year, however, much work still needs to be done.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

High level student engagement will be encouraged by incorporating the use of technology, specifically the use of the smartboard, into the math curriculum and collaborative math lab strategies.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A review of staff retention data indicates a high level of stability and low teacher turnover. Conversations with staff and a review of the results of the teacher response section of the Learning Environment Survey indicates that teachers continue to feel supported and safe in the school.

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

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data indicates that 45 out of 63 teachers have worked at PS 231K for 5 years or more. Reasons for leaving our school are retirement, out of city/state move and childcare leave. A review of the participation of professional development opportunities for teachers and paraprofessionals indicated that our staff is comprised of many who are expert in particular areas of instruction and are continually update their knowledge. There are ample opportunities for staff to share their knowledge with colleagues and work in concert to continually raise the level of quality in instruction. This sense of collaboration and community makes the staff feel connected to the school which leads to low teacher turnover. An environment is created where staff feels their contributions are valued.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

After reviewing the calendar of PD that the ELL teacher participated in and speaking with the ELL teacher and classroom teachers it was determined that the information and materials received through PD need to be more effectively communicated to school-based teaching staff.

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

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Currently, the structure in place to support the transmission of information from the ELL teacher to the classroom teachers need to be further developed to ensure a more comprehensive dissemination.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

ELL teacher regularly attends district and DOE ELL workshops. The ELL teacher will continue to work with the assistant principal and lead teachers to improve the current system of disseminating/sharing relevant ELL practices and strategies to maximize skill development of ELL's. The ELL teacher will continue to support classroom staff in accomplishing the set goals.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal meets with the data specialist on protocols for disseminating and disaggregating ELL assessment data in a timely manner.

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

X Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Assessment data was available to the ELL teacher and classroom teachers but not disaggregated by students time in the U. S..

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The data specialist will disaggregate the assessment data by students time in the U. S..

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In reviewing teacher professional backgrounds it was found that the teachers and administrators are licensed in and considered highly qualified in special education.

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

Applicable   X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The teachers and administrators are expert in the areas of disabilities, accommodations and modifications supporting instruction, behavior management and differentiated instruction. This information is shared through Professional Learning Teams, Lunch and Learns, workshops, and peer support.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students

are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The IEP specialist reviews alignment of goals, objectives and promotion criteria, as well as behavior plans, when applicable. This is to assure accuracy and completeness of the documents. All students at PS 231 have Behavior Intervention Plans

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There is an ongoing system in place to assure the quality of documents utilized to support inclusion in special education classes. The system is comprehensive as it includes personal data, instructional goals and objectives, behavior plans, related services and promotional criteria.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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

*This appendix will not be required for 2009-10.*

**NOT APPLICABLE: SCHOOL DOES NOT RECEIVE C4E FUNDS**

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

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## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
**There are 5 students** in temporary housing currently attending PS 231.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

## **Language Allocation Policy**

School: PS 231K

District: 75

Principal: Christina Foti

Date: September 29, 2009

### **LAP Committee**

Christina Foti - Principal, Geraldine Burke- Assistant Principal, Mindy Bank- Assistant Principal, Emma Fidilio ESL Teacher and Sandra Bruh- Assessment Coordinator.

### **School Demographics:**

PS 231K has a register of 270 students. The ethnic breakdown is as follows: African-American 46%, Hispanic- 28%, White-21%, Asian-4%, Native American- less than 1%.

PS 231K's ESL program at 4 of our sites, P180, P238, P215 and P54, serves a population that includes 7.78% ELL students. We have a total of 21 LEP/ ELL students. The ELL demographics for PS 231K are: 6 students in standardized assessment and 15 students in alternate assessment. The languages represented are: 14- Spanish, 6 -Cantonese, and 1- Arabic. The breakdowns of ELL's by grades are: K- 0 students, grade1-3 students, grade2- 4 students, grade3- 1 student, grade4- 1 student, grade5- 8 students, grade6- 3 students, grade7- 1 student, grade8, 0 students.

### **ELLs' Identification Process:**

All parents or guardians of newly enrolled students in the NYCDOE are required to complete a Home Language Identification Survey (HLIS). This survey lets the school know what language the child uses in their home. IF the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery Revised (LAB-R). This test could also be administered by the CSE. Performance on this test determines the child's entitlement to English language development support services. To annually evaluate ELLs' in our school, all ESL, Bi Lingual, and x- coded students are administered the New York State English as a Second Language Achievement Test ( NYSESLAT). Presently we only have a Free Standing ESL Program. Children are

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assigned to our school by District 75 Placement Office. Parents visit the school, see what programs are in place for their child and either accept or reject the placement. Bi Lingual students receive the support of a native speaking Alternate Placement Para that helps the child transition between their home language and English. Entitlement letters are sent by the CSE.

### **Trends in Parent Choice:**

Options for Special Education ELL's are discussed with parents during the Educational Planning Conference at the CSE level.

### **Parent Community Involvement:**

The Parent Coordinator will offer parents of ELL's on- going information in their home languages. During parent orientation, PTA meetings, and Open School Conferences, parents will be updated on the programs their ELL students receive. On-site interpreters are available for Spanish, Chinese, Arabic and Creole speaking parents.

### **Proficiency Levels and Patterns:**

Most of our ELL students participate in alternate assessments and many were unable to complete all components of the NYSESLAT. The following are the results of our students that participated in NYSELAT standardized assessments: beginning level -9 students, intermediate level - 2 students, advanced level- 2 students, proficiency level-0 students, and invalid assessment- 8 students. Most of our students are emergent readers. Their areas of strength are listening and speaking. Comprehension and writing are the areas in which many of the students are having the most difficulty.

### **Assessment Data:**

Four Ell students scored a Level 1 on the NYS ELA and 1 student scored a Level 2. The remaining students were exempt due to being in grades K-2 or exempt by their IEPs. Of the 5 ELL students who were administered the NYS Math assessment, 4 scored at Level 1, and 1 scored at Level 2. Our ELL students performed at a comparable level with our non- ELL students on the NYS ELA and NYS Math assessment. The NYSAA Reading results are: 10 of our alternate assessment students scored Level 1, 16 students scored Level 2, 20 students scored Level 3, and 8 students scored Level 4. The NYSAA Math results are: 2 students scored Level-1, 14 students scored Level -2, 28 students scored Level -3, and 11 students scored a Level 4. The NYSAA results for science are: 28 students scored Level -1, and 2 students scored Level 2, 5 students scored Level 3, and 3 students scored Level 4. . The NYSAA Social Studies results are: 5 students scored Level 1, 5 students scored Level 2, 1 student scored Level 3, and 2 students scored Level 4.

### **Implications for Lap:**

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The LAP process suggests that we need to cluster our students in our ESL program (alternate placement students and ESL only) to facilitate the delivery of ESL services. The ESL teacher will provide additional training for staff who works with ELL's.

### **Implications for Instruction:**

Students in our ESL program have demonstrated a need to develop their communication and writing skills. Teachers will concentrate on the writing process and the integration of technology to support the process. The teachers also follow the shared writing, creative writing, and independent writing as delineated in the Workshop Model for Balanced Literacy and the District 75 Units of Study. Scaffolding techniques are utilized to provide supports. Students who are severely disabled or have communication needs are supported through augmentative and alternative communication system (AAC) and strategies. Paraprofessionals fluent in the students' native language support the student by translating information and directions given by teacher. Teachers work with paraprofessional in the use of ESL techniques.

### **SIFE:**

We have 2 SIFE students. These SIFE students are supported by using AAC, scaffolding techniques, Academic Intervention Services (AIS), tutoring, and Positive Behavior Intervention Supports (PBIS).

### **ELLs 4-6 years**

Our ELLs' receiving services 4-6 years participate in Project Arts, AIS, tutoring, and Positive Behavior Intervention Supports (PBIS). Currently we do not have any Long Term ELLs who have completed six years of service. All of our ELLs are classified as students with special needs.

### **Newcomers:**

We have 2 newcomers to our school. We will support them by providing an instructional climate that is nurturing and conducive to learning and facilitates language production. These students receive instruction in Foundations or Wilson Reading Program, and some participate in the Title III after school program.

### **Transition Plan:**

We do not have any proficient students at this time. However, our transition plan includes the ESL teacher working with the classroom teacher to support and enhance the use of ESL techniques.

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### **Transitional Bilingual Program:**

We do not have a bilingual program this school year.

### **English as a Second Language:**

Students at the beginning or intermediate levels of ESL receive 2 units of ESL instruction. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques and graphic organizers. The development of phonemic awareness and comprehension skills through literature-based and standards-based materials is also incorporated. The use of technology, Smart Boards, classroom computers, adapted switches, and augmentative communication devices such as Super Talker 8 paired with Mayer Johnson symbols are incorporated to give students in alternative assessment additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. All teachers have the opportunity to participate in district-sponsored ESL professional development and ESL techniques including the multi-sensory approach workshops are presented in-school during professional development days. The schedule of the day, for both the elementary and middle school students, is organized for the ESL teacher and classroom teachers to meet during common prep periods. These prep periods are used to discuss ESL students' needs, design lesson plans which promote language development, and further develop ESL techniques. The ESL teacher has a NYC English as a Second Language license and a NYS Certification in English to Speakers of Other Languages.

### **Native Language Arts:**

We do not have a bilingual program. Students who are mandated for bilingual education have an alternate placement paraprofessional who is fluent in their native language and are serviced by the ESL teacher. The alternate placement paraprofessional supports the students through translation and use of ESL techniques.

### **English Language Arts:**

The advanced student receives 1 unit of ELA and 1 unit of ESL. ELA instruction for ELL students follows the NYC's uniform curriculum and the Balanced Literacy program. The use of software and multimedia enhances and supports the development of English literacy. Activities are extended throughout the curriculum by combining the interdisciplinary/ thematic approach with Language Experience multi-

sensory approaches, the infusion of the arts, use of technology, Smart Boards and augmentative communication. The classroom library contains books in English, including those adapted by teachers to the needs of students with severe disabilities.

### **Content Area Instruction:**

ESL strategies included: Language Experience, the Natural Approach, scaffolding techniques and graphic organizers. The use of technology, Smart Boards, and augmentative communication are incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instructions.

### **Free Standing ESL Program:**

Our ESL program is composed of 21 ELL students, including 10 students with IEP's indicating ESL only and 11 students in alternate placement. The ESL teacher provides ESL instruction by using the push in and pull out models.

### **ESL Instruction:**

ELL students will receive the units of ESL: Beginners and Intermediate Level students- 2 instructional units of ESL (360 minutes), Advanced level students- 1 instructional unit of ESL (180 minutes) and 1 instructional unit (180 minutes). To ensure that students meet the standards and pass the required state and city assessments, ESL instruction will follow the NYS ESL standards and incorporate ESL strategies such as: Total Physical Response (TPR), language experience, scaffolding techniques, graphic organizers. The use of technology and augmentative communication devices will be incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials will be infused throughout all aspects of instruction. Teacher- made materials will address the students' cultural backgrounds. The classroom libraries include a variety of books on all student levels that reflect the background, needs and strengths of ELL students.

### **Content Area Instruction:**

For all students, content area instruction is provided as follows: all subject areas are taught in English through ESL methodologies by special education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL teacher and classroom teachers will collaborate on a regular basis in planning for students who receive ESL services. The ESL methodologies used include: TPR, Language Experience, Natural Approach, graphic organizers and the multi-sensory approach used in conjunction with augmentative communication devices, Mayer Johnson symbols, and scaffolding techniques. Students in alternate placement receive additional support in their native language and English from a paraprofessional who speaks the students' native language and English. Content area instruction follows the NYC Scope and Sequence for Content Area Instruction and the uniform curriculum for math. Early assessment tools for ELLs in the standard assessment program include Fountas and Pinnell, Edperformance, and Acuity assessments. For our alternate assessment ELLs we use the Brigance and ABLLS to assess their early literacy skills. Our students levels of proficiency in the communication areas and their academic performance has shown gains in their ability to synthesis English. The use of technology is incorporated into ESL and content

area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

**Professional Development:**

The ESL teacher participates in district sponsored ELL professional development. A district- based bilingual coach assigned part time to P231K supports the ESL teacher throughout the school year. Tentative PD dates are October- Review ESL/ELA Standards, November- Strategies in Content Areas: Social Studies, December ESL/ELA Test Taking Strategies, and January- Strategies in Content Areas: Mathematics. In addition workshops on Teacher's College Reader's and Writer's Workshop, Everyday Math, and Elements of Balanced Literacy will be presented at the school level during DOE designated Professional Development days.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-8 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>District 75</b>	School <b>P.S. 231K</b>
Principal <b>Christina Foti</b>	Assistant Principal <b>G.Burke &amp; M. Bank</b>
Coach <b>Fanny Castro</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Sandra Bruh Assessment Coord.</b>	Guidance Counselor <b>L. Kaplowitz</b>
Teacher/Subject Area <b>Emma Fidilio ESL</b>	Parent <b>J. Williams</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>James Lola</b>
Related Service Provider <b>Steven Santorello Speech</b>	SAF <b>type here</b>
Network Leader <b>Fanny Castro</b>	Other <b>type here</b>

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>270</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>7.78%</b>
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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.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	0	3	4	1	1	8	3	1	0	21
<b>Total</b>	0	3	4	1	1	8	3	1	0	21

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	21
SIFE	2	ELLs receiving service 4-6	9	Long-Term	0

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		years		(completed 6 years)	
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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										0
Dual Language										0
ESL	12			9			0			21
<b>Total</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

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

### 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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

Dual Language (ELLs/EPs)																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian Creole																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	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): <u>na</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	3	4	0	1	6	0	0	0	14
Chinese	0	0	0	1	0	2	3	0	0	6
Russian										0
Bengali										0
Urdu										0
Arabic	0	0	0	0	0	0	0	1	0	1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0

Albanian											0
Other											0

<b>Programming and Scheduling Information</b>											
<p>1. How is instruction delivered?</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</p> <p>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])?</p> <p>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)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p> <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>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.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>											
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>21</b>

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



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

## Part IV: Assessment Analysis

A.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers or ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

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

### Assessment Analysis

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	TOTAL
Beginner(B)	0	3	4	1	1	4	3	1	0	17
Intermediate(I)	0	0	1	0	0	2	0	0	0	3
Advanced (A)	0	0	0	0	0	1	0	0	0	1
Total	0	3	5	1	1	7	3	1	0	21

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	1		1	1			1		
	I	1	1	2		1		1		
	A		1	1		2				
	P					1				

READING/ WRITING	<b>B</b>		1		1	3		1	2	
	<b>I</b>		1	1						
	<b>A</b>									
	<b>P</b>									

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		1		0		0		5

8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- 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.

## Part V: LAP Team Assurances

<b>Completing the LAP:</b> Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mindy Bank & G. Burke	Assistant Principal		10/20/09
James Lola	Parent Coordinator		10/20/09
Emma Fidilo & O. Vasquez	ESL Teacher		10/20/09
	Parent		
Sandra Bruh Assessment Coordinator	Teacher/Subject Area		10/20/09
	Teacher/Subject Area		
Fanny Castro	Coach		10/20/09

	Coach		
L.Kaplowitz	Guidance Counselor		10/20/09
	School Achievement Facilitator		
Fanny Castro	Network Leader		10/20/09
	Other		
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

**MAY 2009**

**MAY 2009**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-8 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>District 75</b>	School <b>P.S. 231K</b>
Principal <b>Dr. Laura Giannino</b>	Assistant Principal <b>G.Burke &amp; M. Bank</b>
Coach <b>Fanny Castro</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Sandra Bruh Assessment Coor.</b>	Guidance Counselor <b>L. Kaplowitz</b>
Teacher/Subject Area <b>Emma Fidilio ESL</b>	Parent <b>J. Williams</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>James Lola</b>
Related Service Provider <b>Steven Santorello Speech</b>	SAF <b>type here</b>
Network Leader <b>Fanny Castro</b>	Other <b>type here</b>

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>270</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>7.78%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)
- 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.
- 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.)



Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>na</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>0</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	3	4	0	1	6	0	0	0	14
Chinese	0	0	0	1	0	2	3	0	0	6
Russian										0
Bengali										0
Urdu										0
Arabic	0	0	0	0	0	0	0	1	0	1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>21</b>

## Programming and Scheduling Information

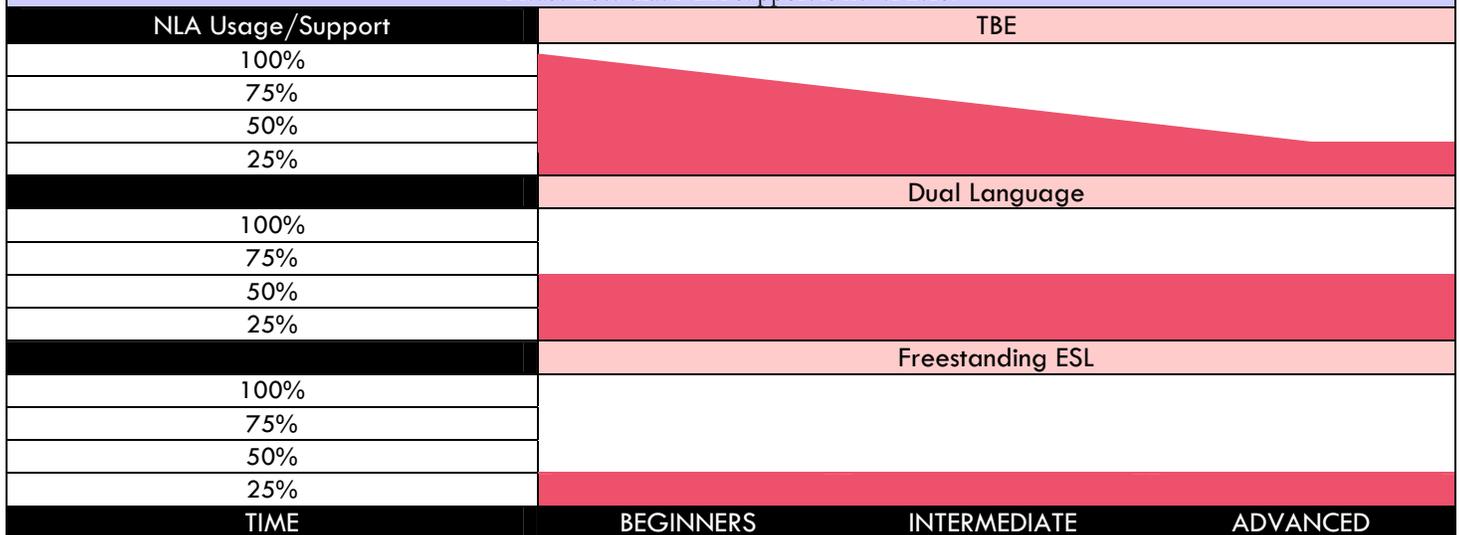
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

### Native Language Arts and Native Language Support

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



## Programming and Scheduling Information--Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	0	3	4	1	1	4	3	1	0	17
Intermediate(I)	0	0	1	0	0	2	0	0	0	3
Advanced (A)	0	0	0	0	0	1	0	0	0	1
Total	0	3	5	1	1	7	3	1	0	21



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

Native Language Tests									
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<b>Signatures</b>	
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