



**THE WALTER REED SCHOOL
P. 009 QUEENS**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 75Q009
ADDRESS: 58-74 57TH STREET, MASPETH, NY 11378
TELEPHONE: 718-456-7105
FAX: 718-456-5977**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 009 Q **SCHOOL NAME:** The Walter Reed School

SCHOOL ADDRESS: 58-74 57th Street, Maspeth, NY 11378

SCHOOL TELEPHONE: 718-456-7105 **FAX:** 718456-5977

SCHOOL CONTACT PERSON: Robert Wojnarowski **EMAIL ADDRESS:** rwojnar@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Yolanda Jones

PRINCIPAL: Robert Wojnarowski

UFT CHAPTER LEADER: Erin McLoughlin

PARENTS' ASSOCIATION PRESIDENT: Denise Vecchio

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

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

SSO NETWORK LEADER: Adrienne Edelstein

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Robert Wojnarowski	*Principal or Designee	
Erin Mcloughlin	*UFT Chapter Chairperson or Designee	
Shenika Babb	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Vecchio	DC 37 Representative, if applicable	
TBA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Hyacinth Hinds	Member/Parent	
Julie Franqui	Member/Parent	
Lynn Blue	Member/ Parent	
Alexandra Restivo	Member/Teacher	
Belinda Crump-Kent	Member/ Teacher	
Yvonne Duffus	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: P.009 Queens is a place where learning is a journey into the unknown, where learners enjoy school every day and where every student has the power to succeed. We see our school as a place where all members of our community are given every accommodation and opportunity for learning, creativity, and participation.

Mission: Our mission is to prepare students with 21st Century skills and inspire them through challenging learning experiences to ensure their success and maximize their competitive position in the world.

P009Q, The Walter Reed School, serves 435 students in grades K-8 at six locations across three different geographic regions. The Main Site is a self-contained building; the five remaining sites are located in community school settings. Students referred to us following an evaluation by the School Evaluation Team come to us with significant academic delays or neurologically based cognitive limitations of varying degrees. Placement is determined by the Principal, Assistant Principal, Pupil Accounting Secretary, School Psychologist, and Counselors. The students are classified as children with Emotional Disturbance, Autism, Pervasive Developmental Disorder, Global Developmental Delays, Expressive, Receptive Language and Communication Disorder, and Other Health Impairments. All students have Individualized Education Plans which mandate the instructional setting and the necessary supports and services required in order to meet their educational needs. IEP mandates include the following related services: counseling, speech, occupational training, physical therapy, nursing support services, and vision and hearing services.

All six sites offer a full course of study based on the NYS curriculum guidelines, NYS Part 100's, NYS Performance Standards, Scope and Sequence and Curriculum Frameworks. While there may be pacing and modifications to accommodate and support the individual needs of students, our goal is to meet the performance standards and provide school experiences to parallel instruction offered in the general education setting. Opportunities for inclusion, integration and mainstreaming are offered at all P.009 sites that are housed within community school settings.

In order to teach students whose functioning levels vary, differentiated instruction and curriculum modifications are made. Differentiation has been supported through professional development focusing on web-based data collection and dissemination towards driving quality instruction. A variety of assistive technology devices are also used to open communication pathways or enhance learning. TEACCH, PECS and ABA methodology is used to enhance learning for students on the autistic spectrum we continue to seek new innovative programs that will allow us to better serve our students.

To meet the needs of the diverse LEP/ELL population, we provide an array of services including bilingual and ESL instruction using both push-in and pull-out models.

For the students at risk of not meeting State standards and/or New York City promotional criteria, AIS are offered during the regular school day. The school based coach and data specialist assist teacher in using data from periodic assessment tools to provide an emphasis on data driven instruction. Our P009Q Inquiry Team is focusing on building strategies to support achievement of 8th grade students with an intervention team; while grade intervention teams are established at all sites focus on students who are performing two or more years below grade level.

Virtually all the students recommended for our program have significant behavioral adjustment problems. A defining essence of the P. 009 Queens culture is the broad array of expertise in resources to address behavioral issues. Our program concentrates on developing both academic skills and social-emotional stability using a school-wide approach solidly grounded in the theories of William Glasser in a curriculum model of Responsibility Education that we call “The Power of Choice.” Staff members have been trained in Reality Therapy, Life Space Crisis Intervention, Children in Crisis, Therapeutic Crisis Intervention and Anger Management, Applied Behavioral Analysis and Functional Behavior Analysis. Based on the validated research practices of our Positive Behavior Interventions & Support Program, we have established clearly defined outcomes for improving disruptive behaviors for targeted groups using a School-wide Information System (SWIS) to collect data for decision making and problem solving. Data can be individualized for monitoring of one student as well as collating data to address times of day, location or reported behavior.

Our school uses research based reading and math programs in all classrooms. Our literacy initiatives are supported at the K-8 grade levels with reading programs that include: Wilson, Foundations, Ramp-Up, Passport Voyager, Treasury of Literature, Great Leaps, Read 180 and Teacher’s Reading and Writing Project at Columbia. Our Math Initiatives are supported by Everyday Math, Math Steps, Great Leaps Math and Impact Math.

School partnerships:

- **Reading/Writing Partnership with P.S. 32.** Teachers follow a pacing calendar as they deliver a rigorous sequential yearlong writing curriculum in collaboration with teachers and a coach provided by P.S. 32. Teachers from both schools prepare and implement demonstration lessons for students during school inter-visitations.
- **ARTS Partnerships:** Project ARTS and TITLE II funding are devoted to expanding our ARTS initiatives at all sites in music, dance, theater and visual arts. Our ARTS partners include: Arts Horizon, Arts Connection and TADA. At one school site 90 students from the general community school participate in our musical theater program.
- **Reading Buddies:** Thirty gifted students from P.S. 209 are engaged in a literacy initiative with 12 emotionally disturbed elementary students.
- **Robin Hood Foundation:** Robin Hood Foundation has supported literacy in the organization by providing a state of the art, technology rich library, professional development and continued consultation.

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. 009							
District:		75	DBN:	75Q009	School BEDS Code:		307500014009		
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	0	0	0		82.1				
Kindergarten	26	10	24						
Grade 1	44	8	34	Student Stability - % of Enrollment:					
Grade 2	33	24	37	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	33	24	17		75.3		79.5		
Grade 4	38	24	17	Poverty Rate - % of Enrollment:					
Grade 5	30	26	24	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	49	40	31		29.1	63.8	0.0		
Grade 7	70	57	43	Students in Temporary Housing - Total Number:					
Grade 8	52	58	61	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		5	7	101		
Grade 10	0	1	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		2	0	2		
Ungraded	55	172	123	Special Education Enrollment:					
Total	430	435	421	(As of October 31)	2006-07	2007-08	2008-09		
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	430	435	421	Principal Suspensions	45	15	14		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	8	6	7		
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		
				CTE Program Participants	0	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	19	0	0	Number of Teachers	81	89	86		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	15	41	25						

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	31	15	14	Number of Administrators and Other Professionals	19	107	104
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	72	67
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>				% fully licensed & permanently assigned to this school	98.8	100.0	98.8
	13	5	0	% more than 2 years teaching in this school	72.8	80.9	81.4
				% more than 5 years teaching anywhere	61.7	64.0	70.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
<i>(As of October 31)</i>				2006-07			
	2006-07	2007-08	2008-09	2006-07			
American Indian or Alaska Native	0.0	0.5	1.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	45.4	42.1	39.2	95.0	92.0	92.0	
Hispanic or Latino	31.2	31.7	28.3				
Asian or Native Hawaiian/Other Pacific Isl.	8.1	6.7	10.5				
White	15.4	19.1	20.9				
Male	79.8	77.5	72.7				
Female	20.2	22.5	27.3				
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
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:		Overall Evaluation:			√		
Overall Score:		Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data			√		
School Environment:		Quality Statement 2: Plan and Set Goals			√		
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals			√		
School Performance:		Quality Statement 4: Align Capacity Building to Goals			√		
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise			√		
Student Progress:							
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:							
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				△ = 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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

P9Q's overall evaluation on the 2008-2009 Quality Review Report was "proficient". It was evident to the reviewer that staff members are able to gather and analyze relevant data in different subject areas which is then used to build upon strengths and improve weakness. We are seeking an effective way to synthesize all student data so that teachers can efficiently access, analyze and explore trends and patterns across all subject areas to guide instruction, and provide parents and students with details about expected learning goals, performance, progress, and next steps.

P009Q continues to strive to grow and improve instructional standards for meeting individual student needs by providing extensive meaningful support to teaching staff. Our greatest accomplishment over the last couple of years has been working collegially together to nurture students who face personal, physical, and emotional academic challenges by helping them transition to General Education High schools and inclusion programs. Teachers seek to improve as professional educators by electing to go to workshops geared towards instructional strategies and ways to support student learning. The staff and school community continue to promote and participate in Positive Behavior Interventions and Support. Our school's motto is "P9, the School with Heart." In the 2008-2009 testing year, standardized and alternate assessed students showed gains in almost all academic content areas, and are making progress with social, and emotional, skills.

Disaggregated data for 2008-2009 reveal that there were gains in the number of students in grades 3-8 scoring level 2 or higher in Math, ELA, and Science as compared to previous years. Students tested in grades 5 and 8 continue to struggle with the Social Studies exam. Performance results provided for students in grades 6-8 dating back to 05-06 show a decrease in the number of students scoring Level 1. There was a slight increase in the number of students in grade five who scored Level 1 on the NYS ELA exam (46% in 07/08 compared to 50% in 08-09). Alternate Assessed student's performance data show gains in the number of students scoring Level 2 or higher (20% in 07-08 compared to 60% in 08-09). This is a tremendous gain compared to 100% Alternate Assessed students scoring Level 1 in the 05-06 and 06-07 testing years.

Site	Grade	Total Number Tested	# Of Students Met Criteria	% Met Criteria	# Of Students Did Not Meet Criteria	% Did Not Meet Criteria	# Of Students who did not meet criteria but who made 6 months in two out of four areas	% Of Students Made who did not meet criteria but made gains of 6 mos-1 year
P9/209	K	0 ¹						
	1	11	5	45.5%	6	54.5%	3	50%
	2	6	1	17%	5	83%	4	80%
	3	14	2	14%	12	86%	9	75%
Total		31	8	26%	23	74%	16	70%

Analysis of the ECLAS-2 data for 2009 revealed that 26% of the students in grades 1, 2 and 3 met the criteria for their appropriate grade level; 70% of the students made gains of 6 months to 1 year in phonemic awareness, phonics, reading, oral expression, listening and writing.

Of the 18 students in grade 3 for 2009 who were assessed on EPAL-3, 61% performed at the low range, 33% performed at the medium range and 6% achieved in the high range. On the EPAL-2 three students participated, one performed at the low range, one in the medium range and one in the high range.

¹ Kindergarten students are tested in January.

P9Q NYSESLAT PERFORMANCE COMPARED TO NYC SCHOOLS								
% of Student Performance								
YEARS:	P9 BEGIN	NYC BEGIN	P9 INTER	NYC INTER	P9 ADV	NYC ADV	P9 PROF	NYC PROF
05-06	57	56	27	31	8	10	8	3
06-07	65	63	28	29	7	4	0	4
07-08	75	65	25	27	0	7	0	1
08-09	52	66	37	27	7	6	4	1

*A review of the chart above shows that P9Q students performed better on the NYSESLAT compared to students in NYC schools. There are currently **54** LEP students receiving support services provided by licensed English as a Second Language Teacher, and a licensed Bi-Lingual teacher. Students receive additional services in language acquisition from their teachers who continue to have on going training in ESL strategies and methodologies.*

Based upon the data provided by the Learning Environment Survey, it is evident that we need to implement a strategy intended to increase the response rate of students, staff, and parents in order to gain a better understanding of what is needed to improve our schools environment . Our goal is to have 80% of teachers, 75% of students in grades 6-8, and 75% of parents complete the Feb 24th-April 22rd 2010 learning environment survey and give feedback to the school.

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.

Annual School Goals:

Student will show evidence of one year's academic growth in mathematics each year in attendance.

- I. *During the 2009-2010 school year, the percentage of students in grades 3-8 scoring level 2 or better will increase by 5% as measured by the NYS Math exam from 81% to 86%*

Student will show evidence of one year's academic growth in English Language Arts each year in attendance.

- II. *During the 2009-2010 school year, the percentage of students in grades 3-8 scoring level 2 or better will increase by 5% as measured by the NYS ELA exam from 87% to 92%*

Reduce levels of non-proficient Alternate Assessed students.

- III. *By June 2010, 85% of alternate assessed students at P9Q will receive a score of 2 or better as measured by proficiency in NYSAA portfolio assessments.*

Increase staff usage of the Achievement Reporting and Innovation System (ARIS)

- IV. *By June 2010, 90% of P9Q's teaching staff will integrate the use of ARIS in daily planning to disaggregate data, differentiate instruction, and implement strategies for student success as evident by participation in Communities and Inquiry Spaces.*

Increase parental involvement to increase student achievement.

- V. *During the 2009-2010 school year, parent involvement will increase by 10% as measured by attendance at assemblies, parent workshops, parent-teacher conference, parent workshops, and participation in IEP conferences from 70% to 80%.*

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): Academics- (Mathematics)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2009-2010 school year, the percentage of students in grades 3-8 scoring level 2 or better will increase by 5% as measured by the NYS Math exam from 81% to 86%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>-Utilized software and supplemental textbooks to support additional instructional in mathematics. -Math lab class implemented for AIS target population to help remediate students of low achievement (Level 1 and low Level 2). -Purchase 84 license for students to utilize online educational software (uptowneducation.com)</p> <p><i>The software provides students with an effective learning environment that is fun and engaging. At the same time, the software also gives parents and teachers the ability to monitor their student’s work. The topics covered in Uptown Education include; Art, English, Math, Science and Social Studies</i></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>- NYSTL funds will be used to purchase software and textbooks - OTPS will be utilized to secure instructional materials - Rollover, State Legislative Grant and Title III will provide funding for extended day services to support academic interventions</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>-Performance Assessment Series to track progress in</p> <ul style="list-style-type: none"> • Language Arts • Reading • Math <p>09/08/09-11/20/09 01/04/10-02/12/10 04/01/10-06/18/10</p>

	<p>-Acuity predictive assessment to identify weakness in</p> <ul style="list-style-type: none"> • ELA • Math <p>01/21/10-02/05/10</p> <p>ITA-Instructionally Targeted Assessment</p> <p>-Teacher rubric based informal assessments</p> <p>-Monitor usage home and at school, and progress in Uptown Education</p>
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Subject/Area (where relevant): Academics (ELA)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2009-2010 school year, the percentage of students in grades 3-8 scoring level 2 or better will increase by 5% as measured by the NYS ELA exam from 87% to 92%</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>	<ul style="list-style-type: none"> - Utilized software and technology to support additional instructional in reading comprehension and writing. - Read 180 lab class implemented for AIS target population to help remediate students of low achievement (Level 1 and low Level 2). - Purchase 84 license for students to utilize online educational software (uptowneducation.com) - The software provides students with an effective learning environment that is fun and engaging. - At the same time, the software also gives parents and teachers the ability to monitor their student’s work. In addition Sight Words with Samson will also be purchased under the same license. Sampson is an educational website that we will use as part of our reading program. - Student will have access via the Computer Lab. Mr. Jones, the technology teacher will oversee and monitor the program. -Letters will be sent home to parent’s detailed instruction about the program and how to use it at home.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - OTPS will be utilized to secure instructional materials - OTPS will be utilized to secure extrinsic motivators -Staff will receive training on Uptown Education during election day November 3, 2009 presented by Andrew Cepeda,

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>--Performance Assessment Series to track progress in</p> <ul style="list-style-type: none"> • Language Arts • Reading • Math <p>09/08/09-11/20/09 01/04/10-02/12/10 04/01/10-06/18/10</p> <p>-Acuity predictive assessment to identify weakness in</p> <ul style="list-style-type: none"> • ELA • Math <p>01/21/10-02/05/10</p> <p>ITA-Instructionally Targeted Assessment</p> <p>-Teacher rubric based informal assessments -Monitor usage home and at school, and progress in Uptown Education</p>
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Subject/Area (where relevant): Alternate Assessment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2010, 85% of alternate assessed students at P9Q will receive a score of 2 or better as measured by proficiency in NYSAA portfolio assessments.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>- NYSAA representative Susan Weinick-RLT (train teachers to utilize online program for AGLIs, and review students datafolios) 12/01/09,01/14/10 - District AA Coach will provide ongoing support to establish effective practices in aligning evidence to both the assessment task and data summary sheet -Collegial reviews (AP's, School Based Coach, Teachers, Speech Provider) 10/09-02/10 -Create Inquiry Space in ARIS for teachers of alternate assessed students to provide collegial support -Provide teachers new to AA with additional PD and support. -Grade level meeting for AA teachers</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>- OTPS-Velcro, lamination, supplies directly and indirectly related to instruction -Purchase math curriculum-Equals -Purchase ELA program-S.M.I.L.E -Title III funding will provide AIS extended services for alternate assessment ELLs.</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>-Collegial reviews of datafolios by AA team-AP's, School Based Coach, Teachers, Speech Provider within 6 week intervals to assure task is aligned to AGLIs and all relevant information is correct.</p>
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Subject/Area (where relevant): Staff Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 90% of P9Q's teaching staff will integrate the use of ARIS in daily planning to disaggregate data, differentiate instruction, and implement strategies for student success as evident by participation in Communities and Inquiry Spaces.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Create Inquiry Spaces for AIS, Inquiry Teams, and other communities that will foster collaborative between P9's six sites. -Program grade level meetings to include data specialist and testing coordinator to review test result, comparative reports and observable trends to help teachers differentiate and adapt instruction to meet student's needs. -Create Community for school newspaper -Provide access to ARIS during the school day via computers in the teacher center -Improve staff members capacity to work with parents through professional development that will address how to improve parent/teacher communication
<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>	<ul style="list-style-type: none"> -School Based Coach and AP's will provide professional development for staff during orientation on how to effectively use ARIS. -OTPS will provide additional computers for teacher center -Parent coordinator will provide workshops for parent training in ARIS.

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> -Monitor communication and participate of staff in ARIS communities (weekly) -Review class data-binders (monthly) -Monitor student progress on Performance Series, Acuity and Instructionally Targeted Assessment -School Climate survey teacher results will reflect improved interactions between home and school
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Subject/Area (where relevant): Parent Involvement

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<i>During the 2009-2010 school year, parent involvement will increase by 10% as measured by attendance at assemblies, parent workshops, parent-teacher conference, School Environment Survey Response, and participation in IEP conferences from 70% to 80%.</i>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> -Increase parent involvement in decision making through school leadership groups and use of learning environment survey used to guide decision making. -Parent Coordinator will plan and implement parent orientation breakfast throughout six sites. (included related service providers and translators in parent home language) 09/09. -Parent Coordinator will have monthly workshops assisting parents with services pertaining to their child/children’s individual needs. -Parent coordinator will provide workshops for parent training in ARIS throughout all six sites -Invite parents to school assemblies -Send home parent reflection form to generate feedback on student data notebooks
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> -OTPS will partially fund workshops and parent breakfast
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> -School Climate survey parent results will reflect improved interactions between home and school (April 2010) -Monthly parent reflection form will show increase response measured by rate of return.

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	32	32	N/A	N/A	32			4
1	25	25	N/A	N/A	25			2
2	32	32	N/A	N/A	32			6
3	31	44	N/A	N/A	44	44	44	2
4	52	52	52	52	52	40	52	6
5	57	57	57	57	57	57	57	7
6	49	49	49	49	49	49	49	4
7	86	86	86	86	86	86	86	7
8	51	51	51	51	61	61	61	4
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.).
ELA:	<p>Great Leaps (a one-to-one <i>reading intervention</i> designed to build reading fluency and phonic skills) : paraprofessional one-to-one instruction during the school day (daily)</p> <p>Achieve It (math/ reading program) : (K-4)para directed small group instruction during the school day (daily)</p> <p>Handwriting Without Tears (program designed to help students develop good handwriting skills) (daily)</p> <p>Leap Frog: (touch/talking books designed to build reading using tactile and audio skills)1:1 tutoring/45 minute sessions each week, third/forth grade students</p> <p>Step Up to Writing: (writing program that focuses on making writing simple and easy to remember) 3-5 times weekly</p> <p>Technology: Storybook Weaver, Apple Works, Microsoft Word, Kids Inspiration, Cornerstone, Jumpstart (3-5 times weekly)</p> <p>Wilson (structured reading and writing program designed to help struggling readers learn the structure of words using decoding and encoding) para directed 1:1 tutoring, 45 minute sessions each week</p> <p>Read 180 7 classes (daily)</p> <p>Read 180 Lab-small group instruction (daily)</p> <p>Foundations(Wilson for grades K-2) para directed 1:1 and small group instruction (daily)</p> <p>Lunch and Learn-small group/max 6 students eat lunch with coverage teacher to work on targeted academic areas</p> <p>8th Grade Study Hall-tutoring/small group instruction (daily) 5th period</p> <p>Big Brother/Sister 12:1:1 students read low level big books to 12:1:4 students</p> <p>Robin Hood Library-Content-based instruction. Research based projects assigned. On-line resources and applications used to investigate themes, access and analyze data and enhance instruction, small group, during the school day</p> <p>Uptown Education-Online educational software targeting Math, Science, ELA and Social Studies (7 classes) during the school day and at home.</p> <p>Sampson classroom (subsidiary of Uptown Education)</p>
Mathematics:	<p>Everyday Math Games: all classes K-5</p> <p>Achieve It: Small group instruction during the school day (daily)</p> <p>Math Steps: Small group instruction during the school day (daily)</p> <p>Technology: Cornerstone, Jumpstart, Math Rabbit, Millie’s Math House, Hot Dog Stand during the school day, (3-5 time weekly)</p> <p>Great Leaps Math (a one-to-one <i>math intervention</i> designed to build fluency in basic math facts) : paraprofessional one-to-one instruction during the school day (daily)</p> <p>8th Grade Study Hall-tutoring/small group instruction (daily)5th period</p> <p>Summer Success Mathematics</p> <p>Café Nine Breakfast Club-social skills, calculating money, food preparation (daily)</p> <p>Uptown Education-Online educational software targeting Math, Science, ELA and Social Studies (7 classes) during the school day and at home.</p>
Science:	<p>Robin Hood Library-Content-based instruction. Research based projects assigned. On-line resources and applications used to investigate themes, access and analyze data and enhance instruction, small group, during the school day</p> <p>Science Lab- (hands-on experiments/project-based instruction) daily grades 5-8</p> <p>8th Grade Study Hall-tutoring/small group instruction (daily) period 5</p> <p>QuickReads is a research-based and classroom-validated program that systematically increases fluency, builds vocabulary</p>

	and background knowledge, and improves comprehension.1:1 para/student 2x daily (K-5)
Social Studies:	Robin Hood Library-Content-based instruction. Research based projects assigned. Resources and applications used to investigate themes, explore fiction/ non-fiction books as well as internet usage during the school day Hands-on project-based instruction (monthly theme) 8 th Grade Study Hall-tutoring/small group instruction(daily) 5 th period
At-risk Services Provided by the Guidance Counselor:	Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day Coordination of intervention services with community agencies Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships Life Space Crisis Intervention(interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors) Therapeutic Crisis Intervention (Developed by Cornell University, TCI assists in preventing crises from occurring, de-escalating potential and actual injury to children and staff, and teaching young people adaptive coping skills) Guidance Intervention (additional counseling provided for students who are experiencing a crisis, as needed, during the school day) Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs and services for students at-risk, as needed, during the school day Inclusion Team Meetings: Meetings with general education partners to insure success of students participating in inclusive education Positive Behavior Intervention and Supports-PBIS- School-Wide Behavior Matrix-(Honesty, Empathy, Accountability, Respect, Triumph) participation by all students daily
At-risk Services Provided by the School Psychologist:	Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day Coordination of intervention services with community agencies Referral services: social, recreational, medical, and psychiatric Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships Psychological Intervention(re-directing, de-escalate behavior using LSCI and or TCI) to students who are experiencing a crisis, as needed, during the school day Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs and services for students at-risk, as needed, during the school day Inclusion Team Meetings: Meetings with general education partners to insure success of students participating in inclusive education
At-risk Services Provided by the Social Worker:	Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day Coordination of intervention services with community agencies Referral services: social, recreational, medical, and psychiatric Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships Life Space Crisis Intervention(interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors) Therapeutic Crisis Intervention, crisis intervention program during the school day

	<p>Responsibility Training Program, during the school day</p> <p>Guidance Intervention to students who are experiencing a crisis, as needed, during the school day</p> <p>Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs and services for students at-risk, as needed, during the school day</p> <p>Inclusion Team Meetings: Meetings with general ed partners to insure success of students participating in inclusive education</p>
<p>At-risk Health-related Services:</p>	<p>Referrals to mental health and psychiatric facilities for students in need of community interventions</p> <p>Agency referrals for students requiring assistive and augmentative devices that would promote independent ambulation</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) 3-5 Number of Students to be Served: 12 LEP _____ Non-LEP

Number of Teachers 2 Other Staff (Specify) 1 Paraprofessional

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.

The ELL population at P. 009 Queens is distributed across grade levels K-8th, at six instructional sites. The broad distribution of ELL's throughout the grade levels and cluster school locations prevent group instruction during the course of the instructional day in a classroom model. We employ free-standing ESL programs at each of the cluster sites with varied class size ratios as follows: 12:1:1, 12:1:4, 8:1:1, and 6:1:1. ESL instruction is provided for ELL's with the following disabilities: Emotional Disability, Autism, Multiply Disabled, and Cognitive Deficiency. ESL instruction is provided through both push-in and pull-out models in accordance with IEP mandates, NYSESLAT Scoring, and programmed to accommodate individual student or group needs. For example, 12:1:4 ELL's are served via push-in model to accommodate the class ratio, while 12:1:1 are usually serviced through pull-out services.

P009Q is housed among six different school buildings across three different geographic regions. There are a total of 438 students and the ethnic breakdown is as follows: 10.47% Asian, 28.09% Hispanic, 39.52% Black, 20.71% White, and 1.19 % American Indian. The handicapping conditions

MAY 2009

and staffing ratios of the students vary, consisting of 6:1:1, 8:1:1, 12:1:1 and 12:1:4 students. Of the total student population, 54 students (11.9%) are ELLs.

The following table demonstrates a breakdown of our ELL's attending TITLE III by grade level.

GRADE	3rd	4th	5th
NUMBER OF STUDENTS	4	4	4

The following is a decomposition of the languages spoken by our ELL students: 43 are Spanish, 3 are Russian, 3 are Bengali, 3 are Chinese, and 2 are Arabic. Assessment data reveals that 43 ELLs are evaluated in *alternate assessment* and 11 in *standardized assessment*. Currently there are 32 ELL's receiving Bilingual Instructional Services in the following languages-Russian, Spanish, Bengali, Arabic, and Chinese.

Instruction is individualized to meet each students needs. ESL instructors provide service in consultation with the classroom teacher to effectively scaffold instruction in the content areas. Instruction is also targeted for standardized and alternate assessment students. Techniques employed for the alternate assessment students incorporate Brigance, E-Class and PECS. Instruction for standardized students employs aligning ESL instruction with the uniform curriculum assisted with AIS targeted interventions. Text and materials are parallel to classroom materials and supplemented with bilingual libraries and software designed to enhance instruction.

Title III Supplemental Instructional After School Program

This year's Title III instruction will be conducted via thematic units which will include American government structure, practices, and ceremonies. We will utilize internet pod casts, online archived government ceremonies, and government issued pamphlets, magazines, and newspapers. Learning experiences will include the American electoral process, citizenship, and ceremonial traditions. Title III ESL instruction is in alignment with ESL and content area standards with an emphasis on the following Curriculum Standards ESL Standard 5-Students will demonstrate cross-cultural knowledge and understanding for all grade levels and language proficiency levels: ELA Performance Standard E4-Conventions, Grammar, and Usage of the English Language, Social Studies standard E5-Civics, Citizenship, and Government, and Alternate Assessment AGLI's chosen by the classroom teacher to scaffold classroom portfolio.

The after-school ESL program will target ELL's identified through data analysis of ELA, CTB and NYSAA scores. The program will be provided as an After-School program, Monday and Wednesdays, January 4, 2009 to May 31, 2010, 3:00-5:30pm. The program will take place within 18 weeks and contain 36 sessions. One instructor, a licensed special education teacher certified in ESL and Bilingual education, and the other a licensed computer technology teacher ESL teacher, and one Spanish speaking alternate placement paraprofessional will work the after school Title III ELL program. The students included in the supplemental group range from 3rd to 5th grade, 25% standardized assessment, 75% alternate assessment. The students were selected after being identified as in need of remedial services in ELA by the schools data analysis team. Instruction will be supported by the addition of translation software and integrating technology into base instruction. Sessions will be held in the school's computer lab allowing the students to be engaged in instruction individually and as part of a group. In addition the group will have access to the schools Library media center that is currently fitted with extensive bilingual libraries, access to SMART Board technologies, as well as visual/audio media designed to facilitate literacy. Research shows that instruction enhanced by the use of technology results in increased English language proficiency within the ELL population.

MAY 2009

The ESL teacher will differentiate instruction for the targeted students through consultation with the classroom teacher as well as addressing each student's needs as mandated by the student's current ESL IEP section. Periodic assessments will assist staff in identifying the success of the supplemental services and reorganize instruction when necessary. Informal assessments combined with 4 annual periodic assessments will enable the instructor to alter methodology with data-related information that requires additional intervention. Pre-post testing will include classroom teacher designed rubric results, ELA text book and workbook reading level results, NYSESLAT scores, Brigance, and ELA scores.

There will be 12 ELL's invited to participate in the Title III ELL Technology program. All students are mandated to be in a 12:1:1 classroom. One ESL teacher, one computer technology teacher, and 1 Spanish speaking alternate placement paraprofessional will work with students in one 12:1:1 class in our after school program. Scientifically based research states according to Liaw (1997), "teachers should offer English language learners a language-rich environment in which students are constantly engaged in language activities."

Title III Parental Involvement

Communication with families of the students serviced through Title III funds will be ongoing and continuous. Parental involvement will include afterschool workshops, questionnaires, and the opportunity to participate in the Title III program themselves. Language interpretation services will be provided via the paraprofessional. The paraprofessional providing language interpretation to parents of ELL's will also be employed as paraprofessional during Title III programming, offering interpretive services in Spanish. Translated letters, memos, and brochures will be made readily available to parents of ELL's. Staff is available for translation services if necessary and all communications will be translated for families in which English is not the primary language in the home. The Parent Coordinator will develop resources and provide at least 2 workshops during the school year targeting the families of our ELL's. Parent orientation for the extended day after-school program will take place the first week in January, 2010. An additional 2 workshops will be included during the After-School program. This will focus on instruction, extrinsic supports and internet based home activities that support instruction.

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.

Title III staff (both teachers and paraprofessional) will attend five sessions of teacher driven professional development every first Tuesday of the month, for one hour, between 3pm – 4pm. On January 4, 2010, February 2, 2010, March 2, 2010, April 13, 2010 and May 4, 2010. Mrs. Ortiz will be leading the professional development and discussions will include library usage and how to choose appropriate reading materials in the native and English language; manageable rubrics and scoring techniques that assist in monitoring the English Language Learners success in listening, reading, writing, and speaking; training in technologies that can be used to bridge the gap between the ELL's disability and English Language proficiency; and techniques and tracking measures that can be used in addressing the needs of our Long-Term ELL's. Title III staff will also attend the following seminars offered by TESOL Virtual Seminar: Guidelines for the Effective Use of Web Applications – Focus on the English Language Learner and Selecting and Using Literature with English Language Learners in Grades K-8, once weekly from November 7, 2009 -February 6, 2010; Closing the Achievement Gap for Limited Formal Schooling and Long-Term English Language Learners, once weekly from December 5, 2009 – March 13, 2009; and Teaching Language Skills and Assessment: Young Learners, once weekly from April 19-May 29, 2010.

Form TIII – A (1)(b)

School: P.S.9 Queens

BEDS Code: 307500014009

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$8980.20	<u>Instructional Program</u> Teacher 2 teachers, 2 days per week, 2.5 hours per day for 18 weeks= 90 hours 90 x 49.89= \$4490.10 per teacher
	\$2608.20	Paraprofessional 1 paraprofessional, 2 days per week, 2.5 hours per day for 18 weeks= 90 hours 90 x 28.98= \$2608.20 -ESL instruction provided After School Programs for students targeted in need of remedial intervention. Ratio to include paraprofessional, and direct instruction will include ELL students identified in need of AIS.
	\$868.80	Professional Development Once monthly @ 1 hour per month for 5 months. 2- Teacher: 1hr monthly 5 x 49.89= \$498.90 1- Paraprofessional: 1hr monthly 5 x 28.98= \$144.90 Saturday TESOL Virtual Seminar for non-members for 5 months 2- Teacher: \$150 1- Paraprofessional \$75

Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed. - Parental Development	\$389. \$1720 \$61 \$372.80	Rosetta Stone-English School Dell Latitude Laptop E6400 Xerox Paper for reproductions Beverages and Snacks
Travel		
Other		
TOTAL	\$15,000	

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.

An inventory of the Home Language surveys and Parent-Indicated Preferred Language of Communication is maintained to ensure that written and oral Communication/services are provided in the language of preference. Spanish, Italian, Chinese Mandarin, Polish, Russian, Hebrew, Portuguese, Punjabi, Cantonese, Bengali, and Haitian-Creole are the eleven non-English languages requested. There are a number of Bengali language families with students with severe disabilities that are recent immigrants to the United States. There are currently staff members who speak these languages and communicate with the parents. Translations of necessary information are provided whenever possible.

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.

Spanish, Italian, Chinese Mandarin, Polish, Russian, Hebrew, Portuguese, Punjabi, Cantonese, Bengali and Haitian-Creole are the eleven languages requested. . Translation and interpretation service options were explained to the staff members working directly with LEP students.

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.

Written translation services are provided in-house for Spanish, Italian, Chinese Mandarin, Polish, Russian, Hebrew, Portuguese, Punjabi, Cantonese, Bengali and Haitian-Creole. Documents are given, two days in advance of when they are needed, to in-house translators.

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

Oral interpretation services are provided in-house for Spanish, Italian, Chinese Mandarin, Polish, Russian, Hebrew, Portuguese, Punjabi, Cantonese, Bengali and Haitian-Creole.

In addition, a targeted number of ELL students will be provided direct instruction during the 21st century after school program. Parents would be invited to participate during these 2 days/2 hours of instruction in order to provide strategies and instructional methodologies that could be utilized in the home to maximize extrinsic academic supports. Current testing data supports increasing AIS for targeted students to facilitate academic improvement. Increasing instructional time and supports for targeted ELL students will effectively address academic deficiencies.

2. 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>.

Within the first 30 days of the 2009-2010 school year, we will audit the requested parent languages. All limited-English parents will be notified of the school translation services via notices and home phone contact. We will utilize the assistance of the Department Of Education's Translation and Interpretation Unit when necessary.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.
NOT APPLICABLE: NON-TITLE 1 SCHOOL..

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools

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

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

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

² School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)
NOT APPLICABLE TO SCHOOL

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

MAY 2009

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)³ 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

³ 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.

During the 2008-2009 school years, P009Q underwent a quality review. The purpose of the review was to evaluate how well the school meets New York City's evaluation criteria. The school's practices, programs, services and interventions aimed at increasing academic achievement were evaluated. The school's goal is to improve intermediate level performance on statewide assessments and secondary level graduation rate for students with disabilities and to reduce the gap between general education and special education students. The reviewer used records (IEP's) of selected students (standardized, alternate, and ELL), to determine if the students individual education plan rightly informed planning for instruction. The reviewer also conducted interviews with administrators, teachers, students, parents, and made classroom visitations to assess curriculum. The goal was to evaluate the schools overall performance to determine areas of strengths and areas requiring improvement. The school received a rating of proficient.

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?

P009 follows The District 75 ELA Units of Study which is aligned to the New York State Learning Standards and the New York City Performance Standards in English Language Arts. Teachers of grades K-8 are provided with a year long curriculum map in reading and writing. Writing cluster teacher trained in Teachers College Reading and writing project works collaboratively with teachers in implementing the units of study and supporting a Balanced Literacy Program. Staff is being trained to implement programs such as WEX-Writers Express used to encourage and enhance writing for standardized assessed student. Brigance is used for alternate assessed students. SMILE-

Structured Method in Language Arts is used for alternate assessed students. The majority of English language learner students are non-verbal. Communicative devices are used to enhance these students functional literacy.

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.

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.

P009 follows the Everyday and Impact Mathematics curriculum which is mandated by New York City for all public schools.

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

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 issue was addressed by ordering the most recent core curriculum which is aligned to the NYS content and process strands. Teachers attended work shops (Marilyn Burns Solutions, Everyday Math, Impact Math) provided by District 75. District Math coach worked with school based coach to help teachers with the new curriculum and pacing calendar. Departmentalization initiated for 8th grade students.

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.

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

MAY 2009

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. Elementary school teachers participate in monthly coaching, inter-school visitations and content area workshops. Instruction is aligned with the units of study (writing pacing calendar).

P009 follows "The Workshop Model" of instruction as outlined by Teachers College.

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

Applicable Not Applicable

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

A good teacher is one who uses multiple instructional strategies because students are different and therefore learn differently. P009 follows "The Workshop Model" of instruction as outlined by Teachers College. This however does not mean that teachers never use the direct instructional approach. The beginning of the lesson (mini-lesson) is directed by the teacher, the students then break into groups to work together, finally, the class share ideas. The goal is to have kids practice, explore and try out skills for themselves. The use of the workshop model enables the teacher to gradually release the responsibility of learning to the student. Student engagement in ELA classes also was observed to be high using this combined method. It is evident in the increase in scores on the State ELA exam across all grade levels. Teachers are also differentiating instruction so that all students are actively learning at their level through modified tasks and questions.

Teachers use a variety of assessments to determine a student's ability or readiness. Also, to learn new concepts students may be generally working below or above grade level or they may simply be missing necessary prerequisite skills. However, readiness is constantly changing and as readiness changes it is important that students be permitted to move between different groups. Activities for each group are often differentiated by complexity. Students whose understanding is below grade level work at tasks inherently less complex than those attempted by more advanced students. Those students whose reading level is below grade level benefit by reading with a buddy. Varying the level of questioning (and consequent thinking skills) and compacting the curriculum and are useful strategies for accommodating differences in ability or readiness.

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.

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* (SOM⁴) 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.

Based upon teacher observations formal and informal, it was determined that P009 math instruction delivered in grades K-8 was a combination of direct/indirect instruction, small group, peer teaching, independent study projects and anchoring activities that are designed to reinforce instruction and/or offer more challenging exercises. Technology is also utilized to enrich instruction affording students opportunities for on-line instruction in grades K-8; teachers also use SMARTBOARD technology to deliver on-line instructional supports to develop power points and for the delivery of small and large group instruction. The use of technology helps to engage students in subject matter, offer additional opportunities for differentiation, cross-curriculum instruction and also helps to make subject matter come "alive."

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

Applicable Not Applicable

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

⁴ 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 Everyday Math curriculum is used in grades K-5 which include hands on manipulative activities as well as usage of math software on the computer. Impact Math is used in grades 6-8 which includes hands on activities using manipulative created by teacher and student. Online resources and software are also used in the classroom.

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.

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 data is based on the information provided by the Basic Educational Data System (BEDS).

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

Applicable Not Applicable

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

The staff both teachers and paraprofessional remain with the organization within a range from 5-36 years.

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.

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

MAY 2009

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.

At P.009Q our Language Allocation team has representatives from each site, curriculum departments, culture, and job-level. It is the responsibility of the team to turnkey information to colleagues in each department acquired during ESL staff development. All ESL staff development is offered and posted to our staff members. ESL staff development is currently attended by staff members as an on-going process.

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

Applicable Not Applicable

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

At P.009Q, staff members from each of the curriculum subject areas attend ESL staff development, as well as receiving ESL staff development on site during orientation

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.

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.

At P.009Q ELL's test scores are reviewed, inventoried, and analyzed to address each ELL's academic needs in the modalities of speaking, reading, writing, and listening. This is done on a yearly basis and is reflected in school-wide curriculum so as to address the academic needs of our ELL's. In addition our Language Allocation Policy, Part 154, and Bilingual Education Students Information Survey are updated yearly to reflect the direction our ESL instructional program should take

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

Applicable Not Applicable

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

All information is reported to teaching staff via orientation and is reflected in instruction. ELL goals are updated by teachers on a yearly basis.

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.

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.

Professional development was found to be aligned to the school's specific needs. Differentiated Instruction and the Quality IEP were primary focuses for PD agendas supported by additional targeted curriculum instruction interventions. To provide additional support for the schools persistently dangerous status, classroom management and crisis intervention staff development is ongoing. Professional

MAY 2009

development in Functional Behavior Assessment and Behavior Intervention Plans further provide staff with the tools necessary to student achievement.

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

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?

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.

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

The IEP committee provides training to all teachers, paraprofessionals, and guidance staff. A Handbook on writing quality IEP's was distributed. The team meets quarterly to review all IEP's. Teachers holding dual license in General Education and Special Education are included in conferencing all IEPs. A binder was created to store essential information on individual students' goals for the purpose of planning instruction.

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

Applicable Not Applicable

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

During the Quality Review, the principal, assistant principal, guidance counselors, and special education teachers participate in the process to determine how well IEP goals are meeting the needs of students with disabilities. It was determined that the students' IEP rightly informed planning for 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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10
NOT APPLICABLE TO SCHOOL

This appendix will not be required for 2009-10.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). P. 009 Queens currently has 9 students identified as Students in Temporary housing. 9 students currently
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

Language Allocation Policy 2009-2010

School: P009Q District: 75 Principal: Robert Wojnarowski

LAP Committee Team:

Principal, Robert Wojnarowski
Assistant Principal, Lynda Dobrin
Bilingual social worker, Ana Mariano
ESL Teacher, Nancy Cabrera
ELL Compliance Liaison, Gary Littman
Special Education Teacher, Lisa Ortiz
Parent, Denise Vecchio

P009 Queens, "P009Q" is a school that services children with special needs in K through 8th grade. P009Q is housed among six different school buildings across three different geographic regions. There are a total of 438 students and the ethnic breakdown is as follows: 10.47% Asian, 28.09% Hispanic, 39.52% Black, 20.71% White, and 1.19 % American Indian. The handicapping conditions and staffing ratios of the students vary, consisting of 6:1:1, 8:1:1, 12:1:1 and 12:1:4 students. Of the total student population, 54 students (11.9%) are ELLs. The following table demonstrates a breakdown of our ELL's by grade level.

K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2	7	4	11	6	7	4	11	2

The following is a decomposition of the languages spoken by our ELL students: 43 are Spanish, 3 are Russian, 3 are Bengali, 3 are Chinese, and 2 are Arabic.

Assessment data reveals that 43 ELLs are evaluated in *alternate assessment* and 11 in *standardized assessment*. As per the 2008 NYSESLAT, 48 ELLs scored at the Beginning level of English proficiency, 6 at Intermediate, and 0 at the Advanced level. One kindergarten ELL scored at the Beginning level as per LAB-R. The NYSESLAT assessment data indicates a pattern of strengths in listening and speaking in the grade levels 1-8, with improvement needed in writing and reading. To prepare our ELLs in becoming more accustomed to test taking and strategies for success our instructors have used and will continue to utilize NYSESLAT samplers to reduce test anxiety. Our alternate assessment ELLs who participated in NYSAA averaged a score of 3 in math, 3 in reading, and 2 in social studies. Of our 6 standardized assessment ELL's, fourth graders averaged a score of 2 in Math and 2 in ELA, fifth graders scored an average of 3 in Math, and 2 in ELA, and 2 in Science. Comparison of

MAY 2009

NYSAA scores and Standardized scores among ELL's and non-ELL's revealed no significant difference in results in the content areas by grade.

Based on the performance data of ELLs, implications for LAP will be in aiding the content area proficiency and the development of life skills. Our program plan will consist of Developing Academic and Real Life English language proficiency, Scaffolding and Supporting content area instruction, and Targeting and Improving student test-taking skills. Moreover, in the writing and reading modalities, we will utilize NYSESLAT samplers to reduce test anxiety and improve performance. The LAP indicates that P009Q is meeting the needs of our ELL population. With all our variations in our student population, our staff is having positive learning outcomes on our ELL students.

All options for special education ELL's are discussed with parents during the Educational Planning Conference in consultation with the school-based support team. Of the 54 ELL students, 22 are mandated for ESL only as per IEP and 32 students are mandated for bilingual instruction as per their IEP and alternate placement paraprofessionals are provided who speak the student's native language. The alternate placement paraprofessional under the guidance, supervision, and direction of the teacher, provides native language instruction and translation of the core curriculum topics. P009Q has a free standing ESL program with ESL services being provided by two certified ESL teachers who utilize both push-in and pull-out approaches to instruction in order to meet ESL mandates in English. As per CR Part 154 mandates, ELL's at the Beginning Level in grades K-8 receive 360 minutes of ESL instruction, Intermediate Level receive 360 minutes of ESL instruction, and Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

Our instructional strategies are tailored to meet student needs. Instruction incorporates Total Physical Response, picture symbols (PECS), speech assistance devices, content scaffolding, project-based and communicative-based learning. Use of Native Language is not applicable to our current student population. However, native language culture is valued in a variety of ways. Scaffolding techniques focus on modeling, bridging, contextualizing, re-presenting text, building schema, and meta-cognition. ESL teachers use the same texts used in the classroom in the scaffolding. For standardized assessment students, Everyday Math, Impact Math, and Units of Study are used. With alternate assessment students, Functional Math books meeting the alternate assessment indicators are used. We also utilize the Robinhood library resources to provide multicultural exposure via texts and technology. The ESL teachers incorporate "Learning-by-doing" lessons in which students encounter language in real-life scenarios and activities. A typical project-based lesson may start with learning how to write a formal letter, peer/instructor correction with rubrics, and writing the final draft. All staff working with ELL students (teachers, paraprofessionals, and related service providers) attend ongoing professional development workshops on ELL student achievement over the academic year.

Due to the individual needs of our students, teachers utilize a variety of instructional strategies. Teachers provide instruction in ESL and content area instruction in English supported by ESL methodologies. During instruction, teachers take into account the

MAY 2009

primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ESL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ESL methodologies that develop cognitive skills. For some students ESL instruction incorporates Total Physical Response, picture symbols, and speech devices. Other students benefit from ESL methodologies that incorporate content scaffolding and project-based and communicative-based learning strategies.

At P. 009Q there is a small cluster of ELL students at similar grade/language levels or disabilities at several sites. When instructors are not pushing in instructional groupings tend to be one-on-one or small groups. This allows for highly individualized instruction facilitating significant student progress.

In cases where a pull-out model is used, students are not removed from any content area class so that their test preparation and content learning are not impaired. This ensures that students receive the required 180 minutes of English Language Arts.

ESL instructors in the elementary and middle school often collaborate and team-teach with classroom and cluster teachers in order to scaffold English language learning within the content areas. Teachers frequently incorporate "learning-by-doing" lessons where students are given the opportunity to encounter and practice language in real-life scenarios and activities.

Intervention services provided for 'long term' ELL's consists of AIS, afterschool and early morning programming for intervention service, extra library access and scheduling, and ESL push-in services versus pull-out.

For students who have reached proficiency in the NYSESLAT, a two year transition plan with related services is implemented.

Intervention services for ELL's receiving extension of services consists of debate team participation, Title III program, AIS, afterschool and early morning programming for intervention service, extra library access and scheduling.

Presently we have no students with interrupted formal education, SIFE's or newcomers. In the event that we admit such students, services available will include tutoring, technology, community awareness, Project Arts, and Title III.

Staff members at P. 009Q attend the on-going staff development courses for our ELL students. This year we will attend and provide staff development, including but not limited to the following: The Starting Point for Teaching ELLs with Disabilities, Second Language Learning through the Content Areas for ELLs with Disabilities in both Standardized and Alternate Assessment, Jose P. ESL Training, Integrating Multiple Intelligences into the Curriculum for ELLs with Severe Disabilities, Bilingual Education Students Information Survey Preparation, and A Fresh Start to a New Year. Each staff member returns to sites to turnkey information to all staff members.

**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 District 75	School P. 009 Queens
Principal Robert Wojnarowski	Assistant Principal Lynda Dobrin
Coach Yvonne Duffus	Coach type here
Teacher/Subject Area Nancy Cabrera, ESL	Guidance Counselor Ana Mariano, Bilingual SW
Teacher/Subject Area Lisa Ortiz, classroom	Parent Denise Vecchio
Teacher/Subject Area Gary Littman, Technology	Parent Coordinator Yolanda Jones
Related Service Provider type here	SAF type here
Network Leader Adrienne Edelstein	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	438	Total Number of ELLs	54	ELLs as Share of Total Student Population (%)	12.33%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
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): <u> </u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number)	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	2	5	3	7	6	6	3	9	2	43
Chinese		1				1	1			3
Russian			1					2		3
Bengali				3						3
Urdu										0
Arabic		1		1						2
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	2	7	4	11	6	7	4	11	2	54

Programming and Scheduling Information

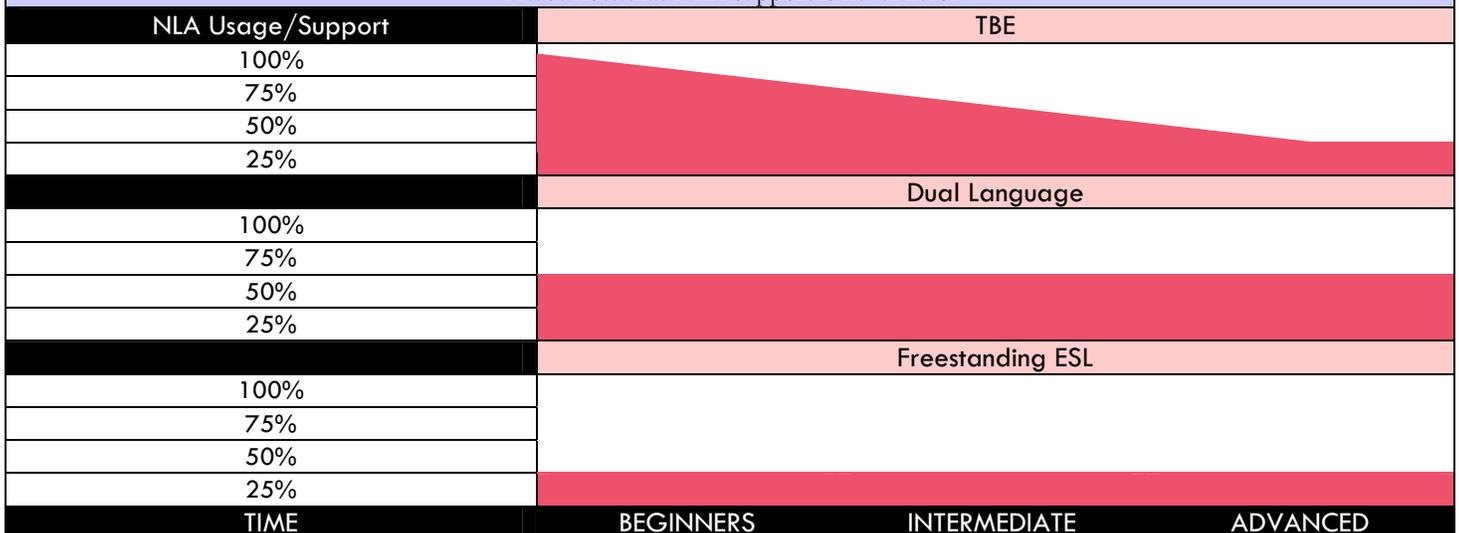
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

	Beginning	Intermediate	Advanced
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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	7	4	10	5	6	2	10	2	48
Intermediate(I)				1	1	1	2	1		6
Advanced (A)										0
Total	2	7	4	11	6	7	4	11	2	54

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - 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)
Lynda Dobrin	Assistant Principal		
Yolanda Jones	Parent Coordinator		
Nancy Cabrera	ESL Teacher		
Denise Vecchio	Parent		
Lisa Ortiz/classroom	Teacher/Subject Area		
Gary Littman,Technology	Teacher/Subject Area		
Yvonne Duffus	Coach		
	Coach		
Ana Mariano, Bilingual SW	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