



PS 23 Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75/ Q/ 023

ADDRESS: 74-03 COMMONWEALTH BLVD.

TELEPHONE: (718) 264-4880

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 23Q SCHOOL NAME: _____

SCHOOL ADDRESS: 74-03 Commonwealth Blvd., Bellerose, NY 11426

SCHOOL TELEPHONE: (718) 264-4880 FAX: (718) 264-4836

SCHOOL CONTACT PERSON: Jackie Jones EMAIL ADDRESS: Jjones28@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Scott LoPresti

PRINCIPAL: Jackie Jones, I.A.

UFT CHAPTER LEADER: Mariann Giordano

PARENTS' ASSOCIATION CO- PRESIDENT: Verilane McClean and Margo DeJesus

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: Network 4 – City Wide District 75

SSO NETWORK LEADER: Arthur Fusco

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
Jackie Jones, I.A.	*Principal or Designee	
Mariann Giordano	*UFT Chapter Chairperson or Designee	
Verilane McClean	*PA/PTA President or Designated Co-President	
Margo DeJesus	*PA/PTA President or Designated Co-President	
Kathryn Sobotka	Teacher	
Adam Joseph	Teacher	
Judiann Keane	Teacher	
Nicole Zito	Teacher	
Don La Mere	Teacher	
Denise Mouzakis	Literacy Coach	
Scott LoPresti	Assistant Principal	
Debbie Hamburger	Parent Coordinator	

(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.

PS 23 Q is a multi-site organization K-12, comprised of 5 different sites at various locations, within day treatment agency and hospital settings. Our agency affiliates include Queens Children's Psychiatric Center, Lifeline Center for Child Development, Zucker Hillside Psychiatric Hospital, Holliswood Hospital, and St. Mary's Hospital for Children. None of our programs are located within a community school or a free standing school building. In order for any student to attend our school, he/she must be screened by the specific agency/hospital. Any decision, from admission to discharge and class placement must include the clinical component and is collaborative. We are considered a psycho-educational milieu.

Students who attend P.S. 23 Q are admitted after all other options for school placement have been exhausted. We are the most restrictive placement within District 75, Citywide Programs. Students entering our program have spent much of their previous school time in crisis, out of the classroom, in detention, hospitalized or being truant. Many students have learning deficits due to the amount of time not spent in class.

Our instructional program follows the Department of Education Uniform Curriculum in addition to providing academic intervention services across the grades. Our classes are formed primarily based upon a student's social emotional needs and then instructional levels. Each of our classrooms has a wide variety of instructional materials to accommodate the individual needs of each student.

The mission of PS 23 Q is to move students back to a less restrictive environment while providing the child with academic rigor and exposure to the arts that they would receive in a mainstream school. To this end we have formed collaborative partnerships with various agencies that offer performances, hands on theater/art workshops; music and physical education as well as opportunities for socialization. The most recent grant that we received is The Middle School Success Planning Grant. This grant is specific to our middle school population. At the high school level we provide students with an extended day program which provides RCT/Regents remediation with an opportunity to make-up credits. Both programs offer small group academic remediation and enrichment, physical education and opportunities for socialization. In addition, we have collaborated with York College. To date we have six students who are participating in a Saturday male mentoring program held on the York College Campus.

Students serviced at PS 23 Q range in disabilities including seriously emotionally handicapped, multiply disabled and health impaired. Students who attend our program are from the five boroughs. Students demonstrate a wide range of cognitive and academic needs resulting from severe emotional deficits and learning disabilities. As a result all of the children require an intensive day treatment and clinical model inclusive of full time medical supports in addition to educational services. The school has an extremely high transition rate as the medical/psychiatric component of the program attempts to

stabilize and treat the child and family in as short a period as possible in an effort to return the child to a less restrictive environment. At the same time the Department of Education needs to address the students' current functioning level.

Despite the high admission and discharge rate of our students we provide an instructional program that is challenging for our students, while providing them with the necessary medical/clinical supports in order to prepare them to successfully transition back to a less restrictive environment.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 23 Q				
District:	75	DBN #:	023	School BEDS Code #:	307500014023

DEMOGRAPHICS									
Grades Served in 2008-09: K-12	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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		88.3/82.1				
Kindergarten	13	19	25						
Grade 1	17	17	24	Student Stability: % of Enrollment					
Grade 2	19	8	18	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	25	18	24		61.1		51.2		
Grade 4	25	18	24						
Grade 5	23	32	21	Poverty Rate: % of Enrollment					
Grade 6	17	18	39	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	56	31	36		50.4	45.0	0.0		
Grade 8	35	44	34						
Grade 9	39	78	64	Students in Temporary Housing: Total Number					
Grade 10	31	34	35	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	11	24	16		3	54	47		
Grade 12	8	18	12						
Ungraded	25	48	24	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	344	409	387		1	3	4		
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		
Number in Self-Contained Classes	320	342	326						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	10	4		
Number all others	4	17	23	Superintendent Suspensions	3	2	3		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	n/a	N/A	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	5	0	5	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	9	6	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	69	68	70
				Number of Administrators and Other Professionals	6	43	43
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	N/A	34	34
(As of October 31)	2006-07	2007-08	2008-09				
	8	13	19				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	97.1
American Indian or Alaska Native	1.2	1	0	Percent more than two years teaching in this school	78.3	79.4	82.9
Black or African American	46.2	45.7	50.4	Percent more than five years teaching anywhere	75.4	79.4	78.6
Hispanic or Latino	24.1	26.2	26.1				
Asian or Native Hawaiian/Other Pacific Isl.	5.5	6.4	4.9	Percent Masters Degree or higher	88.0	90.0	93.0
White	23.0	20.8	18.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.2	98.4	98.4
Multi-racial	0	0	0				
Male	69.5	61.6	61.8				
Female	30.5	38.4	38.2				

2008-09 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09 <input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

MAY 2009

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	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						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	W
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

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?
-

SECTION IV: NEEDS ASSESSMENT

- At P.S. 23 Q, we utilize a variety of ways to measure and report on student progress and achievement: report cards, teacher observation, standardized ELA and Math test results and Performance Series Assessments. As a result of our Quality Review it was identified that "The school collects and astutely analyzes and records a wide range of summative data in all core subjects and depends heavily on disaggregating information culled from extensive formative assessments."
- The Learning Environment Survey indicated that the area in need of improvement was "communication" in regard to relaying information about the schools educational goals and offering appropriate feedback on each student's learning outcomes. This area was specific to teacher and student responses.
- It was suggested that we build into our "very good data collection systems" a form that consolidates all student information to ensure that all relevant information is available in one place. This further supports the outcome of our Learning Environment Survey in the area of communication based upon teacher and student responses.
- As per our Quality Review we need to "enhance the use of 'Administrator's Conversation Log' to monitor teachers' progress towards meeting their professional goals."

Performance Trends

- At the time of preparing this report there are presently 400 students on register. The total number of students in grades 3-8 is 189. Out of 189 students 182 participated in standardized assessments. The students at PS 23 Q are transient and their length of stay can be as few as 45 days. Due to this fact it is often difficult to come up with a performance trend in ELA or Math. However, we are seeing a decrease in the number of Level 1 students.

- In the area of ELA Standardized testing, during the school year of 2007-2008, out of 131 students tested, 27% scored Level 1; 56% scored Level 2; 16% scored Level 3 and 1% scored Level 4. All of our students receive academic intervention services. In the area of Math Standardized testing in 2007-2008, out of 124 students tested, 48% scored Level 1; 28% scored Level 2; 23 % scored Level 3 and 1 % scored Level 4. All of our students receive academic intervention services.
- In the area of ELA Standardized testing during the school year of 2008-2009, out of 127 students tested, 16% scored Level 1; 53% scored Level 2; 29 % scored Level 3 and 1% scored Level 4. In the area of Math Standardized testing in 2008-2009, out of 134 students tested, 34% scored Level 1; 36% scored Level 2; 27 % scored Level 3 and 3% scored Level 4.

Accomplishments:

- Receipt of \$19,000 Campaign for Middle School Success Planning Grant
- Awarded \$250,000 for Campaign for Middle School Success Grant
- Awarded \$160,000 towards our goal of \$500,000 to implement the construction of a “Bubble Gym”
- Awarded \$3000 from First Book
- School wide Science and Literacy Fair
- Initiated a partnership with York College to start a middle school/high school mentoring program
- 9 trees were planted on our grounds from “Trees New York Schools” and Million Tree Initiative”
- Increase in the number of parental responses in our Learning Environment Survey from 2008 to 2009 16% to 38%; Teachers responding increased from 29% to 64% and students response rate increased from 28% to 100%
- Initiated a School Blog
- We continue to receive “well developed” on our Quality Review
- Our last parent function was a Parent resource fair where over 100 people showed up
- Tracking of our first year Inquiry Team provided us with an opportunity to observe academic growth

Strengths

- 79% of our teachers have taught in our school for 2 years or more and received a satisfactory rating.
- School wide system to collect, interpret and use data to differentiate instruction.
- Clinical collaboration provides additional supports in maintaining our students in the classroom.
- We provide an extended academic school day for our high school students.
- We provide vocational training for our high school students.
- On-going parent support groups and workshops supported by agency personnel.
- All teachers are trained in Therapeutic Crisis Intervention.
- Recreational programs offered to Intensive Day Treatment students during school closings.
- Uniformity of textbooks and curriculum across all sites.
- Teachers voluntarily attend professional staff development workshops throughout the year.
- The entire school has been upgraded with new computers, printers and computer labs.

- Individual student learning styles were addressed successfully in our Inquiry Team and will be expanded into a specific content area across the grades.
- Incorporation of the arts in the content areas.
- Initiation of School Messenger has increased parent involvement by 60% from the 2007-2008 school year to the 2008-2009 school year as based upon sign-in sheets.

Barriers to demonstrating our school's continuous improvement

- The students at P.S. 23 Q are transient and their length of stay at our school can be as short as 2 days to 18 months. This can pose a major barrier to demonstrating our school's continuous academic performance trends in that we are unable to review data for the same child from year to year.
- Most of our facilities are a locked facility and our students cannot leave the campus due to their behaviors. In order to provide exposure to the arts, we must develop and maintain community and art partnerships that will enhance our student's educational experiences.
- Our school sites are not conveniently located to any train station therefore parent involvement needs to be encouraged.
- Being a guest in a building.

Significant Aids

- At PS 23 Q we follow the NYC Uniform Curriculum that is used at all 5 of our sites. This ensures that there will be continuity of instruction when and if a student needs to move from one site to another and/or return to a less restrictive environment.
- There is a school wide data and recording system that is used to help drive instruction and provide continuity when a student is moved from one site to another site at PS 23 Q.
- Site specific behavior checklist completed by teachers for collaboration with DOE and Agency staff for on-going review of treatment plan and movement back to LRE/MRE.
- Our Literacy Coach models best practices for teachers as well as providing on-going support and turn-key training.
- Common preparation periods for teachers to meet and share best practices. Teachers are encouraged to participate in professional development opportunities.
- Inter-visitation between sites for teachers to observe best practices.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. *By June 2010 school year, 10% of students continuously enrolled in the 09-10 year will increase their Math proficiency as demonstrated by a 100 point increase in scaled scores on Performance Series.*
2. *Throughout the 2009-2010 school year 30% or more students will move to a Less Restrictive Environment as evidenced by the data represented in the ATS Admission Discharge Report to be reviewed 12/09 and 6/10.*
3. *By June 2010, 75% of the 8th grade students (as of 9/30 there are 41 8th grade students), who attend the PS 23 Q after school Middle School Learning Academy from November 2009 through May 2010, will meet their promotion criteria: exit projects in both Social Studies and Science; as evidenced by receiving a Level 2 or better on standardized ELA, Math, Social Studies and Science tests.*
4. *By June 2010, PS 23 Q will increase community partnerships and performances by 10% from the 2008-2009 school year as evidenced by having 4 or more grants and /or performances on site.*
5. *By June 2010, the students of PS 23 Q will reduce the number of in-school bullying incidents from the 2008-2009 school year as compared to 2009-2010 school year by 10%.*

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Math

<p><i>To improve student achievement in mathematics.</i></p>	<p><i>By June 2010 school year, 10% of students continuously enrolled in the 09-10 year will increase their Math proficiency as demonstrated by a 100 point increase in scaled scores on Performance Series.</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>	<ul style="list-style-type: none"> • Utilize ARIS to review standardized math assessment data from previous years (09/09) • All students in grades 3-8 will be administered the Performance Series to obtain baseline data. (3x a year October 2009 (baseline), February 2010 – 50 point increase, May 2010 – 100 point increase) • Teachers will identify the deficit areas as identified by the results of Performance Series Assessments for all students in grades 3-8 in the area of Math. (Fall 2009) • Standardized test preparation built into the school day (daily) and during extended school day (Tuesday – Thursday) • On-going review of portfolios (grade specific indicators in Math) by administration starting in October 2009 – 1 quiz/unit test • AIS – teacher will provide push-in small group/individualized instruction (September 2009 – June 2010) • District Math Coach (requested October 2009 – dates to be determined) – differentiated instruction and strategies for test prep • Instructional updates from Principal (11/09,2/10,4/10,6/10) • Professional Development offered to teachers throughout the 2009-2010 school year • Review memo from David Abrams Grades 3-8 Mathematics Testing Program Guidance, September-April/May-June
<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"> • OTPS 2009-2010 School Year • Tax Levy Funding 2009-2010 School Year • District Math Coach – Site visits 6 week cycle throughout 2009-2010 school year

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Performance Series test to be given every 12 weeks (10/09, 02/10, 5/10) • IEP mastery goals updated 4-6 times a year (10/09, 02/10, 5/10, 6/10) • Computer based Gradekeeper data for middle school updated as needed and reviewed 10/09, 1/10, 3/10 and 6/10
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Subject/Area (where relevant): Less Restrictive Environment

<p><i>To move students to a Less Restrictive Environment</i></p>	<p><i>Throughout the 2009-2010 school year 30% or more students will move to a Less Restrictive Environment as evidenced by the data represented in the ATS Admission Discharge Report to be reviewed 12/09 and 6/10.</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>	<ul style="list-style-type: none"> • Maintain Type III tracking log to be updated as Type III's are completed, to be reviewed by Assistant Principals, 05/10 • Travel training for students transitioning to other schools/and or work (Fall 2009 and Spring 2010) • Transition planning group with guidance counselor/clinicians weekly (April-June 2010) • Visits to possible new school placement for students and parents with guidance counselor and/or clinician prior to actual placement (on-going as needed) • Treatment team meetings to assess student readiness to leave, weekly/monthly
<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"> • Guidance Counselor – on-going tracking of students throughout the 2009-2010 school year • Parent Coordinator – Parent Support Breakfasts (10/09, 11/09, 1/10, 3/10, 5/10, 6/10) throughout the 2009-2010 school year • Monthly team meetings with clinicians • Parent/Teacher Conferences – formal 11/09 and 3/10 and as needed throughout 2009-2010 school year • Annual Review Updates as mandated

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly review of crisis logs/anecdotal • Students weekly point sheets maintained at 85% • Monthly Team Treatment meetings: goal setting for students going to LRE (teacher, primary therapist, parent/guardian, related service provider) • Modification of FBAs demonstrating improvement in student's behavior • Type III for any student having a CMP or STP on their IEP
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Subject/Area (where relevant): Instruction

<p><i>Students will meet the 8th grade promotion criteria and successfully transition to high school.</i></p>	<p><i>By June 2010, 75% of the 8th grade students (as of 9/30 there are 41 8th grade students), who attend the PS 23 Q after school Middle School Learning Academy from November 2009 through May 2010, will meet their promotion criteria as evidenced by completion of exit projects in both Social Studies and Science, and a Level 2 or better on standardized ELA, Math, Social Studies and Science tests.</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>	<ul style="list-style-type: none"> • Funding source “Campaign for Middle School Success Implementation Grant” (4/09-6/12) • Purchase instructional materials appropriate for extended school day (September/October 2009) • Develop pacing calendar for instruction (October 2009) • Prepare postings and criteria (September/October 2009) • Enrollment letters to parents (October 2009) • Contact Office of Pupil Transportation (October 2009) • Student Assignments (October 2009) • Accountability Team consisting of principal, assistant principal(s) teacher(s) to note progress (October 2009-June 2010) • Data Specialist to record and analyze data (October 2009 – June 2010) • Orientation for teachers and para-professionals (October/November 2009)

<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"> • Middle School Learning Grant • After School Learning Academy Tuesday, Wednesday and Thursday throughout the 2009-2010 school year for grades 6, 7, and 8 • OTPS Funding • Professional Development specific to assessment and remediation in ELA
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 90% attendance at PS 23 Q Learning Academy (after-school) • Initial Assessment for program (November 2009) followed by monthly assessments of skills being taught (Curriculum Associates) • Meeting Promotion Criteria (06/10) • ARIS – Standardized Test Score results

Subject/Area (where relevant): Community Partnerships

<p><i>To expand upon community partnerships and the receipt of grant monies.</i></p>	<p><i>By June 2010, PS 23 Q will increase community partnerships by 10% from the 2008-2009 school year to the 2009-2010 school year as evidenced by having 4 or more grants and/or performances on site.</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>	<ul style="list-style-type: none"> • Grant writing training sessions for grant committee (D 75 workshops) • School Leadership Team to assess school wide needs (monthly) • York College Male Mentoring Program (October 2009 – on-going) • Administrative Cabinet to review existing grants and future grant opportunities (weekly) • Cabinet Meetings (weekly)
<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"> • Project Arts Initiative funding • Tax Levy Funding 2009-2010 School Year • Reso-A request from local politicians – Fall of 2009 • Grant Writing Workshops • School Leadership Team Brainstorming

	<ul style="list-style-type: none"> • Students will be provided with initial bullying survey (10/05/09) • Data Specialist to chart number of incidents (beginning 09/09 – 06/09)
<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"> • Book of the Month - Tax Levy funds 2009-2010 school year • Professional Development through Center for Social and Emotional Development 11/03/09 • National Blue Shirt Day 10/5/09 – Tax Levy • Project ARTS 2009-2010 school year
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Anecdotal logs to be reviewed monthly by lead teacher at each site • Name of student and number of incidents to be reported to Data specialist for review at the end of each month • Initial survey distributed to students in 10/09, follow up 03/10 and 06/10 • Data Specialist to review surveys throughout the school year (10/09, 3/10, 6/09) • Student portfolios will reflect writing samples that reflect bullying awareness (10/09 – 06/10) • Reduction in number of bullying anecdotes (10/09 – 06/10)

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	16	16	N/A	N/A				
1	32	32	N/A	N/A				
2	23	23	N/A	N/A				
3	22	22	N/A	N/A				
4	19	19	19	19				
5	22	22	22	22				
6	27	27	27	27				
7	43	43	43	43	43			43
8	39	39	39	39	39			39
9	54	54	54	54	54			54
10	59	59	59	59	59			59
11	25	25	25	25	25			25
12	13	13	13	13	13			13

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Foundations • Achieve 3000 • Jamestown • ELA Test Prep Coach Books • High school extended school day • After school Middle School Learning Academy 	<ul style="list-style-type: none"> • <u>Foundations</u> – Small group instruction during the school day (Grades K-3) • <u>Achieve 3000</u> – One to one instruction during the school (Grades 3-12) • <u>Jamestown</u> – One to one instruction and small group instruction web based and teacher guided 5x a week (Grades 5-12) • <u>Coach Books</u> – One to one or small group instruction during school day (Grades 3-8) • <u>Extended School Day High School</u> – Small group instruction and/or one to one instruction based on review of credits by guidance counselor • <u>Extended School Day Middle School</u> – 3:1 Student staff ratio with an emphasis on remediation and enrichment in ELA and meeting 8th grade promotion criteria
<p>Mathematics:</p> <ul style="list-style-type: none"> • Great Leaps • Everyday Math Games • Performance Series • Math Steps • High School Extended School Day • Math Test Prep Coach Books 	<ul style="list-style-type: none"> • <u>Great Leaps</u> – One to one or small group instruction (Grades 2-12) • <u>Everyday Math Games</u> – One to one or one to two during the school day. (Grades K-5) • <u>Performance Series</u> – Individual for assessment and remediation • <u>Math Steps</u> – One to one during the school day (Grades K-5) • <u>High School Extended School Day</u> - Small group instruction and/or one to one instruction based on review of credits by guidance counselor. • <u>Coach Books</u> – One to one or small group instruction during school day (Grades 3-9)
<p>Science:</p> <ul style="list-style-type: none"> • Test Prep Books • Extended School Day 	<ul style="list-style-type: none"> • <u>Test Prep</u> – One to one or small group instruction during or after school day. (Grades 4, 8 and high school) • 8th Grade only
<p>Social Studies:</p> <ul style="list-style-type: none"> • Test Prep Books • Extended School Day 	<ul style="list-style-type: none"> • <u>Test Prep</u> – One to one or small group instruction during school day (Grade 5, 8) • 8th Grade only

At-risk Services Provided by the Guidance Counselor: Promotion criteria and credits reviewed.	<ul style="list-style-type: none"> • One to one Individual conferences with guidance counselor
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services: Psychiatric/Medical Intervention Supports Therapeutic Crisis Intervention	<ul style="list-style-type: none"> • Counseling/Intervention with agency therapist – scheduled daily and on an as need basis (Grades K-12)

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) _____ Number of Students to be Served: 10 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

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.

To date our school has identified 10 English Language Learners (ELL) mandated for ESL services who are standardized assessment students in grades 07, 08, 09, 10, 11, and 12. Should we identify new students requiring ESL service, we will comply with CR Part 154 mandates of 360 minutes for beginner and intermediate, 180 minutes of ESL and 180 minutes of ELA for advanced students in elementary and middle school, and 540 minutes for beginner, 360 minutes for intermediate, and 180 minutes of ESL and 180 minutes of ELA for advanced students in high school. We are following a Free Standing ESL Program and the organizational models are Push-In and Pull-Out. Pull-Out groups are formed according to students' grade level and level of proficiency; sessions are 45-50 minutes long. We currently have a certified ESL teacher and the language of instruction is English. ELLs will receive ESL instruction that follows the NYS ESL standards and core curriculum and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, Scaffolding, and Cooperative Learning. Extensive English language exposure will be provided through explicit instruction in the four modalities: speaking, listening, reading and writing. Visuals will be used to assist comprehension, multi-cultural materials will be infused

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throughout all aspects of instruction, students' native language and cultural background will be activated to facilitate second language acquisition and the use of technology will give students and additional instructional support.

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.

Our ESL teacher will be sent to professional developments that are offered through the Department of Education and D75 ELL District Office. The ELL professional development plan for this year is as follows:

- October 16, 2009 – Standards-Based Content Area Instruction in ELA and Social Studies through the lens of memoir writing for English Language Learners with Disabilities
- November 12, 2009 – BESIS Preparation: How to Complete the Bilingual Education Student Identification Survey (BESIS)
- December 18, 2009 – Cultivating Seed Ideas and Memoir Prompts in the Instruction of ELA and Social Studies for ELLS with Disabilities
- April 8, 2010 – NYSESLAT: Administration of the NYSESLAT 2010
- April 23, 2010 – Empowering Students with Disabilities to Create Memoirs using Multiple Media
- June 4, 2010 – First Annual Multi Media Memoir Showcase: Presentations and Awards

School-based professional development will also be offered to all teachers throughout the year. Future professional development workshops will discuss ESL strategies, differentiated instruction, and scaffolding.

Form TIII – A (1)(b)

NOT APPLICABLE: NON –TITLE III SCHOOL

School: _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)

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.

Prior to admission to our school, students must participate in a collaborative process between the Department of Education and the Office of Mental Health. Screening appointments are set up, and the need for translation services is identified shortly thereafter. Once students are newly enrolled, an initial interview with all parents or guardians is conducted and a Home Language Identification Survey (HLIS) is completed. This survey lets the school staff know what language is spoken in the students' home and what language is the preferred language of communication of the parent or guardian. This information is then shared with teachers, clinicians, and related service providers.

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.

Our major finding is that there is minimal need for translation services at this time due to the fact that for the past few years, we have not received a HLIS indicating that a language other than English is used by a student and/or parent/guardian. Also, a request for such services has not been made this year.

Part B: Strategies and Activities

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

Parents of English Language Learners are given a copy of "Guide for Parents of English Language Learners" and "Bill of Parental Rights and Responsibilities" in their native language upon enrollment. When the need arises, we have been able to accommodate parents of ELLs through access of our bilingual personnel. The Translation and Interpretation Unit of the Department of Education is contacted if necessary. Additional written translation services will be obtained through one of the DOE-approved contacted vendors when required.

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.

We will provide oral interpretation services in-house by school staff (bilingual personnel). The Translation and Interpretation Unit of the Department of Education will be contacted if necessary.

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

In order to fulfill Section VII of Chancellor's Regulations of A-663 regarding parental notification requirements for translation and interpretation services, all parents will be informed about a website posting the availability for them to obtain translation and interpretation services as well as receiving a copy of the "Bill of Parental Rights and Responsibilities" in their native language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE: NON-TITLE I 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

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

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

NOT APPLICABLE

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Our school cabinet is made up of lead teachers, coaches and administrators who review the findings and identify the areas that are relevant to our school. The administration will share the findings with the school community at staff faculty conferences, School Leadership Team meetings, Parent Association meetings as well as the monthly newsletters.

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

Applicable Not Applicable

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

The report supports areas of needs that our school exhibits. While we follow a standards based curriculum for all of our students who are cognitively able and we have curriculum maps that are aligned to the state standards, it continues to be a challenge to differentiate the curriculum and to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve in our standardized classes. The use of formative assessments has provided us with evidence that highlights additional deficits that our students exhibit that need to be addressed in our program.

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

Our school maintains above average data analysis. We identify skill areas and needs and broaden the process of inquiry across the school to address relevant issues. Since the population of students that we serve are all special needs, and the majority of these students are at

minimum 2 years below grade level due to the severity of their handicapping conditions, we recognize that these students will not achieve full proficiency on NY State exams. However, these students will eventually achieve standards at a different pace and since they are able to be in school until age 21, we believe this will assist in moving students with special education needs forward.

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.

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Our school cabinet is made up of lead teachers, coach and administrators who review the findings and identify the areas that are relevant to our schools. The administration will share the findings with the school community at staff faculty conferences, School Leadership Team meetings, Parent Association meetings as well as the monthly newsletters.

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

X Applicable Not Applicable

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

Our school follows a standards based curriculum for all of students. We follow curriculum maps that are aligned to the NYS Standards and pacing calendars. Our students require more time to master various skills and concepts as the pacing calendar is too rigorous for our student population who are severely emotionally challenged and learning disabled.

The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program

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

Our school continually analyzes data. We will continue to identify skill areas in need and broaden the process of inquiry across the school to address these deficits. Given that the population of the students that we serve is all special needs and the majority of these students are at minimum 2 years below grade level due to the severity of their handicapping conditions, we believe that they should be given the NYS Standardized assessments at minimum two years below their grade. These students will eventually achieve standards but perhaps at a slower pace and given that they have the rights to a Public Education until the age of 21, it is our belief that this will assist in moving students with special education needs forward.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Our school cabinet is made up of lead teachers, coach and administrators who review the findings and identify the areas that are relevant to our schools. The administration will share the findings with the school community at staff faculty conferences, School Leadership Team meetings, Parent Association meetings as well as the monthly newsletters.

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

Applicable X 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?

Instructional materials are available in our school across the grades in ELA that is adequate to meet the needs of struggling readers. Many of our programs are researched based and are relevant to student’s background knowledge, are age appropriate and culturally relevant for student use. Our teachers provide small group instruction where students are grouped according to their functional level in ELA. We use a variety of research based programs to accommodate our student’s individual needs and learning styles.

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.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Our school cabinet is made up of lead teachers, coach and administrators who review the findings and identify the areas that are relevant to our schools. The administration will share the findings with the school community at staff faculty conferences, School Leadership Team meetings, Parent Association meetings as well as the monthly newsletters.

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?

While we follow the NYS Standards, we have found that many students are functioning at least 2 years below their actual grade level. The use of individual work sheets and independent seat work, with our severely emotionally challenged students is not a practice that we follow on a regular basis. Our students requires close adult proximity which in order to take place requires small group instruction. Technology is beginning to be infused into the math curriculum particularly as AIS.

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

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.

We will analyze data and continue to identify skill areas in need of inquiry across the school in order to address the relevant issues.

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 administration will share the findings with the school community at staff faculty conferences, School Leadership Team meetings, Parent Association meetings as well as the monthly newsletters.

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?

Statistical Data from School Report Card supports the fact that we have a low teacher turnover. Based upon statistical data for the last 2 years, 79% of our teachers have been with us for over two years. This supports the fact that we have a low teacher turnover. Therefore, key finding 3 is not applicable to our school.

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.

N/A

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

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teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

Our school cabinet is made up of lead teachers, coaches and administrators. During our weekly cabinet meetings, as a group we review the data to see if there are any students who were admitted and identified as ELL. If it is determined that there is a student(s) who need ESL instruction, teachers are encouraged to attend professional development workshops that are relevant above and beyond the procedures in our Language Allocation Policy.

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?

While the above is applicable it does not directly affect our teaching staff. A trend in our school is that most ELL students are generally with us for a very short period of time, 2 weeks to 45 days. Instructional materials and workshops are made available to the classroom teacher on an as-needs basis. In addition we receive on-going support from the District Office of English Language Learners on ELL. Based upon our last school wide survey the area of ELL Professional Development was not an area that staff requested opportunities to participate in because it did not support the present needs of our student population.

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.

While the key finding is applicable to our school, the lack of staff awareness is only due to the fact that we have very few ELL students. When they are in our school the necessary accommodations are available.

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.

While the above is applicable it does not directly affect our teaching staff. A trend in our school is that most ELL students are generally with us for a very short period of time, 2 weeks to 45 days. Identification of ELL students is generated through ATS and the IEP’s upon admission. However, even if there is only one ELL student, we are able to accommodate his/her needs.

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

X Applicable Not Applicable

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

Our ESL teacher assures that student is provided with NYSESLAT and downloads and explains testing data to teachers to include information that provides instructional techniques that enhances ELL learning.

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.

N/A

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.

Our school cabinet is made up of lead teachers, coaches and administrators. During our weekly cabinet meetings, as a group we discussed the above finding for accuracy.

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

Applicable X Not Applicable

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

As the most restrictive special education program, housed in an agency/hospital setting, our students do not have access to a mainstream school, and therefore cannot participate with the general education population. There are no opportunities for inclusion. This supports our reason for the above finding to not be applicable to our school, as we do not have any general education teachers on-site. Our professional development opportunities are geared towards interventions that will assist our teachers in being proactive in promoting positive student outcomes both academically and behaviorally. Most of the professional development workshops that our teachers attend are geared towards the special needs of our students with regard to instruction and behavior management.

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.

As a unique school within the Department of Education while additional support from Central is always welcomed, it is necessary for Central to recognize our uniqueness and accept our differences.

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.

During our weekly cabinet meetings, as a group we discussed the above finding for accuracy. On-going discussion with parents, staff and clinicians.

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

X Applicable Not Applicable

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

While we are proficient in providing all of our students with accommodations for assessments as per page 9 of the IEP, teachers often have difficulty in the classroom environment providing the same accommodations during instructional time as well as on classroom assessments. There is a major discrepancy with the IEP goals (along with modified promotion criteria) and the assessed grade level content areas.

With the majority of students that enter our school, the IEPs that accompany them often do not accurately reflect their current functioning level, current grade level, most current parent/guardian information, and often lacks a current FBA or a BIP. Every child that enters our program must have an IEP as we are the most restrictive program in the city. Teachers at our school have to rewrite the majority of the IEPs if they want to have a document that is written in the child's best interest. On occasion IEPs have testing information on page 3 that is more than 2 years old, while the date of the IEP is current the date which has been "whited out" and written over.

The IEPs that we are getting are usually reviews that were done at the CSE level. These are the people that need to be held accountable to your findings.

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

Teachers and paraprofessionals regularly provide accommodations to students during class lessons by differentiation of instruction. Paraprofessionals will assist with small group instruction under the teacher's supervision so that the variety of accommodations is met and all students receive equal instructional access during a lesson. Even though the IEP is individualized and students are being instructed on a modified level, they are expected to sit for a standardized test in ELA, Math, Science and Social Studies on grade level. While these students have accommodations and modifications the content of these exams is higher than their actual functional level by 2 or more years. School discussion between staff, parents, students and clinicians clearly indicates that the standardized assessment and the way it is being administered to our students is not a valid tool. This is an issue that and item 7.3 should be addressed by Central.

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

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE C4E FUNDS

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **Nine students to date.**
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 in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A: As a non-geographic, administrative district, students in D75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D75 students are eligible to attend any programs run through the STH units at the ISC.

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Language Allocation Policy Committee

Principal: Jacqueline Jones, I.A.
Assistant Principal: Scott LoPresti
ESL Teacher: Luciene Tonini
Test Coordinator: Clara Mazzei
Guidance Counselor: Iolanda Fox
Parent Coordinator: Debbie Hamburger

To date 397 students are attending P.S.23Q, of which 1 is Native American, 31 are Asian, 93 are Hispanic, 197 are African American, 74 are Caucasian, and 1 is multi-racial. We have identified 26 English Language Learners (ELL) who are standardized assessment students. Ten ELLs are mandated for ESL services and sixteen ELLs are X-coded students serviced as per their IEPs. For purposes of the LAP and LAP worksheets, the numbers reflected are for entitled ELLs only. Four students are in 7th grade, one is in 8th grade, two are in 9th grade, one is in 10th grade, one is in 11th grade, and one is in 12th grade. The ELLs' home languages are Bengali, Chinese and Spanish. We are following a Free Standing ESL Program and the organizational models are Push-In and Pull-Out. Pull-Out groups are formed according to students' grade level and level of proficiency; sessions are 45-50 minutes long. The language of instruction is English. Our ESL teacher is a NYS certified and NYC licensed ESL teacher.

ELL Identification Process

Prior to admission to our school, students must participate in a collaborative process between the Department of Education and the Office of Mental Health. Screening appointments are set up, and the need for translation services is identified shortly thereafter. Once students are newly enrolled, an initial interview with all parents or guardians is conducted and a Home Language Identification Survey (HLIS) is completed. This survey lets the school staff and teachers know what language is spoken in the student's home. If the HLIS indicates that a language other than English is used by the child, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). The LAB-R measures language proficiency in English and is used to determine if a student is entitled to ESL/Bilingual programs. If a student is entitled to the services, the school will then inform his/her parents or guardians and provide them with a copy of the "Guide for Parents of English Language Learners" in their native language with information on the three ESL/Bilingual programs: Freestanding ESL (ESL), Transitional Bilingual Education (TBE), or Dual Language (DL). Parent Survey and Program Selection forms will also be distributed and students will be placed in the program choice that the parents have requested. The ESL teacher

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will evaluate English Language Learners (ELL) annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The score on the NYSESLAT will indicate if the students have gained sufficient proficiency in English to participate in a non-ESL program.

ELL Programming and Scheduling Information

English Language Learners will receive ESL instruction that follows the NYS ESL standards and core curriculum and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, Scaffolding, and Cooperative Learning. Extensive English language exposure will be provided through explicit instruction in the areas of grammar, vocabulary development and oral expression, visuals will be used to assist comprehension, multi-cultural materials will be infused throughout all aspects of instruction, students' native language and cultural background will be activated to facilitate second language acquisition, and the use of technology will give students an additional instructional support.

Instructional materials such as books on folktales, biographies and autobiographies, fiction and non-fiction, and content area informational books will be used to support ELLs. Other books such as "Longman Photo Dictionary of American English", "Get Ready to Write", and "Exploring English" will also be utilized. To comply with the New York City's literacy requirements, each classroom library will contain books in the native language should we have one, including those adapted by teachers to meet the needs of students with severe disabilities.

We will comply with CR Part 154 mandates of 360 minutes for beginner and intermediate, and 180 minutes of ESL and 180 minutes of ELA for advanced students in elementary and middle school; and 540 minutes for beginner, 360 minutes for intermediate, and 180 minutes of ESL and 180 minutes of ELA for advanced students in high school.

Presently, we have no SIFE students. At such time that we do, we will enable students to use any skills they may have previously acquired in their home language to help them catch up on the knowledge they need to pass the grade, along with the services described above.

ELLs who have received an extension of services will have the continuance of their ESL services, as per their IEP, in accordance with their proficiency levels indicated on the NYSESLAT. We will continue enabling students to use the skills they have acquired in their home language to help them catch up on the knowledge they need to pass the grade, along with the services described above.

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We currently have two newcomers in grades 7 and 8. We will provide tutoring, peer mentoring and we will implement a buddy system where students are paired to help each other. Visuals will be used to assist comprehension and student's native language, and cultural background will be activated to facilitate second language acquisition. A nurturing environment and AIS during the extended school day will also be provided.

Long-term ELL students will be given ESL services as per federal mandates and we will provide extra services such as extended tutoring times in addition to the services described above in order to bring them to grade level.

Transitional students, ELLs who have reached proficiency on the NYSESLAT and are placed in a monolingual class without ESL services, will be supported for two years with AIS support, ESL (if the teacher's schedule permits), and/or Tutoring in order to assist in their transition to a completely monolingual setting.

There are no bilingual classes in our school. All our students will receive the minimum units of ESL instruction mandated under C.R. Part 154. For those students requiring alternate placement we will provide alternate placement paraprofessionals who speak the native language and work in close collaboration with the classroom teachers.

Our school will continue fostering students' academic language development through the use of Thematic Units in content areas embedding ESL strategies such as TPR, Language Experience Approach, Think-Pair-Share, and Contextualization in order to move the students along the language continuum.

Content area instruction is in English using the ESL strategies listed above. Language arts is taught using ESL and ELA methodologies. Content area and ELA teachers will work collaboratively with the ESL teacher and will use graphic organizers, text representation, modeling and bridging infused into instruction. This instructional program will be explicitly aligned with mandated ESL and ELA, the New York State learning standards and the content-based learning standards. Students who need extra academic help will receive additional assistance in the form of tutoring and after-school programs. We will also take advantage of the offerings from "Learning Times" issues that pertain to ESL.

Professional Development and Support for School Staff

The ESL teacher will be sent to professional developments that are offered through the Department of Education and the D75 ELL District Office. The ELL professional development plan for this year is as follows:

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- October 16, 2009 – Standards-Based Content Area Instruction in ELA and Social Studies through the lens of memoir writing for English Language Learners with Disabilities
- November 12, 2009 – BESIS Preparation: How to complete the Bilingual Education Student Identification Survey (BESIS)
- December 18, 2009 – Cultivating Seed Ideas and Memoir Prompts in the Instruction of ELA and Social Studies for ELLs with Disabilities.
- April 8, 2010 – NYSESLAT: Administration of the NYSESLAT 2010
- April 23, 2010 – Empowering ELL Students with Disabilities to Create Memoirs using Multiple Media
- June 4, 2010 – First Annual Multi-Media Memoir Showcase: Presentations and Awards

School-based professional development will also be offered to all teachers of ELLs throughout the year. Future professional development workshops will discuss: ESL strategies, differentiated instruction, and scaffolding. Paraprofessionals are to be included in the professional development. 96% of our staff has completed 10 hours of ELL training, as per Jose P. The remaining 4% will receive training within the near future.

Parental Involvement

Parents of students in special education have parent choice at the CSE level. Options for special education ELLs are discussed with parents during the Educational Planning Conference. In order to help us address the needs of the parents in the school, a Parent Interest Needs Survey is sent home. The Parent Coordinator at P.S.23Q offers parents of ELLs on-going information and training on different aspects of their children's education such as home activities to support learning, and outside supports in their community. Periodically, we review the school program to parents of ELLs through the Parent Coordinator via parent orientation meetings, telephone outreach, and letters sent home in their native language. Our goal is to increase parent outreach and participation by offering parents training through NYSABE Parent Institute and District 75 Parent Conferences with a translator as required.

Assessment Analysis

Data patterns across proficiency levels and grades on the NYSESLAT reveal that three 7th graders scored at the beginner level and one 7th grader scored at the intermediate level; one 8th grader scored at the beginner level; one 9th grader scored at the beginner level and one 9th grader scored at the advanced level; one 10th grader scored at the advanced level; one 11th grader scored at the intermediate level; and one 12th grader scored at the beginner level. Patterns across

MAY 2009

NYSESLAT modalities reveal that in the Listening/Speaking modality students in the grades above scored at the intermediate and advanced level while in the Reading/Writing modality students scored at the beginner and intermediate level, and only one student scored at the advanced level. In analyzing these results, it is evident that the ELLs improved their listening and speaking abilities while still performing at a beginner/intermediate level in the reading and writing modality. Future instructional decisions will be made based on these results in order to improve students' speaking, listening, reading and writing skills.

The NYC and NYS standardized assessments results indicate that according to the students' most recent valid scores, three 7th graders scored at level 2 and one 7th grader received a NSC score in the ELA exam, one 7th grader scored at level 2, two 7th graders scored at level 1, and one 7th grader was absent in the Math exam, one 8th grader scored at level 2 in the ELA exam and at level 1 in the Math exam, one 9th grader scored at level 3, and one 9th grader scored at level 1 in the ELA exam, and they both scored at level 1 in the Math exam, one 10th grader scored at level 2 in the ELA exam and at level 1 in the Math exam, one 11th grader hasn't taken the ELA and Math exams, and a 12th grader scored at level 1 in both the ELA and Math exams. In analyzing these results, it is evident that students improved their ELA scores, however will need more instructional support from content area teachers and ESL teacher in order to improve their Math scores and keep improving their ELA scores. Content area teachers will work collaboratively with the ESL teacher and will use graphic organizers, text representation, modeling and bridging infused into instruction. Teachers will also create Thematic Units in content areas embedding ESL strategies such as TPR, Language Experience Approach, Think-Pair-Share, and Contextualization.

Our school's goal is to ensure that our students meet the standards and pass required state and local assessments and our English Language Learners have shown a significant overall improvement.

The above Language Allocation Policy for our school as stated above will be implemented.

Jacqueline Jones
Principal, I.A.

MAY 2009

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District type here	School PS023Q
Principal Phyllis Weinfeld	Assistant Principal Scott LoPresti
Coach type here	Coach type here
Teacher/Subject Area type here	Guidance Counselor Iolanda Fox
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Debbie Hamburger
Related Service Provider type here	SAF type here
Network Leader type here	Other Clara Mazzei

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	397	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	2.52%
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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								4	1	5
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	0	4	1	5						

Programming and Scheduling Information

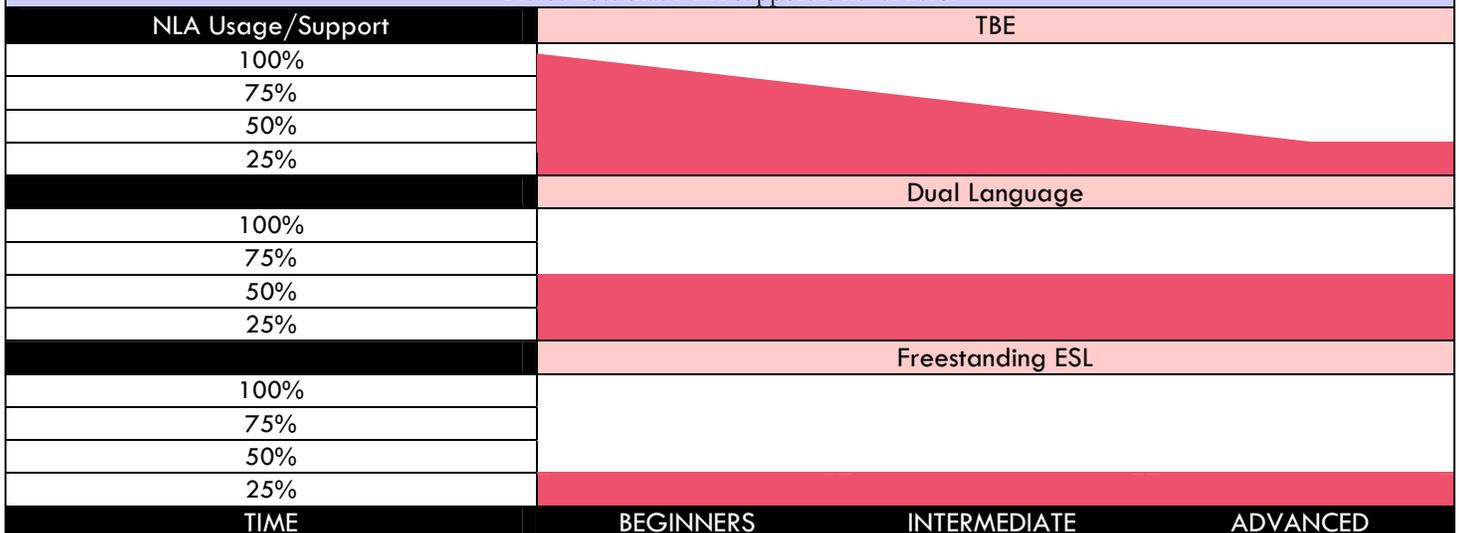
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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)								3	1	4
Intermediate(I)								1		1
Advanced (A)										0
Total	0	0	0	0	0	0	0	4	1	5

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - 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)
Scott LoPresti	Assistant Principal		
Debbie Hamburger	Parent Coordinator		
Luciene Tonini	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Iolanda Fox	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Clara Mazzei	Other		
	Other		

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

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES 9-12 LANGUAGE ALLOCATION POLICY WORKSHEET

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District type here	School PS023Q
Principal Phyllis Weinfeld	Assistant Principal Scott LoPresti
Coach type here	Coach type here
Teacher/Subject Area type here	Guidance Counselor Iolanda Fox
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Debbie Hamburger
Related Service Provider type here	SAF type here
Network Leader type here	Other Clara Mazzei

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	397	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	2.52%
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Part II: ELL Identification Process

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

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

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	0		0	3		3	2		2	5
Total	0	0	0	3	0	3	2	0	2	5

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number)

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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	1	1		1	3
Chinese	1				1
Russian					0
Bengali			1		1
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	2	1	1	1	5

Programming and Scheduling Information

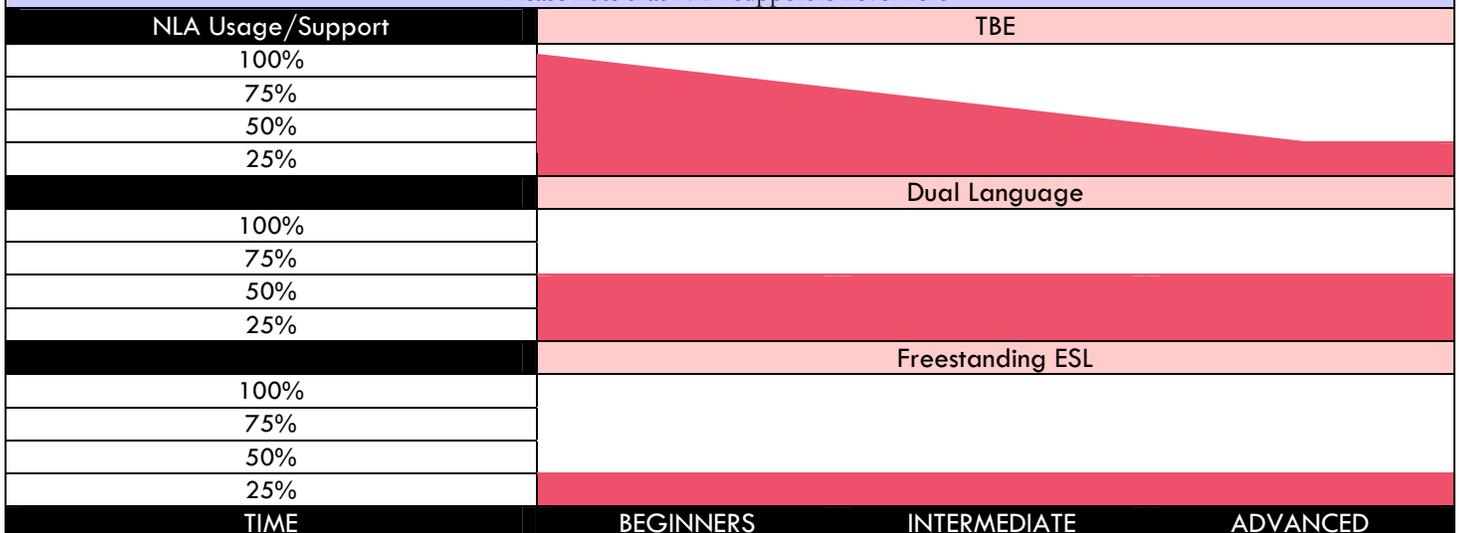
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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 9-12

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.
14. What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (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)					
	9	10	11	12	TOTAL
Beginner(B)	1			1	2
Intermediate(I)			1		1
Advanced (A)	1	1			2
Total	2	1	1	1	5

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

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

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

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

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

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

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Scott LoPresti	Assistant Principal		
Debbie Hamburger	Parent Coordinator		
Luciene Tonini	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Iolanda Fox	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Clara Mazzei	Other		
	Other		

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance Specialist _____ Date _____