



P4Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75/ Q/ 004

ADDRESS: 196-25 PECK AVENUE FRESH MEADOWS NY 11365

TELEPHONE: 718-264-0916

FAX: 718-264-1205

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q004 SCHOOL NAME: P4Q

SCHOOL ADDRESS: 196-25 Peck Avenue Fresh Meadows NY 11365

SCHOOL TELEPHONE: 718-264-0916 FAX: 718-264-1205

SCHOOL CONTACT PERSON: Marcy Berger EMAIL ADDRESS: mberger3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Arvella Tucker

PRINCIPAL: Marcy Berger

UFT CHAPTER LEADER: Arvella Tucker

PARENTS' ASSOCIATION PRESIDENT: Tonya McCoy

STUDENT REPRESENTATIVE:
(Required for high schools) Equan Simmons; Joseph Roman

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: _____

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
Marcy Berger	*Principal or Designee	
Arvella Tucker	*UFT Chapter Chairperson or Designee	
Tonya McCoy	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Equan Simmons Joseph Roman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mitchell Mays	Member/Parent	
Tishawne Henderson	Member/Parent	
Nadine Clarke	Member/Parent	
Nancy Bucella	Member/Teacher	
Betty Tsapeles	Member/Teacher	
Sue Wisner	Member/Teacher	
Michele Khodai	Member/Teacher	

(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.

Vision: Our vision for P4Q involves the collaboration of administrators, teachers and parents working together in conjunction with the community to make positive, educational and social differences in the lives of our students – always striving to reach for the stars.

Mission: We believe that all students can learn and are entitled to the best education possible. To this end we endeavor to foster an educational environment that takes into account the needs, interests and abilities of the individual student. We recognize our responsibility to promote positive self-awareness among our student body, and to develop those educational skills, which will maximize and enhance the potential for student academic achievement in all curriculum areas. It is our responsibility to prepare students to acquire the necessary academic and vocational skills to become successful, productive citizen in our society. This can only be accomplished in partnership with home, school and community.

P4Q, a District 75 cluster school, serves severely emotionally challenged and/or autistic children in both alternate and standardized instruction – 62.8 % are standardized assessment and 37.2% are alternate assessment. 431 students, Pre-kindergarten through Grade 12 (without 7th and 8th grade) students are served in one of the (5)five sites of P4Q, in self contained, general education buildings and in one inclusion setting at P.S. 213, 179, 270, 161, and Skillman MS/HS. The recent addition of the Middle School for 6th graders with autism in the Skillman Avenue building has created two uniquely different programs within one site. P179Q has also expanded with the addition of 5 kindergarten 6:1:1 classes for students with autism.

Our school culture is such that uniformity of instruction, differentiated learning and the emotional well-being of the students is promoted at all times. There is a sense of pride in our organization and our students are treated with the respect they deserve, always reaching for the stars.

Individualized Education Plans (IEP's) generate the related service mandates that all our students receive. For our students with autism, Applied Behavior Analysis with the use of Picture Exchange Communication System and discreet trial training is used. Brigance and/or ABLLS are used to assess these alternate assessment students which drive instruction. Relationship Development Inventory is used on all levels to determine social skill growth. NYSAA datafolios are completed in lieu of state exams, following appropriate Alternate Grade Level Indicators (AGLIS). Sensory integration and adaptive communication systems are included as well. Visual cues will be incorporated with literacy and both expressive and receptive communication on a greater scale. We have been involved with Rutgers University, being supported by a consultant several times a month during the 2003-2004, 2006-2007 and 2008-2009 school years. Higher functioning students with autism are also included in core curriculum with balanced literacy and mathematics as appropriate. At one of our sites, P213, we changed the ratio of 6:1:1 for students with autism to a less restrictive ratio of 8:1:1, also for children with autism. P4Q is one of the first schools in the district and borough to offer that ratio as a category option.

William Glasser's Responsibility Training is the focus of our behavior management program. Token economy is used at each site with specific rewards and consequences for each positive choice or infraction. Bulletin boards, school stores, school level trips, point sheets and point bank books using specific language and vocabulary, are incorporated into the school day. The consistency of these plans and language across the sites leads to fewer incidents. Inappropriate student behaviors on the school buses have prompted more meetings with the drivers and matrons and, more incentives are given to our students to reduce incidents. Behavior Intervention Plans are completed with all I.E.P's and Functional Behavior Assessments (FBA) are done as needed. For students with autism, errorless correction with positive reinforcement is used to teach appropriate behaviors and skills.

At each site with standard assessment students, portfolios of students' work are maintained and assessed to determine academic progress. Our aim is to develop ways to work with teachers and students, using test scores, including both level and scalene scores, and standard-based curriculum to maximize the teaching and learning of our students. The Data Inquiry Team and/or Collaborative Teams review assessments and tests; Acuity, Performance Series, Achieve 3000, E-CLAS, Brigance, ABLLS, state and city exams to ensure the delivery of differentiated instruction. The information is turn-keyed to teachers to assist them in planning and designing a high level of learning experiences for all students along the continuum of teacher development. Teachers also access student information using ARIS and this information is shared with the students themselves and with their parents. Parents are learning to use this resource themselves during the 2009-2010 school year through the ARIS Parent Link.

Academic Intervention Services are provided to students who were identified by staff and parents based upon performance on standardized testing, web-based assessments and student work. Students receive individual instruction in English/Language Arts and Math. During 2009-2010, several students will receive AIS in Social Studies and Science as well. Monies were spent to purchase technology materials and remedial workbooks and texts.

With the fully integrated core curriculum and use of Balanced Literacy and Math in all grades, standards are set high to mirror general education criteria. The focus is on student ownership of class work and production of genuine student work. The expansion of classroom leveled libraries across content areas has increased the reading and writing stamina for all grades. During the 2009-2010 school year, with combining our former site at 814 into 179 and expanding into the full school building at 179, we have begun to create a formal library room for our students.

All sites participate in the Literacy Fair (both district and school-wide). Professional development is attended and turn-keyed to build capacity. New teachers are mentored by experienced teachers and our school-based coach travels among the sites to ensure uniformity and quality in education. We are involved with "Principal for a Day," working with the same "Principal for a Day" for the past six years. At 179, an additional intervention is our partnership with the Big Brother/Big Sister program with St. Francis Preparatory School. This partnership involves students from St. Francis Preparatory working with our students, incorporating reading comprehension and processing techniques while working on math problem-solving skills and strategies. Resources are used to full capacity to support all interventions and strategies. Our elementary sites participate in Learning for Life, arranged through the Boy Scouts of America to enhance our science program and curriculum.

Students and staff have a shared technology focus. Email among staff is regularly used as a means of communication and sharing best practices. Students use laptops as part of daily lessons and assessments, learning to take responsibility for their own instruction. A second technology cluster teacher works with the students to assist them in interpreting their scores and levels. This knowledge is shared during Academic Intervention sessions as well.

Again, during 2009-2010, a \$10,000 grant from Senator Maltese's office was awarded to supplement our books and supplies. We have won many grants for our students from Donorschoose.org. and participated in City and Penny Harvest. A Student Council is active at the high school. At the high

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school, 13 job sites are available. For the third year, "P4Q's Team," has participated in an autism walk, raising almost \$3500 between parents and staff each year. Additionally, we earned a "Well-Developed" for three years consecutively with Quality Review.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. Q004									
District:	75	DBN:	75Q004	School BEDS Code:	307500014004					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11	√		
	K	√	4	√	8		12	√		
	1	√	5	√	9	√	Ungraded	√		
	2	√	6	√	10	√				
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	35	24	32		90.6 / 56.5		TBD			
Kindergarten	31	13	20							
					Student Stability - % of Enrollment:					
Grade 1	26	17	37	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	40	30	40		75.0		78.6			
Grade 3	39	30	39							
Grade 4	34	30	39							
Grade 5	34	33	32	Poverty Rate - % of Enrollment:						
Grade 6	26	27	27	(As of October 31)	2006-07	2007-08	2008-09			
Grade 7	0	0	0		70.7	77.1	0.0			
Grade 8	0	0	0							
Grade 9	58	62	47	Students in Temporary Housing - Total Number:						
Grade 10	42	50	30	(As of June 30)	2006-07	2007-08	2008-09			
Grade 11	15	18	9		4	11	27			
Grade 12	1	5	21							
Ungraded	22	70	20	Recent Immigrants - Total Number:						
Total	403	412	393	(As of October 31)	2006-07	2007-08	2008-09			
					0	1	0			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	368	388	362	Principal Suspensions	0	1	TBD			
# in Collaborative Team Teaching (CTT) Classes	35	24	31	Superintendent Suspensions	4	2	TBD			
Number all others	0	0	0							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
CTE Program Participants	N/A	N/A	0							
Early College HS Program Participants	0	0	0							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:						
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	82	89	87			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	6	6	7							

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	7	4	Number of Administrators and Other Professionals	16	82	84
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	51	46
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	98.9
	20	32	20	% more than 2 years teaching in this school	84.1	79.8	77.0
				% more than 5 years teaching anywhere	58.5	61.8	64.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		84.0	88.0	86.0
American Indian or Alaska Native				% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
	2.0	1.9	1.8		87.6	91.4	99.3
Black or African American	56.6	60.0	59.5				
Hispanic or Latino	21.8	20.6	20.4				
Asian or Native Hawaiian/Other Pacific Isl.	3.5	3.6	2.8				
White	16.1	13.8	15.5				
Male	84.1	82.3	81.2				
Female	15.9	17.7	18.8				
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							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	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 ____						

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Elementary/Middle Level				Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate	
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							
	0	0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		W			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	TBD	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:	TBD	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	TBD						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = 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.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

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?
-

P4Q has had many accomplishments over the past several years with a very strong focus on differentiated instruction, gathering information with regard to data and ways to share this information with teachers, students and parents using an open door policy. Our school's strengths are indicative of best practices:

- Classes are grouped, as much as possible, based upon chronological grade as well as individual functioning levels.
- Present and future teachers converse in June and again in September to exchange data, student work and discuss each individual child. In addition, teachers are using ARIS to collect individual student information.
- Common attainable goals are set and shared by school community (students, staff and parents) to raise achievement level, both behaviorally and academically.
- Sharing research and best practices during faculty conferences, Inquiry team meetings and common planning periods.
- Walkthroughs, as well as formal and informal observations, are done by the administration using Professional Teaching Standards.
- All classrooms are well supplied, utilizing the school budget to the fullest. Libraries, textbooks, manipulatives, etc. are readily available for all students' use. New classrooms were funded with additional monies to ensure a smooth school opening.
- Two (2) cluster teachers split their schedules among several different sites, adding continuity and the sharing of goals and best practices to improve standards. Guidance Counselors, occupational therapists (OT), physical therapists (PT) and English as a Second Language (ESL) teachers travel among sites as well.
- Use of the internet and email as a way to aid communication. Parents will be encouraged to utilize email as a means of participating and communicating with the school and Parent Coordinator.
- IEP goals, with the introduction of SMART goals, are updated regularly and achievement of mastery level documented and dated. Goals are used to provide teachers with an instructional framework for planning, use of materials to be used and the need for differentiated instruction to focus on individual student's strengths and weaknesses.
- Parents are updated on student progress to increase "School/Home" communication. The ARIS parent link information has been sent home and technology workshops are planned.

- We continued the “SWAT” Team approach to improving achievement for long term absence for high school students. Upon their return, using on-line assessment results to help them, on a one to one basis, paraprofessionals will assist them in catching up with missed work.
- Performance Assessment in Schools System-wide (P.A.S.S.) review is conducted yearly, during the spring by the School Leadership Team (SLT) at all sites incorporating the results of the Learning Environment Survey from 2008-2009.
- 11.7% of our student population has moved on to less restrictive environments during the 2008-2009 school year, demonstrating a 1.2% increase since 2007-2008.
- Our school maintained “Well Developed” for 3 years consecutively from Quality Review. Several of the sections of 2008-2009’s Review, rated us, “Outstanding.”

With concepts of best practices firmly established throughout the P4Q organization, mentoring and professional development are used to build teachers’ skills and capacity. With teachers better able to interpret data and differentiate instruction, higher achievement will be achieved by students. With the opening of eleven (11) new classrooms, both early childhood and middle school children with autism, there are many new teachers throughout the P4Q organization.

- Mentoring is provided for new teachers to assist with questions regarding accessing and interpreting reports, data and using that information to guide instruction.
- Mentors bridge the gap between formal preparation (i.e. college coursework) and expert practice, documenting their work with the mentee on the on-line tracking system and on paper.
- Two (2) common preparatory periods are shared between the mentor and mentee. Three (3) additional periods per week are flexible to allow the mentor/mentee opportunities to observe each other’s classes, teaching techniques, etc.
- In consultation with administration, teachers are allowed to choose, signing up on line, for professional development topics which will pertain to their subject/population area and needs. Per session and per diem monies are allocated accordingly.
- Teachers share their information with others and turn-key the knowledge.
- District coaches and a school-based coach are used to support teachers.
- Common preparatory periods are scheduled among grade appropriate levels a minimum of one time per week for strategic collaborative planning.
- Materials which may be needed and/or further staff development are provided in accordance with budget allocations.

In order to provide a high level of differentiated instruction, data must be gathered and analyzed in a systematic way. A shared focus with a common goal of student success and high expectations led to the formation of the Data Inquiry Team who evaluates groups of struggling students. They provide teachers with information regarding student assessment and help them analyze ways to improve outcomes. The elementary goals were based on results of 3rd grade Fall 2008 Acuity where 69% of the students scored on Tier 1 in ELA. Reading comprehension was the focus – subdivided into 3 areas – 1) context clues, 2) relevant and irrelevant information and 3) literary story elements. The Acuity Predictive Assessment showed that our 3rd grade target group demonstrated an increase of 20 scalene points between October 2008 and June 2009. The median of P4Q, as compared to District 75’s ranking, moved from 53 to 31. Over the course of the next 3 years – 3rd graders will be part of a longitudinal study to track their progress. At the High School level, 9th graders with 50% attendance and/or those who were hold-overs will receive additional AIS using Read 180 and Achieve 3000 to determine if reading levels showed an improvement as measured by Acuity and/or Performance Series. This result would have positively influenced the number of students passing RCT’s/Regents. Approximately 25 students had been targeted. Reading comprehension was the focus with a sub-skill of reading for detail. 36% of the 9th graders who participated in these additional interventions showed an increase in Performance Series reading scores of 5 points. Analysis of RCT results in June 2009 indicated that 13% of these students achieved a passing score. These students, if still part of the P4Q organization, will be part of the longitudinal studies to track progress.

The Inquiry Team turn keys information to the staff in a variety of ways: using hands-on, in-class co-teaching as well as group professional development. They will also present their goals and next steps to the PTA and the SLT. Through the Inquiry Team and the data specialist, academic intervention (AIS) is scheduled and monitored.

- AIS committee meets regularly to collaborate on targeted interventions for students requiring additional support.
- Academic intervention plans are determined by administration, teachers, coach and data specialist.
- Academic Intervention Services (AIS) has been established to assist, in particular, students in the 3rd, 5th and 9th grades as well as the children who were hold overs and/or students who scored Level 1 on state or city exam.
- P4Q began their own AIS pilot program with elementary students with autism based upon the assessment results of Brigance and/or ABLLS. That program, due to our growing population, will be extended during the 2009-2010 school year, to include the early childhood and middle school students with autism.

The Data Inquiry Team carefully reviews all assessments and test results. Test scores are printed out from district, state and city. They are disseminated to staff and parents and maintained in all students' cumulative record files. Teachers are now printing their own class and individual student information by logging into ARIS and using the information to create classroom groupings and next steps for teaching. They are also using this information to discuss "next steps" with the students themselves. Teachers/Administrators are accessing student assessment information directly, using E-CLAS, Achieve 3000, Acuity and Performance Series. The Assistant Principal maintains a testing binder for all sites in order to evaluate results. The test scores are viewed in a holistic manner (i.e. scores in mathematics are reviewed to identify students' strengths and weaknesses – mathematic operations, as opposed to reading or writing difficulties) with instruction being tailored to teach sub-skills. All sites are aware of the "whole" child – emotional, educational and social. Testing data is gathered to analyze individual student performance and patterns or trends shown in classes to identify the needs of students and/or teacher supports and the next steps to be taken. Once returned to the school, the actual testing booklet will be analyzed during grade conferences to determine the areas which show strength and weakness. Teachers can determine if low scores are based upon the necessity to have more testing preparation, student reading ability or social/emotional issues thereby adapting lessons as needed. Ethnic background and gender are taken into account. Differentiated student groups are created based upon data results. In addition, Everyday Mathematics and Impact Math align the lessons with modifications for different groupings, both higher and lower functioning. Data for alternate assessment students is systematically maintained through Brigance, ABLLS and Applied Behavior Analysis (ABA) with discrete trial training. Addition information during the 2009-2010 school year will be generated by the Relationship Development Inventory for Social Skills.

Indications of our school's performance successes are as follows:

- Our overall attendance had increased during the 2008-2009 school year to 83.8% from 80.8% during the 2007-2008 showing a 3% improvement.
- In 2008-2009, 20 datafolios, grades 3-6, were submitted demonstrating 40% of the students achieving mastery in ELA and 50% in Mathematics.
- P4Q had a 1.5% drop of standard assessment students scoring Level 1 in ELA and a .2% drop in mathematics. 70% of our students scored a Level 2 or higher on ELA and 71% scored a Level 2 or higher in Math.
- 59% of the 5th graders and 72.4% of the 6th grade being tracked increased their New York State ELA scaled scores by 5 points or more.
- 15% of the standard assessment Grades 3-6 are female, of which 63% scored Level 2 or better in the ELA and 61% scored Level 2 or better in math. 85% of the standard assessment Grades 3-6 are male students, of which 68% scored Level 2 or better in ELA. Of these students, approximately 71% scored Level 2 or higher in math.

- Students at the high school level doubled the percentage of passing in the Reading Regents, going from 20 to 40%. Students passing the Mathematics Regents went from 12% to 40%. There was a 2% increase in the numbers of students passing Living Environment Regents and a 15% increase in those passing the Global Studies Regents.
- A 7% increase was shown in the number of students passing the Writing RCT and 1% increase in the numbers passing Living Environment and Global Studies RCT.
- The Learning Environment Survey Report shows parents' scores indicated that an average of 96% was satisfied with P4Q academic expectations, communication, engagement and safety and respect.
- 5th and 6th graders had their progress monitored by the Data Inquiry Team. Performance Series results show, of the 54 students in 5th and 6th grade combined, 63% of the 5th graders and 54% of the 6th graders showed improvement in ELA. Students in both 5th and 6th grade showed an average improvement of 200 points (with the standard deviation of 117-135 points). In Achieve 3000, 55.6% of 5th graders and 71.4% of 6th graders improved their lexile scores. 5th graders increased one half of a grade level while the 6th graders demonstrated full year advancement.
- In 4th grade standard assessment NYS Science exam, during 2007-2008, 54.8% scored Level 2 or better. During 2008-2009, that number increased to 70.9% with 51.6% scoring Level 3 and 4.

There are several issues or barriers which challenge our organization's continued success. While there has been an increase in parent participation during annual reviews and triennials, there are still a low number of parents coming into our buildings. A very low percentage of Learning Environment Surveys from 2008-2009 were returned by the parents (with only 35% responding). Many of the parents lost their surveys with their code – duplicates could not be obtained. The school continues its outreach and our parent coordinator has planned parent workshops and events to increase positive interaction between school and home. Additionally, with our sites all across Queens, parents find it difficult to attend meetings due to transportation and/or child care issues. To bridge the gap and keep parents informed, a parent newsletter is distributed three to four times per year. During 2009-2010, parents using technology via email and the ARIS Parent Link will be incorporated. In noting trends, elementary school parents are more involved than parents of high school students as evidenced by sign in sheets. It is critical that we increase both the number of opportunities and the number of parents to be positively engaged with the school.

With our focus on assessments and the utilization of technology, students are encouraged to monitor their own assessment progress, providing an opportunity for them to take ownership of their learning to address the question of, "Where do I go next?" This step is difficult for many of our students. High school students have experienced many years of failure and acknowledging what needs to be done to be promoted and to pass Regents and RCT's is a daily struggle. Achieve 3000 has become an AIS tool for working with these students to raise comprehension levels. Additionally, at the high school, many students are transient with 62% with us for less than one school year – coming in and out of the program due to incarcerations, hospitalization, moving from borough to borough or being chronically absent (SAR). Student promotions are negatively affected by this high mobility rate; with only 38% of students with us all year, 67% of these were promoted. During 2008-2009, there were 50% fewer students sitting for state high school exams. The State Education Department capped the number of RCT's and Regents which could be ordered; therefore giving less opportunity to offer these exams. On the elementary level, bussing, both with changes of address and OPT changes, results in more student absence. At both the elementary and high school levels, more 12:1:1 standard assessment students enter our program throughout the school year, requiring they be caught up to the other students.

P4Q's demographics have changed this year as well with the combining of our early childhood site into our main site changing the number of classes at 179Q from 14 to 25. The numbers of autistic classes in the building have increased from only 3 pre-kindergarten 8:1:2 to those 3 classes plus 8 additional early childhood 6:1:1. The Skillman Avenue building, until this year, 2009-2010, had only

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occupied half the building and was used solely for our standard assessment high students. This year, we now occupy the entire building, having opened 6 classes for middle school students (all 6th grade) with autism. While our school spotlight had traditionally been on standard assessment students, we now are moving in the direction of conducting action research with the alternate assessment 6:1:1 population. An Inquiry Team will be created to focus on the progress of our students with autism in the areas of social and emotional development using the RDI (Relationship Development Intervention) as well as trying to increase the student levels of mastery in assessments including Brigance and/or ABLLS.

In reviewing our Quality Review of 08-09 results, areas of improvement focus on the need to continue to develop the aptitude and skills of teachers in their use of technology to utilize the data that is available to them on line. Furthermore, we need to refine the focus of professional development, not only for the new teachers but for all teachers. Teachers will have a plan to address their particular needs, reflecting their own self-evaluation, class observations and from conversations with administration using the Professional Teaching Standards.

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.

1) To achieve by June 2010, a minimum of 25% of new classroom personnel, Grades K-6, will receive training and become technologically proficient in accessing and analyzing data from web-based programs as evidenced by:

Measurable Objective - A 5% increase in the number of staff logging onto and participating in web-based sites including ARIS communities, Acuity and/or Performance Series to share and implement best practices and a 5% of students, standard assessment, Grades 3-6, will demonstrate a gain of 10% increase in scale scores in reading comprehension as measured by Performance Series and/or State exams.

2) By June 2010, 100% of the teachers will identify 4 areas of strength and 4 areas needed for growth by writing an individual self assessment summary within the "Effective Learning Environment," section of the Professional Teaching Standards which will positively impact student independence as evidenced by:

Measurable Objective - 50% of the teachers will demonstrate improvement in one goal area as indicated through walk throughs and the observation process and a 10% increase in the number of students who move to a less restrictive environment and/or become monitors/peer mentors within the elementary school setting.

3) By June 2010, there will be a 10% increase in the number of consistently registered high school students, Grades 9-12, who will be promoted as evidenced by:

Measurable Objective - A 5% increase in number of students participating in the NYS High School Regents and/or RCT program and a 5% increase in the number of students achieving grade level credits.

4) To continue maximizing the involvement of P4Q parents as active members in the school community through a 10% increase in the number of parents/guardians participating in monthly school activities during the 2009-2010 school year.

Measurable Objective - A 5% increase in activities offered and a 2% increase in parent communication as evidenced by the number of Learning Environment Surveys completed.

5) To achieve by June 2010, a 10% increase in the number of 6:1:1 students with autism, Grades K-6, who will demonstrate increased independence as evidenced by:

Measurable Objective - A 5% increase in student performance as measured by Brigance and/or ABLLS in the areas of social/emotional development bi-yearly and a 5% increase in individual student performance as measured by the RDI (Relationship Development Intervention – Social and Emotional Development) quarterly.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Technology/Assessments

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To achieve by June 2010, a minimum of 25% of new classroom personnel, Grades K-6, will receive training and become technologically proficient in accessing and analyzing data from web-based programs as evidenced by: <u>Measurable Objective</u> - A 5% increase in the number of staff logging onto and participating in web-based sites including ARIS communities, Acuity and/or Performance Series to share and implement best practices and a 5% of students, standard assessment, Grades 3-6, will demonstrate a gain of 10% increase in scale scores in reading comprehension as measured by Performance Series and/or State exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation begins in September 2009 and continues through June 2010. Target population – New teachers - Grades K-6.</p> <p>Implementation begins in September 2009 and continues through June 2010. Target population – New teachers - Grades K-6.</p> <p>September-October -Teachers will be trained to use ARIS as a tool to locate information about their students. Teachers will log on to the ARIS system and print out the class and student reports. - Technology teacher will provide hands-on professional development with the classroom teacher in using the computer and accessing these web-based assessments. - Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet and share information with grade and cluster teachers. - Baseline data is generated from formative assessments.</p> <p>October-May -Teachers will join an ARIS community and/or be included as part of an Inquiry Space. - Teachers in alternate assessment Grades K-6, using Brigance, will enter their information on line with the support of the technology teacher to drive instruction and differentiate lessons. - Performance Series, administered on line, will be given 3 times per year in ELA and in Math. - Teachers will access the web-based results, analyzing the sub-skills to plan for differentiated instruction.</p>

	<p>June – Results from Performance Series, State Exams, Acuity and ARIS will be analyzed.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy (including technology support for web-based assessments, hardware), P4Q school-based coach, technology cluster teacher, coordinators, mentors and classroom teachers. Professional development will be offered through district and in-house. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2009 – October 2009 – Assessments are done in Grades K-6. Technology teacher and administration begins training staff in ways to locate information within ARIS. Performance Series is given to students, Grades 3-6, on line. Teachers will pull up results to analyze and review the necessary “next steps” to plan their lessons with differentiated instruction. IEP goals will be generated through this needs assessment. Mentors will be assigned to new teachers and work in conjunction with school based coach. Teachers begin meeting during their common periods.</p> <p>October 2009-May 2010 – Ongoing training by technology cluster teacher is conducted for staff. Staff will log in to ARIS communities after their weekly grade conference meeting with a focus on best practice and the affect on student outcomes. Weekly meeting minutes will be added into the community to encourage conversation and shared focus across sites. Performance Series is given again in January. Results from this assessment are compared to the initial results, checking on gains and targeted benchmarks. It is administered once again in May immediately following the NYS exams. Brigance is administered once again in May and entered on line. The technology teacher will, on a weekly basis, monitor the data entry of Brigance. If log ons in ARIS are not noted for specific teachers/classes by the end of November, additional administrative support will be offered.</p> <p>December, March, June – Assessments are analyzed to identify areas of gains and establish corrective measures as needed based upon increases from original baseline.</p> <p>May/June 2010 – A minimum of 25% of new classroom personnel, Grades K-6, will receive training and become technologically proficient in accessing and analyzing data from web-based programs - A 5% increase in the number of staff logging onto and participating in web-based sites including ARIS communities, Acuity and/or Performance Series to share and implement best practices and a 5% of students, standard assessment, Grades 3-6, will demonstrate a gain of 10% increase in scale scores in reading comprehension as measured by Performance Series and/or State exams.</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 received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of the teachers will identify 4 areas of strength and 4 areas needed for growth by writing an individual self assessment summary within the “Effective Learning Environment,” section of the Professional Teaching Standards which will positively impact student independence as evidenced by: <u>Measurable Objective</u> - 50% of the teachers will demonstrate improvement in one goal area as indicated through walk throughs and the observation process and a 10% increase in the number of students who move to a less restrictive environment and/or become monitors/peer mentors within the elementary school setting.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation begins in September 2009 and continues through June 2010. Target population – Homeroom and Cluster Teachers; Elementary School students.</p> <p>September - A Buddy system (including peer mentoring/tutoring and/or reading buddies) will be initiated at the main elementary site. This will encourage independence, responsibility and will connect to the school-wide point system of Power of Choice.</p> <p>October – June -Teachers will meet with unit coordinators and administrators to discuss the Professional Development Standards used for formal observations and for personal/professional goal setting.</p> <ul style="list-style-type: none"> - A form will be given to teachers to complete requesting the identification of 4 areas of strength and 4 areas which need growth, within the Effective Learning Environment section of the PTS. - During pre and post observation, these areas will be addressed and evidence of progress being made toward goal would be discussed and presented to administration. - Classroom walk throughs to share best practices will occur during grade conferences and team meetings to share best practices. - Team meetings with guidance counselors and classroom teachers will identify students ready to move to less restrictive environments..

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy (including technology support for web-based sites, hardware), P4Q school-based coach, Data Specialist, technology cluster teacher, mentors, unit coordinators and administration. Professional development will be offered through district and in-house. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet with grade and with cluster teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2009 – October 2009 – Professional teaching standards are discussed with experienced teachers and introduced to new staff. The “Effective Learning Environment” is the focus for personal goal setting with strengths and areas for improvement clearly identified. Teachers will identify and list their individual performance plan. Schedules will be created to establish grade conferences to implement strategies to improve teaching thereby improving student learning.</p> <p>October 2009 – May 2010 - Administration will discuss these areas identified by teachers during the observation process and offer assistance as needed to help the teachers meet their goals. Formal observations will be scheduled and pre and post conversations using Professional Teaching Standards. Informal discussions, walk-throughs and informal observations will occur daily by administration, mentors and unit coordinators. Team meetings will be scheduled to share best practices. Crisis teachers, coordinators, guidance counselors and classroom teachers will identify students ready to move to less restrictive environments and process re-evaluation. A Buddy system, at the main elementary site, to encourage independence and responsibility training, will be initiated and include peer mentoring/tutoring and/or reading buddies. It will connect to the school-wide behavior point system of Power of Choice. 12:1:1 and 8:1:1 students in Grades 4-6, will have the opportunity to work with 6:1:1, 12:1:1 and 8:1:2 early childhood and pre-kindergarten classes as classroom helpers and reading buddies. By the beginning of November, all goals will have been written and submitted. Administration will follow up with teachers needing further support in identifying issues. By January, pupil personnel team meetings will be held to discuss and track student progress and necessary steps needed to help students progress.</p> <p>June 2010 - 50% of the teachers will demonstrate improvement in one goal area as indicated through walk throughs and the observation process. - 10% increase in the number of students who move to a less restrictive environment and/or become monitors/peer mentors within the elementary school setting.</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 received a 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): High School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 10% increase in the number of consistently registered high school students, Grades 9-12, who will be promoted as evidenced by: <u>Measurable Objective</u> - A 5% increase in number of students participating in the NYS High School Regents and/or RCT program and a 5% increase in the number of students achieving grade level credits.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation begins in September 2009 and continues through June 2010. Target population – High school standard assessment students</p> <p>September - May -Standard assessment homeroom teachers, teaching grades 9-12 will use technology for web-based assessments and remediation programs. Teachers will log on to the various systems (i.e. Achieve 3000, Performance Series, Acuity) and print out the class and student reports. They will use these reports, with the help of the Inquiry Team, School based coach and Data Specialist, to identify sub skills to teach, providing accurate student functioning levels to generate information for differentiated instruction.</p> <p>- Teachers will meet with students to help them take ownership of their learning and responsibility in the “next steps.” Students will have conversations with related service providers (guidance counselors, social workers and school psychologist) to track the numbers of credits they have earned and need to earn for promotion.</p> <p>January - RCT’s and Regents are given with results analyzed.</p> <p>October – June -The ARIS Parent Link will be sent out to parents/guardians to share information and enable parents to track progress at home.</p> <p>June - RCT’s and Regents are given with results analyzed.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy per session monies will be used as needed. Professional development will be offered through district and in-house. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet with grade and with cluster teacher. Guidance counselors and administrators will work closely with the attendance teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2009 – October 2009 – Teachers will use previous tests (State and City) and assessments and IEPs to form differentiated instruction groups within classes. These groupings will be reflected in lesson plans. Teachers will complete their own assessment using Achieve 3000 and Performance Series.</p> <p>October 2009 – November 2009 – Results from Performance Series/Acuity will be printed out from each class and student. Data Inquiry Team and administrators will participate in grade conferences to ensure classroom teachers are teaching sub-skills to generate appropriate differentiated instruction. Sub skills will be assigned by teacher to individual students based upon their results with the focus on areas needing improvement. Teachers will have the information available from ARIS to use during parent meetings (i.e. Parent Teacher Conferences, IEP annual reviews, triennials and re-evaluations) and grade conferences. Sign in sheets and agendas will track meetings and be collected. Additionally, Achieve 3000 will be in place during this time frame and results analyzed.</p> <p>November 2009- February 2010 – Academic Intervention Services will be provided through a schedule generated by the administration including 9th grade initiative students. Homeroom teachers will work with students to teach ways to access web-based assessments and help students learn to interpret their results. Performance Series and Acuity will be administered. On-going conversations will take place during counseling sessions with students regarding the numbers of credits earned and needed for promotion and/or graduation. Students have a copy of their own tracking sheets with the numbers of credits earned to date. Promotion in doubt letters are sent home to parents in January. RCT and/or Regents will be given, as appropriate, in January. If students are not maintaining the work needed for promotion and/or attendance percentages, counselors will reach out to families; meet with staff and students to create an intervention plan.</p> <p>February 2010- June 2010 – Data Inquiry team will work with classroom teachers to compare results of Fall and Winter Performance Series results. RCT and Regents results will be discussed as well. At this point, additional teaching strategies will be put into place to further the achievements of the students. RCT's and Regents, as appropriate, will be given again.</p> <p>June 2010 - 10% increase in the number of consistently registered high school students, Grades 9-12, who will be promoted. - 5% increase in number of students participating in the NYS High School Regents and/or RCT program and a 5% increase in the number of students achieving grade level credits.</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 received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue maximizing the involvement of P4Q parents as active members in the school community through a 10% increase in the number of parents/guardians participating in monthly school activities during the 2009-2010 school year. <u>Measurable Objective</u> - A 5% increase in activities offered and a 2% increase in parent communication as evidenced by the number of Learning Environment Surveys completed.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation begins in September 2009 and continues through June 2010. Target population – parents/guardians of all P4Q students.</p> <p>September – June - Parent Coordinator will visit all sites as needed, maintaining a monthly log for the school and district.</p> <ul style="list-style-type: none"> - Communication with parents will be through newsletters, telephone outreach, e-mails, letters, bulletins, questionnaires and surveys. All information will be available in translated versions as needed. - School events will be planned such as parent workshops, family movie nights, bowling trips, PTA meetings, SLT meetings, Parent Teacher conferences, Parent Meet and Greet and scheduled annual IEP reviews. Translators will be available if needed. Families will be given proper notification well in advance of activity. - Special activities (i.e. assemblies and feasts) will involve families throughout the year in positive interactions. - Administration, key school personnel and parent coordinator will work collaboratively to plan workshops for parents to support positive student outcomes (i.e. technology, PECS, etc.) - School and parent coordinator will work collaboratively with District Parent Office. - School and parent coordinator will work collaboratively with other D75 schools in planning, participating and coordinating events. - Plans from school community will be made public to parents through meetings with the School Leadership team and PTA Executive Board. <p>October - ARIS Parent Link will be shared with parents through home communication.</p> <p>March/April - Learning Environment Survey will be distributed with incentives for completion.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Parent Coordinator instructional funding (both object code 489 –parent involvement and 130 for supplies). Per session dollars will pay for family worker to translate after school hours. Metro cards will be provided upon request.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2009-January 2010 – Six (6) parent events will be held as evidenced by sign in sheets, parent coordinator monthly logs, and copies of flyers which had been sent home. PTA and SLT meetings will be held monthly with sign in sheets and agendas available and forwarded to the district parent office. Guest speakers (i.e. health providers, etc) and parent guest speakers will be brought in to present information to parents at PTA meetings. Two (2) parent newsletters will be sent out. IEP conferences are being held more often with parents present and signing the Page 2 rather than as a telephone conference. Email addresses, if available, will be exchanged between parent coordinator and families to improve and increase communication and participation. Technology teacher, in collaboration with the Parent Coordinator, will plan a parent workshop to familiarize them with the ARIS website. Parents will then be able to research their children’s school information at home and follow their progress. Parent Coordinator will visit all sites minimally four (4) times per month as evidenced by travel logs. The Parent Coordinator’s log sheets are monitored once a month by administration to ensure events, parent notification and participation are on target. If necessary, PTA, Parent Coordinator, SLT and counselors can work together to make parent outreach.</p> <p>January 2010-June 2010 – One (1) additional newsletter will be sent. Five (5) additional parent events will take place as evidenced sign in sheets and flyers. Collaboration among similar Queens D75 schools to plan events will provide opportunities for sharing, increased participation and communication. The Learning Environment survey will be collected from parents and results will be reviewed.</p> <p>June 2010 - 10% increase in the number of parents/guardians participating in monthly school activities during the 2009-2010 school year. - 5% increase in activities offered and a 2% increase in parent communication as evidenced by the number of Learning Environment Surveys completed.</p>

Indicators of Interim Progress and/or Accomplishment

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

September 2009- June 2010 – Based upon the results of assessments (Brigance, ABLLS and RDI) individual ABA discrete trial programs will be selected and taught to the students either in groups or individually on a daily basis. Baseline information is gathered. Staff, teachers and paraprofessionals, will work with students and focus on communication and generalization of skills taught in these one to one trials. Related service personnel will reinforce these concepts in push in or pull out sessions. Parents will be kept informed of skills introduced and/or mastered by their child through home notes, participation in parent-teacher conferences and IEP annual reviews. New and inexperienced teachers and, paraprofessionals as needed, will attend staff developments on district and in-house levels; participate in weekly mentoring sessions, and meetings with the school-based coach a minimum of once a month. A school log is maintained listing D75 professional development workshops and participants. Sign in sheets are kept on file for in house professional development and conference. Mentors keep logs of meetings, both on line and paper form, with their mentees and the school-based coach keeps a log of site visits, staff with whom she meets and topics addressed. The technology teacher will, on a weekly basis, monitor the data entry of Brigance. Administrators, coordinators and school based coach will check ABA data books to ensure benchmarks are being met. Additional administrative support will be offered if needed.

December, March, June – Assessments are analyzed to identify areas of gains and establish corrective measures as needed based upon increases from original baseline.

May 2010 – June 2010– 10% increase in the number of 6:1:1 students with autism, Grades K-6, who will demonstrate increased independence.

- 5% increase in student performance as measured by Brigance and/or ABLLS in the areas of social/emotional development bi-yearly and a 5% increase in individual student performance as measured by the RDI (Relationship Development Intervention – Social and Emotional Development) quarterly.

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	8	6	N/A	N/A	-	-	2	-
1	8	3	N/A	N/A	1	-	1	-
2	13	9	N/A	N/A	1	-	2	-
3	41	31	N/A	N/A		-		-
4	27	22	5	-		-		-
5	42	25	-	9		-		-
6	12	12	-	-		-		-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	20	10	-	-	10	2	-	-
10	3	-	1	-	8	6	-	-
11	3	-	-	-	4	5	5	-
12	-	4	-	1	7	5	3	-

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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>ELA:</p> <p>Wilson Wilson’s Foundations Leap Pads Achieve 3000 Read 180 Aim Higher Reading Comp. Word games Edmark SMILE Sight Words by Sampson</p>	<p>Academic Intervention Services will be provided to students during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Achieve 3000 and Acuity is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. An AIS school based coach will be integrated to assist teachers and students alike. Teachers, during professional periods tutored 3rd and 5th grade initiative students as per District instructions. Other students involved in intervention included students scoring low on E-CLAS and students scoring Level 1 and Level 2 on standardized tests in all areas of eligibility, according to NCLB/SED. On the elementary level, use of Wilson’s Foundations (both used to address decoding, encoding sight word fluency, vocabulary, phonemic awareness and print knowledge), Voyager Passport (addresses reading comprehension, fluency, critical thinking and vocabulary development), Leap Pads (phonics, phonological awareness, decoding and vocabulary), and Ramp-Up (deals with advanced phonics on 6th grade level). 3rd and 5th grade initiative will be adhered to with the use of laptop carts. Additionally, Strategies to Achieve Reading and Aim Higher Reading Comprehension workbooks will be utilized. Achieve 3000 (a web-based individualized and differentiated reading and writing instruction program that reaches every student at his or her “Lexile” level) is being used in Grades 4-6. Acuity (assessment test which provide longitudinal studies, item skills analysis to determine individual skills needed by students) is being used as a tutorial on the elementary grades. On the high school level, Ramp-up for 9th and 10th graders, Achieve 3000, Read 180 (for building reading, writing, comprehension and vocabulary skills) and Wilson are in place. RCT and Regents test preparatory strategies are the focus. Smartboards and laptop carts were used at all elementary and high school sites. During Chapter 683 summer program, Summer Success in Reading (using articles in a student’-style magazine to improve reading comprehension) is used for all elementary grades. Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Edmark (focuses on beginning reading and language development for non-readers), word games, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI). At the Junior High School level, 6:1:1 students, SMILE (Structured Methods in Language Education) will be used to teach reading to nonverbal students. For students in K-2 early childhood classes, Sight Words by Sampson is used to teach letter recognition and phonemic awareness</p>
<p>Mathematics:</p> <p>Everyday Math games Kaplan Test-Taking Strategies for Mathematics NYC Mathematics Practice Aim High New York Mathematics Review Math the Write Way</p>	<p>Academic Intervention Services will be provided to all students during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Achieve 3000 and Acuity is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. An AIS school based coach will be integrated to assist teachers and students alike. Teachers, during professional periods tutored 3rd and 5th grade initiative students as per District instructions. Other students involved in intervention included students scoring Level 1 and Level 2 on standardized tests in all areas of eligibility, according to NCLB/SED. On the elementary level, use of Everyday Math with games and manipulatives will be used (drill exercises aimed at building fact and operation skills) and Impact Math for 6th graders. Additionally, Aim Higher Mathematics (math reasoning and higher order thinking), Kaplan Test-Taking Strategies for Mathematics (used to reinforce the “hows” of taking an exam) and NYC Mathematics Practice for Mastery (with drill and practice) have been used for AIS. On the high school level, Math A will be reinforced to provide remediation for test preparatory strategies for RCT’s and Regents. Smartboards and laptop carts were used at all</p>

	<p>elementary and high school sites. During Chapter 683 summer program, Summer Success in Mathematics (introduces, reinforces and reviews key math concepts) is used for all elementary grades. Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Everyday Math games, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI).</p>
<p>Science:</p> <p>FOSS kits Reading for Content (Continental Press) Achieve 3000</p>	<p>Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the 4th grade State Science exam according to NCLB/SEDD during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Achieve 3000 (Science articles) is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. Use of hands on materials (i.e. science kits through FOSS and Pearson/Scott Foresman), test prep materials will be used for 4th grade science exam. 3rd and 5th grade initiative will be adhered to with the use of laptops and carts. Technology at all levels and integration into all curriculum areas will be encouraged. Credit worthy instruction in the high school is offered during the summer months as well. Smartboards and laptop carts were used at all elementary and high school sites. Additionally, at the high school, a mobile science cart is utilized. Achieve 3000 is used as well.</p>
<p>Social Studies:</p> <p>NYS Document-based Questions NYS Social Studies Coach Map Skills Picturing America Achieve 3000 Core Curriculum</p>	<p>Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the State Social Studies 5th grade exam according to NCLB/SEDD during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Achieve 3000 (Social Studies articles) is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. An AIS school based coach will be integrated to assist teachers and students alike. 3rd and 5th grade initiative will be adhered to with the use of laptop carts. Continue targeted support of SS topics through the Core curriculum at the elementary level will be used to reinforce concepts for the 5th grade SS exam. Additionally, core curriculum for 4th grade is incorporated. Technology integration will be encouraged with the use of Achieve 3000. Picturing America (a grant from the National Endowment for the Humanities which strives to bring significant images into the classroom) will continue this year with Grade 3-6 to strengthen the understanding of American History. Credit worthy instruction in the high school is offered during the summer months as well.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p> <p>Clubs Level reward Trips Life Space Crisis Intervention Therapeutic Crisis Intervention Power of Choice/Project New Life</p>	<p>Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed. All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA) if needed. Both plans are written by the classroom teacher and the counselor. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. If students are hospitalized, school personnel will continue visitation and contact. Girls Club and Boys Club are held once a week in small groups of students who have earned the right to participate through their behavior plan. Level trips and Level certificates are earned by the students. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis.</p>
<p>At-risk Services Provided by the School Psychologist:</p> <p>Life Space Crisis Intervention Therapeutic Crisis Intervention Power of Choice/Project New Life</p>	<p>Students in crisis, requiring temporary hospitalization, ACS removal, program change or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed. All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA) if needed. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. Coordination is done between Committee on Special Education, homeroom teacher and outside agencies. New IEP will be driven if necessary. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis.</p>

<p>At-risk Services Provided by the Social Worker:</p> <p>Clubs Life Space Crisis Intervention Power of Choice/Project New Life Life Space Crisis Intervention</p>	<p>Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed. All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA) if needed. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis. If students are hospitalized, school personnel will continue visitation and contact.</p>
<p>At-risk Health-related Services:</p>	<p>n/a</p>

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.

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) K, 1, 2, 3, 4, 5, 6, 9

Number of Students to be Served: 22 LEP 3 Non-LEP

Number of Teachers 1

Other Staff (Specify) LAP team (M. Berger, A. Markovich, V. Murray-Miles, D. Kaplan, T. McCoy)

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.

P4Q has a free standing ESL program provided by one certified ESL teacher through the pull out model of instruction in order to meet the ESL mandates in English. ELLs are entitled to the number of units of ESL per week required by CR Part 154. The eighteen elementary beginner ELLs are entitled to 360 minutes or 2 units of ESL per week, the three elementary intermediate ELLs are entitled to 360 minutes or 2 units of ESL per week, and the one high school student at the intermediate level of English proficiency is entitled to 360 minutes per week or 2 units of ESL. 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 for Standardized Assessment students such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers and Cooperative Learning. Classroom libraries are available for use by these students to enhance learning. The ESL staff works collaboratively with classroom teachers by following lesson plans and student progress through the pertinent curriculum-based textual materials in each content area. P4Q's ESL teacher confers periodically to discuss student progress and implement above-mentioned strategies aimed at improving student performance. ELA consists of the following programs: Wilson, Read 180, Achieve 3000, Foundations, Teacher's Writer's Workshop and Summer Success in Reading. Edmark and Foundations are being used for students with Autism. Content Area Instruction follows the NYC Scope and Sequence and the uniform curriculum for Math. The use of multicultural materials

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is infused throughout all aspects of instruction. Literacy Instruction for all students including ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology and the adaptation of literacy materials to meet the needs of students with severe disabilities. All subject areas are taught in English through ESL methodologies by Special Educations teachers who have completed the mandated 10 hours of Jose P. ESL training.

The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices and Mayer-Johnson symbols. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. The ESL strategies for Alternate Assessment students include use of data-folios, ABA (Applied Behavior Analysis), ABLLs and Brigance.

There are two long-term ELLs at P4Q. The current plan for any long-term ELL is to review their NYSELAT scores, along with an evaluation of their performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in their IEP. Long Term ELL students are also supported through AIS, and Instructional Technology.

Intervention services for ELLs receiving extension of services consist of AIS and instructional technology.

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.

Staff Development (2009-2010 activities):

ELL staff will attend district sponsored ELL training and will turnkey information during LAP (Language Allocation Policy) committee meetings. Additional professional development for teachers is held throughout the year. The ESL teacher will also provide on-going professional development on a monthly basis throughout P4's sites. He will work with teachers during common preps, professional periods, faculty meetings, and on scheduled staff development training days.

Topics scheduled are as follows:

September-	Analyzing NYSELAT results
October-	Analyzing Data- Formative and Summative Assessments – including ABLL's and Brigance
November-	Establishing Student Goals and IEP Development
December-	Communicating with the ESL Students and their Families
January-	Differentiated Instruction and the ESL Student
February-	Instructional Strategies and Resources for Teachers with ESL Students
March-	Challenges and Issues of Instructing Alternate Assessment ESL Students
April-	Test Preparation for ESL Students
May-	Administering the NYSELAT
June-	Next Steps

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Based on the LAP process, the informed staff will be able to select teaching materials and methodologies on an individualized, ability-sensitive basis, for all ELL students served within the P4Q organization. For P.D., the ESL teacher will push in classes during balanced literacy lessons throughout the school year during classes within the ESL schedule. Classroom teachers will assist and learn ESL methodologies at this time. ESL teacher will attend district NYSESLAT and BESIS meetings. LAP committee meetings occur during staff development days 09/08/09, 11/3/09 and 6/10/10.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

Allocation Amount: 0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)

Travel		
Other		
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Translated letters from the Department of Education are sent home in a timely fashion. Bilingual, in house staff is used to provide support to parental inquiries regarding school related meetings, policies and deadlines. Home notes are translated to ensure the parents' understanding of day to day classroom events. In house staff is, in turn, available to translate parent notes to teachers. An interpreter is available for all IEP annual review 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.

With respect to our translation and oral interpretation needs, the languages available in the standard Department of Education publications, as well as our bilingual staff's native language skills, cover all the native languages currently spoken by our students and their parents. The Parent Coordinator conducts mailings that inform parents in their native language. Additionally, bilingual literature is distributed at PTA meetings and parent conferences. Through the use of the Home Language Survey and the Ethnic Forms, parents, who need translations, will be identified early in the year.

Part B: Strategies and Activities

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

All written translations will be sent home in a timely fashion. The Department of Education's website is used for many parent letters, already available in many languages. Bilingual staff is available to translate all native languages found in P4Q. If a native language is new to the school, with no in house supports, outside vendors will be solicited.

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

All P4Q's oral interpretation services are performed in house, by a school staff member fluent in the native parent/guardian's language. Evening meetings will be budgeted, and per session paid to staff for their translation services. If a native language is new to the school, with no in house supports, outside vendors will be solicited through the Translation and Interpretation Unit.11

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

The child's native language is determined during the intake process at the school, using the findings of Committee on Special Education (CSE) - Home Language Survey, Ethnic Form and IEP. If a child is in need of bilingual services (i.e. Alternate Placement paraprofessional); in house staff will be assigned. If the parents need an interpreter, P4Q will either provide the service through in house staff members or hire outside contracted vendors. All written translations will be sent home in a timely fashion.

**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.

NOT APPLICABLE

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. 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.

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 1 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: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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 Identified for 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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR 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 SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

**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.

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)² 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

² 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 P4Q Cabinet, which is made up of coordinators, school based coach and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty and grade conferences, SLT and PTA meetings and post the agendas and minutes for all to read. Additionally, the Inquiry Team will work to identify areas of need.

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

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?

The report supports areas of need that P4Q exhibits. We follow a standards-based curriculum for all standardized assessment students. Curriculum maps which are aligned to the state standards have been, and continue to be a challenge with regard to differentiating the curriculum and meeting the diverse needs of the severely emotionally challenged and learning disabled students in our standardized classes. Our students with significant cognitive delays also follow the guidelines set forth by the State, following the NYSAA. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. Additionally, the curriculum maps are too diverse, depending upon which focus is used (i.e. Teacher's College, Comprehensive Approach to Balanced Literacy, Ramp Up, etc). The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program.

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.

P4Q more deeply analyzes data. We will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. The student population served at P4Q all has special needs with the majority of these students at a minimum of two years below grade level due to the severity of their handicapping conditions. We are aware that these students may not achieve full proficiency on NYS exams. In order to provide support to educate these students, we will focus on differentiated instruction, small and individual groupings, individualized rubrics, reading partners, texts at varied reading levels, varied homework assignments and flexible time and seating arrangements. Students are learning to take more responsibility and ownership of their learning. A uniform curriculum which addresses the needs of the autistic students is currently unavailable to us. The utilization of District 75's Curriculum Frameworks, AGLIs in an Applied Behavior Analysis framework is an attempt to address this issue. However, these students learn and work at a different pace and with different learning styles and behavioral needs which must be taken into consideration.

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.

The P4Q Cabinet, which is made up of coordinators, school based coach and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty and grade conferences, SLT and PTA meetings and post the agendas and minutes for all to read. Additionally, the Inquiry Team will work to identify areas of need.

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

X Applicable Not Applicable

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?

The report supports areas of need that P4Q exhibits. We follow a standards-based curriculum for all standardized assessment students. Pacing calendars which are aligned to the state standards have been, and continue to be a challenge with regard to differentiating the curriculum and meeting the diverse needs of the severely emotionally challenged and learning disabled students in our standardized classes. Our students with significant cognitive delays also follow the guidelines set forth by the State, following the NYSAA. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. Additionally, the pacing calendars are too fast for our students and do not teach to mastery. Behavioral issues interfere with pacing and students have a more difficult time "catching up." The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program.

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.

P4Q more deeply analyzes data. We will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. The student population served at P4Q all has special needs with the majority of these students at a minimum of two years below grade level due to the severity of their handicapping conditions. We are aware that these students may not achieve full proficiency on NYS exams. In order to provide support to educate these students, we will focus on differentiated instruction, small and individual groupings, use of manipulatives, varied homework assignments and flexible time and seating arrangements. Students are learning to take more responsibility and ownership of their learning. A uniform curriculum which addresses the needs of the autistic students is currently unavailable to us. The utilization of District 75's Curriculum Frameworks, AGLIs in an Applied Behavior Analysis framework is an attempt to address this issue. However, these students learn and work at a different pace and with different learning styles and behavioral needs which must

be taken into consideration. In order to reinforce the Everyday Math program and Impact Math, Everyday Math games and 24hour Math Games are used.

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.

The P4Q Cabinet, which is made up of coordinators, school based coach and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty and grade conferences, SLT and PTA meetings and post the agendas and minutes for all to read. Additionally, the Inquiry Team will work to identify areas of need.

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

X 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?

MAY 2009

P.4Q focuses on differentiated instruction through varied instructional resources available to our teachers and instruction teams for reading workshop and writing workshop models. Leveled libraries are plentiful in each classroom. Teachers have participated in numerous professional developments, both citywide and school based. The lessons prepared by our teachers must have some differentiation simply due to the nature of our students' population and the levels stipulate in their IEP's. Additionally, classes are not homogeneous – legally, there may be a three year age range per class and functioning levels can equal, if not surpass, that range. In addition to the academic deficits, many of our students have severe emotional challenges which impact their learning and negatively affect classroom instruction.

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.

We try to group our students in a homogenous way – grade level and functioning levels are taken into consideration. New students coming into our program will be placed in classes with seats available as closely appropriate to levels as well. Our school based coach is scheduled to travel to all sites to work with teachers and students alike but, could use additional time to work more in depth and individually with both. Teachers have participated in many professional developments but, need more with regard to behaviors and various alternatives when differentiating instruction. The information obtained from Acuity, Performance Series, E-CLAS, and ARIS has helped teachers differentiate instruction.

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* (SOM³) 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 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.

³ 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.

The P4Q Cabinet, which is made up of coordinators, school based coach and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty and grade conferences, SLT and PTA meetings and post the agendas and minutes for all to read. Additionally, the Inquiry Team will work to identify areas of need.

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

Applicable x 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?

Formal and informal observations demonstrate that technology is regularly incorporated into lessons and planning. Web based math programs such as 24hour Games and Everyday Math games are being used in elementary classrooms to support instruction. In addition, some math skills are incorporated into cross content areas such as science, art, music and social studies. Data is used from Performance Series and Acuity to begin conversations with students about their learning, their strengths and areas for improvement. Resources from those sites are used as additional support.

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.

Not applicable

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.

The results of the BEDS survey from 2008-2009 is reviewed to determine qualifications of current staff members. P4Q's School Comprehensive Demographics and statistics are reviewed and compared over a three year span. The administration reviewed Employee Identification System (EIS) to review start dates and seniority of all teachers. Additionally, with opening eleven new classes, P4Q's administration participated in Hiring Halls and worked with ISC Human Resources to ensure licenses and certifications were in order.

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

Applicable x 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?

All of our teachers, 98.9% are fully licensed and permanently assigned to this school. P4Q, continues to attract highly qualified teachers with more than 86% possessing a Master's Degree or more. 99.3% of core classes are taught by highly qualified teachers as indicated by the BEDS survey (NCLB definition). Over the past four years, since 2005-2006, our school trend fluctuates between 77% and 82% of our teachers remaining with P4Q for at least 2 years or more. The ratio is lower this year due to so many new staff being hired for the opening of new classes.

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.

Not applicable

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.

The P.4Q cabinet will survey staff members to determine their awareness of the ELL professional development available.

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

X 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?

While all staff has participated in the mandatory Jose P. professional development, the majority of our P4Q staff is not aware of the QTEL program or of the Language Allocation Policy. With an average of only 10-20 ELL students per year, our focus on ELL is minimal. This year again, as during the 2008-2009 school year, we have only one ESL teacher to service these students who are spread out across five sites. Staffs with ELL students in their class were aware of ELL instruction provided by the ESL teacher and are aware that bilingual students are served with an alternate placement paraprofessional.

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.

At faculty and/or grade conferences, the ESL teacher will explain what QTEL is and the Language Allocation Policy and its contents. All new teachers will be scheduled and attend the Jose P. training.

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 ESL teacher, in cooperation with the data specialist, will review ways data is analyzed with regard to ELL students.

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

Applicable x 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?

With so few ESL students in P4Q, our focus on disaggregating their scores, gives us very little pertinent information. The majorities of our ELL students are alternate assessment and function well below grade level. The students are unable to complete the tests; thus invalidating the NYSESLAT scores. Because the ESL teacher works one on one or in very small groups (these students are split across our sites), the NYSESLAT scores are predictable.

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.

Not applicable

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 consultation with cabinet and coordinators regarding the instructional approaches which will increase our access to the general education curriculum and lead to improving student performance, we have determined that our professional development is highly effective. Our professional approach focuses on integrating standard core curriculum and includes differentiated instruction, analyzing data and test scores, incorporating sensory modalities, use of IEP information including modifications and accommodations, social histories and behavioral interventions. Professional development takes many forms including: classroom walkthroughs to identify best practices, mentoring, buddy teaching, formal and informal observations. Paraprofessionals are included as well. While teachers are aware of modifications and assessment accommodations, more work needs to be done with using these modifications for classroom practice.

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

X Applicable 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?

P4Q is part of District 75 – working with all special education students. Each student comes to us with an IEP written at an initial evaluation. Teachers use the IEP to determine functioning level and types of related services needed for the student, on an individual basis to become successful. Teachers have all written IEP's for each child, working as a team with the SBST, related service personnel, parents and administration. In addition, over the past 6 years, D75 has focused on providing professional development in incorporating the general education core curriculum and state standards into our classrooms. More professional development could be beneficial to teachers who do not always incorporate the students' behavior

intervention plan into their teaching methods. Differentiated approaches to the Alternate Grade level Indicators (AGLI) are used for alternate assessment students participating in the NYSAA. Although differentiation of instruction is being done, due to these students handicapping condition, it is often not horizontally related to the general education curriculum, thereby not allowing these students access to the general education curriculum. Two elementary inclusion classes allows for “best practices” to be demonstrated on both sides of the instructional table. Special education procedures and differentiated instruction leads to better results with the general education curriculum. A collaborative approach is taken with the SETSS provider working with the general education teacher and assisting them in a better understanding of individual accommodations and any Behavior Intervention Plan needed. Teachers have been in professional development for Comprehensive Approach to Balanced Literacy and Mathematics, core curriculum supplies are in appropriate grade level rooms for ELA, Math, Science and Social Studies. Leveled libraries are plentiful, divided by genre and specific subject areas. School Based Coaches, teachers and administrators all have the opportunity for training through either the city or the district.

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.

The finding is applicable with regard to using testing modifications as part of daily instruction. Teachers are familiar with modifications and related services mandated for each student. A test modification form has been given to each teacher with test modifications for each child in the class and can be viewed “at a glance.” When standard assessment exams are given, formal procedures such as extended time, directions read aloud, etc. are implemented. Through more in house professional development and administrative and school based coach support, teachers will become more adept at using these modifications within the classroom and in writing and implementing Behavior Intervention Plans.

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.

IEP's are reviewed by related service staff, teachers and paraprofessionals. They are also reviewed by the School Based Support team as needed. We found that while our school is proficient in providing students with accommodations for assessment, teachers often have difficulty in the classroom environment with providing accommodations during instructional time and/or with classroom assessments. Many of our standard assessment students have modified promotion criteria. There seems to be a discrepancy between IEP goals and the grade level content. For students participating in NYSAA, goals and objectives are reviewed and aligned and modified to the AGLIs. In reviewing IEP's, many

come from the local general education district levels with no behavioral plans. Only recently, district IEP's have been coming to our school regarding newly admitted students, with classroom academic modifications indicated.

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

X 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?

Teachers and paraprofessionals provide accommodations to the students in behavior and academics throughout the school day. This finding is relevant to our school because of the fact that all our students come to us with an IEP already written. After observing the student many times, it is evident that there is a discrepancy between the goals and the actual functioning and/or grade level of the student. Goals do not match the present levels of performance on the IEP. A majority of the students admitted need to have the IEP conference reconvened in order to develop appropriate goals for that student. Many students are in need of either a Functional Behavior Assessment or a Behavior Intervention Plan but are admitted to the school without either included in their IEP or their records. Our teachers have to write a BIP in order to provide the appropriate accommodations for the students' instruction.

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.

Teachers and paraprofessionals will be provided with common planning time to develop a plan for accommodations of instruction for all students. Teachers and para will provide these accommodations to students during the lessons in class. The para will assist with small group instruction under the teacher's supervision so that a variety of accommodations are met and all students receive equal instructional access during a lesson. Grade level content will be used as the base for students' instruction and goals and objectives for each student will be based on the grade content. For those students participating in standardized assessments whose IEPs indicate such, modified promotional criteria, modifications will be reflected in the instruction. For students participating in the NYSAA assessments, goals and objectives will be reviewed, aligned and modified to the AGLIs. Behavior intervention plans will be reviewed and supported in classroom instruction.

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.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

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>

Part A: FOR TITLE I SCHOOLS

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

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).

The number of students in Temporary Housing for P4Q to date during the 2009-2010 school year is **13**.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A – This 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 in identifying resources to assist STH students, 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 D75 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 tracing at the shelters, transportation assistance and on-site tutoring. D75 students are eligible to attend any program run through the STH units at the ISC.

**P.S. 4 Queens
District 75
Principal – Marcy Berger
2009-2010**

**Language Allocation Policy (LAP)
For Standard and Alternate Assessment- Grades K-12**

ESL Program – 22 entitled ELLs are served in the ESL Program and 5 X-coded students, for a total of 27 students. This total number includes 4 students whose IEPs indicates ESL ONLY, 18 students in Alternate Placement, and 5 listed as X-coded. ESL is provided by 1 certified ESL teacher through a pull out model of instruction. The ELLs at P4Q are distributed across the grades as follows: K (6), 1(2), 2(4), 3(2), 4(2), 5(2), 6(6), 9(1), 10(1), 11(1). The native languages of our 27 ELLs students, in a total population of 437, are Spanish (21), Korean (1), Japanese (1), Chinese (2), Russian (1), Vietnamese (1). For purposes of the LAP and LAP worksheets the numbers reflected are for the entitled ELL students only. The distribution of student ethnicities within P4Q by language group as a percentage of total student population is as follows: Spanish 5%, Korean .2%, Japanese .2%, Russian .2%, Vietnamese .2% and Chinese .5%. The LAP team at P4Q consists of the following members: Marcy Berger, Principal; Alexandria Markovich, Assistant Principal; Louis Tallerico, ESL Teacher; Dori Kaplan, Guidance Counselor; Vanessa Murray-Miles, Parent Coordinator; Tanya McCoy, Parent; Jugraj Kaur, Coach.

There is one long-term ELL at P4Q, in grade 9. The performance pattern of our students as evidenced according to the NYSESLAT results is as follows: Speaking (highest), Listening (second), Reading (third), and Writing (fourth). Ten of our Standard Assessment ELLs are at the Beginning level, three are at the Intermediate level, and one is at the Advanced level. Our eight Alternate Assessment students are functioning at the Beginning level. The ELL students in Standard Assessment are currently performing at an academic level comparable to that of their peers in ELA (67% passing ELLs/70% passing non-ELLs), Math (70% passing both ELLs and non-Ells), Social Studies (no ELLs tested in 2008-09) and Science (no ELLs tested in 2008-09). The current plan for any long-term ELL is to review his NYESLAT scores, along with an evaluation of his performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in his IEP. We offer our ELLs who are literate in L1 bilingual picture dictionaries, native language reading materials, and an appropriate bilingual alternate placement paraprofessional for students whose IEP recommends bilingual instruction, as we do not have a bilingual program.

Currently there are no S.I.F.E.s in our organization, P4Q's plan for S.I.F.E.s includes placement in a class with an alternate placement paraprofessional with demonstrated proficiency in the child's native language. In addition, they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production.

Newcomers to District 75 and the New York City School system, as determined by the Home Language Survey, will be administered the LAB-R by the CSE to identify ELLS. These findings are written on page one of the students' IEP indicating either Bilingual, Monolingual Services with ESL, or Monolingual Services without ESL. For students placed in Bilingual instruction CSE will list "Alternate Placement Paraprofessional" on page one of the IEP. Parents receive information, while being interviewed at CSE regarding the two different ELL programs available (Transitional Bilingual Education and Monolingual with ESL services). At that, time parents will request which program they prefer.

The ESL instructor determines the number of minutes of services to provide based on the students' score on LAB-R and NYSESLAT tests. After test results are received, the LAP team discusses the results and determines educational strategies to improve area of weakness. For newcomers, the ESL teacher reviews their IEPs, their ELA assessments and has a conference with classroom teachers to get basic information on students before administering his own informal assessment to determine strengths and weaknesses and write individualized lesson plans. Students scoring level 1 on New York State tests will be given AIS (Academic Intervention Services).

The ESL staff consists of one ESL teacher with permanent New York State license. The ESL staff works collaboratively with classroom teachers by following lesson plans and student progress through the pertinent curriculum-based textual materials in each content area. P4Q's ESL teacher confers periodically with teachers to discuss student progress and implement the above-mentioned strategies aimed at improving student performance.

At P4Q parents participate in Committee on Special Education (CSE) meetings to determine the programs to be offered and help develop Individual Education Plan (IEP) goals at the CSE meeting and on an annual basis within the school setting. In addition, the ESL teacher meets with parents during Parent/Teacher conferences. At all, parent meetings and school functions translators are available to assist parents. If a translator is not available, the

Translation Interpretation Unit will be contacted for assistance. In addition, during a meeting, parents receive an orientation on ESL methods and how they facilitate learning in the monolingual classroom. The school also offers parents of ELL's on-going information in their home languages and training in different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals.

Parent participation is a challenge. With six sites scattered throughout Queens, parents find it difficult to travel to sites and /or arrange for childcare. To address these issues we have varied our hours of PTA meetings, provided translators, and have held programs on weekends at several sites. Project Arts funding allows the school the opportunity to invite various artists who entertain and educate students during assemblies, exposing them to different cultures. Our students benefit from the five borough's cultural richness and diversity through participation in thematic class trips. Community affiliations add to our school organization as well.

The transition plan for students reaching proficiency on the NYSELAT, is to continue to provide ESL services at a rate of 360 minutes per week for two academic years to help facilitate and

ensure a successful transition into a monolingual program. ELLs are entitled to receive the number of units of ESL required by CR Part 154: grades 9-12 Beginner - 3 units of ESL (540 minutes), Intermediate-2 units of ESL (360 minutes), Advanced- 1 unit of ESL (180 minutes);

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K-6 Beginner and Intermediate-2 units of ESL (360 minutes), K – 6 Advanced - unit of ESL (180 minutes). Students no longer requiring Bilingual or ESL services will be supported for two years with 2 units of ESL (360 minutes). Services. Long Term ELL students are supported through AIS, and Instructional Technology.

The plan for long-term ELL students is to monitor the progress of Standardized Assessment students through web-based assessments (Performance Series, Acuity, etc), NYS / NYC test scores, as well as overall classroom performance. Our focus during the 2009-2010 Year is to improve test scores. Content Area Instruction follows the NYC Scope and Sequence and the uniform curriculum for ELA/Math. The use of multicultural materials is infused throughout all aspects of instruction. Literacy Instruction for all students including ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology and the adaptation of literacy materials to meet the needs of students with severe disabilities.

LEP students with disabilities whose IEP recommends ESL or Bilingual instruction and who have not received a "P" rating on the NYSESLAT consult with students' classroom teachers and related service providers to assess student performance in the four modalities of English Language Learning (Reading, writing, Listening, Speaking). The result of these discussions are then used to determine the most appropriate goals and performance indicators to be applied. Students in alternate placement receive additional support in both their native language (NL or L1) and English (L2) from certified bilingual paraprofessionals. P4Q follows the New York State

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English as a Second Language standards, and incorporates ESL strategies for Standardized Assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning using a “pull-out” model

Our affiliation with Teachers College to promote writing and reading with our standardized students has improved the quality of student work. ELA consists of the following programs: Wilson, Read 180, Achieve 3000, Foundations, Teacher’s Writers Workshop and Summer Success in Reading, Academic Language. With use of assessment, teacher analyzes strength and weakness of students. P4Q wants all students to read and write well and we also want them to learn critical thinking and understanding skills to communicate ideas to a range of audiences and to exhibit their knowledge through an array of media and genre. All teachers use the Comprehensive and Balanced approach to literacy, thus ensuring success in students’ academic language abilities. Classroom teachers, speech teachers and ESL provider work collaboratively to identify students strengths and weaknesses, analyzing and assessing subskills (phonics, reading comprehension) for differentiating ELA instruction. For standardized assessment students we use Foundations, Wilson Reading, Ramp Up, Achieve 3000. ELA assessment includes E-Clas and E-Pal (K-2), Performance Series, Accuity (NYS and NYC ELA tests), Rcts and Regents, Accuity, Performance Series (HS), Program for Learning, Edmark and Foundations are used to evaluate (Alternate Assessment). Abbl and Brigance for assessment and CAB (Comprehensive Applied Balanced Literacy).

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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 for Standardized Assessment students such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers and Cooperative Learning. All subject areas are taught in English through ESL methodologies by certified Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training.

Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students' native language and English.

Alternate Placement paraprofessionals help students facilitate their learning through their native language. Classroom libraries are available for use by these students to enhance learning.

The ESL methodologies used with the alternate assessment students include: use of data- folios, ABA (Applied Behavior Analysis), Discrete Trial Instruction (DTI), analyzing ABLLs and Brigance, and the use of multi-sensory approaches, in conjunction with augmentative communication devices and Mayer-Johnson symbols when appropriate.

The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs.

Academic Intervention Services (AIS) have been established to assist, in particular, students

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in 3rd, 5th & 9th grades, as well as the children who were holdovers, to improve academic skills .

All 9th grade students are being seen a minimum of one period per day.

P4's professional development will include topics pertaining to the education of ELL's, such as Strategies and materials for Native Language instruction, the NYS standards, the adaptation of ESL materials for the education of ELL's with severe disabilities, etc. Staff will attend District-sponsored ELL training and turn-key information during LAP committee meetings. Based on the LAP process, an informed staff will be able to select teaching materials and methodologies on an individualized, ability-sensitive basis.

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 75	School P4Q
Principal MARCY BERGER	Assistant Principal ALEXANDRIA MARKOVICH
Coach FANNY CASTRO	Coach
ESL Teacher LOUIS TALLERICO	Guidance Counselor DORI KAPLAN
Teacher/Subject Area	Parent TANYA MCCOY
Teacher/Subject Area	Parent Coordinator VANESSA MURRAY-MILES
Related Service Provider	SAF
Network Leader Adrienne Edelstein	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	319	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	6.58%
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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.)
- 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.

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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	
TOTAL	0																				

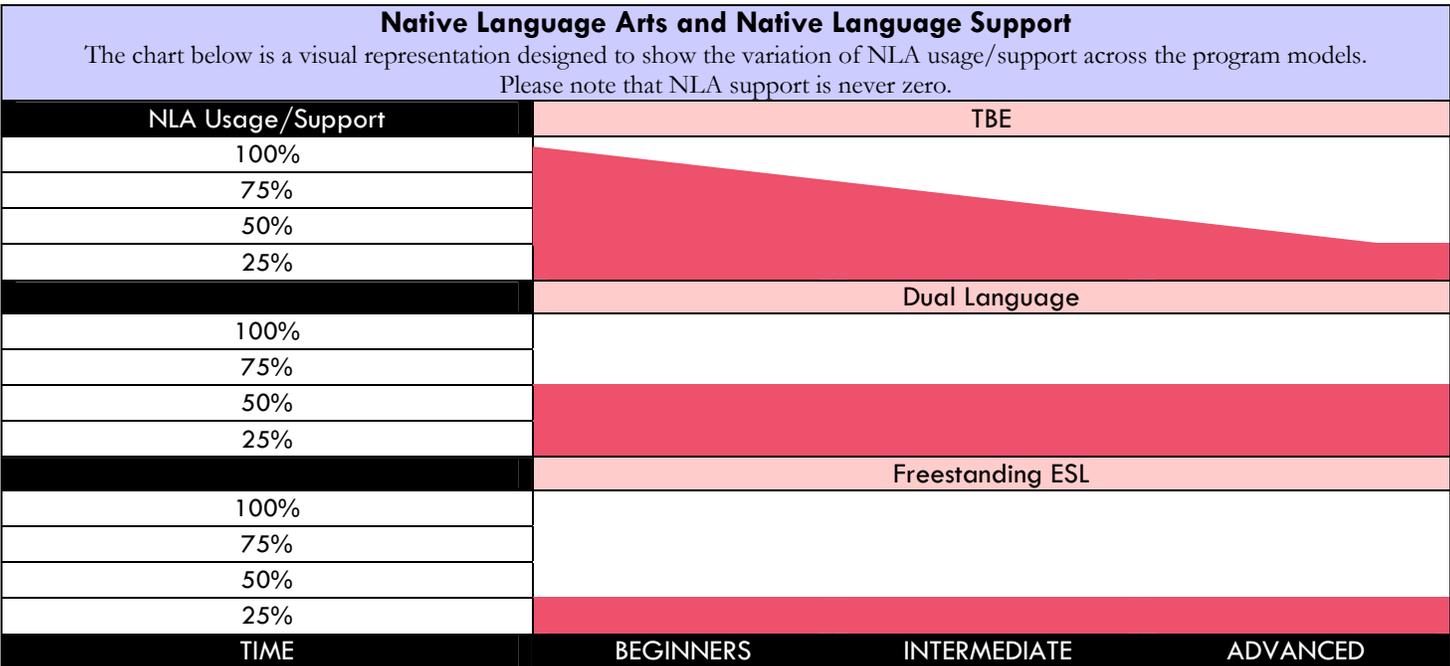
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	5	1	3	2	1		4			16
Chinese	1						1			2
Russian						1				1
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean			1							1
Punjabi										0
Polish										0
Albanian										0
Other						1				1

Programming and Scheduling Information										
TOTAL	6	1	4	2	2	1	5	0	0	21

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - 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
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



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, other than those who hold ESL and bilingual licenses, 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. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

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

NYSAA Bilingual Spe Ed									0
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NYS Social Studies

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

ECLAS-2

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1	3					
2						
3						

EL SOL

	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

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

Part V: LAP Team Assurances

Completing the LAP: 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)
ALEXANDRIA MARKOVICH	Assistant Principal		
VANESSA MURRAY-MILES	Parent Coordinator		
LOUIS TALLERICO	ESL Teacher		
TANYA MACCOY	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
FANNY CASTRO	Coach		
	Coach		
DORI KAPLAN	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures

School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 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.

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1. Language Allocation Policy Team Composition

SSO/District 75	School P4Q
Principal MARCY BERGER	Assistant Principal ALEXANDRIA MARKOVICH
Coach FANNY CASTRO	Coach
ESL Teacher LOUIS TALLERICO	Guidance Counselor DORI KAPLAN
Teacher/Subject Area	Parent TANYA MCCOY
Teacher/Subject Area	Parent Coordinator VANESSA MURRAY-MILES
Related Service Provider	SAF
Network Leader Adrienne Edelstein	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	118	Total Number of ELLs	1	ELLs as Share of Total Student Population (%)	0.85%
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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.)
- 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/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In/Pull-Out	1				1
Total	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education	
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	0					1			0	0
Total	0	0	0	0	0	1	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	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
TOTAL	0	0	0	0	0

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

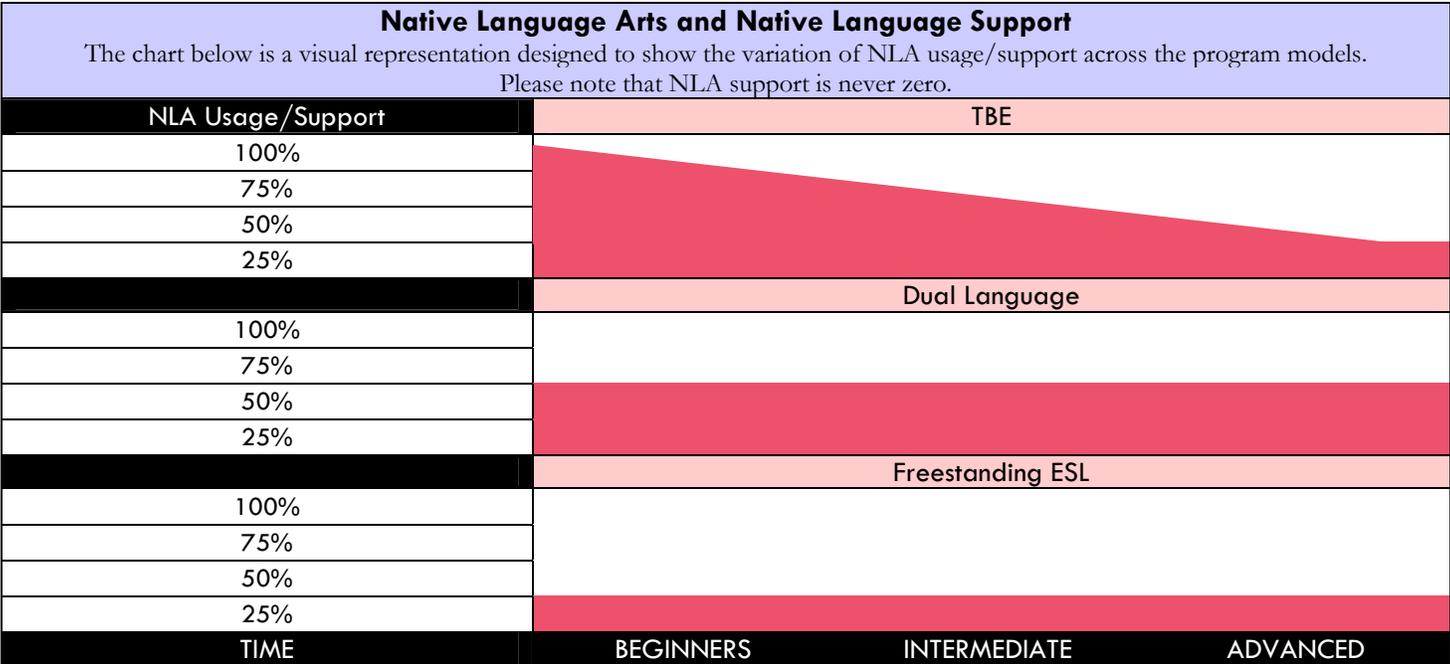
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	1				1
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0

Programming and Scheduling Information					
TOTAL	1	0	0	0	1

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - 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 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

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, other than those who hold ESL and bilingual licenses, 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)**

	9	10	11	12	TOTAL
Beginner(B)					0
Intermediate(I)	1				1
Advanced (A)					0
Total Tested	1	0	0	0	1

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I	1			
	A				
READING/WRITING	B				
	I	1			
	A				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

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

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%

Chinese Reading Test	%	%
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B. After reviewing and analyzing the assessment data, answer the following

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

Part VI: LAP Team Assurances

Completing the LAP: 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)
ALEXANDRIA MARKOVICH	Assistant Principal		
VANESSA MURRAY-MILES	Parent Coordinator		
LOUIS TALLERICO	ESL Teacher		
TANYA MCCOY	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
FANNY CASTRO	Coach		
	Coach		
DORI KAPLAN	Guidance Counselor		
	School Achievement Facilitator		
ADRIENNE EDELSTEIN	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date



