



PS 91 Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (24Q091)
ADDRESS: 68-10 CENTRAL AVE., GLENDALE NY 11385
TELEPHONE: 718-821-6880
FAX: 718-386-0216

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 91Q **SCHOOL NAME:** The Richard Arkwright School

SCHOOL ADDRESS: 68-10 Central Avenue, Glendale NY 11385

SCHOOL TELEPHONE: 718-821-6880 **FAX:** 718-386-0216

SCHOOL CONTACT PERSON: Randy Beja **EMAIL ADDRESS:** rbeja@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lizeth Kellner

PRINCIPAL: Victoria Catalano

UFT CHAPTER LEADER: Rebecca Murphy/Richard Silverblatt

PARENTS' ASSOCIATION PRESIDENT: Carol Vetter

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** ICI/12

SSO NETWORK LEADER: Audrey Murphy

SUPERINTENDENT: Madeline Chan

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
Victoria Catalano	*Principal or Designee	
Richard Silverblatt	*UFT Chapter Chairperson or Designee	
Lizeth Kellner	*PA/PTA President or Designated Co-President	
Joan Geiger	*Assistant Principal	
Mae Ann Stolberg	DC 37 Representative, if applicable	
Rosanne Shubert	*Teacher	
Jeanine Cutrone	*Parent	
Carol Veres	*Teacher	
Laura Murawski	*Teacher	
Arlene LoMastro	*Paraprofessional	
Veronica Feliciano	Parent Coordinator	
Denise Smith	*Parent Secretary	
Laura Gray	*Parent	
Sharon Noble-Basdeo	*Parent	
Paula Rallo	*Parent	
Rachael Santana	*Parent	

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 Richard Arkwright School (P.S. 91Q) is located at 68-10 Central Avenue, Glendale, New York 11385. This kindergarten to fifth grade school serves a population of approximately 870 students from culturally diverse backgrounds. The community is home to many new immigrants from Eastern Europe. The school is a central part of the community to many of the students and their families and has provided an education for the children of Glendale since 1914. A new wing, added to the original red brick structure, opened for the 2002-2003 school year. The new wing was especially designed to meet the needs of early childhood learners. In addition, it is barrier free and can accommodate the physically challenged. The main building and its extension are well kept, where pride in our students' accomplishments is evident in the prominently displayed student work.

PS 91 is privileged to have a great number of partnerships. Through the Midori and Friends Foundation, resident artists have exposed our students to the arts including a guitar program. Both Midori and other Foundation artists have performed here at PS 91 in celebration of the students' collaboration with the artists. PS 91 also has a strong partnership with the Greater Ridgewood Youth Council for a number of years. They assist our children with homework help and socialization, Mondays through Fridays for 3 hours each day. This program builds character and creates good citizens. PS 91 has a longstanding relationship with The Lincoln Center Institute, which brings the arts into the classrooms twice a year. The students and teachers, working with Lincoln Center trained teachers, are challenged to learn and appreciate a specific work of art during four carefully planned lessons with a teaching artist and attendance at a live performance. The institute believes that the study of the arts are an essential part of high-quality education, and that the study of the arts can develop skills of critical thinking, questioning, perception, and reflection that supports learning in all subjects across the curriculum.

School Vision Statement:

Our motto, "Together Everyone Achieves More," expresses our vision of a school community of learners where parents, staff, and students work collaboratively towards the goal of educating our children. We will provide an academic program of high standards in the content areas as well as in problem solving, technology, character education and community service. We will provide a supportive education environment where all children can achieve more.

School Mission Statement:

PS 91Q is an inclusive school community dedicated to helping all children attain high academic standards. This is achieved through programs and curriculum of high scholastic excellence and a nurturing environment. We strive to develop life-long learners who will be productive citizens in the world community.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 091 Richard Arkwright						
District:	24	DBN:	24Q091	School BEDS Code:	342400010091		
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	0	0	0		91.7	93.1	93.9
Kindergarten	120	145	135	Student Stability - % of Enrollment:			
Grade 1	162	137	141	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	128	152	138		92.2	93.2	93.8
Grade 3	135	150	150	Poverty Rate - % of Enrollment:			
Grade 4	120	150	150	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	126	125	149		53.2	52.1	52.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		4	10	18
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		12	12	11
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	2	5	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	793	863	870				
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	71	79	70	Principal Suspensions	19	11	22
# in Collaborative Team Teaching (CTT) Classes	63	69	80	Superintendent Suspensions	6	6	8
Number all others	32	49	37	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	0	0	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	13	10	7	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	60	81	76	Number of Teachers	71	78	77

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	22	21	22	Number of Administrators and Other Professionals	8	19	20
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	11	9
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.6	100.0	98.7
				% more than 2 years teaching in this school	59.2	73.1	79.2
				% more than 5 years teaching anywhere	49.3	47.4	49.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	82.0	79.0	86.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	95.8	97.4
American Indian or Alaska Native	0.5	0.5	0.3				
Black or African American	2.1	2.3	2.3				
Hispanic or Latino	40.6	43.0	42.6				
Asian or Native Hawaiian/Other Pacific Isl.	5.3	5.6	6.3				
White	51.4	48.7	47.7				
Male	51.1	51.2	50.0				
Female	48.9	48.8	50.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year 4						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SRAP 4			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	-	-	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	√			
Other Groups						
Students with Disabilities	√SH	√	√			
Limited English Proficient	X	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	6	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	85.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.7	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	16	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	52.7		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	8.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends

- IEP students have consistently scored levels 1 and 2 on the ELA State Exam.
- All students consistently scored higher on the State Math Exam than on the ELA.
- ELL students have consistently scored lower than non-ELL's on the content area assessments.
- ELL students have had difficulty with the writing modality on the interim ELL assessments provided by Pearson.
- Our school is now a Title I SINI restructuring year 1 school due to ELL's and Special Education students not making AYP (Adequate yearly progress) on the ELA exam.

Great Accomplishments

- Our school's Progress Report scored an "A" for two consecutive years.
- Our school has been chosen to host the District's Gifted and Talented program for the last four years.
- Our school has continued to provide our students with diverse music and arts programs including Midori, Lincoln Center and the Metropolitan Opera.
- Our school has received numerous Technology Grants from the local councilman.
- Our school made a seamless transition to a new Literacy program based upon the data collected and work of the Inquiry Team.

Significant aids or barriers

- Our school like many others, has incurred serious budget cuts, therefore we lack the funds to offer additional programs both during and after school, including enrichment programs.
- Our school has a large bused population and they are often late and miss instruction. In addition, the distance hinders parent involvement with the children's education. We are currently working with the Office of Pupil Transportation to correct our busing difficulties.
- Although we have many staff members who speak several different languages, our school also has a large, diverse population of students whose parents speak approximately 20 different languages, which creates some difficulties for teachers to communicate with the parents.
- We have taken many steps to assist our ELL population so they may achieve AYP on their ELA exam.

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.

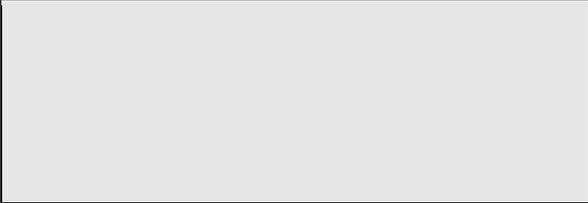
Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress 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.

- Increase parent involvement – By June 2010, there will be an increase of parent involvement in the school by 5% as measured by parents attendance at after school and evening functions, at PTA meetings, and in the responses to the Parent Survey. By increasing parent involvement the school community would benefit. Both, teachers, students and parents would be more involved and would be working towards achieving the same goals.
- Increase reading comprehension for students- By June 2010, there will be an increase in the number of students performing at levels 3 and 4 by 3%. By June 2010 we will also decrease the number of students not meeting standards by 3%. This will be evidenced by results from the ELA, ECLAS, NYSESLAT and Periodic Assessments.
- To support students with disabilities in order to meet and exceed standards. By June 2010, an additional 3% of our students with disabilities (SWD) will meet their annual yearly performance as measured by the NYSTP ELA Exam.
- The Core Inquiry Team will create a theory of change by establishing multiple grade level teams to support student achievement and close the gap between specific student learning needs and current practice. By June 2010, we will engage 75% of teachers in Inquiry work.
- Align resources to meet the needs of Bilingual and ESL students to increase academic rigor and close the achievement gap. By June 2010, 3% of our ELL students will make 1 years growth in ELA performance as measured by English Language Arts/NYSESLAT Exam.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will an increase of parent involvement in the school by 5% as measured by parents’ attendance at after school and evening functions, at PTA meetings, and in the responses to the Parent Survey.</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>	<ol style="list-style-type: none"> 1. We will be holding evening activities to motivate parental involvement in the school including Grandparents’ Night, Math Game Night and Family Bingo Night. 2. Our school leadership team will hold 10 yearly meetings to discuss student achievement, school plans and educational initiatives. 3. Develop, write and distribute a parent newsletter. 4. Implement the Learning Leaders program in collaboration with the parent coordinator. 5. Provide parents with computer training to access their own child’s performance data. 6. Student of the Month celebrations will be held during PTA meetings. 7. SLT holds bake sales to encourage community spirit in the school. 8. Workshops will be provided on ARIS Training by school personnel to assist parents in identifying and dealing with their child’s strengths and weaknesses in Literacy and Math. 9. Parents will be invited to more classroom celebrations. 10. Students will be rewarded for completed Parent Surveys which are returned to classroom teachers 11. Parent Coordinator will conduct Parent Workshops based upon needs of the parent population. 12. Parents are entered into a raffle which will motivate them to complete the surveys. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>To accomplish this goal and implement this plan, we will utilize the school’s treasury funds to purchase rewards for game nights and completed Parent Surveys. The Parent Coordinator will conduct the after school and evening activities, which will also be staffed by teacher volunteers. We will pay close attention to SLT minutes, agendas and attendance sheets as well as PTA attendance records.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will monitor the number of Parent Surveys completed in the Spring 2010 by collecting and counting them. We will monitor the number of parents attending the after school and evening activities utilizing tear-off attendance sheets. Attendance logs</p>	



Parent Coordinator workshop agendas and sign in sheets
We will measure the number of returned parent surveys completed and returned to the school as compared to the number during the prior year. We are looking for at least 75% return.



SECTION VI: ACTION PLAN

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase reading comprehension for students- By June 2010, there will be an increase in the number of students performing at levels 3 and 4 by 3%. By June 2010 we will also decrease the number of students not meeting standards by 3%. This will be evidenced by results from the ELA, ECLAS, NYSESLAT and Periodic Assessments.</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>	<ol style="list-style-type: none"> 1. The core inquiry team will turnkey information at grade level conferences to help the grade focus on their own grades inquiry needs. 2. Classroom visits and walkthroughs with a focus on implementation of strategies on target skills. 3. Assessment results will be analyzed by teachers to identify student areas of weaknesses and strengths. 4. Lessons based upon assessment results will be targeted to individual student needs. <p>Student progress will be regularly monitored by classroom teachers with revision in instruction occurring as needed.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Use of Title I resources to purchase research based intervention materials. Continued implementation of our technological resources including, individual laptops, rolling computer labs and a computer lab room.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>To accomplish this goal will monitor running records and conference notes to analyze increases in reading comprehension levels. Classroom teachers will maintain and use assessment folders and review them monthly to adapt to the students needs. AIS and Inquiry team findings will be shared with classroom teachers to better meet the needs of the students. Administration visits to classrooms and inter-visitations among teachers will result in better collaborations to insure student success. Progress will be monitored by all standardized exams.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • To support students with disabilities in order to meet and exceed standards. By June 2010, an additional 3% of our students with disabilities (SWD) will meet their annual yearly performance as measured by the NYSTP ELA Exam.
<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>	<ol style="list-style-type: none"> 1. Special Education teachers will attend monthly ELA meeting with the Principal, Assistant Principals of ELA and ESL, ELA staff developer and ELA teachers to assess classroom instruction to meet student needs. 2. Leveled libraries in all special education ELA classrooms. 3. Professional development on the Special Education Continuum and Collaborative Team Teaching. 4. On-site staff development with debriefing sessions to target areas of need for SWD. 5. Create benchmark periods to review running records and adapt and revise where needed. 6. On-site staff developer to provide modeling and instruction followed by debriefing with staff to target areas of need. 7. Professional development provided to all teachers in the use of Acuity.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Align funding to train additional teachers in the use of The Wilson Reading Program. 2. Allocation of funds for sub coverage, per session and per diem, to allow staff to participate in Professional Development.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Interviews and observations in special education classrooms with teachers and students. 2. Records of classroom walkthroughs and observations. 3. Teacher lesson plans indicating differentiated instruction. 4. Results of the NYSTP ELA Exam. 5. Results of periodic assessments and student data folders. 6. Running records and assessment checklists. 7. Assessment folders maintained by teachers.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Inquiry Team

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> The Core Inquiry Team will create a theory of change by establishing multiple grade level teams to support student achievement and close the gap between specific student learning needs and current practice. By June 2010, we will engage 75% of teachers in Inquiry work.
<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>	<ol style="list-style-type: none"> Multiple grade level Inquiry Team (IT) members will use the new accountability tools (Quality Review, Progress Reports, Periodic Assessments, ARIS, Acuity) to make informed instructional decisions about the targeted students as measured by the IT agendas. Multiple grade level (IT) members will model the action research cycle for the school community as measured by faculty conferences, grade conferences and staff development agendas. All IT members will continue to develop and strengthen their knowledge of the use of the accountability tools. The Core IT will assemble regularly to gather/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals. The Core IT will share its work in a whole school context so that all members of the school community understand the global purpose of the work. This will be done through routine collaboration between the Core IT and the multiple grade level Inquiry Teams.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Financial resources in Galaxy will be aligned to support professional development to broaden and deepen their instructional practice.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> Target population data that tracks progress and monitors targeted student toward June 2010 goals. Teacher assessment notebook to collect data. Student assessment folder for each selected student. Case studies for selected students. Evidence of weekly meeting agendas. IT member logs done.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Bilingual and ELL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Align resources to meet the needs of Bilingual and ESL students to increase academic rigor and close the achievement gap. By June 2010, 3% of our ELL students will make 1 years growth in ELA performance as measured by English Language Arts/NYSESLAT Exam.</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>	<ol style="list-style-type: none"> 1. Align resources to meet the needs of ELLs and Bilingual students. 2. Align ELA instruction for ELL and Bilingual students with NYS ELA Scope and Sequence. 3. Provide professional development to teachers to improve the delivery of instruction and increase pedagogical growth. 4. Implement before and after school AIS opportunities for ELL and Bilingual students. 5. Review teachers plans to identify language objectives for English Language Learners. 6. Provide inter-visitations for teachers to focus on exemplary ELL instruction and methodology. 7. Implement AIS programs to target students in need of assistance. 8. Observe teachers use of ESL methodology in the classroom. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>To accomplish this goal we will utilize the Title III funds to cover our before and after school ELL programs. Align resources in Galaxy to reflect per session and per diem funds to support professional development opportunities. Hire an F- Status Assistant Principal to assist staff with the use of ESL methodology across the curriculum to increase student achievement.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Evaluation sheet and summary from in-building professional development opportunities. Student work reflecting the implementation of new strategies from professional development workshops. Monthly AIS meetings with ELL/ELA teachers and Assistant Principals. Records of classroom visitations and walkthroughs. Running records and assessment folders kept by the teachers. Periodic and NYSESLAT state exams.</p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	15	N/A	N/A	3	0		
1	36	29	N/A	N/A	0	0		
2	57	46	N/A	N/A	14	0		
3	30	8	N/A	N/A	9	0		
4	56	23			14	0		
5	62	51			13		1	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	McGraw Hill- Small group- During the school day Columbia Strategies- Small group- During the school day Soliloquy Reading Program- One on one- During the school day Words Their Way- Small group- During the school day 4 Square Writing Program- Small group-During the school day and extended day Wilson Reading- Small group/ One on one- During the school day and extended day Soar to Success- Small group- During the day Foundations- Small group- During the day Wiggle Works- Small group- During the day
Mathematics:	Everyday Math- Small group/One on one- Extended day Math games and manipulatives- Small group- Extended day Teacher generated skill based on student needs- Small group/One on one- Extended day
Science:	Science content AIS support- Small group- During the day
Social Studies:	Social studies Content AIS support- Small group- During the day
At-risk Services Provided by the Guidance Counselor:	Group Counseling- Small group- During the day One on one counseling- One on one- During the day
At-risk Services Provided by the School Psychologist:	On a needs basis- One on one- During the day/Extended day
At-risk Services Provided by the Social Worker:	On a needs basis- One on one- During the day/Extended day

At-risk Health-related Services:

On a needs basis- One on one- During the day/Extended day

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

NCLB/SED requirement for all schools

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

P.S. 91, Queens
The Richard Arkwright School
68-10 Central Avenue, Glendale, N.Y. 11385
(718) 821-6880 FAX (718) 386-0216

Victoria Catalano, Principal
Randy Beja, Assistant Principal
Joan Geiger, Assistant Principal



“Together Everyone Achieves More”

2009-2010 LANGUAGE ALLOCATION POLICY (LAP)

PS 91Q:

The Richard Arkwright School (P.S. 91Q) is located at 68-10 Central Avenue, Glendale, New York 11385. This kindergarten to fifth grade school serves a population of approximately 877 students from culturally diverse backgrounds. The community is home to many new immigrants from Eastern Europe. The school is a central part of the community to many of the students and their families and has provided an education for the children of Glendale since 1914. A new wing, added to the original red brick structure, opened for the 2002-2003 school year. The new wing was especially designed to meet the needs of early childhood learners. In addition, it is barrier free and can accommodate the physically challenged. The main building and its extension are well kept, where pride in our students' accomplishments is evident in the prominently displayed student work.

Demographics

P.S.91Q implements one self-contained Transitional Bilingual Ed (TBE) special education class and an ESL program (Grades K-5) in accordance with the CR Part 154. Beginning and intermediate ELL students receive 360 minutes of ESL instruction per week. Advanced ELL students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week as per Part 154 regulations. There are 99 ELL students at PS 91. Three state and/or city certified ESL and Bilingual teachers service our ELL population. Copies of all teachers' licenses/certifications are kept on file in the main office. All students are provided with differentiated instruction to meet and exceed the city and state standards. Our ESL teachers primarily use the push-in/pull-out model. Our ELL population has increased from 10% in 2006, and 10% in 2007, 13% in 2008 and stands at 11% in 2009. In 2009 approximately 66% of our ELL population speak Spanish, 5% speak Albanian, 6% speak Polish, 7% speak Arabic, and 16% speak languages other than the ones mentioned above. Our current Kindergarten enrollment indicates languages other than English on more than 50% of the Home Language Identification Forms (HLIS).

In our freestanding ESL program there are 16 kindergarteners, 13 first graders, 15 second graders, 5 third graders, 13 fourth graders and 8 fifth graders. Our Special Education Transitional Bilingual Education class has 1 fourth grader and 5 fifth graders who all speak Spanish. We also service 23 X-Code (students removed from ESL service based on their IEP recommendation) Special Education students at PS 91. Our school is sensitive towards the cultural diversity of its ELL population. The vast majority of our long term

ELL's are Special Education students with Spanish as the predominant language spoken. Those students have been classified as Learning Disabled rather than having a language acquisition difficulty. We meet frequently with the IEP team for proper student placement. If the student were a general education student, he or she would have been classified as "at risk" and will receive AIS and SETSS services. The predominant languages spoken by the newcomer ELL's are Spanish, Arabic, Chinese and Polish. We assess our ELL newcomers through the LAB R. If they qualify for ELL services, they are placed in a dedicated ESL class. They receive push in ESL instruction from 2 licensed ESL instructors and 1 licensed Bilingual instructor. Based on their LAB R results, beginners and intermediate students will receive 360 minutes of ESL instruction each week. Advanced students will receive 180 minutes of ESL instruction and 180 of ELA instruction per week. Beginning, intermediate and advanced ELL students follow the Macmillan/McGraw-Hill program in both reading and writing with the assistance of an ESL teacher, using numerous strategies in a push in/ pull out model. SIFE students are analyzed for their time in an English-speaking school system. If they are gone more than 2 years they receive a LAB R exam to determine ELL eligibility. If they are eligible, they receive push in ESL services. If they are not eligible, we provide AIS, corrective reading, SETSS and at risk services. PS 91 does not currently have any SIFE students. The mission of P.S. 91Q is to invest our energies in providing an enriched curriculum and accompanying support system. We will integrate from within the school and surrounding community all the resources available to create a productive learning atmosphere where these goals may be successfully achieved. P.S. 91 has a language allocation policy (LAP) that is aligned with NYS standards and grade level core curriculum. The LAP policy is included in the school's CEP. All people involved with the LAP are able to clearly communicate how the LAP is being implemented in both the native language and in English.

Part II: ELL Identification Process

There are many steps taken to ensure proper placement of ELL students in PS 91. Initially new admitted students are given a Home Language Identification Survey (HLIS) when they enter the school. The parents and students are given an informal interview in English by the school secretary who has been trained in administering the HLIS, and in their native language by a translator if needed. The HLIS is reviewed by the trained ESL teachers who determine if the child qualifies for the LAB-R. If the student qualifies for the LAB-R, it is administered by the ESL teacher within 10 days of the students' arrival at PS 91. The LAB-R is then hand scored to determine eligibility for ESL services. ELL students are given periodic assessments during the course of the school year so teachers are better able to monitor their progress in language acquisition. At the end of the year all ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their eligibility and placement for the following year.

PS 91 has structures in place to ensure that parents understand all three program choices available to their children. At the beginning of the school year parents of potential ELL students are invited via letter in their native language to an orientation meeting. The meeting is conducted by our trained ESL staff and the parent coordinator. The three program options for their children are discussed in depth, including a video and translations if needed. Upon completion of this orientation parents are able to make an informed choice of which program to place their child into. Similar orientations are held during the course of the school year as dictated by new admit enrolment at PS 91.

PS 91 ensures that all entitlement letters are distributed, and that Parent Survey and Program Selection forms are returned. This is accomplished by our ESL teachers distributing the letters in the parents' native language and following up with the parents of ELL students to get the letters back from them in a timely fashion. If the letters are not returned the default program for ELLs is Transitional Bilingual Education. This program is offered to the parents. If they decline the child is placed in an available ESL class at PS 91.

ELL students are placed in either bilingual or ESL instructional programs. This is accomplished by a consultation with their parents in their native language. The available programs are offered and described. The parents have the opportunity to then choose the best program for their child. If a program is not available at PS 91 the parent is given the option of enrolling their student in a school that offers the choice they indicated.

The trend in parent choice letters continues to be for a freestanding ESL program (90% of responses). PS 91 does not have enough students who speak the same language per grade to open up general education TBE classes. If a program is not available at PS 91 the parent is given the option of enrolling their student in a school that offers the choice they indicated.

Based on the Parent Survey results the programs offered at PS 91 a very much aligned with parent requests for program placement.

Programming and Scheduling Information

ELL instruction at PS 91 is given in three ways. We employ a combination of, Push-In (Co-Teaching) and Pull Out programs and one self contained Transitional Bilingual Education class. Pull-out programs are due to the large Special Education population in our building. The students are placed in classes as per their IEP and are spread out all over the school. The pull-out students are serviced in blocks or 45 or 90 minutes as per the days' schedule.

The program model for ELL service is heterogeneous block.

Our staff is organized efficiently to meet the number of instructional minutes provided according to their proficiency levels in each program model (TBE and ESL). All students serviced at PS 91 meet the CR Part 154 mandates. The students are serviced as per CR Part 154 mandates (360 minutes per week for Beginning and Intermediate students and 180 minutes ESL and 180 minutes ELA for advanced students). The TBE Special Education class is serviced with 90 minutes per day of NLA for beginning and intermediate students and 45 minutes of NLA instruction a day for advanced students. We plan to restructure the school next year to provide for as close to a full Push-In as possible (Co-Teaching Model) for ELL instruction.

Content area instruction is delivered in all models at PS 91. In the Push-In/Pull-Out model instruction is delivered in English using a variety of teaching strategies. Students at P.S. 91 are continuously instructed within the core curriculum areas to meet the mandated content learning standards. Students use a wide variety of instructional materials to assist their language development within the core curriculum. Instruction is based on the students' ability level, whether they are special education, newcomers or long term ELLs. The Macmillan/McGraw-Hill reading and writing program promotes small group work in both the verbal and written form. The model utilizes such strategies as authors chair, turn and talk and writing celebrations. The use of computer technology to assist the ELL students is available and will be increased each year to meet the needs of our language learners. The push-in/ pull out model allows the ESL instructor to better service the ESL population in both small group and individual instruction through varied teaching strategies such as scaffolding instruction, partner stories, response groups, peer editing, maintaining journals, conferencing, read aloud, accountable talk, shared reading, as well as other strategies. ESL students are taught in the content areas using Sheltered English, modeling, visuals and though the use of manipulatives. Both the ESL teacher and the classroom teacher have a wide variety of materials to use with the children. Some of the materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, Month-By-Month Phonics, journals, visual aids, word and phonics games, "Reading Rods", "Everyday Mathematics", picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulatives to be used in the content areas. All of these teaching techniques are designed to make the English more comprehensible to our ELL students.

Our self-contained (TBE) special education class is consistent with the instructional goals and objectives for the program design. The certified Bilingual teacher uses many strategies for teaching both Spanish and English. Some of the strategies used are modeling, repetition, Sheltered Spanish and English, scaffolding instruction, oral discussions, accountable talk, partner stories using pictures and wordless books, show and tell, sentence modeling, daily routines, shared writing and reading through a language experience approach, conferencing and other strategies. It meets the needs of each child's IEP through the use of standards-based instructional materials in both Spanish and English. Some of the materials used in Spanish are a leveled library in Spanish with literature and content area books, word wall, content area manipulative and visual aids. Some of the materials used to teach English to this Bilingual special education class are "Explode the Code", Month-By-Month Phonics", "Get Set for The Code", "Oxford Picture Dictionaries and Workbooks", "Every Day Mathematics", and lots of content area manipulatives. Native language arts are provided on a 60-40 basis in all core curriculum areas. Native language arts are utilized in our TBE class in the following ways: September through December all core curriculum subjects such as Math and English are taught in Spanish. Two periods a day are devoted to English instruction for review of core curriculum subjects initially and new concepts later on. January through June the program flips where all core curriculum subjects are taught in English. Two periods a day are devoted to Spanish instruction for review. Scientific data collected indicates that the children are making strong progress in their oral skills. It also shows that the children are having difficulty in reading and writing skills. There will be more focus this year on both reading and writing skills. The Voyager Passport Kit is being used as an intervention for children with problems with reading. Some of the other strategies that will be employed to increase reading and writing skills are scaffolding lessons, conferencing, modeling sentences, free writing, celebrations and the acquisition of more materials for Spanish content instruction.

PS 91 differentiates instruction for all subgroups. When a student enters PS 91 an analysis of the student's past enrolment in school is conducted. If the student is determined to be SIFE (interrupted schooling), he or she is given AIS such as the Wilson Reading Program if shown needed. SIFE students often need additional help with their basic language acquisition. This help is provided by our fully certified ESL teachers using strategies to develop oral language and listening skills.

Newcomer ELLs are assessed to determine what level they are at. Appropriate teaching strategies are given to them such as TPR, Sheltered English and repetition to increase their English skills. Students who are here just over one year are also given AIS to help them succeed on all standardized tests as well as the classroom.

Students who are here between 4-6 years are assessed for their strengths and weaknesses in the English language. Based on the data collected on them, an appropriate educational intervention in their area or areas of weakness is provided. AIS are provided in all 4 modalities as per the need of the student.

Long term ELLs are reviewed by our Academic Intervention Team to determine why the student has not yet become proficient in the English Language. After crunching data, a specific AIS plan for each individual student is created to address their academic needs.

Students with special needs are constantly being reviewed by the AIT to determine a proper course of action to increase their academic achievements. After data analysis on the student's performance an AIS plan is developed in accordance with their IEP's to best service them. Special needs children often have many other related services other than ESL. PS 91 coordinates all related services with ESL to provide a cohesive learning environment for the student.

PS 91 uses many intervention programs both in and out of the classroom to better service our children who are in need of extra help. After a school wide data analysis we were able to identify the strengths and weaknesses of our students. We utilize The Wilson Reading Program to help our struggling readers. MacMillan Treasure Chest for English Language Learners is used to help our ELL students in all content areas. It focuses on Social Studies, Science, Math and of course language development. MacMillan accomplishes this task by scaffolding the content area curriculum over all learning levels. Soar to Success and Foundations are also given to our ELLs who are in need of AIS. Everyday Math is used to help our ELLs by scaffolding its approach to learning Math. All AIS is taught in English to our ESL students. In our Special Education (TBE) class AIS are provided in class in Spanish by our licensed Bilingual teacher. Those students are also given AIS out of class in English by our AIS providers. ELL students who reach proficiency on the NYSESLAT are closely monitored for the next two years to see how they are performing on their own. PS 91 looks at all their data to determine if they are in need of any extra support. If the student shows some areas of weakness, AIS is provided for that student as per their need. All ELL students who have passed their NYSESLAT are still entitled to testing modifications for two more years. Upon passing the NYSESLAT, students are assessed by the many different tools that classroom teachers use to determine if more academic interventions are needed.

In the coming year a closer look at the data produced from each ELL student will be studied to better design an AIS program for that individual.

All ELLs are entitled to come to our before school and after school programs. They are invited to these programs via letter. ELL students often stay for our extended day program to get more targeted AIS in both English and Math.

Both the ESL teacher and the classroom teacher have a wide variety of materials to use with the children. MacMillan Treasure Chest for English Language Learners is used to help our ELL's by scaffolding instruction in English. Some of the other materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, Month-By-Month Phonics, journals, visual aids, word and phonics games, "Reading Rods", "Everyday Mathematics", picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulatives to be used in the content areas. Both the classroom teacher and the ESL teacher utilize these strategies on a daily basis to help assess student's needs and the products that they produce. Some of the materials used in Spanish are a leveled library in Spanish with literature and content area books, word wall, content area manipulative and visual aids. Some of the materials used to teach English to this Bilingual special education class are "Explode the Code", "Month-By Month Phonics", "Get Set For The Code", "Oxford Picture Dictionaries and Workbooks", "Every Day Mathematics", and lots of content area manipulatives.

Native Language is supported in our TBE class. Some of the materials used in Spanish are a leveled library in Spanish with literature and content area books, word wall, content area manipulative and visual aids. Some of the materials used to teach English to this Bilingual special education class are "Explode the Code", "Month-By Month Phonics", "Get Set For The Code", "Oxford Picture Dictionaries and Workbooks", "Every Day Mathematics", and lots of content area manipulatives. In our ELL and regular classrooms NLA is supported through libraries of books in the student's native languages and through translations whenever possible.

All required services do support and resources to correspond to ELL's ages and grade levels. Parents are given a tour of PS 91 prior to enrolment of their child to familiarize themselves with the school, classes available and our school policies. Our parent coordinator meets with them to discuss any concerns they might have.

Professional Development and Support of School Staff

PS 91 has hired an ELL consultant to assist our ESL staff in any concerns they might have on how to better service their ELL populations. The consultant is an expert in ELLs and will be giving profession development to our ESL teachers all year long. The PD's will include teaching strategies, demonstrations, and ESL information crucial to educators.

ELL students that need extra help with their academics or socialization will get AIS as needed when they transition from elementary school to Intermediate school. All ELLs are given a guided orientation tour of the Intermediate school that they will attend.

Our ESL professional development is geared to help the staff help ELL (LEP) students to achieve NYS ESL standards in both ELA and math. The staff including Assistant Principals, Paraprofessionals, Guidance Counselors, The IEP Team, Parent Coordinator as well as all teachers and related service providers who work with ELL students will receive five 60-minute ESL workshops. The ESL coordinator and the ESL consultant will give these workshops. It will also focus on how to prepare our staff to help ELL students in Grades K-5 to meet and exceed NYS ESL learning and performance standards and achieve higher scores on all city and state assessments. In addition, professional development is also given during the ten 50 minute grade conferences on strategies for teaching ELL's. We will also have staff development on ELL strategies during our professional development days during the year. Staff members are also made aware of all ELL professional development opportunities available through the OEL. We plan to implement professional development for classroom teachers to instruct them in ESL strategies and methodologies. Information regarding standardized tests is also provided.

Some additional workshops provided are:

- September 60 minute ESL workshop on NYSESLAT score analysis
- October 60 minute ESL workshop on strategies for ELL instruction
- November 60 minute ESL workshop on ESL for Beginning ESL students
- December 60 minute ESL workshop on understanding the NYSESLAT
- April 60 minute ESL workshop on preparing for the NYSESLAT

Parent Involvement

The parents of ELL students are invited to attend Parent Orientation meetings conducted by our parent coordinator. Parent Orientation meetings are held during the year. The first is held in September. The meeting is designed to inform parents about the ESL programs that are available at P.S. 91 and around the city. Parents are given a survey and they make an informed choice as to which ELL program will be best for their child. The parents can ask questions, read about the programs and watch an informative video. A designated parent developer is at hand to assist the parents in their choice of programs. Students who are eligible for ESL are placed in an available program based on parent choice. Notification letters in various languages are sent to the parents of all ELL children. Letters in various languages are sent home to parents to invite them to attend additional workshops during the year to learn about, assessments, standards, new curriculums and how to help their child at home.

P.S. 91 has a full-time Parent Coordinator. Our parent coordinator works with parents on a daily basis to help them understand school issues in their native languages. By involving parents our students can better achieve academic success. Along with teachers the parent coordinator will continue to work and improve communication with the families of ELL students. She will also support our school's ESL program by planning parent involvement initiatives. P.S. 91 provides translation into native languages as necessary better service our immigrant population.

PS 91 evaluates the needs of the parents by sending out parent surveys and reviewing the results of them. The needs of our parents and students are addressed in a timely fashion to help with the continuity of instruction. Parents are contacted by teachers to discuss the progress made by their children on a frequent basis. ELL parents participate in the PTA and all of the special programs that PS 91 offers after school.

Assessment Data Analysis

After a careful review of the data analysis we have found that overall we have a fairly even split of students in the beginner, intermediate and advanced levels in the NYSESLAT. The lower grades (K-1) have a higher percentage of children at the beginner levels (78%). Grades 2-5 have the greater percentage of their children on the intermediate and advanced levels (79%).

PS 91 uses assessment tools to drive instruction in the early literacy grades. Some of the tools used are ECLAS-2, Fountas and Pinnell, The McGraw-Hill Reading and Writing Program, and parts of the Teachers College Reading and Writing Program. Additionally teachers create their own spreadsheets to drive instruction for grouping purposes. They also use beginning, middle and end of the year assessments that were created by teachers working collaboratively to track student progress and show areas of need. The data gathered clearly indicates that students who participate in Pre-school perform at a higher level academically as well as socially than those who did not attend Pre-school. Based on the data provided by all of the tools used, students identified as needing extra help receive AIS as needed.

The NYSESLAT modality analysis has yielded some trends. Because the modality analysis does not take into account students who have achieved proficiency in either set of modalities, one can not give accurate percentages. However some interesting trends have developed. The upper grades, 2-5 are very strong in Listening/Speaking. They tend to fall into the intermediate and advanced levels fairly evenly in the Reading/Writing modalities. The lower grades K-1, have an even split between beginner and intermediate levels in Listening/Speaking and advanced students. They also have most of their kids on the beginner level on the Reading/Writing Modality.

The effect on instruction is clear. The ESL teachers and classroom teachers can gear their targeted instruction of ELL students based on which ELL students need help in which areas. The valuable data coupled with an in-depth analysis of the RLAT modality results will let the educator know who improved, who slipped and who stalled in their progress. AIS will be provided to those students who are not making progress.

We studied the patterns across proficiencies and grades. Our Special Education students constantly perform at a lower level than our general education students in the content area tests. Most students scored 3 on the Math assessment due to the math test being more concrete as opposed to abstract. On the other content area tests there was an even mix between students scoring level 1 and 2 and students scoring on level 3 with Special Education students usually being the students on level 1 and 2. We found that the students who are able to take the content area tests in their native language tend to do better than if they had taken the test in English. However, the Special Education TBE class took the ELE exam and did not perform well on it.

The results of the ELL Periodic Assessments are used at PS 91 as one of the driving factors for classroom instruction. The results indicate weaknesses and strengths of individual students. Lessons are geared to work with students who are having difficulty in certain skill areas.

PS 91 has learned that our ELLs tend to be weaker in their Reading/Writing modalities. Some of the newcomers have had difficulty with the Listening modality. Classroom teachers supplement their libraries with native language materials such as dictionaries to help their ELL students to better grasp the English Language. Children are often paired up with other students who speak their native language in class to ask as their own personal translators.

Native Language is used as per the guidelines of the TBE Part 154 program. Our students receive Native Language instruction on a 60-40 basis in all content areas via direct instruction and literature during the first half of the year. During the second half of the year the 60-40 split of Native Language to English is reversed with more of an emphasis placed on English instruction.

The LAP is an ongoing document that is constantly being updated as new information and data becomes available. For example the latest grade five Social Studies test data is not yet available. This information will be added to our LAP to better service our student population when available.

Success in ESL is measured not only by data and standardized tests but by the smiles of the children as they acquire a new found language.

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

Form TIII – A (1)(a)

Grade Level(s) K-5_____ Number of Students to be Served: 99 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III,

Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

School Building Instructional Program/Professional Development Overview

The Richard Arkwright School (P.S. 91Q) is located at 68-10 Central Avenue, Glendale, New York 11385. This kindergarten to fifth grade school serves a population of approximately 877 students from culturally diverse backgrounds. The community is home to many new immigrants from Eastern Europe. The school is a central part of the community to many of the students and their families and has provided an education for the children of Glendale since 1914. A new wing, added to the original red brick structure, opened for the 2002-2003 school year. The new wing was especially designed to meet the needs of early childhood learners. In addition, it is barrier free and can accommodate the physically challenged. The main building and its extension are well kept, where pride in our students' accomplishments is evident in the prominently displayed student work.

P.S. 91Q implements a comprehensive transitional bilingual (1 self-contained 4/5 Special Education) and an ESL program (Grades K-5) in accordance with CR Part 154. Three state and/or city certified ESL and bilingual teachers service the 99 students. All students are provided with differentiated instruction to meet and exceed the city and state standards. Our ESL teachers primarily use the push-in/pull-out model. The mission of P.S. 91Q is to invest our energies in providing an enriched curriculum and accompanying support system. We will integrate from within the school and surrounding community all the resources available to create a productive learning atmosphere where these goals may be successfully achieved. Our ELL population has increased from 10% in 2006, and 10% in 2007, 13% in 2008 and is currently at 11% in 2009. In 2009 approximately 66% of our ELL population speaks Spanish, 5% speak Albanian, 6% speak Polish, 7% speak Arabic, and 16% speak languages other than the ones mentioned above. Our current Kindergarten enrollment indicates languages other than English on the HLIS on more than 50% of them.

Title III, Part A LEP Program¹

Language Instruction Program –

P.S.91Q implements one self-contained Transitional Bilingual Ed (TBE) special education class and an ESL program (Grades K-5) in accordance with the CR Part 154. Beginning and intermediate ELL students receive 360 minutes of ESL instruction per week. Advanced ELL students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week as per Part 154 regulations. There are 3 state and/or city certified ESL teachers. Students in the ESL program are taught in English. Students in the TBE class are taught in Spanish and English.

In addition to the bilingual/ESL program that services mandated students during the school day, Title III also provides English Language Learners with supplemental instruction in an after school program. The instructional program will service ELLs in grades K-5 who score at the beginning, intermediate and advanced levels on the NYSESLAT. The after school program addresses instruction by certified ESL teachers to improve math and literacy. Teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards using ESL strategies to help students meet the City and State standards and through this achieve higher scores on the NYSESLAT and other state assessments. Four classes will meet on Tuesdays and Thursday afternoons from 3:15 to 4:30 PM starting in December running till May. Since the ELL programs are the only programs running at these times, a supervisor in necessary to oversee the programs to promote student learning and safety since our regular school day starts at 8:00 AM and ends at 3:10 PM. Supplemental instructional materials from Pearson Learning, School Specialty and Macmillan/McGraw-Hill will be used to augment the literacy instruction. The purchases of these specific materials are due to our brand new literacy program. The materials are made by our new literacy program and closely parallel the curriculum in our everyday classroom instruction. These materials will address such needs in literacy as phonemic and phonological awareness, decoding and word recognition, spelling, pre-reading strategies, fluency and oral reading skills, comprehension strategies and handwriting. General instructional supplies such as an overhead projector, notebooks, etc. will be purchased to support the after school program.

Professional Development Program –

Title III Professional Development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. Five, 50 minute ESL workshops will be given. ESL instructors will give the workshops. It will also focus on how to prepare ELL students in all grades to meet and exceed NYC and NYS ESL learning and performance standards and achieve higher scores on all city and state assessments. The workshops will also focus on NYSESLAT and scaffolding. Teachers participating in the professional development will be trained by both school assigned certified ESL teachers. The teacher working the after school instructional program will receive a total of six (6) hours of professional development in November, December 2009, January, March, April and May 2010. Professional Development will include but not be limited to such topics as:

- 1 hour of Learning Standards for English as a Second Language (learning standards and performance indicators);
- 1 hour of Instructional modifications;
- 1 hour of Sample classroom tasks;
- 1 hour of Learning experiences;
- 1 hour of Student activities;
- 1 hour of Assessment plan.

The follow up will be given by formal and informal observations by the Title III supervisor.

¹ Buildings providing Title III services to immigrant students must also complete this form for the immigrant program.

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 ICI/24	School PS 91Q
Principal Victoria Catalano	Assistant Principal Randy Beja
Coach Gerda Radske	Coach
ESL Teacher Jonathan Silverman	Guidance Counselor Frank Sciarratta
Teacher/Subject Area Joe Messina/Grade 5	Parent Lizeth Kellner
Teacher/Subject Area Kim Capizzi/Grade 1	Parent Coordinator Veronica Feliciano
Related Service Provider Megan Liendo	SAF Anita Saunders
Network Leader Audrey Murphy	Other

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	2	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	877	Total Number of ELLs	99	ELLs as Share of Total Student Population (%)	11.29%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes 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%)					1	1				2
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	1	1	1	1	1	1				6
Total	1	1	1	1	2	2	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	47
SIFE	0	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	1	0	1	4	0	4	1	0	1	6
Dual Language										0
ESL	58	0	14	31	0	23	4	0	4	93
Total	59	0	15	35	0	27	5	0	5	99

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers:

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	11	7	5	12	13				56
Chinese		1	1							2
Russian										0
Bengali			1							1
Urdu	1									1
Arabic	3	1	2			1				7
Haitian Creole										0
French										0
Korean										0
Punjabi	1									1
Polish	2		3			1				6
Albanian	0	1	2	1	0	1				5
Other	2	0	5	2	2	3				14

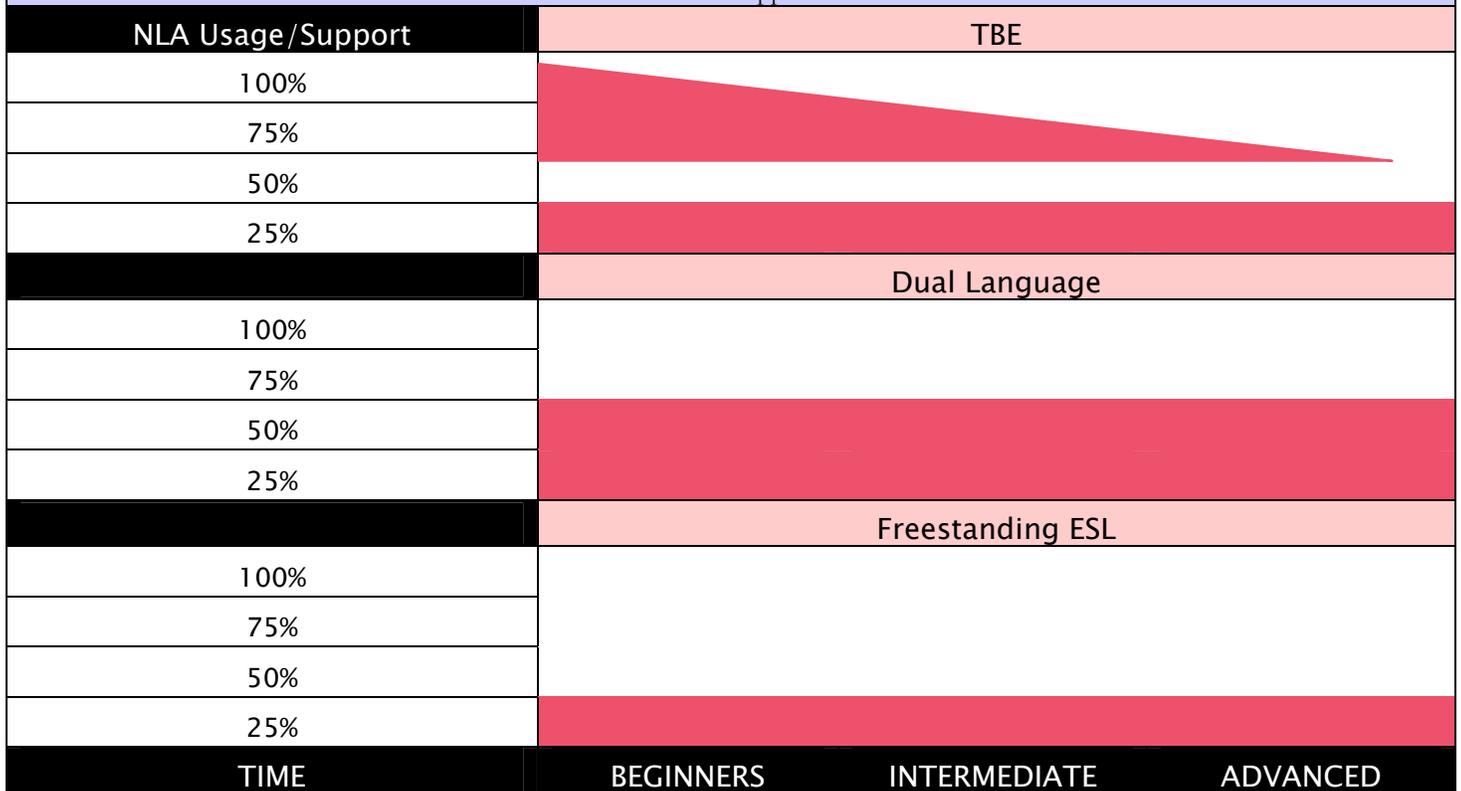
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	17	14	21	8	14	19	0	0	0	93

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	9	14	3	2	3	6				37
Intermediate(I)			6	5	7	12				30
Advanced (A)	7		11	1	6	7				32
Total Tested	16	14	20	8	16	25	0	0	0	99

4	12		3		8				23
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	10.00%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

Part 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)
Randy Beja	Assistant Principal		
Veronica Feliciano	Parent Coordinator		
Jonathan Silverman	ESL Teacher		
Lizeth Kellner	Parent		
Joe Messina/5 th Grade	Teacher/Subject Area		
Kim Capizzi/1 st Grade	Teacher/Subject Area		
Gerda Radske	Coach		
	Coach		
Frank Sciarratta	Guidance Counselor		
	School Achievement Facilitator		
Audrey Murphy	Network Leader		
Megan Liendo	Other		
	Other		

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

Filename: 24Q091 LAP Worksheet 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_Q091_Over
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/5/2009 8:42:00 AM
Change Number: 29
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Last Saved By: DOE
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As of Last Complete Printing
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Number of Words: 5,837 (approx.)
Number of Characters: 33,276 (approx.)

Form TIII – A (1)(b)

School: PS 91Q BEDS Code: 34200010091

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

Allocation Amount: \$16540.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$10178.30	Professional Salaries Instruction (After school program) 4(Teachers) X (1.25) Hours X (38) Sessions X (41.98) Per hour + Fringe Benefits = \$7976.96 1(Supervisor) X (1.25) Hours X (38) Sessions X (46.34) Per hour + Fringe Benefits=\$2201.34 Total = \$10178.30
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		

<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$	<p><u>Attanasio & Associates</u> Getting Ready for the NYSESLAT and Beyond 575686375 Grade 2 Class Kit \$495.00 575686405 Grade 3 Class Kit \$495.00 57568643X Grade 4 Class Kit \$495.00 575686464 Grade 5 Class Kit \$495.00</p> <p><u>Curriculum Associates</u> New York Ready Math Kit 978-0-7609-6528-3 Grade 3 Set of 25 \$274.00 978-0-7609-6529-0 Grade 4 Set of 25 \$274.00 978-0-7609-6530-6 Grade 5 Set of 25 \$274.00 New York Ready ELA Kit 978-0-7609-6522-1 Grade 3 Set of 25 \$274.00 978-0-7609-6523-8 Grade 4 Set of 25 \$274.00 978-0-7609-6524-5 Grade 5 Set of 25 \$274.00</p> <p>Strategy Specific Reading Kit 978-0-7609-5413-3 Grade 3 Set of 15 \$399.00 978-0-7609-5414-0 Grade 4 Set of 15 \$399.00 978-0-7609-5415-7 Grade 5 Set of 15 \$399.00</p> <p>Strategy Specific Math Kit 978-0-7609-5406-5 Grade 3 Set of 15 \$399.00 978-0-7609-5407-2 Grade 4 Set of 15 \$399.00 978-0-7609-5408-9 Grade 5 Set of 15 \$399.00</p> <p>Notebooks \$343.70</p> <p>Total \$6361.70</p>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$16540.00	

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.

The primary language of the parent is determined by the interview given during the Home Language Survey. Parents are asked on the HLIS form what language they wish to be corresponded in. If a language other than English is needed, an interpreter is provided by the school for all communications with the parent. Home Language Identification Surveys and emergency cards are all maintained in our schools general office. Funds are available for paraprofessionals and school aides to be present for open school night so that translations can be made at teacher/parent request. Additional funds are provided by PS 91 to insure that all parents who do not speak English can have information adequately disseminated to them in their native language.

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.

In 2009 approximately 66% of our ELL population speaks Spanish, 5% speak Albanian, 6% speak Polish, 7% speak Arabic, and 16% speak languages other than the ones mentioned above. Approximately 10% of our student population is new immigrants. Whenever necessary a written or oral translation is provided in a timely manner to them to ensure continued participation in the school community. During PTA meetings, faculty conferences, meet the teacher and parent orientation meetings, it has been made known that translation services are available on request.

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.

PS 91 translates all important parent notifications into various languages as needed by our multi ethnic school staff. All translations are done in a timely fashion so that our parent community can be adequately informed.

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

Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by staff members with the option of being performed by an outside contractor if necessary.

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

PS 91 translates all important parent notification into various languages as needed by our multi ethnic school staff. All translations are done in a timely fashion so that our parent community can be adequately informed.

Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by staff members with the option of being performed by an outside contractor if necessary.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		495,205	
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		4,952	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		24,750	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		49,520	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____100%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental

involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 91, Queens
The Richard Arkwright School
68-10 Central Avenue, Glendale, N.Y. 11385
(718) 821-6880 FAX (718) 386-0216

Victoria Catalano, Principal
Randy Beja, Assistant Principal
Joan Geiger, Assistant Principal



“Together Everyone Achieves More”

School Parent Involvement Policy

I. General Expectations

P.S. 91Q agrees to implement the following statutory requirements:

- o The school has implemented programs, activities and procedures for the involvement of parents, consistent with section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(a)(2) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(a)(2) of the ESEA.
- o The school is incorporating this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent that, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable.
- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement are spent.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 91Q takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Parent Monthly Workshops
 - ESL Lessons
 - Saturday classes (15 sessions at 4 hrs.)
 - Test preparation
 - Parenting skills
 - Health issues
 - Building reading skills
 - Parent-Teacher Conferences
 - ELL parent orientation meetings
 - Extracurricular activities for students and parents are offered on an ongoing basis
 - Parent Coordinator works closely with parents and helps them understand school policies
 - The IEP Team conferences with parents on a monthly basis to keep them informed of their educational progress
 - The Administration provides parent surveys for parental feedback
 - The Administration works closely with parents and offers a variety of activities that foster parent participation in the school
2. P.S. 91Q takes the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Keep parents informed of all school activities
- Keep records of attendance of all meetings, parent-teacher conferences and workshops for parents
- Evaluate the effectiveness of parent workshops given by the Parent Coordinator
- Translate all documents into parents' home language
- Encourage staff to participate in school activities held after school Math Night

3. P.S. 91Q provides the following necessary technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Computer workshops on ARIS
- Surveys that measure parent satisfaction with translations and programs
- Provide orientation on health issues that allow parents to communicate with the school nurse

and discuss the needs of their children

- The IEP Team provides support for students with a disability
 - All staff members provide a welcoming environment for parents in an effort to maintain a positive relationship with the school community
4. P.S. 91Q coordinates and integrates Title I parental involvement strategies with parental involvement strategies under the following other programs: Learning Leaders and parent volunteers:
 - Learning Leaders as of 12/09
 - Parent volunteers support the school during various school-wide activities
 5. P.S. 91Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Parent surveys will help us determine the changes that need to be made in order to increase parental involvement. The Administration communicates with parents via a monthly newsletter.
 6. P.S. 91Q is committed to building strong parental involvement to improve student academic achievement through the following activities specifically described below:
 - a. The school facilitates the parental understanding of the following topics:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators by providing ongoing assessments, monitoring every child's progress and using assessments to scaffold lesson and differentiate instruction
 - b. The school provides materials and training to assist parents as they support their children's academic achievement
 - c. The school community and parents will work as equal partners to foster student achievement
 - d. The school will coordinate and integrate the parental involvement programs ARIS for parents, Acuity and other programs to address literacy math and content area standards. •
 - e. The school takes the following actions to ensure that information is sent to parents in an understandable and uniform format, including alternative formats upon request. The Parent Coordinator will conduct ongoing meetings with parents that will address a variety of school

Topics

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- training parents to enhance the involvement of other parents
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- adopting and implementing model approaches to improving parental involvement
- developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request
- involve parents in all extracurricular school activities
- involve parents in all school trips and school plays
- have parents communicate to other parents the importance of parental and school involvement
- involve parents in the development of all surveys and school activities

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a parent's needs assessment survey. This policy was adopted by P.S. 91Q and will be in effect for the period of September 2009 - June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 29, 2009.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 91, Queens
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Victoria Catalano, Principal
Randy Beja, Assistant Principal
Joan Geiger, Assistant Principal



“Together Everyone Achieves More”

School-Parent Compact

P.S. 91Q and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

PS 91Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards by providing staff development to all staff and hiring highly-qualified teachers
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall of 2009 and spring of 2010.
3. Provide parents with frequent reports on their children's progress. Specifically, the school provides reports as follows: Report Cards are distributed to parents in November, March and June.
4. Provide parents reasonable access to staff. Specifically, staff is available for consultation with parents as follows: Meet the Teacher in the fall of 2009, Parent-Teacher Conferences in the fall of 2009 and the spring of 2010 and parent conferences during teacher preparation periods.
5. Provide parents opportunities to participate in their child's class and to observe classroom activities as follows: Open School Week
6. Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools) in an organized, ongoing and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to maximize parent involvement. All parents of children participating in Title I, Part A programs (participating students) and will be encouraged to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions.
12. Provide to each parent an individual student report about the performance of their child on the State assessments.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the

State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Obey school policy
- Wear my uniform everyday to school.
- Follow the discipline code.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Student Performance Trends

- IEP students have consistently scored levels 1 and 2 on the ELA State Exam.
- All students consistently scored higher on the State Math Exam than on the ELA.
- ELL students have consistently scored lower than non-ELL's on the content area assessments.
- ELL students have had difficulty with the writing modality on the interim ELL assessments provided by Pearson.
- Our school is now a Title I SINI restructuring year 1 school due to ELL's and Special Education students not making AYP (Adequate yearly progress) on the ELA exam.

Great Accomplishments

- Our school's Progress Report scored an "A" for two consecutive years.
- Our school has been chosen to host the District's Gifted and Talented program for the last four years.
- Our school has continued to provide our students with diverse music and arts programs including Midori, Lincoln Center and the Metropolitan Opera.
- Our school has received numerous Technology Grants from the local councilman.
- Our school made a seamless transition to a new Literacy program based upon the data collected and work of the Inquiry Team.

Significant aids or barriers

- Our school like many others, has incurred serious budget cuts, therefore we lack the funds to offer additional programs both during and after school, including enrichment programs.
- Our school has a large bused population and they are often late and miss instruction. In addition, the distance hinders parent involvement with the children's education. We are currently working with the Office of Pupil Transportation to correct our busing difficulties.
- Although we have many staff members who speak several different languages, our school also has a large, diverse population of students whose parents speak approximately 20 different languages, which creates some difficulties for teachers to communicate with the parents.
- We have taken many steps to assist our ELL population so they may achieve AYP on their ELA exam.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We will implement AIS programs to target students in need of assistance.

We will support students with disabilities in order to meet and exceed standards. By June 2010, an additional 3% of our students with disabilities (SWD) will meet their annual yearly performance as measured by the NYSTP ELA Exam.

Special Education teachers will attend monthly ELA meeting with the Principal, Assistant Principals of ELA and ESL, ELA staff developer and ELA teachers to assess classroom instruction to meet student needs.

Leveled libraries will be available in all special education ELA classrooms.

Professional development on the Special Education Continuum and Collaborative Team Teaching will be ongoing.

On-site staff development with debriefing sessions to target areas of need for SWD will be provided.

We will create benchmark periods to review running records and adapt and revise where needed.

An on-site staff developer will provide modeling and instruction followed by debriefing with staff to target areas of need.

Professional development will be provided to all teachers in the use of Acuity.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

Align resources to meet the needs of ELLs and Bilingual students.

Align ELA instruction for ELL and Bilingual students with NYS ELA Scope and Sequence.

Provide professional development to teachers to improve the delivery of instruction and increase pedagogical growth.

Implement before and after school AIS opportunities for ELL and Bilingual students.

Review teachers plans to identify language objectives for English Language Learners.

Provide inter-visitations for teachers to focus on exemplary ELL instruction and methodology.

Implement AIS programs to target students in need of assistance.

Observe teachers use of ESL methodology in the classroom.

The core inquiry team will turnkey information at grade level conferences to help the grade focus on their own grades inquiry needs.

Classroom visits and walkthroughs with a focus on implementation of strategies on target skills.

Assessment results will be analyzed by teachers to identify student areas of weaknesses and strengths.

Lessons based upon assessment results will be targeted to individual student needs.

Student progress will be regularly monitored by classroom teachers with revision in instruction occurring as needed

3. Instruction by highly qualified staff.

The core inquiry team will turnkey information at grade level conferences to help the grade focus on their own grades inquiry needs.

Classroom visits and walkthroughs with a focus on implementation of strategies on target skills.

Provide inter-visitations for teachers to focus on exemplary ELL instruction and methodology.

Provide professional development to teachers to improve the delivery of instruction and increase pedagogical growth.

Professional development on the Special Education Continuum and Collaborative Team Teaching will be ongoing.

On-site staff development with debriefing sessions to target areas of need for SWD will be provided.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Attendance at Leadership workshops to turnkey effective strategies.

Participation in Network provided presentations to enhance effective learning.

Visitation of neighboring schools to share best practices.

Involvement in the scoring of ELA and Mathematics NYS testing to recognize implication for instructional practices.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

We will be holding evening activities to motivate parental involvement in the school including Grandparents' Night, Math Game Night and Family Bingo Night.

Our school leadership team will hold 10 yearly meetings to discuss student achievement, school plans and educational initiatives.

Develop, write and distribute a parent newsletter.

Implement the Learning Leaders program in collaboration with the parent coordinator.

Provide parents with computer training to access their own child's performance data.

Student of the Month celebrations will be held during PTA meetings.

SLT holds bake sales to encourage community spirit in the school.

Workshops will be provided on ARIS Training by school personnel to assist parents in identifying and dealing with their child's strengths and weaknesses in Literacy and Math.

Parents will be invited to more classroom celebrations.

Students will be rewarded for completed Parent Surveys which are returned to classroom teachers

Parent Coordinator will conduct Parent Workshops based upon needs of the parent population.

Parents are entered into a raffle which will motivate them to complete the surveys.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Faculty conferences include sharing of ideas and the use of data to drive instruction.

Sharing of periodic assessments at grade conferences to analyze student achievement in order to set up student interventions.

ARIS and Acuity training to facilitate greater use of student data.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

PS 91 discusses specific children during our weekly AIS meetings, who have difficulty mastering the proficient or advanced levels of academic achievement standards. We analyze the student's individual schedules to ensure that all AIS services are provided for the child with minimal disruption during Core Curriculum time. We provide AIS to those children identified as needing more assistance. Student data is constantly being analyzed for trends. When a trend indicates that additional assistance is required we provide it in a timely manner.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 91 implements all Federal, State and local services and programs as per the need of our student population.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Title 1 SINI Restructuring year 1 **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

There are a variety of causal factors impacting low student performance for our special needs children. These include:

. Some of our ELL special needs children and non ELL special need children have profound learning disabilities. These learning disabilities present challenges for our special needs children in ELA in the following skill areas:

Vocabulary, Reading Comprehension, Decoding, Writing, Perceptual Motor Skills, Fine Motor Skills, Expressive and Receptive Language Challenges and Emotional Overlays - All of these challenges impact on our special needs student’s performance in ELA.

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.

PS 91 has implemented many strategies during the 2008-2009 school year to address the causal factors for low student performance for our special needs children in ELA. These strategies include:

- . Outside and in-house staff development in The Wilson Reading Program to address phonics challenges.
- . In house professional development in Foundations to address phonics challenges in the earlier grades.
- . Professional development for better servicing the challenges of our special needs children.
- . Our Inquiry Team has targeted writing for our entire school. Their exploration into these skill areas has led them into new challenges that our special needs students face.

² School Under Registration Review (SURR)

- . PS 91 added an additional guidance counselor to help service our special needs population.
- . Our school part time bilingual school psychologist and our full time school psychologist are providing in house counseling.
- . We have OT and PT service providers on our staff to help address the needs of children.
- . We have three speech teachers that help address the expressive and receptive language challenges our special needs students present.
- . Our special education teachers stream students into core curriculum areas whenever possible.
- . Our special needs ESL students are fully serviced by certified ESL instructors.
- . PS 91 has incorporated technology into the classrooms to help service our special needs population in ELA through the use of Smart Boards and computers.
- . Small groups in extended day to address student needs.

All of these strategies have made an impact on the ELA instruction for our special needs children in PS 91.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

In an effort to make a school wide improvement we will implement professional development using the professional teaching standards. This will be provided through a Formative Assessment System using the Santa Cruz Model to embed effective teaching habits. Through this model teachers will be instructed on how to engage our lower performing students in learning. Reinforcement will be given to teachers on how to set up an effective learning environment so that our children have the best opportunity to succeed. Through this model teacher will receive reinforcements on how to organize subject matter using specific instructional strategies that are appropriate to the student's level. Further staff development will encourage planning instruction to foster student learning and to establish and articulate goals. Teachers will be reminded of the importance of assessing learning by collecting and using multiple sources of information to guide instruction. Finally teachers will be encouraged to develop as professionals by reflecting and establishing professional goals and pursuing opportunities to improve practice. All of these standards will help our special education and ESL students excel.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Inter-classroom visitations will be used to bolster ideas and the transfer of good teaching practices to all of our staff. New teachers will be provided an on-site mentor that will provide, quality mentoring as a way of retaining and improving student achievement as well as supporting teachers as they navigate the challenges of classroom life.

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

We developed a parent letter in different languages and put it in each students backpack to inform parents of our school status.

We are having a PTA meeting to address concerns and allow for parent participation to help our school achieve its goals.

We created a parent newsletter to keep parents updated on school progress.

We have a full time parent coordinator available to answer questions and address parent concerns.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)³ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

³ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

– **English Language Learners**

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

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

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

A team including the principal, SLT, the Inquiry Team and in consultation with the faculty reflected on these findings and found that the finding was relevant to our school's educational program since Columbia Teachers' College Reading and Writing Program did not fully meet the needs of our students. For example, the Teachers' College program material were not adequate to meet the needs of all learners, particularly ELLs, students with disabilities and struggling readers.

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

Applicable Not Applicable

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

The evidence supporting the findings included the Writing Continuum, Running Records and the ELA scores, and the Item Analysis reports of the predictive ELA exam.

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

Our school addressed the needs of the students by implementing a new Comprehensive Literacy Program which includes differentiated, small group instruction which specifically targets lower functioning, ELL, Special Needs students and provides enrichment for our talented and gifted students through the IIM Research Program (Independent Investigative Method).

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.

Our school utilizes the March to March state calendar to verify that the children are taught the necessary skills for the May State Math Exam.

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

X Applicable Not Applicable

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

Our students' scores on the State Math Exam support the relevance of this finding to our school's educational program.

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

Our teachers supplement the Everyday Math program with relevant programs such as STAMS and Rally, and also rearrange the sequence of the lessons based on students' needs to cover the content areas required for the state exam.

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.

We will assess whether this finding is relevant to our school's educational program in consultation with the principal, Literacy Coach and classroom teacher inter-visitations.

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?

The relevance of this finding to our school's educational program is supported by the fact that we utilize a new Comprehensive Literacy Program, as well as portions of the Teachers' College Workshop Model program, which promote the use of direct instruction, independent student work, differentiated lessons and reading/writing in the content area.

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.

Our school has addressed this issue and determined that direct instruction and independent student work is what is needed based upon the results of our Quality Review and the teachers' assessment of the students' need for basic literacy skills.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM⁴)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

We assess whether this finding is relevant to our school's educational program by reviewing the Everyday Math program in addition to consultation with the principal, staff developer and classroom teacher inter-visitations.

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

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

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 other activities that our school implements in addition to independent seatwork and hands-on learning activities in Math include teacher generated math projects to enrich the Everyday Math program, Family Math Game Night, school-wide 100th Day of School Math celebration, a Math fair and a school-wide attendance graph.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Our school assessed whether this finding is relevant to your school's educational program by consulting with the principal and the payroll secretary.

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 evidence that supports the relevance of this finding to our school's educational program is that the number of new teachers requiring mentoring has decreased this year, and we also found the statistical data supporting this finding on the school's DOE webpage.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed 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.

We determined whether this finding is relevant to our school's educational program by consulting with the principal and the ELL Coordinator.

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

X Applicable Not Applicable

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

The evidence that supports the relevance of this finding to our school's educational program is that although ELL Professional Development opportunities are usually posted in the main office, based upon budget constraints, email announcements concerning ELL professional development is communicated solely to the ELL teachers.

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.

Our school will address this issue by clearly labeling the Main Office Bulletin Boards and reporting in a weekly newsletter reminding teachers to review the professional development postings thereby making it available to the entire staff.

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.

We determined whether this finding is relevant to our school's educational program by consulting with the ELL Coordinator and administration.

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?

The evidence that supports the relevance of this finding to our school's educational program is that the ELL teacher verbally provides the classroom teacher with NYSESLAT levels for each of their students and the required schedule of services for each student.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We assessed whether this finding is relevant to our school's educational program based on consultation with the Special Education Supervisor, the IEP team and all other service providers.

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 evidence that dispels the relevance of this finding to our school's educational program is the fact that the general education teachers are provided with copies of the IEP for their students and are informed of accommodations and modifications that would help support their students by the individual service providers as well as the IEP team.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Our school has assessed whether this finding is relevant to our school's educational program by our review of the IEP goals of each individual student and the requirement of all students to complete a state exam on the grade level in which they are enrolled regardless of their academic level.

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

X Applicable Not Applicable

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

The IEP students' scores on the enrolled grade level state exam is the evidence that supports the relevance of this finding to your school's educational program.

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.

Our school addresses this issue by familiarizing these students with the higher level text of the grade level state exams and by teaching these students the strategies required for these exams through customized plans and activities.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

PS 91 had 3 students who fall into this category.

2. Please describe the services you are planning to provide to the STH population.

PS 91 provides counseling, school supplies, needed clothing, medical services and transportation when needed to all of the students who fall into this category.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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