



P75Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 75Q075

ADDRESS: 1666 HANCOCK STREET, RIDGEWOOD, NY 11385

TELEPHONE: (718) 456-7588

FAX: (718) 628-0491

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75Q075 **SCHOOL NAME:** Robert E. Peary School

SCHOOL ADDRESS: 1666 Hancock Street, Ridgewood, NY 11385

SCHOOL TELEPHONE: (718) 456-7588 **FAX:** (718) 628-0491

SCHOOL CONTACT PERSON: Brenda Gallashaw **EMAIL ADDRESS:** 75Q075@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brenda Gallashaw

PRINCIPAL: Brenda Gallashaw

UFT CHAPTER LEADER: John Gutman

PARENTS' ASSOCIATION PRESIDENT: Rossi Ramos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** District 75, Citywide Programs

SSO NETWORK LEADER: Stephanie McCaskill

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
Brenda Gallashaw	*Principal or Designee	
John Gutman	*UFT Chapter Chairperson or Designee	
Rossi Ramos	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Regena Barber	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sean Arnold	Member/Teacher	
Tyrie Penn	Member/Paraprofessional	
Caroline Haenel	Member/Parent	
Deyanira Aguilera	Member/	
Wayne Ambrose	Member/	
Luz Soria	Member/	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Robert E. Peary School is an educational community which provides a safe, nurturing instructional setting where all students are encouraged to reach their full potential. The school is committed to identifying and meeting the needs of students who are emotionally and/or cognitively challenged. We strive to empower our students to live as productive members of a multicultural society where they can reach their intellectual and social potential.

The main site of P75Q, The Robert E. Peary School, is located in the Ridgewood section of Queens, New York, bordering the borough of Brooklyn. This pre-kindergarten to twelfth grade program serves a population of approximately 338 students. The organization includes a self-contained main building housed in its own modern facility located in Ridgewood, New York and five off-sites. The off-sites include self-contained and inclusion programs at local elementary schools which include P.S. 239Q, P.S. 88Q, I.S. 93Q, and P.S. 254Q. In addition, P75Q provides the educational component to Elmhurst Hospital Center's psychiatric treatment program. The organization serves students of varying degrees of cognitive abilities including students with autism spectrum disorder, emotional challenges, and cognitive delays. There is a focus on differentiated instruction and academic intervention based on students' needs assessments. Individualized related service periods including Occupational Therapy, Physical Therapy, Counseling, Hearing/Vision Services and Speech are provided as per the students Individualized Education Plan (IEP) mandates. English as a Second Language (ESL) instruction is available for the students identified as Limited English Proficient (LEP). Students either participate in the full range of standardized testing or in the New York State Alternate Assessment.

P75Q and its associate programs endeavor to provide a singular educational experience unique to the needs of the students attending this school. To accomplish this end, we provide social, emotional and instructional programs, using a multiplicity of approaches. Small classes in self-contained and inclusive settings ensure that all students have available to them a plan that addresses their individual educational needs. Parent input via their school leadership roles, ensures that their expectations are met within the boundaries established by the Department of Education and its mandates. It is the expectation that each child will engage in activities that will empower them to achieve cognitively, creatively, emotionally and socially.

Students participate in numerous instructional programs such as: Read 180, Great Leaps, DRA Reading, Do the Math, Everyday Math, Achieve 3000, 24 Game, Wilson/Fundations, and Achieve It. P75Q is the recipient of grants such as Capezio, Schubert Foundation Grant, and Jordan Fundamentals. The Teachers and Writers Collaborative and Hospital Audiences provide residency programs in classes throughout the organization. For the third consecutive year the school will offer the Champs after-school physical education program and a Title III after-school program for ELL learners. As a means of supporting our students in their instructional programs, a variety of pro-social and behavioral supports are implemented including Positive Behavior Intervention Supports, Life Space Crisis Intervention, Therapeutic Crisis Intervention, and Skillstreaming. The school employs a Positive Behavioral Supports Program called "The Choice is Yours" to provide a uniform system of pro-social supports. Community-based organizations such as Human First, Learning Leaders, and Wyckoff Heights Medical Center work collaboratively with our students and their families, as a means of further developing community awareness or support.

The entire school community supports and is accepting of the philosophy that "**Success is Doing Your Best**". Our focus is to educate students in the Least Restrictive Environment with the goal to return them to their community based school, where they can continue to develop skills to become productive members of society.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Robert E. Peary School							
District:		75	DBN:		75Q075	School BEDS Code:		307500014075	
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11	√	
	K	√	4	√	8	√	12	√	
	1	√	5	√	9	√	Ungraded	√	
	2	√	6	√	10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	7	17	18		85.8 / 72.5				
Kindergarten	10	6	14						
Grade 1	30	7	27	Student Stability - % of Enrollment:					
Grade 2	42	15	28	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 3	68	53	31		61.7		72.7		
Grade 4	34	53	31	Poverty Rate - % of Enrollment:					
Grade 5	42	22	42	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 6	15	22	27		63.9	72.2	0.0		
Grade 7	18	8	15	Students in Temporary Housing - Total Number:					
Grade 8	13	9	4	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 9	17	13	12		8	9	8		
Grade 10	15	10	7	Recent Immigrants - Total Number:					
Grade 11	9	2	4	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 12	2	2	1		1	0	1		
Ungraded	18	106	65	Special Education Enrollment:					
Total	340	317	322	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
					1	0	1		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	276	267	278	Principal Suspensions	1	0	1		
# in Collaborative Team Teaching (CTT) Classes	9	19	16	Superintendent Suspensions	3	0	1		
Number all others	12	2	3	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0		
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# receiving ESL services only	34	27	14	Number of Teachers	72	73	74		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	28	9	5	Number of Administrators and Other Professionals	12	63	67
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	28	28
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
<i>(As of October 31)</i>	11	6	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	62.5	67.1	70.3
				% more than 5 years teaching anywhere	43.1	32.9	37.8
Ethnicity and Gender - % of Enrollment: <i>(As of October 31)</i>				% Masters Degree or higher	85.0	84.0	85.0
	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	70.3	65.6	78.3
American Indian or Alaska Native	0.6	1.3	1.9				
Black or African American	37.6	30.3	32.0				
Hispanic or Latino	40.9	42.6	41.9				
Asian or Native Hawaiian/Other Pacific Isl.	9.1	12.3	10.9				
White	11.8	13.6	13.4				
Male	73.2	75.7	80.4				
Female	26.8	24.3	19.6				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

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?
-

The School Leadership Team, the Administrative Cabinet and the UFT representative for P75Q reviewed the SCEP goals and Action Plans set forth during the 2008-2009 school year and reflected upon those that we felt needed to be further developed. Results of the 2008-2009 Quality Review, the 2008-2009 Learning Environment Survey, results of the Performance Series Assessments administered in 2008-2009, results of State Assessments in English Language Arts (ELA), Mathematics, Science, and Social Studies, New York State Alternate Assessment (NYSAA) results for alternately assessed students, the results of the Inquiry Team action plan, and teacher made assessments as these data sources are pertinent to our school.

The 2008-2009 Quality Review indicated that the school promotes a culture of self-reflection and a sustained commitment to look for ways to improve student's academic and personal development. The school has systems in place to promote personal and social growth that allows for the ability to control behavior effectively, in an increasingly calm school environment. The school collects and effectively utilizes detailed information about students' individual performance in reading, English, language arts, social studies and math to drive instruction. However, the school would benefit from a consistent recording of progress in relation to the objectives contained in individualized education plans. Lesson activities need to precisely match the full range of needs and capabilities in the classroom. To facilitate this goal, timetables and checklists will be routinely monitored in 2009-2010.

Standardized test scores in ELA have consistently improved from 2006 through 2009. The number of students in Level 1 has continually decreased from 71.8% to 24% over the past 4 years. A grade breakdown indicates that fewer middle school students tested at level 1 than students in grades 3 and 4. This is consistent with findings in previous years and further supports the need for a focus on the elementary grade levels.

While students in standardized assessment have made significant gains in reading, overall language arts abilities need to be addressed. The Performance Series Assessments in 2008-2009 indicated growth in Reading skills (expressive and receptive language and reading readiness skills) for students in 4th and 5th grade. However, the students' use of punctuation, capitalization, sentence structure, and parts of speech are in the at-risk level as evidenced by the Performance Series Assessment in Language Arts. These results indicate significant deficits in the language arts sub-skills (specifically

capitalization and punctuation) for all students. This also has impacted upon student performance on the NYS Social Studies Exam.

The Performance Series Assessments in Language Arts for Grades 5 and 6 are below the at-risk demarcation line. The average score for Grade 6 is 224 points below and the Grade 5 average is 482 points below the at risk level. Therefore, a continued focus on ELA skills in grades 3, 4, and 5 will continue in 2009-2010.

In Spring 2009, none of the students in grade 5 met or exceeded grade standards in Social Studies. These results can be attributed to the need to organize and prepare coherent writing samples necessary for achieving grade level competency. Due to the implementation of the Teachers College Writing Program, the school has seen an improvement in student writing stamina and a decrease in student reticence to become engaged in the writing process. However, student writing would benefit from an increased focus on the mechanics of writing. In 2009-2010 the school will be focusing on methodologies to improve the writing skills of punctuation, capitalization, sentence structure, and parts of speech. While 58% of students taking the NYS Grade 4 Science Exam have attained or exceeded grade level proficiency, students would also benefit from improved skills in language arts.

Standardized test scores in mathematics have consistently improved from 2006 through 2009. Overall The number of students in Level 1 has continually decreased from 58.2% to 28.5% over the past 4 years culminating in 71.5% of students achieving Level 2 or above. However, as demonstrated in ARIS, the largest contingent of Level 1 students who participated in the New York State Mathematics Assessment for the 2008-2009 school year resided in grades 4, 5, and 6. Level 1 percentages by grade were: Grade 4 - 43%; Grade 5 – 28%, and Grade 6 – 32%. We will continue to pursue in 2009-2010 attainment of grade level expectations for all students in mathematics.

The Performance Series in Mathematics demonstrated that female students did not demonstrate growth. This disaggregated group will be the focus of one of the designated Inquiry Teams in the 2009-2010 school year.

Alternately assessed students improved their reading/reading readiness as evidenced by assessment results from Assessment of Basic Language and Learning Skills (ABLLS) or the Brigance Yellow or Green Assessment Books in 2008-09. Additionally, 74% of students made gains in reading sub-skills and greater than 60% of the students made gains within sub-skills and/or mastery of levels.

The majority of alternately assessed students demonstrate significant deficiencies in mathematics. 39% (43 of 110) of students in alternate assessment have mastered a minimum of one skill in mathematics as evidenced through a review of the Brigance and ABLLS assessments. 71% of students have mastered one or fewer mathematical skills. Almost all students have demonstrated splintered skills in various mathematical areas . Therefore, students are making intermittent progress in various mathematical skill areas. While students are acquiring various math sub-skills throughout the course of the school year; those sub-skills are fragmented across the mathematics curriculum. This leads to a lack of cohesion with regards to the acquisition of general mathematic skills in their entirety. Students exhibit marginal proficiency using basic calculations. However, the students' ability to apply number operation skills does not transfer into the process strands of mathematics. Therefore, we are looking to consolidate mathematics instruction for all of our alternate assessment students.

Positive Behavior Supports:

There has been a steady and continuous decline in behavior-based referrals to the crisis intervention staff/crisis room . Over the past four years, referrals have decreased by 53% resulting in

improvement of student on-task instructional time. (In 2005-2006 there were a total of 917 SWIS referrals and in 2008-2009 there was a total of 426; a reduction of 491 referrals).

Improvement in student behavior is also evidenced through the On-line Occurrence Reporting System (OORS). In 2006-2007 there was a total of 127 level incidents as reflected in the On-line Occurrence Reporting System (OORS). In 2008-2009 there were 59 level incidents, which indicates a 54% reduction in level incidents.

In keeping with the school's primary focus, there has been a 9 percent increase in the number of students referred to Least Restrictive Environments (LRE) from 2006-07 to 2007-2008 (29 to 31). In 2008-2009 again 31 students were recommended for LRE.

Based on the data reviewed, we decided to focus on the following areas:

Language Arts: The school's focus is to continue to foster language immersion. Improving the mechanics of reading/writing is at the forefront of our plan to improve student achievement. Initially, the elementary grade levels will be the prime focus. This is supported by test results demonstrating that students had difficulty on the written portion of the New York State Social Studies Exam. The New York State English Language Arts Assessment also indicates that there needs to be a focus on content writing in the elementary grades.

Math: The school's mathematics focus is to continue to provide multiple learning venues for the purpose of solidifying mastery of the state mathematics standards. The school's focus will be to address the needs of both the standard and alternately assessed populations. The ABLLS/Brigance results demonstrated a need to consolidate mathematics instruction for students in alternate assessment. The New York State Mathematics Assessment reflects that approximately 1/3 of the middle school's population is performing at Level 1. These students are struggling with the concepts in the middle school mathematics curriculum. The school will focus on providing students in grades 5 through 8 with the necessary skills required to perform higher level mathematical operations in order to remedy prerequisite skills which were not mastered in earlier grades.

Positive Behavior Supports: The school will seek to continue to expand upon its Positive Behavior Intervention Supports (PBIS) initiatives by the further development of student empowerment groups. The success of the initial student group "The Robert E. Peary Elite Tie Society" has given the school the impetus to create two additional peer support groups; one group will center around the creation of a student government and the other a female support group.

Listed below are recent accomplishments:

- In 2008-2009 P75Q students and parents participated in a production of the Wiz through a grant from "Parents as Arts Partners".
- P75Q received grants through Capezio and the Schubert Foundation.
- Students participated in the first Social Studies self-developed news casting video and were recognized at the District 75 "Red Carpet" event.
- The initiation of the "Robert E. Peary Elite Tie Society" which was developed for male students who have shown significant growth in behavior management.
- The School Construction Authority upgraded the auditorium with extensive lights, a state of the art sound system, refinished stage floor, stage curtains, complete paint job and a new electronic divider that separates the Student Cafeteria and the Auditorium.

- New clocks throughout the school, a new Public Address System as well as a new Fire Alarm System were installed by School Construction Authority as well.
- P75Q hosted its second annual “Student Film Festival”
- Staff participated in District 75 model of the Teachers College Writing Program. Regular celebrations were conducted at the conclusion of each writing unit to recognize student writing achievements.
- Six alternately assessed classes had the opportunity to participate in a special art program through a grant received by District 75.

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.

- By June 2010, 50% of students in grades 3, 4, and 5 will increase their performance in the language arts sub skills of the Performance Series Assessment (capitalization, punctuation, sentence structure and parts of speech) at a minimum of one year's growth
- By June 2010, 50% of standardized students in grades 5 through 7 will increase their performance in mathematics at a minimum of one year as measured by the Performance Series Assessment administered in June 2010
- By June 2010, 50% of students in alternate assessment classes will demonstrate an increase in mathematical skills as measured by Brigance and/or Assessment of Basic and Language and Learning Skills (ABLLS) (e.g. number recognition, basic calculation and identification of ordinal numbers)
- By June 2010, 50% of students in grades pre-k through 8 will improve self-management skills as indicated by a 5% decrease in referrals to the crisis intervention as measured by the School Wide Information System (SWIS) tracking program.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 50% of standardized assessed students in grades 3, 4, and 5 will increase their performance by a minimum of one year’s growth as evidenced by the language arts sub-skills of the Performance Series Assessment (capitalization, punctuation, sentence structure and parts of speech)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers with the assistance of School Administration, School Based Coach/District Coach, Testing Coordinator and the Computer Lab Teacher will work as a team to perform baseline assessments in a controlled testing environment using the Performance Series Assessment for language arts with students prior to October 31, 2009 • Training on the Performance Series Assessment will be provided to administrators and teachers both in-house and through outside sources by October 31, 2009. • Teachers of students in grades 3, 4, and 5 will attend training to develop the skills necessary to analyze data prior to October 31, 2009 • Identified teachers along with the support of the Administration, Data Specialist, Inquiry Team, School/District Based Coaches will analyze the results of the Performance Series Assessment and identify, categorize, and chart skills deficits by 10/31/2009 • Create common planning time, facilitated by an administrator and/or grade level coach for all teachers in grades 3,4, and 5 to allow for collegial exchange of shared practices and strategies to help meet identified deficit areas of targeted students beginning 10/01/09 • On-going support sessions will be made available monthly to teachers during grade level meetings which will focus on data analysis or through pre-arranged individual meetings with Data Specialists, Technology Coordinator, Inquiry Team members, Test Coordinator, School Based Coach or Lead Teachers trained during the entire 2009-2010 school year. • Request the support of the District 75 English Language Arts Coach as a resource to

	<p>support analysis of data periodically during the 2009-2010 school year as well as to support teachers with employing appropriate, targeted strategies to strengthen student deficit areas throughout the 2009-10 school year</p> <ul style="list-style-type: none"> • Teachers will administer the assessment periodically during the months of: October, January, and April to assess student overall growth as well as to identify targeted areas still in need of remediation to be strengthened during the Chapter 683 Program. • All assessments will become part of the student’s profile that will follow students to future grades.
<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"> • Per session funding for additional support for data analysis • Training provided by Scantron on the utilization of Performance Series Assessments • Computer lab/laptop carts/classroom computers • Aligning Schedule to allow teacher sharing and training
<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"> • 50% of standardized assessed students in grades 3, 4 and 5 will increase their performance in Language Arts by at minimum one year (100-150 scaled score points growth) as measured by the Performance Series Assessment in June 2010 • Interim progress monitoring to be conducted in February 2010. Expected student progress will be one half years gain on the Performance Series Assessment in Language Arts • Data/Collection binders show interim progress and or “next steps” strategies to indicate student growth

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • 50% of standardized assessed students in grades 5 through 7 will increase their performance in mathematics, at a minimum of one year as measured by the Performance Series Assessment administered in June 2010 • 50% of students in alternate assessment classes will demonstrate an increase in mathematics skills as measured by Brigance and/or Assessment of Basic and Language and Learning Skills (ABLLS). (e.g. number recognition, basic calculation and identification of ordinal numbers).
<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"> • All students in grades 5 through 7 will be given the Performance Series Assessment in mathematics (standardized assessment) or, Brigance (alternate assessment) based on the designated testing criteria on his/her IEP to assess current functional mathematics achievement level. Initial assessments are to be completed by October 31, 2009. • Teachers, in grade level/small cohort meetings with the School/District Based Coach, Administrator, Data Specialist and/or Lead Teacher will identify targeted skill areas that are in need of remediation. Skill areas will be charted posted in student binder along with the assessment results by October 31, 2009. • Grade Level Planning meetings, facilitated by an Administrator and/or Grade Level Coach/Teacher, will be arranged so that there can be a collegial exchange of ideas and strategies to work on targeted goal areas as they work on instituting the specific instructional mathematical strategies/programs designated for specified grade levels and targeted classes beginning in October 2009 through June 2010. • Acquisition of instructional materials as per teacher assessments made in cohort meetings held after interpretation of data from the initial Performance Series/Brigance assessments in the area of mathematics in November 2009. • Use of teacher made assessments, to support/challenge initial data obtained from the Performance Series to determine the selected mathematic program's/materials appropriateness for the acquisition of targeted skills. • Provide all grade 5 through 7 teachers with professional development commensurate with the program(s)/materials(s) assigned to the classes by November 2009 • Create opportunities for the teachers in grades 5 through 7 to troubleshoot potential program implementation problems through weekly grade level meetings throughout the 2009-2010 school year • Teachers will administer the Performance Series Assessment in mathematics for standardized assessed students in October, January and April.

	<ul style="list-style-type: none"> • Administration of the Brigance/ABLIS Assessments in Spring 2010.
<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"> • Align funding for support of mathematics programs in grades 5 through 7 utilizing NYSTL and Tax Levy funds for acquisition of instructional materials • Training provided by Scantron on the utilization of Performance Series Assessments • Computer lab/laptop carts/classroom computers • Aligning Schedule to allow teacher sharing and training • Per session funding for additional support for data analysis • Aligning Schedule to allow teacher sharing and training
<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"> • 50% of students in standardized assessment classes in grades 5 through 7 will demonstrate a 50% increase in performance levels on the Performance Series by June 2010. • 50% of students in alternate assessment classes will demonstrate an increase in mathematics skills (e.g. number recognition, basic calculation and identification of ordinal numbers) by June 2010 as measured by mastery of at minimum 60% of the targeted skills identified in October 2009 by the Brigance/ABLIS Assessment tool. • Incremental gains will be identified and charted as evidenced by data from Performance Series Assessments results as well as teacher made assessments, administered monthly throughout the school year. • Interim assessment will be a review of data collection to be conducted by February 2010 for alternately assessed students (anticipated gains of 30% on based on skills identified in ABLIS and Brigance)

Subject/Area (where relevant): Pro-Social Skills

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 50% of students in grades pre-k through 8 will improve self-management skills as indicated by a 5% decrease in referrals to the crisis intervention as measured by the School Wide Information System (SWIS) tracking program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Initiate the following 3 student empowerment groups: Student Government (coed population), The Robert E. Peary Elite Tie Society (male group) and the “Girls to Ladies” female group by 10/31/2009. • Tax Levy funds will be allocated in order to purchase behavioral instructional materials and the on-line SWIS reporting monitoring program by September 2009. • “Skillstreaming” pro-social skills program will be implemented by new teachers prior to 10/01/2009. • Further adaptations to be made to the “Skillstreaming” program to meet the needs of students with severe cognitive delays by 10/01/09. • Provide training to entire teaching staff and Positive Behavior Intervention Support Team during staff development days and common planning periods throughout the 2009-2010 school year. • Include P75Q Guidance Department to reinforce targeted monthly skills with students who have IEP mandated counseling in order to provide additional behavioral supports beginning September 2009 through June 2010. • Conduct common grade level meetings facilitated by a PBIS Administrator, Crisis Intervention Teacher, District PBIS Coach or grade level Lead Teacher to engage in a collegial exchange of best practices and strategies weekly beginning in October 2009 through June 2010 school year. • Provide opportunities for parents to attend informational sessions on the Skillstreaming program and behavior management strategies during PBIS professional development training during Parent Association/School Leadership meetings in October 2009, January 2010 and April 2010. • Monthly Skillstreaming calendar will be generated to identify targeted monthly goals throughout the 2009-2010 school year. • The PBIS group will share data regarding targeted recidivist with the general school population during monthly staff conferences (October through May) in order to ensure a unified approach to dealing with problematic student behaviors. • The PBIS team will review crisis room data logs and SWIS data at scheduled monthly

	<p>meetings and weekly Pupil Personnel Committee (PPC) meetings to determine program effectiveness and ameliorate program inconsistencies.</p> <ul style="list-style-type: none"> • Beginning in September 2009 through June 2010 the PBIS team will target, analyze and prioritize the behaviors of “repeat offenders” during weekly meetings will develop effective Behavior Intervention Plans and Functional Behavioral Assessments for specific students. • Positive Behavior Intervention Support Team to provide instructional staff with on-going assistance in implementation of program during preparatory periods, grade level meetings and monthly meetings.
<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"> • Subscribe to SWIS program • Purchase of Skillstreaming pro-social skills program • Venues for parent training on behavior management strategies • Generate Skillstreaming calendars • Tax Levy Funding to be allocated to support student team efforts
<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"> • End of year SWIS reports to be analyzed to evidence a 5% decrease in referrals. • Analysis of SWIS reports and crisis room logs at monthly PBIS, Cabinet, Inquiry Team and Data Specialist meetings through June 2010 to determine program’s effect upon referrals. • Sign- in sheets agendas and minutes from Parent Association meetings in September 2009, January 2010, and April 2010. • Agendas, sign- in sheets, minutes and activities from student empowerment groups (bi-monthly). • Learning Environment Surveys will indicate a 5% decrease in the number of students who “feel they are threatened or bullied by other students”. • Interim progress monitoring will conducted by February 2010. A 2.5% decrease in referrals will be expected.

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	29 (34)	29 (34)	N/A	N/A	Services	Provided As	Per IEP	Mandates
1	20 (25)	20(25)	N/A	N/A	Services	Provided As	Per IEP	Mandates
2	26 (27)	26 (27)	N/A	N/A	Services	Provided As	Per IEP	Mandates
3	8 (35)	6 (31)	N/A	N/A	Services	Provided As	Per IEP	Mandates
4	18 (37)	10 (29)	0 (19)	3 (22)	Services	Provided As	Per IEP	Mandates
5	20 (46)	18 (44)	0 (26)	13 (39)	Services	Provided As	Per IEP	Mandates
6	25 (38)	23 (36)	27 (40)	20 (33)	Services	Provided As	Per IEP	Mandates
7	17 (24)	18 (25)	16 (23)	12 (19)	Services	Provided As	Per IEP	Mandates
8	4 (9)	5 (10)	4 (9)	3 (8)	Services	Provided As	Per IEP	Mandates
9	Students	in	Grades 9-12	attend	Services	Provided As	Per IEP	Mandates
10	school	in a	short	term	Services	Provided As	Per IEP	Mandates
11	psychiatric	hospital	facility	with	Services	Provided As	Per IEP	Mandates
12	a	highly	transient	population	Services	Provided As	Per IEP	Mandates

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: <i>Achieve 3000, Wilson Reading, Wilson Foundations, Achieve IT ELA, READ 180, Great Leaps Reading Program K-2/3-5, Handwriting Without Tears, Summer Success Reading, Leap Frog Pads/Readers, Voyager Passport Reading Intervention Program, Orchard (Computer Lab Program)</i></p>	<p>Achieve 3000 – <i>reading intervention program for middle school students used for 3 sessions per week, one period</i></p> <p>Wilson Reading- <i>small group instruction during literacy block within the classroom setting</i></p> <p>Wilson Foundations- <i>small group instruction during literacy block within the classroom setting</i></p> <p>Achieve IT ELA- <i>small group instruction during literacy block within the classroom setting</i></p> <p>Great Leaps Reading Program- <i>individual instruction during literacy block within the classroom setting</i></p> <p>Handwriting Without Tears- <i>small group instruction during literacy block within the classroom setting</i></p> <p>Summer Success Reading Program- <i>small group instruction during literacy block within the classroom setting</i></p> <p>Leap Frog Pads/Readers- <i>small group instruction during literacy block within the classroom setting</i></p> <p>Voyager Passport Reading Program- <i>small group instruction during literacy block within the classroom setting</i></p> <p>READ 180- <i>individual/small group instruction during literacy block within the classroom setting</i></p> <p>Orchard- <i>individual instruction during prescribed computer lab sessions 1-3 sessions per week 25 minutes per session</i></p>
<p>Mathematics: <i>Everyday Mathematics Games, Math Steps, Achieve IT Mathematics, Great Leaps Mathematics, Summer Success Mathematics, Orchard (Computer Lab Program), Do the Math</i></p>	<p>Everyday Mathematics Games- <i>small group instruction during mathematics block within the classroom setting</i></p> <p>Math Steps- <i>individual/small group instruction during mathematics block within the classroom setting</i></p> <p>Achieve IT Mathematics- <i>small group instruction during mathematics block within the classroom setting</i></p> <p>Great Leaps Mathematics- <i>individual instruction during mathematics block within the classroom setting</i></p> <p>Summer Success Mathematics Program- <i>small group instruction during mathematics block within the classroom setting</i></p> <p>Orchard- <i>individual instruction during prescribed computer lab sessions 1-3 sessions per week 25 minutes per session</i></p> <p>Do the Math- <i>small group instruction during mathematics block within the classroom setting</i></p>

Science: <i>I Openers, Programmed Science Cluster/Lab</i>	I Openers- <i>individual/small group instruction during science instruction and/or literacy block within the classroom setting</i> Programmed Science Cluster/Lab- <i>whole class instruction during the instructional day 1-3 times a week for 50 minutes</i>
Social Studies: <i>I Openers, Programmed Social Studies Cluster</i>	I Openers- <i>individual/small group instruction during science instruction and/or literacy block within the classroom setting</i>
At-risk Services Provided by the Guidance Counselor: <i>Individual Educational Plan (IEP) Mandated Counseling Sessions</i>	<i>services provided according to IEP mandates</i>
At-risk Services Provided by the School Psychologist: <i>N/A</i>	<i>services provided according to IEP mandates</i>
At-risk Services Provided by the Social Worker: <i>N/A</i>	<i>services provided according to IEP mandates</i>
At-risk Health-related Services: <i>N/A</i>	<i>services provided according to IEP mandates</i>

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 to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2009-2010: 53
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:
 - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs.
Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (200 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

P75Q has a total of 53 ELL students: 49 are alternate assessment and 4 standardized assessment; 12 are ESL only and 41 are in Alternate Placement. Students receive ESL according to New York State CR Part 154 mandates of 360 minutes for those elementary students on the Beginning and Intermediate Levels.

26 students are served at the main site by one ESL teacher; 2 are Standardized Assessment and 24 are Alternate Assessment. All students presently receiving ESL services are at the Beginning Level of Proficiency. English is the only language used in the instruction of ELLs. However, Alternate Placement paraprofessionals are assigned to address the instructional needs of students in alternate placement settings. The ESL component is designed to develop skills in listening, speaking, reading and writing for the purpose of using English as the students' primary method of communication. Services are rendered according to IEP mandates for the purpose of establishing groups for functionality and cognitive development. We also have a therapeutic hospital site that provides short term care for student with emotional problems. The numbers of these students change on a regular basis because they generally return to their home school. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: Total Physical Response (TPR) to improve the students' receptive communication skills and strengthen both receptive and expressive language, the Language Experience Approach to reinforce the use of English utilizing real world applications and students' experiences, and Cooperative Learning. For standardized assessment students The Cognitive Academic Language Learning Approach (CALLA) is also used to improve reading comprehension and content area instruction. The use of technology is included to give students additional instructional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

The ESL teacher utilizes both, push-in, and pull-out models of instruction and works together with the classroom teacher to plan collaboratively in the development of lesson plans for the levels of language proficiency and building listening, speaking, reading and writing skills. Of the total 53 students participating in the ESL program, 41 are Spanish speaking, 3 are Bengali, 2 are Urdu, 1 Tagalog, 1 Chinese, 1 Punjabi, 2 are Polish, 1 Cantonese, and 1 Mandarin.

Long term ELLs and ELLs with extension of services are supported through an extended day program, Academic Intervention Services (AIS), instructional technology, and visual arts enrichment. Language support may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary) and scaffolding writing activities.

Parent/Community Involvement:

The school addresses the needs of parents to communicate in their native language through the use of the Department of Education's Translation Unit. The school's Parent Coordinator and/or ESL teacher work together with the school to provide parental documents in the family's native language. Ample opportunity and time will be provided to convey concerns in order to promote communication/participation by parents from different cultural backgrounds. Training will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals.

Information will be provided to parents through scheduled meetings, conferences and planning sessions for the individualized education program (IEP). Orientation regarding instruction in English as a Second Language (ESL) will be provided by the guidance counselor in concert

with the ESL teacher upon conducting school tours. The ESL teacher discusses present instruction programs utilized in the school, discusses ESL guidelines and services to be provided and responds to parent concerns. Information on relevant topics related to ELLs, as well as help for parents to gain insight into the education of special needs students will be provided at the Parent Association Meetings held monthly.

Parent Meetings will also be provided through the use of Title III funding. Parents will participate in 3 training sessions before, during, and just prior to the conclusion of the Supplemental Instructional Program.

Project Jump Start (Programs and activities to assist newly enrolled LEP students):

N/A

IV. Staff Development (2009-2010):

The P75Q professional development plan will include the following topics: issues pertaining to the instruction of ELLs, ESL in the content areas, NYS ESL standards, cultural diversity, technology, Mathematics, Literacy, Methods for ELLs to Alternate Assessment (NYSAA) students, multicultural activities and instructional adaptations of materials for the education of ELLs with severe disabilities, Positive Behavior Supports, and academic intervention services. P75Q teachers and paraprofessionals who serve ELLs will also be supported through coaching services provided by the district's instructional coaches. P75Q will ensure the attendance of ESL teachers, monolingual teachers, and paraprofessionals at district and city conferences focusing on the education of ELLs.

The school offers Staff Development on Chancellor's Conference Days on September 8, 2009, November 3, 2009 and June 10, 2009. In addition, District 75 provides Professional Development at the district level. Teachers review and enroll in choices provided by the district.

Staff Development will also be provided through the use of Title III funding. Staff will participate in 3 training sessions to before during and just prior to the conclusion of the Supplemental Instructional Program.

V. Support Services are provided based on IEP mandates and/or the results of state and/or local assessments. Students receive counseling and speech services as

per IEP mandates. Students not performing to grade level standards receive Academic Intervention Services based on the results of either state or local assessments. Tutoring is also available to help students develop necessary skills in needed areas. LEP students also participate in the Title III program which is an after school instructional program. The purpose of this supplemental program is to strengthen English as the primary language for communication for severely cognitively delayed students.

VI. Native Language Assessments: N/A

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10

School District: 75

Type of Program: ESL Bilingual Both

School Building P. 75 Queens

(Complete this form for each school building with LEP students in grades K-7 during 2009-2010)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bi	ESL																		
Arabic (ARB)																					
Bengali (BEN)			0			1			1			1									
Bosnian (BOS)																					
Chinese (CMN) CT MN			0			0			1			1									
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)			1											1							
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)			6			1			9			8			4			7			4
Vietnamese (VIE)																					
Urdu			0									1		1							
Punjabi																		1			
Tagalog														1							
SUB TOTALS →			7			2			11			11			7			8			4

Attach additional sheets if necessary.

ADDITIONAL LANGUAGES

Acholi (ACH)	Ewe (EWE)	Malay (MLY)	Sindhi (SND)
Adangme (ADA)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Afrikaans (AFR)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	

Number of Teachers and Support Personnel for 2009-10

School Building: P. 75 Queens District 75

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-2010				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers*				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
P. 75 Queens-Main/Sites		2					
TOTALS		2					Grand Total 2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-2010 ESL

Bilingual Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 75

School Building: P. 75 Queens-Main

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:10 To: 9:00	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) Literacy	Subject (Specify) Literacy
2	From: 9:01 To: 9:50	Subject (Specify) Art	Subject(Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Subject (Specify) Sci. Enrichmeent	Subject (Specify) Plastics
3	From: 9:52 To: 10:41	Subject (Specify) Balanced Literacy ESL	Subject (Specify) Literacy Enrichment	Subject (Specify) Plastics ESL	Subject (Specify) Balanced Literacy	Subject (Specify) Drama
4	From: 10:43 To: 11:32	Subject (Specify) Lunch	Subject (Specify) Lunch ESL	Subject (Specify) Lunch	Subject (Specify) Lunch ESL	Subject (Specify) Lunch
5	From: 11:34 To: 12:23	Subject (Specify) Mathematics	Subject (Specify) PE	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Balanced Literacy
6	From: 12:25 To: 1:14	Subject (Specify) Ceramics	Subject (Specify) Math	Subject (Specify) Gym	Subject (Specify) Balanced Literacy	Subject (Specify) Literacy Enrichment
7	From: 1:16 To: 2:05	Subject (Specify) Balanced Literacy	Subject (Specify) Sci. Enrichment	Subject (Specify) Math	Subject (Specify) Library	Subject (Specify) Math
8	From: 2:07 To: 3:00	Subject (Specify) PE	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Subject (Specify) Social Studies	Subject (Specify) Balanced Literacy
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

Bilingual Program Type: Free Standing ESL (Push-In, Pull-Out) ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning **X Intermediate** ___ Advanced

School District: 75 School Building: P. 75 Queens-Main

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10 To: 9:00	Subject (Specify) Literacy ESL Push-in				
2	From: 9:01 To: 9:50	Subject (Specify) ACH	Subject (Specify) Balanced Literacy	Subject (Specify) Mathematics	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy
3	From: 9:52 To: 10:41	Subject (Specify) Literacy Enrichmeent	Subject (Specify) Drama	Subject (Specify) Math Enrichment	Subject (Specify) Drama	Subject (Specify) Plastics
4	From: 10:43 To: 11:32	Subject (Specify) Lunch				
5	From: 11:34 To: 12:23	Subject (Specify) PE	Subject (Specify) Mathematics	Subject (Specify) PE	Subject (Specify) Mathematics	Subject (Specify) PE
6	From: 12:25 To: 1:14	Subject (Specify) Mathematics	Subject (Specify) Plastics	Subject (Specify) ACH	Subject (Specify) Math Enrichment	Subject (Specify) I.S.
7	From: 1:16 To: 2:05	Subject (Specify) Music	Subject (Specify) ACH	Subject (Specify) Library	Subject (Specify) Science	Subject (Specify) Science Enrichment
8	From: 2:07 To: 3:00	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Subject (Specify) Social Studies	Subject (Specify) Mathematics
9	From: To:	Subject (Specify)				
10	From: To:	Subject (Specify)				

SAMPLE STUDENT SCHEDULE 2009-2010 (ESL)

Bilingual Program Type: Free Standing ESL (Push-In, Pull-Out)

TBE Dual Language

Indicate Proficiency Level: Beginning Intermediate

Advanced

School District: 75

School Building: P. 75 Queens-Main

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:			N/A		
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

Part C: For schools that will receive Title III ELL Supplemental Services for 2009-2010:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

0

Form TIII – A (1)(a)

Grade Level(s) K-7 Number of Students to be Served: 33 LEP 0 Non-LEP

Number of Teachers 6 Other Staff (Specify) paraprofessionals (bi-lingual and classroom),
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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualification**

ESL Instruction: Out of the 346 students, 53 ELLs (15%) represent the student population. In addition, 93% of ELLs are alternate assessment and 7% are standardized. Our ELLs population includes students from grades K-7 who are between the ages of 5-12. Based on the whole school population, 48% of the students' population is classified as alternate assessment and 52% are standardized assessment. The school services students with autism, MR and ED. The languages spoken in our student's households include: Spanish, Urdu, Bengali, Punjabi, Cantonese, Mandarin, Tagalog, Polish and Chinese) ELLs receive the number of units required by CR Part 154. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Graphic Organizers, QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA). ABA strategies as well as TEACCH include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. In addition, multisensory approaches in conjunction with Pictures Exchange Communication System (PECS) will be used. The use of technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' background, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing.

TITLE III SUPPLEMENTAL INSTRUCTIONAL AFTER SCHOOL PROGRAM: The Supplemental Instructional Program utilizing Title III monies will be comprised of an after school instructional program servicing 33 bi-lingual alternate assessment students pooled from staffing ratios of

6:1:1, 8:1:1 and/or 12:1:1. The Supplemental Instructional Program will be provided to 33 ELLs in six: 6:1:1 configurations for students in grades K-7. It will be held twice a week for two hours each day for seven (7) weeks. The focus of our supplemental instructional program is to help students build skills in the four modalities: listening, speaking, reading and writing. ESL Standards 1, 4, and 5 will be addressed, as well as ELA standards and alternate grade level indicators (AGLIs). To ensure that our students will benefit to the maximum from our supplemental instructional program, they will be taught in small groups (6 students each) by certified ESL teachers and by teachers that have been trained in ESL methodologies. Students will be grouped according to their English Proficiency level. The supplemental instructional program will be of a great benefit for our students as they will have ample opportunities to engage in activities including hands-on, short stories read aloud by the teacher, and literacy through the use of computers. In order to achieve our goal, teachers will use lots of visual, Total Physical Response (TPR), small group instruction as well as whole group instruction. In addition, the use of graphic organizers will be included to enhance students' comprehension.

Three certified ESL teachers and three certified special education teachers will instruct the 33 ELLs as follows: For the first hour of the after school program, eighteen (18) ELLs will receive direct instruction in groups of six from the three certified ESL teachers. Eighteen additional ELLs will meet in groups of 6 with the three certified special education teachers. During the second hour of the after school program, the students who were with the ESL teachers will change places with the students who were with the special education teachers. This will enable us to provide direct supplemental instruction to thirty three (33) ELLs as opposed to providing it for only 18 ELLs. All ELLs will have received direct supplemental instruction from the three certified ESL teachers. The last day of the program, all students will work together in a large group. This is in alignment with instruction provided to ELLs during the school day (e.g., ELLs receive direct instruction from the ESL teachers and they also receive direct instruction from special education teachers during dramatic presentations, assemblies, gym, and during some content-area instruction). ELLs with severe cognitive and developmental disabilities have a difficult time generalizing skills and applying them in novel situations, in a variety of settings, and with a variety of people. 75Q plans to provide a means for ELLs

students to build and generalize their listening, speaking, reading, and writing skills in English for social interaction (ESL Standard 4) utilizing whole group, small group and individual instruction during the after school program.

The language of instruction for the six classes will be English using ESL methodologies. Four (4) bilingual (Spanish) paraprofessionals, 1 bilingual (Urdu) paraprofessional, and 1 bilingual (Bengali) paraprofessional will work in the instructional program. Instruction provided in a small class setting (6:1:1) is in accord with ELL students' IEP mandates. Instruction provided within these parameters will ensure that instruction will be maximized to ensure that student's learner outcome will be attained. The purpose of the supplemental instructional program will be to strengthen English as the primary language for communication for severely cognitively delayed students with the testing category: Alternate Assessment. Utilizing programs for early language acquisition, the program will increase the students' usage of receptive/expressive language in English, their primary method of communication. English will be the primary language utilized within the classrooms. Instructional programs are in English only. The students will receive 2 hours of English Language Arts instruction per week (1 hour per day for 2 days each week) designed around targeted communication goals per week. Homogeneous classes will provide for learning to occur at the students' functional level during whole class, small group and individual activities.

One of the main components of the Supplemental Instructional Program is Voyager Passport Reading Program. Voyager Passport and Voyager Pasaporte™ “provide direct, systematic instruction in each of the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and is designed as an intervention program for students for whom the core reading program is not sufficient. The lessons are based on the latest scientific knowledge about effective reading instruction and are carefully designed to effectively and efficiently address each of the strategies and skills necessary for struggling readers.” The activities in the Voyager Passport Reading Program are predominantly small group instruction. Students will participate in activities ranging pre-reading skills to reading comprehension.

Santillana Intensive English and Edmark Reading program will also be an integral part of the Supplemental Instructional. “Santillana Intensive English is a standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through content-based instruction. It can be used as a core program or supplement to any basal reading language arts program.”

The activities in the Santillana Intensive English program will vary from individual to small group instruction. The level of difficulty can range from naming pictures to retelling stories to predicting events.

The Edmark Reading Program “has been teaching struggling reading students to successfully read for over thirty years. The multimedia (Win/Mac) version received the Codie Award as the Best Special Educational Software Solution of 2002. Available in Win/Mac version or Print version, The Edmark Reading Program is the ‘one that works.’

The activities in the Edmark Reading Program also will vary from individual to small group instruction. Students will participate in expressive language exercises which vary from internalization of vocabulary words to composing a story involving specific vocabulary

Theoretical Support

MAY 2009

“The *Edmark Reading Program* applies the principles of behavioral psychology to the education of children with mild and moderate levels of mental retardation (Bijou, 1965; Birnbrauer, Bijou, Wolf, & Kidder, 1965; Skinner, 1961). These principles relate to errorless discrimination (Sidman & Cresson, 1973), response shaping (Birnbrauer, Wolf, Kidder, & Tague, 1965), selective reinforcement (Birnbrauer & Lawler, 1964) and direct instruction (Becker, 1992). Content validity was ensured by using a systematic review of grade placement lists developed from studies of basal readers by experts in the field. The vocabulary included in the *Edmark Reading Program* was found to reflect the inclusion of the words most often used by beginning readers.”

In addition, teachers will create lessons and/or individual activities to strengthen specific skills denoted from the ABLLS assessment for the purpose of remediating specific expressive/receptive language skills.

The supplemental instructional program will assess students' early language abilities through the use of diagnostic tools. The Assessment of Basic Language and Learning Skills (ABLLS) will be used as the primary assessment of students' receptive and expressive language. In addition, assessments from other programs will help to provide a baseline and post instructional testing of students gains made during the instructional component. Instruction will focus on increasing primary language skills as well as increase the student's usage of receptive/expressive language.

Some sample student tasks are:

ESL Standard 1:

“Students participate in retelling a story on the plant cycle (such as Pumpkin, Pumpkin or The Carrot Seed) using picture cards with words to put the steps in the plant cycle in order and/or making a flip book of 4 pages with pictures and labels to show the four stages of growth of a pumpkin seed (e.g. seed, plant, flower, pumpkin,)”

* (meets New York State Alternate Assessment Alternate Grade Level Indicator (AGLI) 11308 Grade 5 Reading)

ESL Standard 2:

“After listening to a story such as The Three Little Ducks or Have You Seen My Duckling? Students' respond to the events they have heard in the story verbally and through other methods of communication.

* (meets New York State Alternate Assessment Alternate Grade Level Indicator (AGLI) 12108Grade 3Reading)

The students selected to participate in the Title III Supplemental Instructional Program are experiencing difficulties with both receptive and expressive language. They demonstrate significant cognitive delays within these areas. Exposure to Second Language on a regular basis contributes to inconsistent usage of English as a Primary communication source.

These programs will be congruent to those utilized in classroom activities designed to reinforce English as the primary language for communication with these students. They will continue to reinforce phonemic awareness, phonics, site word recognition, vocabulary, etc. as a means of furthering the acquisition of the target language.

Parent Involvement is paramount to the success of our endeavor. Without complicity of the parents/guardians to reinforce the usage of English as the primary mode of communication, student success may be limited:

“To promote a healthy self-esteem of each and every child, early childhood education programs must be thoughtfully designed to serve both parents and children-or the more so for those who speak a language other than English at home” (Helen Nissany).

“Research has indicated that parental involvement is correlated with increased academic performance, especially in schools with a high percentage of culturally and linguistically diverse populations (Henderson and Marburger).

Information dissemination will be conducted in three ways: letters home, telephone contacts and parent meetings. Parents will be notified about Supplemental Instruction and related parent involvement as per guidelines specified in the Title III plan. Parents will attend three meetings prior to, during and after the initiation of services to be provided. (e.g. Initial Orientation Meeting Winter 2009 and Commencement Meeting Winter 2009). In addition, interpreters speaking in the parents' native languages will be utilized for both telephone contacts and to assist parents during oral presentations and activities.

The school addresses the needs of parents to communicate in their native language through the use of the Department of Education's Translation Unit. The school's Parent Coordinator and/or ESL teacher work together with the school to provide parental documents in the family's native language. Ample opportunity and time will be provided to convey concerns in order to promote communication/participation by parents from different cultural backgrounds. Training will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals.

Information will be provided to parents through scheduled meetings, conferences and planning sessions for the individualized education program (IEP). Orientation regarding instruction in English as a Second Language (ESL) will be provided by the guidance counselor in concert with the ESL teacher upon conducting school tours. The ESL teacher discusses present instruction programs utilized in the school, discusses ESL guidelines and services to be provided and responds to parent concerns. Information on relevant topics related to ELLs, as well as help for parents to gain insight into the education of special needs students will be provided at the Parent Association Meetings held monthly.

Languages to be addressed with Title III funding of the Supplemental Instruction Program are as follows:

Spanish
Chinese

Urdu

Bengali

Punjabi

Cantonese Mandarin

Tagalog

Polish

Bi-lingual services are available by Support Staff for Spanish, Urdu and Bengali.

One student will require an Urdu speaking bilingual paraprofessional and another student will require a Bengali speaking bilingual paraprofessional. The number of students will correlate with the number of parents within the household (e.g. 33 students=66 parents)

Students to Be Serviced by Title III Supplemental Funding

FIRST	LAST	OSIS	D.O.B	CLASS
Eqramul	Shoshan	214224677	11-29-02	P239/Y23
Danna	Bravo	208608349	12/06/01	Y48
Alex	Calle	206002834	10/17/02	Y51
Justin	Ceballos	209694309	01/07/03	Y50
Paola	Diaz	205631617	10/14/99	Y43
Freddy	Diaz	207489733	10/13/01	X06
William	Flores	208597286	04/21/02	Y49
Ernesto	Garcia	220891345	05-10-96	Y44
Carlos	Guerrero	208597286	07/07/01	Y49
Jhuli	Gustillo	215949512	04/13/99	V19
Dominick	Sztark	205636202	06-24-00	P239/V19
Issac	Heredia	205590003	03/11/00	Y47
Tahsin	Kabir	205971179	12/13/00	P239
Sarbjit	Kaur	206187015	07/26/98	V19
Hassan	Khan	207648544	02/27/00	X06
Alexis	Leon	203547997	11/21/98	Y43
Kevin	Lozano	206926438	08/14/99	X03
Stheffanie	Navarro	204190367	02/10/99	V19
Josuel	Rodriguez	215748757	07-19-04	P239/Y24
Andrew	Peralta	215504697	11/21/02	Y48
Joseline	Peralta	203963153	07/08/99	V19
Miguel	Perez	203729314	04/21/99	Y43
Gustavo	Perez	275281947	03/09/98	Y43
Emmanuel	Quinonez	207634858	02/02/02	Y48
Nahida	Rahman	207376377	04/25/01	Y45
Christopher	Ramos	203902218	03/28/99	Y42
Joanna	Rivera	270389539	01/23/97	V21

MAY 2009

Saul	Rosario	270019707	11/04/96	Y46
Yifei	Su	218665750	07/19/96	Y46
Edward	Uranga	206333288	12/16/00	P239/V19
Michelle	Skladuick	215015231	01-07-04	P239/Y24
Gissele	Collado	203690425	01-12-98	X04
Aman	Khan	206881609	12-25-00	Y45

The tables below identify the characteristics of the LEP/ELL population:

LEP/ELLs in Standardized Assessment: 4

(Information is based on 2009-2010)

Grade Level Proficiency Levels (NYSESLAT)

Beginning: 1 Grades: 4(1)

Intermediate: 3 3(2) 4(1)

Advanced: 0

LEP/ELLs in Alternate Assessment: 49

Grade Level

Beginning: 48 Grades: K (7), 1 (1), 2(10), 3(9) 4(6), 5(8), 6(4) 7(3)

Intermediate: 1 Grade: 2(1)

Advanced: 0

Language of Instruction: English

Rationale for Selection of Program/Activities: To promote and develop multiculturalism within the school and community.

Times Per Day/Week: Monthly and or Bi- Monthly Meetings

Program Duration: 7 weeks

Service Provider and Qualifications: New York State Certified Teacher of both Bi-Lingual and English as Second Language Services

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

TITLE III PROFESSIONAL DEVELOPMENT PROGRAM: The program will consist of three training sessions for instructional staff in methodologies found in the Edmark Reading Program, Voyager Passport Reading Program and Santillana Intensive English program.

There will be three Professional developments conducted. The PD will take place after school, once a month for three months over a 5 month period (every-other month for 3 months over a 5 month period) for 1 hour per session. One teacher will conduct the PD and five teachers and 6 paraprofessionals will receive the training. The first training will consist of a demonstration/utilization of the assessment tools to be used to determine the student's present level of performance with regard to receptive/expressive language (ABLLS). The second training will demonstrate/utilization of the instructional materials to be used during the 7 week program (Edmark, Voyager Intensive English – Santillana) Both of these trainings will be conducted prior to the beginning of the Title III Supplemental Instructional Program. The third training will be conducted at the conclusion of the mid-point assessment period. This training will encompass the response to intervention (RTI) and the next steps to be taken after reviewing students' progress/lack of progress.

The staff will receive three professional development to address instructional programs/supports for the Supplemental Instructional Program before, during and just prior to the conclusion of the program. The school will serve as the host to all Professional Development. The professional development will consist of training by facilitators with express knowledge of the programs to be used, English as a Second Language Instruction, assessment tools to be utilized and understanding of students with significant cognitive delays.
Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs.

TITLE III PARENTAL INVOLVEMENT PROGRAM: Following instructional staff training, parent workshops will convene to demonstrate the programs for the purpose of familiarizing the parents with them and increasing home participation with the learning methodologies. Following the trainings, the 7 weeks supplemental program will begin.

Parent's participation will consist of 3 separate professional development workshops. The first will be conducted just prior to the commencement of the Title III Supplemental Instructional Program and will demonstrate the programs to be used during the 7 week session and how parents can assist in the learning process at home. The second parent conference will be conducted after the mid-point evaluation of the students' progress, and will present the findings to the parents. In addition, the training will provide additional support that parents can provide to the students at home. The third training will be conducted just prior to the conclusion of the Title III Supplemental Instructional Program and will assist students' progress. The meeting will also provide parents with the means to continue to increase students learning based on the final assessment and RTI.

Form TIII – A (1)(b)

School: P75Q BEDS Code: 307500014075

**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 <i>3 ESL teachers + 3 special education teachers 2 days a week for 7 weeks 2 hour per day @ \$49.73 per hour = \$8354.64</i>	\$13,250.16	<u>Direct Instruction Component:</u> Per session for Certified ESL and special education teachers, paraprofessionals and supervisor 3 ESL teachers + 3 special education teachers x 2 days per week x 2hrs per day x \$49.89 per hour x 7 weeks = \$8,381.52 6 paraprofessionals x 2 days per week x 2hrs per day x \$28.98 per hour x 7 weeks = \$4,868.64
	\$1,012.11	<u>Professional Development Component:</u> 5 teachers x 3 sessions x 1 hour per session @ \$22.72 per hour (trainee rate) = \$340.80 6 paraprofessionals x 3 sessions x 1 hour per session @ \$28.98 per hour = \$521.64 1 teacher/trainer x 3 sessions x 1 hour per session x \$49.89 per hour = \$149.67
	\$149.67	<u>Parental Involvement Component:</u> 1 teacher trainer x 3 sessions x 1 hour per session x \$49.89 per hour = \$149.67

Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials and educational software. - Must be clearly listed.	\$ 88.06	Supplies and materials needed to support instruction, Professional Development/Parent Meeting activities and events
Travel	\$ 500.	MetroCard
Other		
TOTAL	\$15,000.00	

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.

Student home language survey forms are reviewed to determine how to best serve the parent community of P75Q. Language needs are compiled and maintained by the parent coordinator and the ESL teacher who work closely together to ensure that translation/interpretation needs of parents are met. P75Q hires staff members who are bilingual specifically in the area of parent outreach and who are utilized as parent translators and assist in interpretation at all parent meetings.

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

P75Q serves 53 LEP/ELL's (41 Spanish, 1 Chinese, 3 Bengali, 2 Urdu, 1 Punjabi, 1 Tagalog, 1 Cantonese, 2 Polish, and 1 Mandarin). A Spanish interpreter participates in every PA/SLT function. P75Q distributes the bill of rights to parents and ensures that interpreters are present for parent conferences and that all communication is provided in the parent home language.

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.

P75Q routinely translates and sends out written correspondence to parents in English, Spanish, Bengali, Urdu and Chinese provided by the Translation and Interpretation Unit. Staff are utilized to provide interpretation and translation in other languages. In addition, school documents are secured in the parent home language, i.e. IEP's, student report cards, emergency cards, etc.

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.

In-house school staff responds to the needs of the parent community by providing interpretation services when necessary. In instances where staff is unavailable, phone translation is provided through the Translation and Interpretation unit. If necessary, a contracted provider will be hired if an interpreter is not available.

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>.

P75Q will comply with Chancellor's Regulations A663 by ensuring that parent home language needs are ascertained through the pupil accounting secretary and shared with the parent coordinator, ESL teacher, and school staff. Parents are notified in their home language of the "Bill of Parental Rights and Responsibilities." Postings are prominently displayed at the entrance to the school notifying parents of language assistance available in the school. Written correspondence is in the parent home language. Interpretation services via staff member or telephone is available for parent conferences.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix

NOT APPLICABLE: NON-TITLE 1 SCHOOL.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All School Improvement Schools

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.

¹ School Under Registration Review (SURR)
MAY 2009

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

All SURRE schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURRE Area(s) of Identification: _____

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

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

**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,

MAY 2009

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 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

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.

language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**

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

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

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

The academic cabinet, in conjunction with instructional leaders throughout P. 75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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?

A review of the educational program this year affirmed our previous findings that the audit findings are again relevant to our school community. The report supports areas of need found within our school community. We follow a standards-based curriculum for all students (alternate and standard assessment). Curriculum maps that are aligned to the state standards has been, and continues to be, a challenge. Differentiation of the curriculum to meet the diverse needs of the severely emotionally challenged and learning disabled students requires repeated adaptations to provide quality instruction. Additional materials have been, and continue to be acquired, to offset the learning gap between special needs students with severe learning/emotional handicaps. The areas cited in the report are the same areas that we find challenging for our teachers as they struggle to support their students. The use of both summative and formative assessments has provided us with additional evidence that highlights deficit areas in our educational program.

The writing curriculum for New York City provides the impetus to learn how to formulate written discourse, however, fundamental writing techniques are often too deeply embedded in the curriculum to provide the necessary trials for mastery our challenged students need. Curriculum maps need further refinement to meet the needs of students with severe emotional challenges and/or cognitive delays to provide targeted differentiated instruction. These maps do not allow for the repeated trials necessary to attain mastery. Literacy needs to be based as much on IEP driven instruction as it is with instructional frameworks geared to students in general education. While it is not explicitly delineated by the New York City reading and writing curricula, listening and speaking are developed within reading and writing instruction. Instructional materials are provided through the New York City Core Curriculum for each class' assigned grade. Within our organization, multi-graded classes containing students with highly diverse educational abilities necessitate the distribution of materials to meet the varied functional levels of each student in the class. The English Language Learners curriculum acts as a support to English Language Arts instruction to those students whose native language is not English. Challenges arise in the ability to gauge acquired language skills in their native language(s) within the framework of designated English Language Arts assessments.

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.

The lack of congruity between the functional levels of students and the Core Curriculum necessitates the constant review of student performance and the acquisition of supplemental materials to maintain quality instruction. Data Inquiry Teams are one of several ways in which the school identifies students for interventions. Appropriate instructional materials which lend themselves to the specific needs of our varied student population are also identified through this process. The majority of our students achieve standards at a different pace than the general education population. The unavailability of a uniform curriculum that addresses the needs of the severely cognitively disabled has led us to look at the Special Schools District 75 Curriculum Frameworks as well as other published curricula which more readily lends itself to meet the diverse learning needs of the students.

1B. Mathematics

Background

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

indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

The academic cabinet, in conjunction with instructional leaders throughout P75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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

Applicable Not Applicable

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

A review of the educational program this year affirmed our previous findings that the audit findings are again relevant to our school community. The report supports areas of need found within our school community. We follow a standards-based curriculum for all students (alternate and standard assessment). Curriculum materials that are aligned to the state standards has been, and continues to be, a challenge to differentiate to meet the diverse needs of the severely emotionally challenged and learning disabled students. However, Core Curriculum mathematics materials have been updated to represent the latest standards posted by New York State. Students with severe cognitive delays who are categorized as alternate assessment continue to acquire supplemental materials to provide a high quality of instruction. The areas cited in the report are the same areas that we find challenging for our teachers as they struggle to support their

students. The use of summative and 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.

New York City has addressed the compliance issue by updating present instructional materials to meet state standards. In regards to the alignment of instructional materials to meet the diverse needs of the students, the school organization will continue to analyze and assess data in order to address the issues discussed and its relevance to our school organization. Upon completion of the analysis of the data, the school will determine how/if the assistance of Central will materialize.

New York City has addressed the compliance issue by updating present instructional materials to meet state standards. In regards to the alignment of instructional materials to meet the diverse needs of the students, the school organization will continue to analyze and assess data in order to address the issues discussed and its relevance to our school organization. The assistance of Central will be beneficial to continue to research and acquire materials to meet the diverse instructional needs of the school.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The academic cabinet, in conjunction with instructional leaders throughout P. 75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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

Applicable Not Applicable

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

A review of the educational program this year affirmed our previous findings that the audit findings are again relevant to our school community. The report supports areas of need found within our school community. We follow a standards-based curriculum for all students (alternate and standard assessment). As evidenced through formal and informal observations, Instruction follows a highly structured student first approach. However, there continues to be a challenge to differentiate instruction to meet the diverse needs of the severely emotionally challenged and learning disabled students that we serve. As well, our students with significant cognitive delays also follow the guidelines set forth by New York City. To meet their diverse instructional needs, additional materials/instructional practices have been, and continue to be acquired, to off-set the learning gap between special needs students with severe learning handicaps. The areas cited in the report are the same areas that we find challenging for our teachers as they struggle to support their students. The use of summative and formative assessments has provided us with additional evidence that highlights deficit areas in our educational program to target areas in need of academic intervention.

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.

The school organization will continue to review and apply interventions and methodologies to bridge the gap where the curriculum does not meet the diverse needs of the students within our population. The school will also continue to research literacy based instructional programs for the purpose of addressing student specific needs. The assistance of Central will be beneficial to continue to research and acquire materials to meet the diverse instructional needs of the school.

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.

The academic cabinet, in conjunction with instructional leaders throughout P. 75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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?

The audit findings are relevant for our school community. Formal and informal observations affirm that students are engaged when participating in mathematics instruction. However, the use of technology during mathematics lessons is not consistently used within our classrooms. With the exception of Everyday Mathematics on-line activities, the infusion of technology into mathematics instruction must be designed by the classroom teacher. While hands on activities to engage students are utilized individually, the use of cooperative learning groups for the purpose of inquiry based learning needs to increase. Therefore, in many cases instruction must be done on an independent level to ensure student comprehension of basic mathematics skills. We have to do a lot of independent differentiated learning to ameliorate the diverse deficits of each individual student.

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.

The school organization will continue to review and apply interventions and methodologies to bridge the gap where the curriculum does not meet the diverse needs of the students within our population. The school will also continue to research literacy based instructional programs for the purpose of addressing student specific needs. The assistance of Central will be beneficial to continue to research and acquire materials to meet the diverse instructional needs of the school.

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 academic cabinet, in conjunction with instructional leaders throughout P. 75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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

Applicable Not Applicable

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

The audit findings have become relevant within our school community. The number of teacher turnover for this school year was 10 (15% teacher turnover, an increase of 8 % over the previous school year). The majority of the turnover was due to staff transfer to teaching positions in and outside the NYC Department of Education.

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.

The school must provide training, coaching, and mentoring to new staff in order to provide continuity within the school environment and qualitative instruction to all students. Central currently supports this issue through offering a mentoring program and staff development opportunities.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The academic cabinet, in conjunction with instructional leaders throughout P. 75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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?

ELL teachers attend a series of workshops relating to ELL student instruction. Workshops are readily available through District 75 and state BTAC offerings. Our ESL teachers routinely attend these professional development offerings.

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.

N/A

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The academic cabinet, in conjunction with instructional leaders throughout P. 75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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

Applicable Not Applicable

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

ESL services at P75Q are through a push-in/pull out model of instruction. A Compliance Binder for ELL Services is compiled at the beginning of each school year and is available at the school for perusal. Teachers are informed of results and directed to utilize the Compliance Binder. Disaggregated information is available through Automate the Schools (ATS)/Achievement Reporting Information System (ARIS) and is used to inform teacher instructional planning.

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

MAY 2009

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.

The academic cabinet, in conjunction with instructional leaders throughout P. 75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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

Applicable Not Applicable

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

The audit findings are irrelevant to our school community. The P75Q community consists almost exclusively of special education students. Professional development is continually updated to address the disparity between specialized instruction and instruction of students without disabilities. District 75 focuses on differentiation of instruction and the application of IEP mandates (functional behavioral assessments, behavior intervention plans, related services, etc.). Newly implemented school wide systems will ensure more efficient teacher implementation and monitoring of Individualized Education Plans (IEPs).

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.

N/A

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

MAY 2009

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

Please respond to the following questions for Key Finding 7:

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

The academic cabinet, in conjunction with instructional leaders throughout P. 75Q, reviewed the findings of the audit to determine the validity of those findings and how it applies to standards-based instruction in our school. Upon the conclusion of the school's review of the audit, findings were shared with the entire school community through parent newsletters, School Leadership Team Meetings, Parent Association meetings and monthly staff conferences.

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

Applicable Not Applicable

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

The issues above have validity and are being addressed at the school level and state level. The application of testing modifications are consistently applied on standardized assessments. The application is not as consistent within the classroom setting. Congruity between pages 3, 6 and 9 is limited due to the disparities between student functional abilities and grade level competencies. Behavior Plans are regularly included when necessitated by student behaviors.

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.

The New York State Department of Education has addressed several of these issues (i.e. congruity of the IEP through the Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of School-Age Students with Disabilities). In addition the school has begun to address many IEP issues such as: accommodations and/or modifications for the classroom environment and alignment of goals to instruction.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

This Page Intentionally Left Blank

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

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). **Three students in temporary housing (total students: 346)**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o **N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.**

Language Allocation Policy 2009-2010

LAP Team Composition

<u>3 75</u>	<u>P. 75Q</u>	<u>Stephanie McCaskill</u>
<i>Region/District</i>	<i>School</i>	<i>Network Leader</i>
<u>Brenda Gallashaw</u>	<u>Anthony Loades</u>	<u>Vacant</u>
<i>Principal</i>	<i>Assistant Principal</i>	<i>Parent Coordinator</i>
<u>Luis Ortiz/Laura Di Gangi</u>	<u>Willi Rose</u>	<u>Rita Karpoich</u>
<i>ESL Teachers</i>	<i>Guidance Counselor</i>	<i>S.B.S. Coach</i>

P. 75Q is a school that services children of special needs in grades K-8. There are a total of 346 students.

Student Ethnicity:

<i>White: 13%</i>	<i>African American: 32%</i>
<i>Hispanic: 40%</i>	<i>American Indian: 1%</i>
<i>Asian/Pacific Islander: 12%</i>	

Out of the 346 students, 79 Ells (**22.83%**) represent of the student population. At the present time, there are 53 entitled ELLs and 26 X-Coded ELLs, serviced as per their IEP by annually administering the NYSESLAT and for the purposes of the LAP, the numbers reflected are for the entitled numbers only. The languages of the ELLs consist of 41 Spanish, 1 Chinese, 3 Bengali, 2 Urdu, 1 Punjabi, 1 Tagalog, 1 CT, 2 PL, and 1 MN. This includes 12 students whose IEPs indicate ESL Only and 41 students in Alternate Placement. ESL is provided by two certified ESL teachers through a pull out, push in model of instruction.

The tables below identify the characteristics of the LEP/ELL population:

LEP/ELLs in Standardized Assessment: 4

Grade Level	Proficiency Levels (NYSESLAT)
	<i>Beginning: 1 Grades: 4(1)</i>
	<i>Intermediate: 3 3(2) 4(1)</i>
	<i>Advanced: 0</i>

LEP/ELLs in Alternate Assessment: 49

Grade Level
<i>Beginning: 48 Grades: K (7), 1 (1), 2(10), 3(9) 4(6), 5(8), 6(4) 7(3)</i>

Intermediate: 1 Grade: 2(1)

Advanced: 0

Based on the information obtained from the NYSESLAT Tests, (2009-2010) results indicate that 46 students scored at the beginning level of proficiency including 24 students marked as “INVALID” because they were unable to complete the four modalities. Results also indicate that 8 students scored at the intermediate level of proficiency and one (1) student scored at the advanced level of proficiency. These results include students who have been X-Coded.

Trends in Parent Choice: Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Parents are notified in English and in the language they understand, of their child’s placement in an instructional bilingual or free-standing English as Second Language Program and their options. The purpose of this notification is to discuss and explain further the nature, purposes and the education value of the program. Options are also discussed during orientation, placement and during Parents/Teachers’ conferences. Parents also receive a full and clear explanation of the different programs available for their children: Transitional Bilingual Education (TBE) Programs, Dual Language Program and Freestanding English as Second Language (ESL). It will help parents to come to an understanding of each program and, therefore, decide which program will benefit their children best.

For students whose home language is not English as determined by the Home Language Identification Survey (HLIS) and who have scored below the appropriate cut score on the Revised Language Assessment Battery (LAB-R), or have not scored at the appropriate level on the New York State English as a Second Language Achievement Test (NYSESLAT) are considered to be English Language Learners. Students who have been identified as English Language Learners must be initially assessed in both their preferred language and in English.

In order to ensure that a new admit who do not have a HLIS and/or the LAB-R score is entitled to, the ESL teacher will complete the HLIS by following the process explained above and by administering the LAB-R. In addition, the ESL teacher will review the Individual Educational Plan (IEP) and will get information from CAP and ATS to verify that all documents recommend the same service for the student.

Parental Involvement: Through the school's Parent Coordinator and the ESL teacher, P.75Q will offer parents of ELLs ongoing information in their home languages. Ample opportunity and time will be provided to convey concerns in order to promote communication with and participation by parents from different cultural backgrounds through orientations, IEP meetings, Parent Teacher conferences, Parent Association Meetings, and workshops. Workshops will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals. Translation services are provided during parent's workshops to ensure participation of ELL parents. The Parent Coordinator and the ESL teachers work closely to offer parents of ELLs ongoing information in their home languages. Besides the Parent Coordinator, the Guidance Counselor conducts school tours and informs parents about the proper documents needed during registration. He also answers and clarifies any concerns that parents may have at the time of registration. Information will be provided to parents through scheduled meetings, conferences and planning sessions for the Individualized Education Program (IEP).

ESL Instruction: ELLs receive the number of units required by CR Part 154. Students receive ESL according to New York State mandates of 360 minutes for those students on the Beginning/Intermediate Level and 180 minutes for students on the Advanced Level. The school follows the Pull Out and Push In methods of instruction. All students receiving ESL services are either at the Beginning/Intermediate Level of Proficiency. To address the needs of ESL students directly, either a teacher or an Alternate Placement paraprofessional speaking in the students' native language has been assigned to those classes housing ESL students. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Graphic Organizers, QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA). ABA strategies as well as TEACCH include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. In addition, multisensory approaches in conjunction with communication symbols will be used. The use of technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' background, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing.

Specific Instructional Materials Used:

MAY 2009

- Making Connections An Integrated Approach to Learning English.
- The “Write” Way to Read
- Santillana – K-5 (ESL) Intensive English Kit – Level “K”
- Big Books – an assortment of in both Spanish and English
- Simple Addition Instant Learning Center
- Foam Dice (for practicing math operations, probability and place value)
- Linking Cubes (to build skills in basic math operations, measurement and graphing).
- Hardwood Pattern Blocks
- PECS
- Sight-Word Readers – Level 1-3
- Mayer-Johnson Symbols
- Edmark Reading Program
- “Avenues” Vocabulary Builders set – Hampton Brown
- “Smart Talk” Interactive language Acquisition Station
- 10 Minutes to Better Reading – CD plus book set
- Internet
- **LinguSystem:** Picture Stories and Language
- Activities Things I can Say and Do – Autism/PDD
Functional Vocabulary Kit

Assessment Analysis (Citywide and New York State)

The results of NYSESLAT and NYSAA show that the focus for most of our students needs to be reading and writing. Currently we have 51 ELLs in grades K-7.

Math: Based on scores from 2009-2010, 2 students are currently functioning at level 1, one (1) student on level 2, and one (1) student on level 3.

English Language Arts: Two (2) students are currently functioning at level 1 and three (3) students on level 2.

In comparison to non-Ells, Ells are meeting or exceeding standards.

Patterns of Proficiency Levels in Listening, Speaking, Reading and Writing: Our findings noted that we need to focus on written expression across all grades. Instruction should address written expression. This includes foundation skills on the writing process in all classrooms. Teachers will receive ongoing training and feedback to assist students in developing writing skills.

ELL Interim Assessments: These assessments are designed to help students reach educational standards. The results help teachers clearly define measurable goals, pinpoint objectives that need to be reviewed and assess their needs to modify instruction.

MAY 2009

Assessment of NYSAA Students: Teachers use informal assessments which provide an overview of student's receptive and expressive language skills. Other forms of assessment, such as checklists, are also used. These checklists include the following: data that appraises the student's knowledge of numbers, letters, colors, basic commands, etc., i.e. Brigance Inventory, reading comprehension, writing skills as well as an inventory of English structures used by the teacher to develop contextualized activities. Data folios that contain samples of student work will be used to monitor students' progress over a period of time.

Implications for LAP: During the LAP process we have evaluated our program needs. Staffing, materials, and programs available are meeting the needs of our ELLs.

Implications for Instruction: The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs.

Content Area Instruction: Language development and subject area teaching/learning are critical to the success of ELLs. ELLs are grouped by level of English language acquisition, (beginning, intermediate, and advanced levels), to facilitate instruction. Content Area Instruction follows NYS Content Standards. The ESL teachers team with the classroom staff to focus on oral and written language development in English. Positive reinforcement, as well as behavior management techniques is applied through a functional communication approach to learning, via Applied Behavior Analysis (ABA). All subject areas are taught in English, through ESL methodologies by special education teachers who have completed the mandated 10 hours of Jose P. ESL training. Scaffolding techniques are used in Content Area Instruction to elaborate and expand on students' language. Mayer-Johnson symbols are also used on picture boards. Students in Alternate Placement are provided with native language support from a paraprofessional who speaks the student's native language, as well as English. P. 75Q has been using an ESL Program, which provides students with the opportunity to learn Cognitive Academic Language Proficiency (CALP) that focuses on language necessary for academic success in the content areas. Example: The classroom environment, in which ESL is taught through mathematics content, has been carefully structured so that second language acquisition can occur. Instructional activities promote second language development through a natural process that focuses not on language, but on communicating the concepts and applications of mathematics. Lessons teaching new concepts in mathematics focus on the use of manipulative, graphics and concrete materials to clarify and reinforce language meanings through mathematics. Instructional activities build on students' real-life experiences as well as prior knowledge. The use of technology is incorporated into ESL and content area instruction to provide students with additional support.

English Language Arts: Literacy instruction follows the NYS ELA Standards, NYC Balanced Literacy Program, and Teachers College workshop model which is supported by classroom libraries including an assortment of multicultural books and the use of technology. In addition, ELLs at the advanced level of English language proficiency, receive 1 unit of ELA instruction.

Use of Native Language: An array of culturally relevant materials, on a variety of levels, is used to encourage students to maintain and value their native language and culture. Thus, helping students to develop a sense of pride, as well as helping students build skills and strategies that will transfer into English.

The Writing Process: The Writing Process will be used to provide a flexible framework for students at all developmental stages. This process will aid students in promoting and developing literacy skills. Strategies include modeling a variety of genres through the use of writing centers, journals, guided composition and writing for meaningful reasons. The use of technology will allow students to edit their work and address specific skills needed for writing in the content areas. Students' work is published at the completion of each writing unit and they are recognized for their hard work.

Newcomers, SIFE, Transition Plan, Long Term ELLs: Currently we have **Newcomers**. In order to help them succeed in the learning environment we will provide them: tutoring, a buddy student, development of initial literacy in native language, an orientation process for students and their parents and a nurturing environment to facilitate language production. Counselors will work with parents and their children to facilitate information. **Transition Plan:** students placed in a monolingual class without ESL services, having passed the NYSESLAT (and after their IEP has been amended to state that bilingual instruction is no longer required) will be supported for two years with AIS support, ESL (if a teacher's schedule permits), Title III, and/or tutoring in order to assist in their transition to a completely monolingual setting. **Long term ELL students** are supported through: extended day programs (Title III), AIS, Instructional Technology, visual arts enrichment and tutoring. In addition, the continuance of their ESL services, as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT. Language supports may include explicit vocabulary instruction (i.e., pre-teaching and contextualizing vocabulary) and scaffolded writing activities.

Students with Interrupted Formal Education (SIFE): Presently, 75Q does have one student with interrupted formal education. P75Q's plan is to encourage and guide students with interrupted formal education both academically and socially, supporting their linguistic and cultural appreciation. In addition, the school integrates students' native language as a tool to support strong ELA acquisition. Students will be identified through the Home Language Survey, Language Assessment Battery tests, and the Individualized Education Plan (IEP) Students will be placed into our program based on IEP mandates and will receive all services specified with IEP. Students will be integrated into classroom settings based continuum mandates for class size and age as per NYS regulations. Instruction is differentiated both inside of the class setting and within the framework of ESL instruction. The student is currently in a monolingual classroom assisted by a paraprofessional who speaks his native language. The ESL teacher uses both English and Spanish to instruct the student. In addition to mandated ESL services and the other services mentioned above, the student has been selected to participate in the Title III Instructional Program; he receives tutoring and participates in Academic Intervention Services (AIS).

Alternate Placement in Special Education: Alternate Placement settings provide for temporary placement of LEP special education students when the recommended Bilingual Service is not available. The class is taught by a monolingual English teacher with an alternate placement paraprofessional who provides native language and cultural support. ESL instruction is provided by the ESL teacher. Content area instruction uses ESL methodologies. Classroom teachers adapt curriculum in order to meet the needs of students with severe disabilities. All attempts in planning will be made to formulate a Bilingual class whenever possible and appropriate.

Professional Development: During the 2009-2010 school year P. 75Q's professional development plan includes issues pertaining to the instruction of ELLs, such as overview of approaches for ESL instruction, ESL in the content areas, the writing process, NYS ESL standards, Language Allocation Policy, cultural diversity, technology and literacy, Alternate Assessment Methods for ELLs. P. 75Q teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the district's instructional coaches and are encouraged to attend district, city and state wide professional development focusing on the education of ELLs such as: Jose P and QTEL. The ESL teachers attend a series of professional development throughout the school year.

School Principal

Date

Regional Instructional Specialist

Date

Local Instructional Superintendent

Date

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School P75Q
Principal Brenda Gallashaw	Assistant Principal Anthony Loades
Coach	Coach Rita Karpoich
Teacher/Subject Area Berry Una -Sp. Edu.	Guidance Counselor Willie Rose
Teacher/Subject Area Elena Swieconek Sp. Edu.	Parent Rossi Ramos
Teacher/Subject Area type here	Parent Coordinator Vacant
Related Service Provider Annie Singh	SAF type here
Network Leader Sthephanie McCaskill	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	346	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	15.32%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0									0
Dual Language (50%:50%)	N/A									0
Freestanding ESL										
Self-Contained	0									0
Push-In	7	1	11	10	9	8	4	3	0	53
Total	7	1	11	10	9	8	4	3	0	53

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	53
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	0									0
ESL	32	0		21	1	0		0		53
Total	32	0	0	21	1	0	0	0	0	53

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
TOTAL	0	0	0	0	0	0	0	0	0	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	ELL	EP																	
Spanish																			0	0	
Chinese																			0	0	
Russian					0	0													0	0	
Korean																			0	0	
Haitian Creole																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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: <u>32</u>	Asian: <u>12</u>
Native American: <u>1</u>	White (Non-Hispanic/Latino): <u>13</u>
	Hispanic/Latino: <u>40</u>
	Other:

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	6	1	9	8	4	7	4	2	0	41
Chinese			1							1
Russian										0
Bengali			1	1	1					3
Urdu				1	1					2
Arabic										0

Haitian Creole											0
French											0
Korean											0
Punjabi						1					1
Polish	1				1						2
Albanian											0
Other				1	1			1			3
TOTAL	7	1	11	11	8	8	4	3	0		53

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

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

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

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	5	1	10	9	7	8	4	3	0
	I			1	1	2				
	A									
	P									
READING/ WRITING	B	5	1	10	7	7	8	4	3	
	I			1	1	2				
	A									
	P									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1	1			2
5					0
6					0
7		1			1
8					0
NYSAA Bilingual Spe Ed		1		9	10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1				1
4	2								2
5									0
6									0

7									0
8									0
NYSAA Bilingual Spe Ed					3		9		12

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed							7		7

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							1		1

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		0							

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

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

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)
Anthony Loades	Assistant Principal		10/23/09
Vacant	Parent Coordinator		
Luis Ortiz/Laura DiGangi	ESL Teacher		10/23/09
Rossi Ramos	Parent		10/23/09
Berry Una	Teacher/Subject Area		10/23/09
Elena Sweiconek	Teacher/Subject Area		10/23/09

Rita karpovich	Coach		10/23/09
	Coach		
Willi Rose	Guidance Counselor		10/23/09
	School Achievement Facilitator		
Stephanie McCaskill	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 75	School P75Q
Principal Brenda Gallashaw	Assistant Principal Anthony Loades
Coach	Coach Rita Kapoich
Teacher/Subject Area Berry Una -Sp. Edu.	Guidance Counselor Willi Rose
Teacher/Subject Area Elena Swieconeck Sp. Edu.	Parent Rossi Ramos
Teacher/Subject Area type here	Parent Coordinator Vacant
Related Service Provider Annie Singh	SAF type here
Network Leader Stephanie McCaskill	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	346	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	15.32%
------------------------------------	------------	----------------------	-----------	---	---------------

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							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													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>32</u>	Asian: <u>12</u>
Native American: <u>1</u>	White (Non-Hispanic/Latino): <u>13</u>
	Hispanic/Latino: <u>40</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	6	1	9	8	4	7	4	2	0	41
Chinese			1							1
Russian										0
Bengali			1	1	1					3
Urdu				1	1					2
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi						1				1
Polish	1				1					2
Albanian										0
Other				1	1			1		3
TOTAL	7	1	11	11	8	8	4	3	0	53

Programming and Scheduling Information

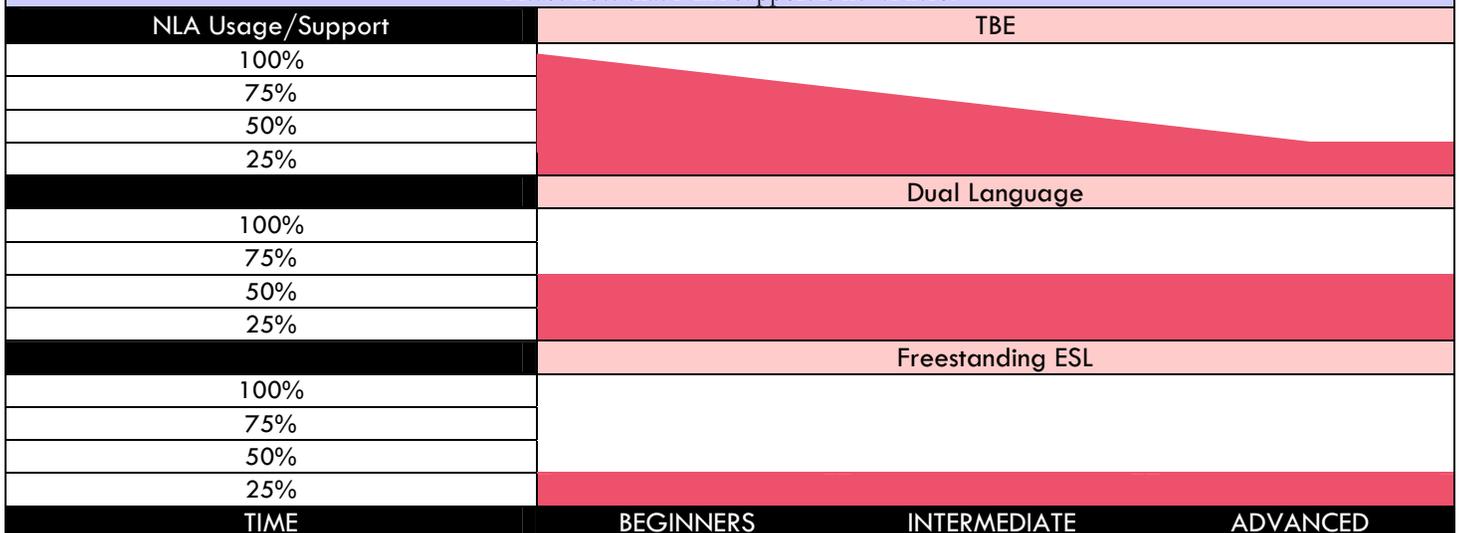
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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



NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	5	1	10	9	7	8	4	3	0
	I			1	1	2				
	A									
	P									
READING/ WRITING	B	5	1	10	7	7	8	4	3	
	I			1	1	2				
	A									
	P									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1	1			2
5					0
6					0
7		1			1
8					0
NYSAA Bilingual Spe Ed		1		9	10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1				1
4	2								2
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					3		9		12

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed							7		7

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							1		1

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		0							

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)
Anthony Loades	Assistant Principal		10/23/09
Vacant	Parent Coordinator		
Luis Ortiz/Laura DiGangi	ESL Teacher		10/23/09
Rossi Ramos	Parent		10/23/09
Berry Una	Teacher/Subject Area		10/23/09
Elena Sweiconek	Teacher/Subject Area		10/23/09
Rita karpoch	Coach		10/23/09
	Coach		
Willi Rose	Guidance Counselor		10/23/09
	School Achievement Facilitator		
Stephanie McCaskill	Network Leader		
	Other		
	Other		

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