



P. 224Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75Q224
ADDRESS: 252-12 72ND AVENUE, BELLEROSE, NY 11426
TELEPHONE: (718)831-4024
FAX: (718) 831-4026

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P. 224Q SCHOOL NAME: P. 224Q

SCHOOL ADDRESS: 252-12 72ND AVENUE, BELLEROSE, NY 11426

SCHOOL TELEPHONE: (718) 831-4024 FAX: (718) 831-4026

SCHOOL CONTACT PERSON: Desmond Park EMAIL ADDRESS: dpark@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Anita Katz

PRINCIPAL: Desmond Park

UFT CHAPTER LEADER: William Barron

PARENTS' ASSOCIATION PRESIDENT: Gwen Sacks/Joseph Tola

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: Network 1

SSO NETWORK LEADER: Adrienne Edelstein

SUPERINTENDENT: Bonnie Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Desmond Park	*Principal or Designee	
William Barron	*UFT Chapter Chairperson or Designee	
Gwen Sacks	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joseph Tola	Member/ PTA Co-President	
Anita Katz	Chairperson	
Danielle M. Hughes	Member/Assistant Principal	
Rochelle Spitzer	Member/UFT	
Claire Skody	Member/UFT	
Arlene Hofler	Member/UFT	
Peter Garcia	Member/PTA	
Shelley Burt	Member/PTA	
Paula Thomas	Member/PTA	
Deborah Mecir	Member/PTA	

Lisa Kruger	Member/PTA	
-------------	------------	--

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P224Q is a school for children with special needs and consists of 8 cluster sites serving approximately 430 students in 48 classes, grades Pre-K to 8. Students characteristically display emotional deficits, severe developmental delays, hearing impairments and many fall within the autistic spectrum. They have typically experienced failure in the traditional school setting and require highly specialized instructional programs and interventions to meet their variety of needs. Some students are served in self-contained buildings and others are housed at cluster sites in local community schools. The majority of students come from several community districts in Queens.

Our P710 site is in a self-contained building and contains 8 classes with 8:1:2 staffing ratios for Pre-K students with a disability. This site serves as a model setting and resource to both the district and regional schools to share techniques and strategies that are successfully used in these classes. All classes at the P26 site serves students with autism grades K-3, thus allowing us to continuously provide for more of our students from P710 who turn 5 and are diagnosed with autism.

P224 also services 5 classes of students with hearing impairments at our 115, 186 and 158 sites. These students participate with their general education peers in lunch, cluster subjects and other integrated activities.

Across our 7 community school sites, PS26, PS115, PS178, PS186, PS205, PS/IS 266 and IS158, students are taught in classes with 6:1:1; 8:1:1, and 12:1:1 staffing ratios and have opportunities for both academic and non-academic mainstream and integrated activities. We continue to maintain 5 inclusion classes at 4 of our sites and sustain a successful collaborative team teaching Pre-K class at our PS186 site. We continuously seek to build bridges within our co-located schools to help them develop a better understanding of the nature of our students so that opportunities for mainstreaming and integrated activities can be expanded.

Teaching methodologies and curricula differ with each disability. NYC core curricula is followed by both alternate and standard assessment students and supported by both a variety of additional programs, which this year will include *S.M.I.L.E.*, *Lakeshore Assessment and Treasures* as well as academic intervention services. All staff and parents will be trained in using the new A.R.I.S. reporting system which will help promote quality instruction and planning. Components of Applied Behavior Analysis (ABA), Treatment and Education of Autistic and related Communication handicapped Children (TEACCH), Picture Exchange Communication System (PECS), Verbal Behavior and Natural Environment Teaching (NET) are used to produce desired outcomes with the preschool and autistic students. In collaboration with the New England Center for children we are piloting Autism Curriculum Encyclopedia (ACE) to help improve pedagogy for this population. The Power of Choice (POC) behavior management program is successfully implemented with our behaviorally challenged students. This year, to complement this program, we are collaborating with Yale University who are supporting us in piloting *Emotional Literacy-a program* to deepen the children's understanding of their feelings and to teach strategies in coping with their feelings while remaining on task. Parents will be an integral part of this program as well.

We value parents as an essential component in promoting successful outcomes for all students. As a result, communication with parents is a priority. Daily communication sheets; monthly parent workshops and frequent newsletters disseminate information about student progress, new strategies, interventions, and resources for students. In addition our on-going collaboration with Quality Services for the Autistic Community (QSAC) and Resources for Children with Special needs provides a myriad of supports for families.

P224's mission is to work collaboratively with staff, parents and outside agencies to create learning environments that are nurturing, supportive and accepting while still challenging students to reach their highest potential. Our learning environment is one that communicates feelings of respect and appreciation. We are committed to assessing, instructing, and shaping behaviors through high quality instruction and practices so that our students can achieve outcomes that include building positive relationships, acquiring life skills and developing independence. This is supported by our strong Parent Teacher Association (PTA) and School Leadership Team (SLT).

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. Q224							
District:		75	DBN:	75Q224	School BEDS Code:		307500014224		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	66	67	69		90.9				
Kindergarten	26	10	50						
Grade 1	33	10	32	Student Stability - % of Enrollment:					
Grade 2	39	23	38	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	44	29	31		87.1		89.9		
Grade 4	42	29	31	Poverty Rate - % of Enrollment:					
Grade 5	33	39	29	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	8	11	21		69.5	66.7	0.0		
Grade 7	13	8	15	Students in Temporary Housing - Total Number:					
Grade 8	8	13	15	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		3	2	4		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		0	2	4		
Ungraded	75	155	89	Special Education Enrollment:					
Total	387	388	420	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	321	321	356	Principal Suspensions	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	66	67	64	Superintendent Suspensions	2	5	2		
Number all others	0	0	0	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	27	0	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
# receiving ESL services only	7	29	27	Number of Teachers	84	89	95		

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	34	20	16	Number of Administrators and Other Professionals	11	68	71
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	68	65
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	98.9	97.9
	1	0	0	% more than 2 years teaching in this school	81.0	86.5	84.2
				% more than 5 years teaching anywhere	72.6	69.7	67.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		100.0	99.0	98.0
American Indian or Alaska Native	1.3	0.8	1.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.2	93.7	98.4
Black or African American	38.0	35.8	32.4				
Hispanic or Latino	23.0	22.7	25.5				
Asian or Native Hawaiian/Other Pacific Isl.	13.2	14.7	14.5				
White	24.6	26.0	20.0				
Male	77.5	80.2	74.3				
Female	22.5	19.8	25.7				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:				Overall Evaluation:		W	
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data		W	
School Environment:				Quality Statement 2: Plan and Set Goals		W	
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals		W	
School Performance:				Quality Statement 4: Align Capacity Building to Goals		W	
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise		W	
Student Progress:							
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:							
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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

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

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

In conducting the needs assessment for P224 we looked at several sources that provided both quantitative and qualitative data gathered on each of the different special needs populations in our school. The quality review provided feedback on what P224 does well, and provided suggestions on how we might improve in some areas. The main assessment tool used for preschoolers with disabilities is The Assessment of Basic Language and Learning Skills (ABLLS). Teachers also collect additional data on these students in the areas of communication, social skills and behavior in order to differentiate instruction and measure student progress. Similar data is used for elementary students with autism. In addition to those assessments, The Brigance Inventory is used to measure performance for elementary students with autism and the alternate assessment population. Alternate assessment students in targeted grades are also assessed using New York State Alternate Assessment (NYSAA) data-folios. Data on Standard Assessment students is gathered from: state testing in English Language Arts (ELA), Math, Social Studies and Science, Performance Series Scantron, Quantitative Reading Inventory (QRI) IV and Fountas and Pinell Reading Levels. Progress in behavior is measured by reviewing data in Online Occurrence Reporting System (OORS), School Wide Information System (SWIS) and by analyzing individual behavioral progress charts. Essential to understanding growth across all student populations is the review of teacher assessments, supervisor observations, reports from related service providers and review of progress towards Individualized Education Plans (IEP) goals. Furthermore, all students have portfolios comprised of work samples and teacher assessments in all core subjects that are also reflective of progress. Inquiry or Action Research teams developed to improve outcomes for each of the disability groupings also provides data for targeted groups. All teachers now use Achievement Reporting and Information System (ARIS) which, while providing some of the aforementioned information, also provides other pertinent data such as attendance. Finally, Learning Surveys were reviewed to provide feedback to ascertain if significant findings could serve to improve student outcomes.

Quantitative Data Summary

An analysis of the complete battery of state and in-house assessments administered to standard assessment students in all subjects continue to reveal that they demonstrate greater ability in class performance, as evidenced by non- standardized and teacher made assessments. Students also generally perform better the longer they have been receiving special education services. However, students demonstrated significant progress in all state tests.

English Language Arts

Three-year trends indicate that students exhibited an overall decrease of 21% in level I, an increase of 10% in level II as well as an increase of 11% in level III on the New York State ELA assessment.

Delving further into the three-year trends illustrate students' performance by grade. Students in grade 3 demonstrated a decrease of 17% in level I, an increase of 10% in level II and an increase of 7% in level III, while grade 4 students experienced a decrease of 8% in level I and an increase of 7% in level II. In addition, students in grade 5 exhibited a decrease of 38% in level I, an increase of 15% in level II, and a significant increase of 23% for level III. Students in grade 6 did not show the same level of growth. These students experienced an increase of 18% in level II and a decrease of 18% in level III. Students in grade 7 experienced a 5% increase in level II and a decrease of 5% in level III, while grade 8 experienced a decrease of 7% in level I, a 45% decrease of level II and an increase of 42% for level III.

Students across the P224Q organization demonstrated significant achievement in the 2009 New York State ELA assessment.

In grade 3 48% of students scored Level 2 (NYC passing score) or higher
In grade 4 48% of students scored level 2 or higher
In grade 5 92% of students scored Level 2 or higher
In Grade 6 100% of students scored Level 2 or higher
In Grade 7 100% of students scored Level 2 or higher
In Grade 8 93% of students scored Level 2 or higher

Teachers administer the QRI assessment three times per year. Students in grades 3- 8 averaged a gain of increasing their independent reading level by one grade. Data from Fountas and Pinnell book levels reveal an average gain of three book levels. Our younger students made gains; however, the progress was more conspicuous in the middle grades (Grade 4, 2.59 book levels; Grade 5, 2.5; Grade 6, 12.2 levels; Grade 7, 4.16 levels; Grade 8, 2.91 book Levels).

Mathematics

Since 2007, the students across the P224Q organization have demonstrated the following trends in state Mathematics tests: an overall decrease of 29% in level I, an increase of 19% in level II and an increase of 9% in level III, while level IV remained the same.

Students in grade 3 exhibited a 45% decrease in level I, an increase of 28% in level II, an increase of 21% for level II and a decrease of 4% for level IV. Grade 4 students demonstrated a decrease of 2% and 3% in level II and III respectively. Students in grade 5 however, exhibited tremendous growth, since they displayed a decrease of 58% in level I, an increase of 42%, 8%, and 8% in levels II, III and IV respectively. Conversely, grade 6 students experienced a decrease of 14% in level I, an increase of 24% in level II, a decrease of 14% for level III and a decrease of 13% in level IV. Grade 7 students displayed a decrease of 2% and 16% in levels I and II respectively, while there was an increase of 22% in level III, and decrease of 4% in level IV. Lastly, students in grade 8 demonstrated a decrease of 43% in level I, and increases of 17% and 26% in levels II and III respectively while there was a decrease of 8% in level IV.

Students across the P224Q organization also demonstrated significant achievement in the 2009 New York State Math assessment.

In grade 3 95% of students scored Level 2 (NYC passing score) or higher
In grade 4 37% of students scored level 2 or higher

MAY 2009

In Grade 5 83% of students scored Level 2 or higher
In Grade 6 81% of students scored Level 2 or higher
In Grade 7 80% of students scored Level 2 or higher
In Grade 8 100% of students scored Level 2 or higher

Although our students demonstrated progress across all grades in both ELA and Math, there is still considerable room for growth. The work of Inquiry and Action Research Teams will continue to target specific populations of students based on the analyses of standardized and teacher-made assessments. Evidence reveals that our efforts need to focus on lower grades where behaviors significantly interfere with learning and with our elementary hearing impaired population where students scored significantly below their peer group in ELA.

2009 Social Studies and Science Assessments

In Science students in grade 4 demonstrated an increase of 14% in level I, decreases of 4% and 11% in level II and III and an increase of 1% for level IV. Grade 8 students achieved the following levels in the science assessment: an increase of 2% in level I, a decrease of 13% in level II and a 15% in level III.

In Social Studies, students in grade 5 experienced an increase of 15% in level I, decreases of 10% and 6% for levels II and III respectively. Similarly, grade 8 students' performance resulted in decreases of 5%, 4% and 1% in levels I, II and III.

Preschool

Pre-school children with disabilities have very unique needs. Most skills are emerging during these early years and it is essential that growth is measured and analyzed to ensure that optimum learning is taking place. Data from The ABLLS and other sources (i.e. Aligning ABLLS to IEP instruction form, NET, classroom checklists, data sheets, parent surveys and consultations with teachers and related service providers) all reveal that many of our students have severe deficits in communication which negatively impacts learning particularly in the area of social skills acquisition. The Inquiry Team work supported these results in their findings. As a result they developed an intensive Professional Development plan to train teachers on developing and aligning appropriate tasks with the ABLLS communication strand. These tasks were taught to a small group of intermediate learners. This resulted in a 23% increase from baseline data over four skill sets: (Receptive Language, Requesting, Labeling & Intraverbals). These practices were expanded to include all Intermediate learners and these results showed similar growth. The team and administration agree that extending this plan to include beginning learners and incorporating a social skills focus (which goes hand in hand with communication) should produce significance growth in these domains.

Alternate Assessment

Alternate Assessment students continue to perform well on NYSAA with 100% level 4 scores in ELA, Social Studies and Science and 98% Level 4 in math. The Brigance Inventory, mastery of IEP goals, related service reports and teacher made assessment all show growth in targeted areas. In reviewing this data and in consultation with key stakeholders we agree that we need to continue to develop and refine assessments and instruction in the upper grades 4-8 in the areas of personal, community and prevocational domains. Likewise in the lower grades K-5 we agree that it is necessary to appropriately assess students more globally to show growth over time in all areas. While the Brigance Inventory provides data to identify strengths and weaknesses to inform instruction it is limited in its ability to report growth. Likewise targeted IEP goals show growth in only a few targeted areas. Therefore in conjunction with our District we are piloting an assessment from Lakeshore that looks promising in meeting these needs. Furthermore, we will pilot a reading program SMILE (Structured Methods in

Language Education) that will provide targeted reading instruction to this population with an assessment that will measure growth in several domains.

Behavior

In reviewing data from September 2008-June 2009 on behaviors gleaned from OORS, SWIS and behavior management level charts, a 25% decrease in acting out behaviors with the Emotionally Challenged student population and a 75% reduction in suspensions were noted. However, recent data for the month of September 2009 from these measures has shown a marked increase in acting out behaviors. Our behavior "Action Research" team in consultation with teachers, counselors and administration agree that this is due to the fact that: 30% of the students are new to the P224 organization; 1/3 of the teachers are new either to the school or to working with this population and the main site where this K-5 population is housed added 2 more classes of Emotionally Challenged students. The Power of Choice (POC) behavior management system while effective last year has to be re-taught to students and teachers in order for it to become an effective behavioral management tool. The Action Research team also looked to our district for behavioral support and as a result we will pilot a program "Emotional Literacy" which will complement the POC system by helping students to develop strategies to identify and manage their emotions while completing the tasks required of them.

Greatest Accomplishments

The 2008-2009 Quality Review assigned P224 an overall rating of "Well-Developed". It indicated that this is a highly effective school that is student-centered at the same time as being data driven. Teachers in all core subjects use data to set targets and monitor progress against these frequently. Expectations are high while respecting each child's special needs and challenges.

The administration has put much effort into improving communication with parents and staff. This year 100% of staff maintains active email accounts. Through this medium the administration disseminates pertinent information weekly to all staff in the Principal's Weekly and staff is encouraged to email concerns and questions to the principal as we are a multi-sited organization and access to the principal can be difficult for staff at off sites. Similarly, the Parent Coordinator and Principal initiated a monthly newsletter "The Conveyor" which continuously informs parents of important information and resources. Through this newsletter parents are kept informed about our CEP goals, Inquiry team goals and the progress we were making toward meeting those goals. Community resources are provided and continuously updated. As a result of this there was a 26% increase in teacher participation in the learning Survey and overall scores rose in the communication strand in the survey. There also was a significant increase in parent participation in school events such as Parent Workshops, Family day, PTA meetings and the "My Family and Me" program.

Our Pre-school site for students with disabilities continues to be an exemplary program. This year in order to focus instruction; we collaboratively created a more targeted planning tool for teachers (Cycle of Planning) which aligned the IEP and The ABLLS (Assessment of Basic Language and Learning Skills) to instruction while making goals more transparent for all stakeholders. This: along with the numerous successful programs that have been established, new initiatives such as "Getting Ready to Learn" and continued support from our Autism coach have resulted in 75% of articulating students moving into less restrictive settings.

We continuously challenge students to become more independent and where possible move along the continuum toward less restrictive programs. This year 12 students in K-8 were availed to mainstreaming opportunities in different subjects. Six students were decertified and 10% of students who relied on the support of paraprofessionals were able to progress to being independent in their current class settings.

P224 continues to seek to develop quality Professional Development for all staff. This year staff was invited to participate in developing Professional Development Plans. These plans were aligned to the Professional Teaching Standards. Administrators reviewed these plans and helped staff select appropriate standards and aligned PD to their plans. While staff availed themselves to ample opportunities offered by the district and city, we focused resources on using our highly skilled staff to deliver in-house PD both during and after school hours. We aligned our budget resources to meet this need. Staff overwhelmingly agreed that the PD delivered by peers was highly effective.

Significant Barriers

While significant accomplishments have been made several barriers continue to impede greater academic and social progress:

- Many of our standard assessment students show growth in class and school-wide assessments but fail to show growth on standardized tests. These students have emotional disabilities that are compounded by the cycle of failure that results from this process. Furthermore, while successful programs are in place to manage behavior there is a large movement of students into and out of the program both throughout the year and at the end of the year. As a result data to chart progress is often negatively skewed
- Measuring progress over time in Mathematics is a challenge. Since state standard assessments often do not accurately portray growth for students with emotional challenges we rely on in- house assessments from the Everyday Math curriculum. We find these tests are better used for placement rather than to chart growth. Finding assessments that are aligned with this curriculum is a challenge. We are collaborating with our district to research and find an appropriate math assessment.
- While there are many assessment tools to measure standard assessment progress we continue to struggle to find appropriate instruments that measure growth and chart progress with the alternate assessment population. This year the district in collaboration with the city is supporting several initiatives which we will be part of to help appropriately assess this population
- Seven of our eight sites are co-located in community school buildings. Obtaining space and equity for students is a constant struggle at several of our sites. An outgrowth of this problem is a shortage of mainstreaming and inclusion opportunities. While the city this year has mandated all buildings with 2 or more schools to form building councils to address such issues D75 is still not recognized as a second school in a building which perpetuates these uncooperative practices. We are building bridges with one of our co located schools in the hope of expanding our inclusion program for the school year 2010/2011.
- We believe that a good Professional Development program is paramount to providing excellence in teaching. The Quality Review suggested that we improve upon our Professional Development program. There are now only 2 full professional development days allotted per year by the Dept of Education. We often have to meet several times per month during teachers prep periods to disseminate information. Teachers complain that this often takes from their planning time. While we are using create scheduling and have increased the number of offerings for in-house afterschool training sessions it is putting a strain on our budget which was greatly reduced this year.

External Barriers to progress

- Our 710 site, pre-school children with disabilities is in a self contained building. While this has many advantages the main barrier is that students are not exposed to their non disabled peers. Teaching communication and social skills is an integral part of the program and children would benefit from their non-disabled peers to serve as role models.
- Pre-school children need opportunities for daily physical activities to build and develop social and gross motor skills. This is especially important for students with disabilities. 710 is in need

of a playground where such activities can take place. The administration and PTA have encountered numerous obstacles in this endeavor because this building is leased. This year we fought hard to secure considerable funding from the Queens Borough president's budget to build the playground but again obstacles encountered through leasing agreements and the city resulted in these funds having to be forfeited. We continue to work with the president's office to try and resolve this situation.

- Elementary students with Autism are housed in a non air-conditioned building which has a significant impact on learning and behaviors during hot weather. This negative impact is further exacerbated when these students must be moved to an air-conditioned site for the summer in order to comply with providing a 12 month school year mandated on their IEP. The PTA and administration have successfully moved the school to the top of the priority list for the five year capital gains plan.
- The mandates of English Language Learners are not fully met due to an allocation of 1.5 ELL teachers. While we serve on average 45 -50 students these students are located in 7 different sites, range in ages from K-8 and are from different disability groupings. Such barriers make it impossible to fall into full compliance with the teacher allocation that is budgeted to us by the city.

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.

Standard assessment students in grade 3 and 4 will increase reading comprehension by learning strategies that will develop their ability to make inferences.

1. By June 2010, standard assessment students in grades three and four will increase reading comprehension as evidenced by a 10% increase from baseline data in their ability to infer information from expository and narrative texts as measured by QRI, Scantron, Treasures and teacher-made assessments.

Using the Lakeshore SANDI assessment tool to drive instruction, alternate assessment students in grades K-5 will increase English Language Arts skills.

2. By June 2010, 75% of students in alternate assessment (12:1:1/8:1:1) in grades K-5 will increase their English Language Arts - Reading/Writing skills as evidenced by a 5% increase in baseline scores using the *Lakeshore – S.A.N.D.I.* assessment

Teachers will use The ABLLS assessment to create instructional tasks and strategies that target and accelerate the learning of communication and social skills of preschool children.

3. By June 2010, beginning preschool students will increase social and communication skills as evidenced by a 15% increase from baseline data gathered over 6 targeted strands in the ABLLS assessment (2 in social skills and 4 in communication)

In order to improve the learning of Emotionally Disturbed students we will increase their ability to manage behaviors through teaching them to identify their feelings and to increase their repertoire of strategies to deal with those feelings.

4. By June 2010, there will be a decrease in inappropriate student behaviors (ED classification) as evidenced by all students reaching and maintaining Level 2 on the Power of Choice Behavior Management system

In order to improve instruction we will initiate and implement a school wide professional development plan aligned with the Santa Cruz Professional Teacher Standards (PTS).

5. By June 2010, teachers will improve their pedagogical skills as evidenced by 100% of teachers developing a personal Professional Development plan which includes implementing three instructional goals that are aligned with the elements of the Professional Teaching Standards.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, standard assessment students in grades three and four will increase reading comprehension as evidenced by a 10% increase from baseline data in their ability to infer information from expository and narrative texts as measured by QRI, Scantron, Treasures and teacher-made 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>	<ul style="list-style-type: none"> • August 2009: Administration and Literacy Coach review ELA assessments results from 2008-2009 to determine needs. Team crafts Literacy goal for 2009-2010 school year • August 2009, the curriculum team, composed of administration, coach and teachers will meet to develop the action plan for the development of the literacy goal which includes the implementation of the Treasures Balanced Literacy Program. • September 2009, the Administrative Team will disseminate the goal to staff and parents • September/October: teachers administer QRI, Scantron and Treasures assessments to determine baseline • October 2009, The Treasures contractor will conduct Professional Development on the implementation of the Treasures Program to all teachers • October 2009: Administration and staff brainstorm to develop a toolbox of appropriate strategies for teaching students to infer • January 2010: Teachers will conduct mid year assessments and analyze data to show student growth in using inferential skills • June 2010: Teachers will conduct end year assessments and analyze data to show targeted growth • Ongoing: Coach and administration conduct grade conferences and staff development on teaching students to use these strategies. • Ongoing: Teachers will attend school-based meetings/trainings (Treasures representative) to address strategies to improve inferential skills. • Ongoing: All staff access on-line Treasure support to increase repertoire of inferential strategies and improve teaching skills.

	<ul style="list-style-type: none"> • Ongoing: Staff will establish an ARIS community to share best practices in teaching students to make inferences • Ongoing: Administration will conduct Grade Conferences to bolster the staff's ability to read and interpret data 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Allocate funds for curriculum and materials (Code 100 & 337) • Allocate per session funds for staff development • Allocate monies for teachers' attendance in workshops • Employ creative scheduling to facilitate building capacity through common planning sessions and streaming 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • September/October 2009, teachers will administer assessments to establish baseline data • January 2010, midyear assessments conducted to show 3% increase from students' baseline data • May 2010, a 10% increase noted from baseline data • Ongoing: Curriculum team will collect data to assess students' individual and class wide progress monthly • Ongoing: Teachers will incorporate weekly/bi-weekly assessments into their class routines to assess students' progress and to identify corrective measures to be implemented if benchmarks are not reached • Ongoing: Students ability to make inferences will be observed during formal and informal observations 	

Subject/Area (where relevant): Alternate Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 75% of students in alternate assessment (12:1:1/8:1:1) in grades K-5 will increase their English Language Arts - Reading/Writing skills as evidenced by a 5% increase in baseline scores using the Lakeshore – <i>Student Annual Needs Determination Inventory</i> (S.A.N.D.I). assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • September 2009: - Administrators attend overview of (Lakeshore/S.A.N.D.I.) program offered by D75 to be used with 12:1:1/8:1:1 Alternate Assessment students • September, 2009: Administration requests from district to pilot program at P.S. 205Q site • September 2009:- Administrators select teacher participants for pilot program training • October 2009: Participating teachers and administrators attend 2 day training on Lakeshore Assessment • October, 2009: – Orders placed for new assessment materials • November 2009 – Trained staff and administrators disseminate pilot program to staff • November 2009 – Teachers administer S.A.N.D.I pre assessment to all AA students at 205 • November 2009 – Teachers use pre- assessments information/data to craft I.E.P. goals • Ongoing: – Teachers develop lessons that follow aligned curriculum (AGLI's) to improve English Language Arts - Reading/Writing skills • February 2010 – Teachers administer Mid Year assessments • May/June 2010 – Teachers conduct Final Assessments and review results for targeted gain. • Ongoing – Teachers meet to discuss/share while processing and mastering new material – during faculty conferences, grade conferences, and common planning times and on dedicated ARIS community • Ongoing –D75 Network meetings to review and analyze data in order to determine next steps • Ongoing – Staff attend follow up D. 75 professional development on Lakeshore program • Ongoing – Teachers work with Administrators & D. 75 coaches on site while implementing Lakeshore pilot program • Ongoing throughout Spring semester – Teachers, Administrators, and D. 75 Coaches review progress on I.E.P's via D. 75 S.A.N.D.I. data collection form; teaching strategies are revised as necessary to ensure progress
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Allocate monies for curriculum and materials (code 100, 337) • Allocate Per Session money for staff development • Allocate Per Diem monies for workshop attendance • Use creative scheduling to provide building capacity through common planning sessions and streaming

Indicators of Interim Progress and/or Accomplishment

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

- **By September 2009**, materials selected and purchased
- **By October 2009**, teachers selected and workshops attended
- **By November 2009**, ongoing staff development on new program
- **By November 2009**, Pre-Assessments administered
- **By February 2010**, Mid Year Assessments administered to assess for 2.5 % gain
- **By June 2009**, Final Assessments conducted
- **June 2009**, results indicate a 5% increase in ELA skills when comparing pre & post assessments

Subject/Area (where relevant): Pre-K Communication and Social Skills

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, beginning preschool students will increase social and communication skills as evidenced by a 15% increase from baseline data gathered over 6 targeted strands in the ABLLS assessment (2 in social skills and 4 in communication)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • August, 2009: Administration meets with Lead Teacher to discuss needs of preschool population. Team identifies needs and crafts goal. • September, 2009: Action research team is established to research appropriate and effective strategies aligned to The ABLLS strands in Social Skills and Communication. • September/ October, 2009: Multidisciplinary teams in collaboration with teachers administer The ABLLS to all students. Baseline data in targeted strands is established. • October, 2009: Review IEP goals and objectives (established by CPSE) and revise where appropriate. • October, 2009: Administration, Action Research team and Lead Teacher review data and plan Professional Development to focus aligning assessment with instruction to improve social skills and communication. • October, 2009: Communication sent to parents outlining goal and how daily communication log to parents will reflect progress toward mastery of this goal. • November 3rd, 2009: Lead teacher in collaboration with Action Research Team and speech providers deliver PD to all staff on strategies to improve social skills and communication. • February, 2010: The ABLLS is re-administered and data is analyzed to chart progress toward meeting goals. • February 2010: Staff and parents are informed of progress toward meeting goals through weekly communication to staff and monthly newsletter to parents. Suggestions and strategies to maintain progress are addressed. • On-going: Assistant Principal and Lead teacher review “Learning Objective Weekly Data Sheets” to ensure progress or to revise strategy used to teach objective. • Ongoing: Each member of Action Research Team selects 2 teachers to mentor in the creation of tasks and teaching of strategies. Teachers meet daily during professional activity period at end of day with their mentors. Opportunities for inter-visitation are established. • Ongoing: Preschool professional development days are used to reflect on effectiveness of current practices used to teach social skills and communication and to introduce new strategies. • June, 2010: ABLLS is re-administered and data gathered is analyzed against baseline data to reflect growth.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Code 689 for professional development • Code 100- instructional supplies • Per diem teacher sub money • Per session monies for planning
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Ongoing: Progress in Social Skills and Communication charted on “Aligning IEP an ABLLS to Instruction” data sheets. • Ongoing: PD and grade conference agendas • Ongoing: Cycle of Planning charts reflect growth in targeted skills. • Ongoing: Daily communication log reflects growth in targeted skills. • Ongoing: Informal and formal observations of teachers by AP • By February 2010, an increase of 7% will be reflected on The ABLLS assessment from baseline data gathered in September. • By June 2010, an increase of 15% will be reflected on The ABLLS assessment from baseline date gathered in September.

Subject/Area (where relevant): Behavior

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a decrease in inappropriate student behaviors (ED classification) as evidenced by all students reaching and maintaining Level 2 on the Power of Choice Behavior Management system</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • August 2009: Behavior Committee including principal, AP, behavior specialists and teachers review behavioral data (SWIS, OORS, Bus write-ups and FBA's) from school year 08/09 and behaviors described in Site Offers or if available records for incoming students. From data analyzed school wide behavioral needs are established. • August 2009: Behavior Committee develops behavioral goal and plan of action for school year 2009/2010. • September 2009: Behavior Specialists and AP train new teachers and retrain all current staff on POC during grade conferences and lunch meetings. • September 2009: Updated POC handbook is delivered to all staff and students. • September 2009: Students are trained in POC by teachers and Behavior Specialists. Students develop behavioral goals aligned with school- wide goal. • September 2009: Team meets with District Coaches who introduce and review Emotional Literacy and plan November roll out. • October: During faculty conference, behavioral goal and plan of action are reviewed with staff. Goal and plan are posted in ARIS P224 resource page. • November: On November 3rd (Election Day PD) all staff working with ED students is trained in Emotional Literacy. • November: Students are introduced to Emotional Literacy by teachers and Behavior Specialists. • November: Training is delivered to parents at Parent Workshop in Emotional Literacy and POC to support targeted goals at home • Ongoing: District coaches work with Behavior Committee and teachers to ensure that timelines for introduction of "Anchors" of Emotional Literacy are being met and successfully implemented. • Ongoing: Teachers and behavior specialists teach students strategies to manage their feelings so that they can complete the tasks required of them. • Bi-Weekly: Behavior specialists review POC system/ Emotional Literacy and code of conduct with students. Students develop and revise behavioral goals where appropriate. Behavior Specialist and AP review level sheets weekly to check for appropriate recording and progress toward goal. • Ongoing: Behavior team meets monthly to review monthly data /trends, targets students for FBA review and monitors progress toward meeting school-wide goal. • Ongoing: Progress is reported to staff in Principals Weekly and to parents in Monthly Newsletter by announcing those students who have reached level 2/ 3 or 4.

	<ul style="list-style-type: none"> • Ongoing: Student success in reaching targeted levels is celebrated in monthly assemblies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Code 100- instructional supplies • Code 402- SWIS • Per diem teacher sub money • Teacher /Para after-school per session • Monies allocated for DOE and D75 Professional Development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • By mid November all staff and students will be trained in POC and Emotional Literacy. • By March 2009 all “Anchors” of Emotional Literacy will be in place and used effectively. • Monthly review of students on targeted levels will support interim target of: 30% of students on targeted levels by November 2009 , 60% on targeted levels by March 2010 and 75% on targeted levels by June 15th 2010 • A 20% decrease will be noted in SWIS, OORS and Intervention Room data from November to June 15th. (10% by February 2010, 17% by April and 20% by June 15th 2010). • A 15% decrease in bus write-ups will be noted from November to June 15th 2010 (5% by February 2010, 10% by April 2010 and 15% by June 15th 2010). • A 5% decrease in students needing Crisis Management Paraprofessionals will be noted by June 2010.

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, teachers will improve their pedagogical skills as evidenced by 100% of teachers developing a personal Professional Development plan which includes implementing three instructional goals that are aligned with the elements of the Professional Teaching Standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • August 2009: Administration and coach meet to create a staff development plan to improve instruction. • September 2009: Administration outlines and explains plan and timeline for implementation to staff on first day of school September 7th. • September 2009: Administration and coach conduct grade conferences to review plan and related documents such as self reflection sheet and PTS. Documents are put on ARIS P224 community resource page. • September 2009: Staff develops a “draft” of their personal PD plan aligned with PTS. • September /October: Staff in collaboration with administration reviews /revises and finalize plan. • October 2009: All staff creates and maintains a Professional Development Plan binder which includes: Self Assessment/ Goals/ Targeted PTS and assessment of all aligned professional development opportunities. • October 2009: Administration and coach review teacher plans and develop school wide professional development plan which includes opportunities for PD both in-house and at district and city level to support teacher goals. • Ongoing: Administration and coach focus discussion and instruction on the most selected standard (from teacher PD plans) during faculty conferences, grade conferences or other PD opportunities. • January/February, 2010: Administration will meet with teachers and review progress toward their goals. • May/ June 2010: Administration conducts a final review of goals with teachers • On-going: Administration conducts formal and informal observations focusing on selected Professional Teaching Standard and goals and provides feedback using either formal observation or informal observation feedback logs. • On-going: Administration maintains binder with each teachers plan and reviews feedback forms. All PD that teachers attend is reviewed through PD feedback form submitted to administration after PD attendance. • Ongoing: Coach supports and provides feedback to staff to help meet targeted goals or to revise plan to attain goal

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Code 689 for professional development • Code 100- instructional supplies • Per diem teacher sub money • Prep Coverage
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • November 2009:100% of teachers submit goals and reflection worksheets. • June 2010: 70% of teacher’s master one or more of the goals they developed and submitted. • Ongoing: 100% of teachers maintain professional binders. • Ongoing: Teacher observations. • Ongoing: Agendas of grade conferences and faculty conference • April 2010: Maintain or increase score on academic expectations on Learning Survey.

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	3	3	N/A	N/A	1	NA	NA	1
1	7	7	N/A	N/A	3	NA	NA	NA
2	15	15	N/A	N/A	9	NA	NA	NA
3	15	15	N/A	N/A	8	NA	NA	NA
4	27	25	27	27	17	NA	1	1
5	33	30	15	16	23	NA	NA	2
6	16	14	8	9	NA	7	NA	NA
7	18	15	10	18	NA	5	NA	NA
8	12	10	8	7	NA	6	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Foundations/Wilson is a service provided to the students who have difficulty decoding. Early Literacy Skill Builder (ELSB) is a phonics based program. It is used to teach young children letter recognition and letter sound relationship. Great Leaps is used for students in Gr. K-5 who have difficulty with fluency. Leap Frog, Ramp Up and Meville to Weville are used to teach and reinforce comprehension skills. Scantron resources are used to improve vocabulary and comprehension. Services are provided during the school day in small groups or in a one to one basis.
Mathematics:	These activities are used to improve problem solving skills and improve number sense and measurement skills. Everyday Math games , Education Program for Gifted Youth (EPGY) and Scantron resources are used to improve all skill areas. Services are provided during the school day in small groups or 1:1 settings.
Science:	These activities are used to teach concepts in different modalities and prepare children for the skills needed to succeed on state and local assessments. Students will complete intervention activities as outlined in the Harcourt Teacher resource book . These intervention services are aligned with the NYS standards and specifically provide mediation in writing: comparing and contrasting and 'How To.' In addition, vocabulary and graphic organizers are emphasized to improved student writing. Homework experiments extend and support the scientific method and support inquiry skills. Services are delivered during the school day in small groups or 1:1 settings.
Social Studies:	These activities are used to teach concepts in different modalities and prepare children for the skills needed to succeed on state and local assessments. Students will use leveled Social Studies Readers, Meville to Weville and magazines i.e. Time for Kids and Weekly Reader . These activities and programs specifically focus on improving skills such as map reading, analysis of data and graphing. These programs support thematic learning, ELA skills and vocabulary building. Services are provided during the school day in small groups or 1:1 settings.
At-risk Services Provided by the Guidance Counselor:	Teach students the strategies they need to maintain their behavior, interact appropriately in social settings and organize their time and materials. In the Middle School, the students work on pre-vocational skills and transitional skills . IEP mandated services are provided as well

At-risk Services Provided by the School Psychologist:	Students will be taught pre-vocational skills and transitional skills . IEP mandated services are provided as well.
At-risk Services Provided by the Social Worker:	The one fourth grader who is entitled to intervention services receives them in the form of group guidance or on an as needed basis when in crisis.
At-risk Health-related Services:	The four students requiring health related services receive assistance and information from the nurse, occupational and physical therapists and speech teachers in the form of helping them in supporting their ADL skills and understanding how to compensate in spite of their health issues.

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) K-8 Number of Students to be Served: 53 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) 9 (paras)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P. 224Q has 53 ELL students in K-8 classes with varying disabilities which include: ED, MR, MD, PDD, AU, SI, HH, and OHI. These students come from homes where the following languages are spoken: Spanish, Chinese (Mandarin), Russian, Bengali, Urdu, Arabic, Haitian Creole, Burmese, Japanese, Korean, Greek and Pashto. P. 224Q currently is serving students in a push-in/pull-out ESL program. These 53 students in the program are mandated as follows: Bilingual Instruction-28 students, ESL-25 students; however they are enrolled in 8:1:1/6:1:1/12:1:1 classes with Alternate Placement Paraprofessionals because we have no Bilingual Program. The proficiency levels of our ELL population are as follows: 80% Beginners, 13% Intermediate, 4.7% Advanced, 0% Proficient and 2.3% X-coded not tested.

MAY 2009

Our Title III instructional program will take place on 5 Saturday mornings for 3 hours each throughout the 2009-2010 school year at our main site, P.S. 186. Students will be brought by their parents and will receive this supplemental instruction from 9:00 am – 12:00 pm. During the course of the day, students will receive instruction both alongside their parents and in individual or small groups. Separate parent training will be conducted as well. In addition to the Saturday instructional program, we will offer an early morning supplementary program at 2 of our sites (P.S. 186 & P.S. 205Q). Students can be brought to school on Tuesday, Wednesday & Thursday mornings at 7:30am during December, January, February and March (totaling 22 sessions) to work in small groups with our ESL teachers. Our program will consist of using both our previously ordered technological devices purchased from the **LeapFrog** company and new material ordered from the company over the next few weeks. Our program will be offered to all our current ELL students and we plan to be able to accommodate all students whose parents wish to participate. The focus of this supplemental program will be to increase students' acquisition and competencies of skills in the area of ELA and help build their language skills using the **LeapFrog** technology.

We propose that our \$15,000.00 budget be used in the following way: The direct instruction model described above and the purchasing of additional products by the *LeapFrog* Company, including the *Family Involvement Kit*, *Read-It-All Kits*, and *Language First Theme Kits*, will be ordered. These products have proven to be very useful in enriching English language and developing essential oral language and vocabulary skills for ELL students at all four levels of English language proficiency. The purpose of our program is to increase appropriate use of the English Language using the four modalities: Listening, Speaking, Reading & Writing. **LeapFrog** technologies provide interactive devices that enrich reading skills and fluency. They are portable and easily used by parents at home.

We hope that now that we are offering this program on Saturdays that more of our parents will take advantage of this additional instruction and be better able to support their child's language development at home. We have found that these new technological devices work well with our population because they are portable than the *LeapPads* and appear to stay current with ever changing technology developments. Teacher made pre and post assessments will support our program as will the ongoing Leapfrog performance indicators. The Leapfrog systems we have purchased in the past are directly correlated to the instructional methods and connections to ESL, ELA and CORE subjects as it reinforces all language skills. Our intensive supplemental instructional program will enrich and reinforce all the ELA instruction students receive throughout the school day as well. We have again chosen to use technological devices to work with our students as they traditionally are intrinsically motivating and non-threatening for our population. In addition, we continue to agree with the documented research that concludes this. Jan Lacina wrote in an article published by Childhood Education (Winter 2004/2005), that:

“Computer assisted language learning (CALL) enables English Language Learners (ELL) to construct meaning in a digital environment. McLoughlin and Oliver (1998) explained that the computer is one way to support Vygotsky's (1978) communicative theory of learning and, if used appropriately teachers can provide an environment in which learning is authentic and activities are interesting to students and (Healey & Klinghammer, 2002). Thus, students are able to construct their own , as teachers scaffold students' learning.”

She further adds, “As with teaching mainstream students, no one technology is better suited for using with ESL students than others. It is most important, however, to choose technology that increases students interactivity.”

We have scheduled teachers, paraprofessionals and supervisors to work from 9:00 am – 12:00 pm on 5 Saturdays throughout the school year. Refreshments (for all) and MetroCards (for adults) will be offered to encourage participation. For parents who are unable to attend the Saturday workshops, we will offer an early morning supplementary program at 2 of our sites (P.S. 186 & P.S. 205Q). In addition, we will offer 2 after school Professional Development trainings where our classroom teachers and paraprofessionals will receive training and support on how to incorporate these technologies within their teaching repertoire and enhance their skills in these areas. A FLIP camera will be purchased as part of our evaluation process to monitor and assess student progress throughout the program. The program will address all strands of ELA and ESL as well as technology/science. Approximately 5 students have shown interest in the before school program and 10-12 in the Saturday Program. These 5 students will be grouped together in one class at the 186 & 205 sites in the mornings. The 12 Saturday students will be grouped as homogeneously as possible into 2 classes on the 5 weekend days. We will offer two 3:1:2 classes (1 at each of 2 sites) to accommodate the 6 ELLs during our before school instructional program and we will offer two 5:1:4 classes to accommodate the 12 ELLs in our Saturday supplemental program. Children from K-8 (4.9 years – 13.9) can attend. The language of instruction in both the before school and Saturday programs will be English and will be provided by two certified ESL teachers. Bilingual paraprofessionals of all languages will be given preference and will be determined via a posting. The before school and Saturday instructional programs will be the same except that the Saturdays will include the parent component

Professional staff, per session, per diem

Direct Instruction:

P.224Q at P.S. 186Q from 9:00 am - 12:00 pm (5 Saturdays TBD / 3 hours each)

1 Supervisor	X \$52.21/hr	X 3 hours	X 5 Saturdays	=	\$ 783.15
3 Teachers	X \$49.89/hr	X 3 hours	X 5 Saturdays	=	\$2245.05
9 Paras	X \$28.98/hr	X 3 hours	X 5 Saturdays	=	\$3912.30

Direct Instruction:

205 & 186 Sites (AM Program Tuesdays, Wednesdays & Thursdays in Dec/Jan/Feb/Mar) 12/1/09, 12/2/09, 12/3/09, 12/8/09, 12/9/09, 12/10/09, 12/15/09, 12/16/09, 12/17/09, 1/5/10, 1/6/10, 1/7/10, 1/12/10, 1/13/10, 1/14/10, 1/19/10, 1/20/10, 1/21/10, 1/26/10, 1/27/10, 1/28/10, & 2/2/10

The above 22 sessions will take place at 2 sites with 1 teacher and 2 paras at both locations

2 Teachers	X \$49.89/hr	X 40 minutes	X 22 sessions	=	\$1463.44
4 Paras	X \$28.98/hr	X 40 minutes	X 22 sessions	=	\$1700.16

Refreshments	\$ 400.00	Assorted refreshments for parents and students	\$80.00 X 5 Saturdays
Metrocards	\$ 159.75	71 MetroCards @ \$2.25 for parent travel	
Flip Camera	\$ 460.00	2 Flip Cameras @ \$230.00 each	

MAY 2009

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation for ELLs

Parents will be trained during the Saturday training sessions. They will view what is being taught during the student sessions, explore the new materials and learn how best to use the materials at home. The parents will be provided with an opportunity to learn the technology alongside their children, with a hands-on introductory session, and obtain product/website information. Parents will work with their students for the first hour and attend an hour long workshop for parents only at the end of the session. A minimum of 1-2 paraprofessionals will be available for translation during this time. Additional parent trainings will be scheduled on an as needed basis. Refreshments (for all) and MetroCards (for adults) will be offered to encourage participation. For parents who are unable to attend the Saturday workshops, we will offer an early morning supplementary program at 2 of our sites (P.S. 186 & P.S. 205Q). Our parent coordinator will disseminate flyers, translated in various languages (Spanish, Chinese, Russian, Bengali, Urdu, Arabic, Haitian Creole, Burmese, Japanese and Pashto) by the Translation and Interpretation Unit describing the basics of the Title III/LeapFrog Program. During preliminary Parent/Teacher Workshops, we will take a survey of those parents interested in participating in the Saturday program. We will then ask if there are other areas they would like training on during the Saturday workshops. Materials for participating parents will be translated by the Translation and Interpretation Unit. To further enhance the program, we will utilize our bilingual staff to support our parents. Parents will be made aware of the provisions for them to transport the devices home to assist them in helping their child. MetroCards will also be available to parents to help them in attending the supplemental Saturday program &/or the morning supplemental program. Please note: Options for our ELL students are presented to parents during the Educational Planning Conference at the CSE level. However, if this does not occur then, it is done when the child is admitted at the school level by our ELL Teacher. District 75 parents are offered several options for their ELL children. Among the two choices are transitional bilingual classes or ESL classes. Our population of students is very diverse. Of our 53 ELL students, 25 are ESL and 28 are Bilingual. There is an insufficient number of students with the same native language background/age group/testing category and classification to make up one discrete bilingual class. Hence, 100% of our Bilingual population is serviced in the Alternate Placement model. We have given our parents the opportunity to look at bilingual programs, but they have chosen to remain at P224Q in ESL classes. Therefore, the students are in an alternate placement setting with ESL support services.

Professional staff, per session, per diem

Direct Instruction:

P.224Q at P.S. 186Q from 9:00 am - 12:00 pm (5 Saturdays TBD / 3 hours each)

1 Supervisor	X \$52.21/hr	X 3 hours	X 5 Saturdays	=	\$ 783.15
3 Teachers	X \$49.89/hr	X 3 hours	X 5 Saturdays	=	\$2245.05
9 Paras	X \$28.98/hr	X 3 hours	X 5 Saturdays	=	\$3912.30

Professional staff, per session, per diem

Direct Instruction:

P.224Q at P.S. 186Q from 9:00 am - 12:00 pm (5 Saturdays TBD / 3 hours each)

1 Supervisor X \$52.21/hr X 3 hours X 5 Saturdays = \$ 783.15
3 Teachers X \$49.89/hr X 3 hours X 5 Saturdays = \$2245.05
9 Paras X \$28.98/hr X 3 hours X 5 Saturdays = \$3912.30

Direct Instruction:

205 & 186 Sites (AM Program Tuesdays, Wednesdays & Thursdays in Dec/Jan/Feb/Mar) 12/1/09, 12/2/09, 12/3/09, 12/8/09, 12/9/09, 12/10/09, 12/15/09, 12/16/09, 12/17/09, 1/5/10, 1/6/10, 1/7/10, 1/12/10, 1/13/10, 1/14/10, 1/19/10, 1/20/10, 1/21/10, 1/26/10, 1/27/10, 1/28/10, & 2/2/10

The above 22 sessions will take place at 2 sites with 1 teacher and 2 paras at both locations

2 Teachers X \$49.89/hr X 40 minutes X 22 sessions = \$1463.44
4 Paras X \$28.98/hr X 40 minutes X 22 sessions = \$1700.16

Refreshments \$ 400.00 Assorted refreshments for parents and students \$80.00 X 5 Saturdays
Metrocards \$ 159.75 71 MetroCards @ \$2.25 for parent travel
Flip Camera \$ 460.00 2 Flip Cameras @ \$230.00 each
Supplemental Materials \$ 800.00 (Backpacks, Ziplock Baggies, paper, pencils, folders, batteries, etc. to support Leapfrog take home for Parents)

Professional Development

P.224Q at P.S. 186Q from 3:00 pm - 4:00 pm

2 Weekday PD Sessions for one hour each day

1 Teacher presenter X \$49.89/hr X 1 hour X 2 days = \$ 99.78
9 Teacher participants X \$49.89/hr X 1 hour X 2 days = \$ 898.02
4 Para participants X \$28.98/hr X 1 hour X 2 days = \$ 231.84

MAY 2009

1 secretary X 10 hours X \$30.74=
(to manage payroll and material purchases) \$307.40

Leapfrog Materials **

Famis #	Item	Total
	Family Involvement Kits	
	Read-It All Multicopy Sets	\$1539.11
	Language First Theme Kits	

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.

At the beginning of the new school semester, P224 gathers information to determine our translation and interpretation needs for incoming student enrollees. As a NYC District 75 school with a special needs population, we need to use various sources to ascertain parent languages. ATS student referral forms, NYC DOE Translation and Interpretation Language ID card use, Home Language Surveys, and Committee on Special Education IEP's are all used to flag the need for interpretation or translation service. We create a list of needed languages as a result of our review process of obtaining this data. This list delineates languages and translations by site and student and better facilitates ordering of appropriate materials for parents. Once obtained, we utilize this knowledge to help alert parents to important school policies and programs in their primary language. Furthermore, this procedure is followed for students previously enrolled in our school program.

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.

We have 53 ELL students. This is a 10 student increase from last school year. We refer to each child's parents as their primary 'main guardian' with regards to determining their needs for translation and interpretation services. The actual number of parents is unknown. The 53 primary main guardians speak the following languages: Spanish, Chinese (Mandarin), Russian, Bengali, Urdu, Arabic, Haitian Creole, Burmese, Japanese, Korean, Greek and Pashto. Of these 53 primary main guardians, 37 of them are in need of translation, 16 speak English and based on the HLIS and our conversations with them, do not require translation services. We report these findings to our ELL and classroom teachers as well as our school body through SLT, cabinet and site coordinators' meetings. They, in turn, attend to the needs of our diverse parent groups by distributing translated information and ensuring parents are informed in their native language.

MAY 2009

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.

We have made, and will continue to make, every effort possible in order to provide our parents in need of written translation services a translated Parent Handbook, Newsletters, Parent Teacher Conference flyers, Parent Workshops flyers, Student Emergency cards, Progress Reports, Daily Behavior reports and other critical notifications pertinent to parental responsibilities. When time constraints are an issue, and Translation and Interpretation Unit Services cannot be provided in a timely fashion, school staff will be utilized in the translation of written documents in communicating with these parents. Only in an extreme emergency situation, where we are unable to provide written translated services, the use of *Quick Mark by Stamp-Ever Stamps* will be used to flag parents' attention to the written statement: "Important information please have this information translated."

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.

P.224Q uses in-house oral interpretation services executed by our diverse staff via phone and/or in person. We have in the past and will continue to use the NYCDOE Over-the-Phone Translation and Interpretation Unit whenever our school staff is unavailable, specifically during crucial parent teacher conferences, annual IEP meetings, parent orientations, and parent workshops. In addition, TDD services are utilized for our parents who are deaf and/or hard of hearing.

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>
 - We are in the process of obtaining the translated versions of the Parent Bill of Rights and Responsibilities from the NYCDOE Translation and Interpretation Unit and will distribute to parents once received.
 - At each of our eight sites translated signs in the covered languages are posted regarding the availability of translation and interpretation services.
 - If a parent or visitor does not speak English, they would not be prevented from reaching the school's administrative offices due to this language barrier. The SSO or staff member would try to determine the language the individual is speaking

(possibly by using the NYC DOE Translation & Interpretation ID Card) and then attempt to locate a translator within the building by contacting the main office. If a translator is not available, the SSA would escort the individual to the main office. A school representative would then contact the Translation and Interpretation Unit at 718-752-7373 to request translation services via phone.

Pursuant to section VII we do not have more than 10% of children at our school whose primary language is neither English nor are covered.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

NOT APPLICABLE: NON-TITLE 1 SCHOOL..

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All Schools Identified for Improvement

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

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)
MAY 2009

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

NOT APPLICABLE TO SCHOOL

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

MAY 2009

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The P. 224Q academic cabinet, which is made up of mentor teachers, school based coach, ELL teacher and administrators will review the findings and identify the areas that are relevant to our students. As a result of these findings, the administration will create curriculum committees in ELA and Math to review the curriculum and instructional materials to assess the extent to which each finding is applicable and to determine the implications for the school's instructional program. The administration will share the findings with the school community.

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

Applicable X 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?

We have extensively reviewed various curricula and have selected those that are aligned with the State standards and meet the needs of our diverse population. While we have selected appropriate curricula, many of the programs still need to be adapted and modified to meet the wide range of ages, functioning levels and disabilities that make up our severe special education population. The school places a significant amount of time on teacher improvement. Teachers are sent to professional development workshops and are encouraged to participate in inter and intra-visitations to improve their pedagogy. Creative scheduling is implemented to ensure teachers meet to discuss and brainstorm instructional strategies to maximize student learning. Grade conferences are conducted regularly to review student data and progress toward meeting goals. In addition, more than 90% of teachers are involved in collaborative Inquiry Teams where they meet during school and post their findings on Inquiry Spaces. The use of Inquiry Spaces significantly improves horizontal and vertical alignment where teachers on various grade levels can access and share instructional strategies that have had a positive impact on student

outcomes. The school coach works closely with teachers to explore new strategies and implement programs. An overall analysis of State ELA results over the past three years have revealed that enacted curriculum is aligned with the intended curriculum as demonstrated by increased test scores. The ELL teacher assesses students that receive ELL services and creates materials that are utilized in small groups when servicing students individually and in group sessions. In addition, the ELL teacher models lessons and specific instructional strategies for classroom teachers to infuse in their daily instruction. These supplemental resources/materials are incorporated by the classroom teacher throughout the day to increase language acquisition skills and CORE ELA proficiency. Lastly, the administration creates a pacing calendar for teachers to ensure organizational cohesion with regard to student assessment as well as the collection and analysis of applicable data.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The P. 224Q administrative cabinet agrees with the findings that the Everyday Mathematics Curriculum is aligned with state content strands. P. 224Q will form a math committee to review the state findings with a specific focus on the middle school areas of measurement, geometry, number sense and operations and in the process strands at all grade levels to ascertain if there is indeed a weakness in these areas. The administration will share the findings with the school community.

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

Applicable x 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?

We have been using the Everyday Mathematics Program for grades K-5 since its inception as the NYC Core curriculum. Training was provided by D 75 Math Coaches who continue to support our teachers as they implement the program across grades and functioning levels. Teachers report success for students as they demonstrate a better understanding of mathematics as evidenced by their ability to solve problems, reason mathematically, and participate in mathematical discussions. Since many of our students often struggle with mastery and retention of concepts, this program has proven effective since it is based on a spiraling premise as opposed to mastery of all introduced topics. Math games and a wide variety of manipulatives engage students and are used to reinforce and support mathematical conceptualization. The school places a significant amount of time on teacher improvement. Teachers are sent to professional development workshops and are encouraged to participate in inter and intra-visitations to improve their pedagogy. Creative scheduling is implemented to ensure teachers meet to discuss and brainstorm instructional strategies to maximize student learning. Grade conferences

are conducted regularly to review student data and progress toward meeting goals. Streaming is a technique used that allows teachers to group students based on their functioning levels; thereby creating more homogeneous groups and enabling teachers to teach what is required. In addition, more than 90% of teachers are involved in collaborative Inquiry Teams where they meet during school and post their findings on Inquiry Spaces. The use of Inquiry Spaces significantly improves horizontal and vertical alignment where teachers on various grade levels can access and share instructional strategies that have had a positive impact on student outcomes. An overall analysis of State Math results over the past three years have revealed that our students are making math gains and therefore that this curriculum is aligned with the state tests. Lastly, the administration creates a pacing calendar for teachers to ensure organizational cohesion with regard to student assessment as well as the collection and analysis of applicable data.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The P. 224Q academic cabinet which is made up of mentor teachers, school based coach and administrators will review the findings through the observation process. Learning walks, formal and informal observations focusing on instructional methods, student engagement and differentiation of instruction will determine the degree to which these key findings are evident in our school. As a result of our assessment, we will formulate plans to address areas of need.

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

X Applicable Not Applicable

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

Evidence that supports the relevance of these findings has been found in our classes of alternate assessment students. While there is some use of small group instruction and differentiation in some ELA lessons, there are still areas in which direct instruction is primarily used as a teaching method.

There is evidence from our initial review that dispel the state's findings. Our review revealed that in classes for students with autism highly differentiated instruction is evident, based on assessments of the individual needs of students. Observations and walkthroughs in these classes reveal Best Practices as evidenced by instruction through TEACCH methodology, PECs, Verbal Behavior and ABA. In this setting research based studies indicate that these methodologies are the optimal instructional techniques for this population of students.

In the area of ELA, standardized assessment students are taught using the workshop model which limits direct teaching time to 10 - 15mins. The remainder of the lesson consists of small group differentiated instruction, peer to peer conferencing, independent work and 1-1 teacher conferencing. Both small class size and the workshop model design promote high student engagement.

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

The administration, in concert with our school coach, will plan professional development for the teachers of our alternate assessment population. These opportunities will be offered in-house (through grade & faculty conferences, PD days) through D. 75 workshops & outside conferences that are focused on teaching methods that will increase the use small group instruction, multi-sensory activities & differentiated learning.

2B – Mathematics Instruction

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The P. 224Q academic cabinet which is made up of mentor teachers, school based coach and administrators will review the findings through the observation process. Learning walks, formal and informal observations focusing on instructional methods, student engagement and differentiation of instruction will determine the degree to which these key findings are evident in our school. As a result of our assessment, we will formulate plans to address areas of need.

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

X 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?

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

Evidence that supports the relevance of these findings has been found in our classes of alternate assessment students. While there is some use of small group instruction and differentiation in some Mathematics lessons, there are still areas in which direct instruction is primarily used as a teaching method.

There is evidence from our initial review that dispel the state's findings. Our review revealed that in classes for students with autism highly differentiated instruction is evident, based on assessments of the individual needs of students. Observations and walkthroughs in these classes reveal Best Practices as evidenced by instruction through TEACCH methodology, PECs, Verbal Behavior and ABA. In this setting research based studies indicate that these methodologies are the optimal instructional techniques for this population of students.

Additionally, this is dispelled in the area of Mathematics with our standardized assessment students. These students are taught using the Everyday Mathematics model which limits direct teaching time to 10 -15mins. The remainder of the lesson consists of small group differentiated instruction, hands-on games, independent work and technology. Both small class size and the Everyday Mathematics Program design promote high student engagement.

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

The administration, in concert with our school coach, will plan professional development for the teachers of our alternate assessment population. These opportunities will be offered in-house (through grade & faculty conferences, PD days) through D. 75 workshops & outside conferences that are focused on teaching methods that will increase the use small group instruction, multi-sensory activities & differentiated learning.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The results of the BEDS survey from 2008-2009 was reviewed to determine qualifications of current staff members. P. 224Q's School Comprehensive Demographics and statistics were also reviewed and compared over a three year span.

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

Applicable X Not Applicable

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

After reviewing results, evidence substantiates that teacher transfer is minimal and teacher turnover is quite low in P. 224Q. In addition the majority of our staff is found to be highly qualified.

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

n/a

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The administrative cabinet in consultation with the itinerant ESL teachers and district ELL coach reviewed the findings to ascertain relevance with regard to our population.

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?

Given that only 10% (40) of students across eight sites are ELL eligible, most classroom teachers do not have substantial number of ELLs students in their class. Many have none. Itinerant ESL teachers employ push-in/pull-out programs to address their needs. The ELL teachers collaborate with the relevant classroom teachers to support them in using ESL methodologies within their instruction. The majority of our teachers have received their mandated Jose P training; if they do not have ELLs in their classes they do not explore professional development opportunities to enhance this learning. The itinerant teachers continuously attend staff development and avail themselves of the ongoing trainings provided by DOE and our district. Trainings for classroom teachers who have not completed their 10 hours of Jose P training will be conducted throughout the school year by our ELL teachers, as will additional ELL training under our Title 3 plan.

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.

After reviewing these findings we will look to encourage and enroll more staff to prepare them for future ELL students in their classes; as this diverse population is constantly growing. On staff development days, faculty conferences and afterschool opportunities we will provide more ELL trainings by our ESL teacher and district coach.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

The administrative cabinet in consultation with the itinerant ESL teacher and district ELL coach reviewed the findings to ascertain relevance with regard to our population.

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

Applicable X Not Applicable

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

The ESL teachers and administration reviewed these test scores and progress with the ELL sub group and while the ELL itinerant teachers are mostly responsible for monitoring progress and use this test data to drive their instruction. It is shared with classroom teachers. The ESL teachers post a chart for each classroom teacher that identifies the ELLs in that class to all staff entering the room. The classroom teachers, in collaboration with the IEP team, use the support of ESL strategies and methodologies when crafting goals of ELL students. The ESL teachers collaborate with classroom teachers and conduct push in lessons as appropriate. In addition, classroom teachers use ARIS to access NYSELAT data and align it with informal ELA assessments to inform planning.

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

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

In consultation with cabinet, master teachers, Behavior Management Committee, coach and SETTS teachers and through administrative observations, we have determined that our staff has sufficient understanding of the instructional practices that will help students increase access to the general education curriculum.

MAY 2009

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

Applicable X Not Applicable

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

P224 is a District 75 school which only educates students that are in self contained special education settings, all requiring IEPs. The ultimate goal for all of our students is that they can become independent productive citizens. For many of these students this may include returning partially or fully to the general education setting. Due to the severity of their disability others will remain in restricted settings.

With standard assessment students and where possible with alternate assessment students the state standards are followed in all core subjects. Teacher training is ongoing and focuses in teaching the curriculum using modifications and in using behavior interventions with those students whose behavior interferes with learning. The administrative cabinet continuously reviews student progress and moves students along the special education continuum accordingly. Evidence includes 39 students enrolled in Inclusion classes, 13 students in mainstreaming and an last year 5 students were decertified.. Also there is an increasing number of students returning to their home districts in less restrictive non D75 special education programs. We also successfully established collaborative programs in some of our co located schools. Furthermore, after reviewing teacher participation in professional development workshops over the past year it was found that many staff was trained in a wide range of behavioral interventions and core curriculum instruction which dispels the finding that our teachers are not familiar with this content.

While many of our teachers are extremely knowledgeable in the IEP process due to experience we will be facilitating on going trainings on the new SOPM throughout the 2009-2010 school year.

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

N/A

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

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

In consultation with cabinet, unit coordinators, classroom teachers and SBST and through the observation process we made the following conclusions. While our staff is proficient in crafting and implementing IEPs, often newly admitted students' incoming IEPs are lacking in alignment between the goals, objectives, current functioning levels, promotion criteria and accommodations.

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

x Applicable Not Applicable

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

While we found much evidence that dispels these findings there is some evidence that supports it. Teachers and paraprofessionals provide accommodations to the students in behavior and academics throughout the day. Students are given appropriate accommodations in high stakes and non high stakes tests and they often use the support of the paraprofessionals to provide small group instruction, questions read and reread and other modifications. A list of these accommodations is given to teachers for all students which they are required to refer to in their planning. We use homogenous grouping in ELA and Math matched to students' promotional criteria and to present levels of performance based on their IEPs.

The correlation with the state findings exists in IEPs we inherit from other sources especially CSEs and CPSE's. For school age children the promotion criteria in most of these IEPs do not take into account the current functional level of the child, thereby leaving the goals unattainable. These IEPs need to be reconvened and rewritten in order to plan appropriately for successful outcomes. Teachers create BIP's for students that demonstrate behaviors that seriously interfere with learning. FBA's are conducted for all students who have one to one crisis management paraprofessionals. However, we need to continuously work with staff in changing and updating plans as behaviors change.

For pre-school students, many IEP's written by CPSE clearly lack documentation in the areas of present level of performance in both academic and behavioral management needs.

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.

In 2008/2009 a CEP goal was developed to address the need to conduct Functional Behavioral Assessments in order to create more appropriate BIPs. This year the focus of the Behavior Committee will continue to train teachers to build on the practices we established to meet this goal. We will continue to scrutinize incoming IEP's for appropriateness and reconvene as necessary. Also we will continue to provide training in crafting quality IEPs that drive appropriate instruction.

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>

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

Language Allocation Policy

School: P224Q Date: October 2009
District: 75
Principal: Desmond Park
Network Leader: Adrienne Edelstein

LAP Team:	Principal-Desmond Park	Assistant Principal-Danielle M. Hughes
	Spec. Ed. Teacher – Patricia Gallagher	Parent-Gwen Sachs
	ESL Teacher-Celina Nunez	Parent Coordinator-Suzie Gelman
	ESL Teacher-Luciene Tonini	Guidance Counselor-Andrea Spadaro
	ELA Coach: Valerie Fata	Related Service Provider-Beth Summerhayes

P224Q is a school that services children with special needs in Pre-K through 8th grade. There are 437 students in our school and the ethnic breakdown is as follows: White –(87) 19.9%, Black –(144) 32.95%, Hispanic-(124) 28.38 %, Asian/Pacific Islanders-(58) 13.27%, American Indian/Alaskan-(7) 1.6% and Multi-racial- (17) 3.9%. Of our total student population, 85 students or 19.45% are ELL students. Of these 85 students, 53 are Entitled ELLs and 32 are X-coded ELLS (and serviced as per their IEPs.) For the purposes of the LAP and LAP worksheets, the numbers reflected are for the 53 Entitled ELLS only. The following is the decomposition of the languages spoken by our Entitled ELL students/families: 33 Spanish, 6 Chinese (with varying dialects),1 Russian,4 Bengali, 2 Urdu, 1 Arabic, 1 Haitian Creole,1 Burmese, 1 Japanese, 1 Korean, 1 Greek and 1 Pashto. There are 39 ELL students in Alternate Assessment and 14 in Standard Assessment. Within these groups, 28 students are classified as Bilingual and 25 students are classified as ESL. When feasible, students in Alternate Placement are assigned paraprofessionals for native language support. The 39 Alternate Assessment students are in the following grades: Kindergarten-5 students, 1st grade-12 students, 2nd grade-4 students, 3rd grade-4 students, 4th grade-8 students, 5th grade-2 student, 6th grade-2 students, 7th grade-0 students and 8th grade-2 students. There are 14 students in Standardized Assessment. These students are in the following grades: Kindergarten-2 students, 1st grade-zero students, 2nd grades-2 students, 3rd grade- 1 student, 4th grade-2 students, 5th grade-5 students, 6th grade-1 student , 7th grade-no students and 8th grade-1 student. Our ELL students are served by one full time itinerant ESL teacher and one part time itinerant ESL teacher (2 ½ days weekly).

In order to initially identify ELL students in the P224Q organization, the following occurs:

Our Pupil Accounting Secretary has been instructed to share two documents, the New Admits Report and the NYC School Transfers Report, with our ELL Compliance Liaison to assist her in locating P224Q's new potential ELLS. A third document also used is the Student Inquiry Placement Screen. From these three records the ELL information is then gleaned. Once it is determined who the new potential ELLS are, a Home Language survey is administered to their parents. Based on the HLIS criteria it is ascertained whether or not a student is to be administered the LAB-R. Once the LAB-R is given and the potential ELL falls below the cut-score, and the ELL is deemed eligible to receive services. The liaison then passes this information on to our unit coordinators who in turn inform the SBST. This practice only occurs in the event that CSE has not followed procedural protocols for new ELL admits. Furthermore, these procedures apply only to new students entering NYC Public schools for the first time. If a student is a new transfer to our P224Q organization from another NYC school, we would use the same reports mentioned above, as well as investigate student files, to obtain any information that helps us determine their ELL status.

MAY 2009

Options for our ELL students are presented to parents during the Educational Planning Conference at the CSE level. However, if this does not occur then, it is done when the child is admitted at the school level by our ELL Teacher. District 75 parents are offered several options for their ELL children. Among the two choices are transitional bilingual classes or ESL classes. Our population of students is very diverse. Of our 53 ELL students, 25 are ESL and 28 are Bilingual. There is an insufficient number of students with the same native language background/age group/testing category and classification to make up one discrete bilingual class. Hence, 100% of our Bilingual population is serviced in the Alternate Placement model. We have given our parents the opportunity to look at bilingual programs, but they have chosen to remain at P224Q in ESL classes. Therefore, the students are in an alternate placement setting with ESL support services.

Our Parent Coordinator will continue to assist in the planning of Parent Workshops that include topics specific to parents of our ELL students. Her previous outreach efforts have resulted in increased attendance at school events and we have provided interpreters when requested. In addition, our Parent Coordinator has made a serious effort to provide flyers and other information in the parents' native languages. We will continue to plan multicultural events that foster parent participation. Parents are encouraged to utilize our Leapfrog Family Involvement Kit, which we anticipate will continue this year through the funding of our Title III plan. Additional efforts are explained more in depth in Appendix 3.

This year P. 224Q has 53 entitled ELL students. Assessment data reveals that 39 students are in alternate assessment and 14 students are in standardized assessment. Of the 39 ELL students in alternate assessment, 16 of them will participate in NYSAA Datafolios this year. They will be assessed either in ELA and Math or in ELA, Math, Science and Social Studies based on their birthdates and grade equivalent.

In 2008-2009, 15 Alternate Assessment ELL students in grades 3 and up were assessed using NYSAA data folios based on their age/grade equivalent. They were assessed either in ELA and Math or in ELA, Math, Science and Social Studies. Based on a 4 scale rubric, level 4 indicated that a task was completed with 100% level of independence and 100% level of accuracy. All 15 ELL students, who participated in NYSAA, grades 3, 4, 5, and 6 achieved level 4's as per their student reports.

Additionally, in 2008-2009, there were 10 standardized assessment students. Of the 10, 7 were standardized assessment students in grades 3-8 were eligible for state tests.

The following is a breakdown of State ELA Test Results for Spring 2009.

3rd Grade-all standardized assessment students (includes non-ELL and ELL): 21 students participated 52% scored level 1
29% scored level 2.
19% scored level 3 & no students scored a level 4---2 ELL students took the tests and scored a level 1.

4th Grade-all standardized assessment students (including non-ELL and ELL): 29 students participated. 52% scored a level 1
34% scored a level 2
14% scored a level 3. No students scored a level 4
4 of the 29 were ELL students and they all scored a level 1.

5th grade no ELL students-- 26 students were tested of which 8% scored a level 1
61% scored a level 2
31% scored a level 3. No students scored a level 4

6th grade no ELL students 19 students were tested. 0% level 1
68% scored a level 2
32% scored a level 3. No students scored a level 4

MAY 2009

7th Grade-all standardized assessment students (including non-ELL and ELL): 15 students participated. 0% scored level 1
67% scored level 2
33% scored level 3. No students scored a level 4
1 of the students was an ELL and they scored a level 2.

8th grade no ELL students- 15 standardized students were tested. 7% scored a level 1
33% scored a level 2
60% scored a level 3 and 0% scored a level 4.

The following is a breakdown of State Math Test Results for Spring 2009.

3rd Grade-all standardized assessment students (includes non-ELL and ELL): 21 students participated 5% scored level 1.
57% scored level 2.
29% scored level 3 and 9% scored level 4.
2 ELL students took the tests - 1 scored a level 1 and the other student scored a level 2.

4th Grade-all standardized assessment students (including non-ELL and ELL): 32 students participated. 63% scored a level 1
22% scored a level 2
12% scored a level 3 and 3% scored a level 4.
4 of the 32 were ELL students and they all scored a level 1.

5th grade no ELL students- 24 standardized students were tested in Math. 17% scored a level 1
50% scored a level 2
21% scored a level 3 and 12% scored a level 4.

6th grade no ELL students- 21 standardized students were tested. 19% scored a level 1
57% scored a level 2
19% scored a level 3 and 5% scored a level 4.

7th Grade-all standardized assessment students (including non-ELL and ELL): 15 students participated. 20% scored level 1
40% scored level 2
33% scored level 3 and 7% scored level 4.
1 of the students was an ELL and they scored a level 2.

8th grade no ELL students- 15 standardized students were tested. 0% scored a level 1
60% scored a level 2
40% scored a level 3 and 0% scored a level 4.

3 of the 10 standardized ELL students were in the K-2 grade range and therefore did not take state tests. Two of the 3 scored in level 1 on ECLAS-2, which is consistent with the majority of their non-ELL peers in the same age/grade range. The 3rd student is an inclusion student and he scored above many in his age/grade category - up to and including level 6 in some areas.

In comparing data from ELL verses non-ELLs there is no significant difference in levels achieved, therefore implications for instruction are no different that those mentioned throughout. ELL & non-ELL students receive AIS daily (Wilson/Fundations, Ramp-Up, Great Leaps Reading & Math, ELSB, Math Steps, EveryDay Math Games, Meville to Weville, LeapFrog, Access to Computer Technology) as well as modifications and adaptations to the CORE curriculum to help close the gap between where they are functioning and where they should be functioning.

Current data includes NYSESLAT scores from May 2009 and recent LAB-R scores for all 85 ELLs (53 entitled + 32 'X' coded) Students' scored as follows: 80% scored at the beginning level, 13% scored at the intermediate level, 4.7% scored at the advanced level, 0% scored at the proficient level and 2.3% of X-coded ELLs were not tested. (Though we are seeing scores rise progressively in all four categories, (i.e. listening, speaking, reading and writing), our students continue to need greater support in the areas of reading and writing.

In determining patterns of proficiency we reviewed testing/diagnostic data, teacher reports and observations. In reviewing NYSESLAT/LAB-R results, patterns show that fewer students are reaching intermediate levels of proficiency. It is important to recognize that the majority of our ELL students are both younger and more cognitively challenged than in the past; therefore they tend to only attain a beginner level. In lower grades K-2, standardized assessment ELL students were able to converse and follow two-step directions in English with little teacher support. Their reading ability was significantly below level and their writing ability was limited to simple short sentences. ELL students in grades 3-6 appear to show significant improvement in conversational skills. Progress was noted in reading, while writing skills lagged behind as indicated by students' daily performance, in house evaluations, teacher observations, and NYSESLAT results. Analysis of proficiency patterns show that ELL students' disabilities appear to be a greater factor in student performance than were their deficiencies in ESL. ELL students improved in all four areas of NYSESLAT. They showed the greatest improvement in the areas of Speaking followed by Listening, then Reading & Writing. The Reading & Writing Modalities revealed the least improvement. Reading and Writing need to be aggressively addressed in order to improve skills. These patterns are similar across grade levels.

Our plan for long term ELL students is to schedule on-going instructional intervention to help students achieve improvement in Language Proficiency through ability grouping, one-to-one tutoring, and the use of specialized materials. Assessment is obtained through ECLAS-2, Standardized Testing, Brigance Inventory Scale, and Informal Teacher Observations. This data is necessary in designing lessons that meet specific areas of need.

Implications for LAP: During the LAP process we have evaluated our program needs. Staffing, materials, and programs available at our school are addressing most ELL needs. We offer Alternate Placement Paraprofessionals for students mandated for bilingual services, and ESL itinerant teachers who provide pull-out and push-in service. We cluster students to facilitate the delivery of services whenever possible. We need to provide more opportunities to turnkey training and common preps for targeted staff. Additional materials for our older students need to be expanded

Implications for Instruction: We will continue to use a variety of ESL approaches (TPR, LEA, and CALLA, Scaffolding Techniques and Differentiated Instruction) to facilitate learning. In addition to our ESL libraries, we need more materials that align with the needs of our ELL students. The data implies that our focus continue to be on developing reading and writing skills. The ELL Periodic Assessment will be administered to appropriate students to help teachers plan in depth ELL instruction for the standard ELL students; this will address individual deficits. ELA State Test results imply that it is necessary to group students based on their strengths and weakness. Further, we will continue to provide AIS to students and professional development to staff in the area of instruction for reading and writing skills. NYSAA data assist us in future planning by giving us information on the child's ability to work independently and accurately on given tasks. This information drives decisions as to the next steps in skill development and level of instruction. It also clearly illustrates to parents a task their child can accomplish and what level of independence they can achieve. Opportunities for students to participate in the Arts in order to promote language expression will continue to be offered. Our schedule of multicultural events will foster the recognition and appreciation of a diverse community.

MAY 2009

We presently have 3 SIFE students. The services available to these students include tutoring, technology, community awareness, support of native language and culture, and a nurturing environment to facilitate language production. We also encourage a high level of parental involvement for SIFE students to engage their parents in the school community as well. This is done through our large number of parent workshop offerings, our PTA meetings and many other school events. The use of our translation plan also helps to reach out to these parents. For our Long Term ELL students, support is offered through: AIS, instructional technology, and visual arts enrichment. Our Alternate Placement Plan includes paraprofessionals that are trained in ELL strategies. P224Q conducts paraprofessional training through district meetings, in house team meetings, and input and support from the ESL instructors. These intensive services would also be offered to any newcomers.

P224Q has a plan in place for our long term ELLS. We continue to provide students with extensive exposure to the English language in the 4 modalities using the ESL standards and core curriculum; continue scaffolding instruction to support long term ELLs; differentiate instruction using learning styles and multiple intelligences; provide opportunities for practice using learned strategies; provide explicit instruction in grammar, vocabulary development and oral expression; use L1 native language to improve L2 comprehension, where relevant, via cognates; provide comprehensible input using visuals, realia, and technology; tap into students background culture (knowledge) to help make L1 to L2 connections; and finally, provide learning experiences that target the four language modalities: speaking, listening, reading and writing.

Explicit ELA for any student at the advanced level will be given for 180 minutes per week. It is provided through the workshop model for Balanced Literacy. For those students who score at a proficient level in the NYSESLAT, a two-year Transition Plan of ESL support services will be provided. Our ESL teachers, in consultation with the monolingual classroom teacher(s) will collaborate and determine the needs of the transitioning student(s). Based on this information the ESL teachers will then provide services as often as needed, and whenever possible, to facilitate the student(s) transition. Transition services will be provided for two years according to state mandates.

Program Model: P224Q is a Pre-K-8 school that has a freestanding ESL program for student in K-8, consisting of a pull-out/push-in program. One full time certified ESL Special Education teacher and one part time (2 ½ days weekly) certified ESL Teacher service the push-in/pull-out model. These same ESL teachers work at all 7 sites thereby providing continuity when students move from the elementary to middle school level.

Instructional Materials presently used in our ESL program include: Leapfrog Language First Program for grades K-5/Audio Support in 6 Languages, Attanasio & Attanasio/NYSESLAT Test Preparation material grades K-8, RADIUS Audio Learning System by Learning Resources (targets science concepts & vocabulary, mathematics concepts & vocabulary, language patterns & vocabulary, picture vocabulary, and conversations & vocabulary), Children's Press Soundbox Books (targets initial sounds, vowels & consonants), Lakeshore's Photo Cards, Word Flip Books, Word Family Stamps & Teaching Cards (targets homophones, idioms and multiple meanings, ESL libraries, Rosen Libraries, Alpha chants, music, puppets, Santillana Kits, Amazing English by Addison Wesley, A Chorus of Cultures:Developing Literacy Through Multicultural Poetry, thematic teaching materials, graphic organizers, multicultural charts, and teacher made materials.

The units of instructional time required for our beginning and intermediate students, according to CR Part 154, are 360 minutes per week and 180 minutes respectively per week for our advanced and transitioning students. The balance of the students' day is spent in content area instruction. Some of the materials used are: Scholastic Reading Program, Everyday Math, Classroom Libraries, Core Curriculum materials, Steck Vaughn Social Studies program, Pairing It Science/Reading Program, Big Books, and Zaner Bloser's Let's Write Program.

To address the goals of our ELL students, we use a variety of strategies to meet their language needs. The Balanced Literacy Approach and ESL libraries are used in classrooms to support the four modalities: listening, speaking, reading and writing. Our ESL teachers use the ESL library to support reading instruction. ESL methodologies that include scaffolding techniques and differentiated instruction take into account the culture and prior knowledge that students bring to school. The instructional program is aligned with ESL standards, NYC Learning Standards and the Core Curriculum. Each year we try to group our students so that the need to pull a student from their classroom is minimized. The ESL teachers work collaboratively with grade level teachers and /or classroom teachers who have ELL students.

Native language culture is valued in a variety of ways. To support native language, instructors enhance their vocabulary for foreign languages whenever possible, use native language libraries, plan multicultural events and continue cultural explorations. Families will be surveyed to determine the students' level of proficiency in their native language. For those students with formal education in native language arts, instruction would be offered with the understanding that a basic education has already been established. Therefore, we would concentrate initially on making connections between Native and English language instruction.

Professional development provided for our staff in curriculum, computer technology, literacy and language development have resulted in effective instruction for our ELL students. Classroom teachers provide content area instruction using ESL techniques and methodology. This year we will provide the following:

- Training in Language Experience Approach, TPR, the integration of the Arts and use of multi-cultural literature with ESL instruction
- Training in learning strategies required to develop Cognitive Academic Language Proficiency (CALP) in ELL students
- Workshops using Multiple Intelligence Approach to differentiate instruction
- Workshops on scaffolding strategies to target critical thinking skills
- On-Going Jose P training to ensure all SPED Teachers meet 10 hour requirement
- Turn-key training based on the ESL Academy workshops
- Opportunities for classroom and ESL teachers to collaborate on units of study/CORE Curriculum

We will continue to provide time for collaborative planning among classroom teachers, ESL teachers, and related service providers in order to enhance instruction for all ELL students.

**Desmond Park
Principal**

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 2/75	School P. 224Q
Principal Desmond Park	Assistant Principal Danielle M. Hughes
Coach Valerie Fata	Coach
ESL Teacher Celina Nunez	Guidance Counselor Andrea Spadaro
Teacher/Subject Area Patricia Gallagher/Literacy/Mu	Parent Gwen Sachs
Teacher/Subject Area Luciene Tonini	Parent Coordinator Susan Gelman
Related Service Provider Beth Summerhayes	SAF Cheryl Watkins
Network Leader Adrienne Edelstein	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	437	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	12.13%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

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

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

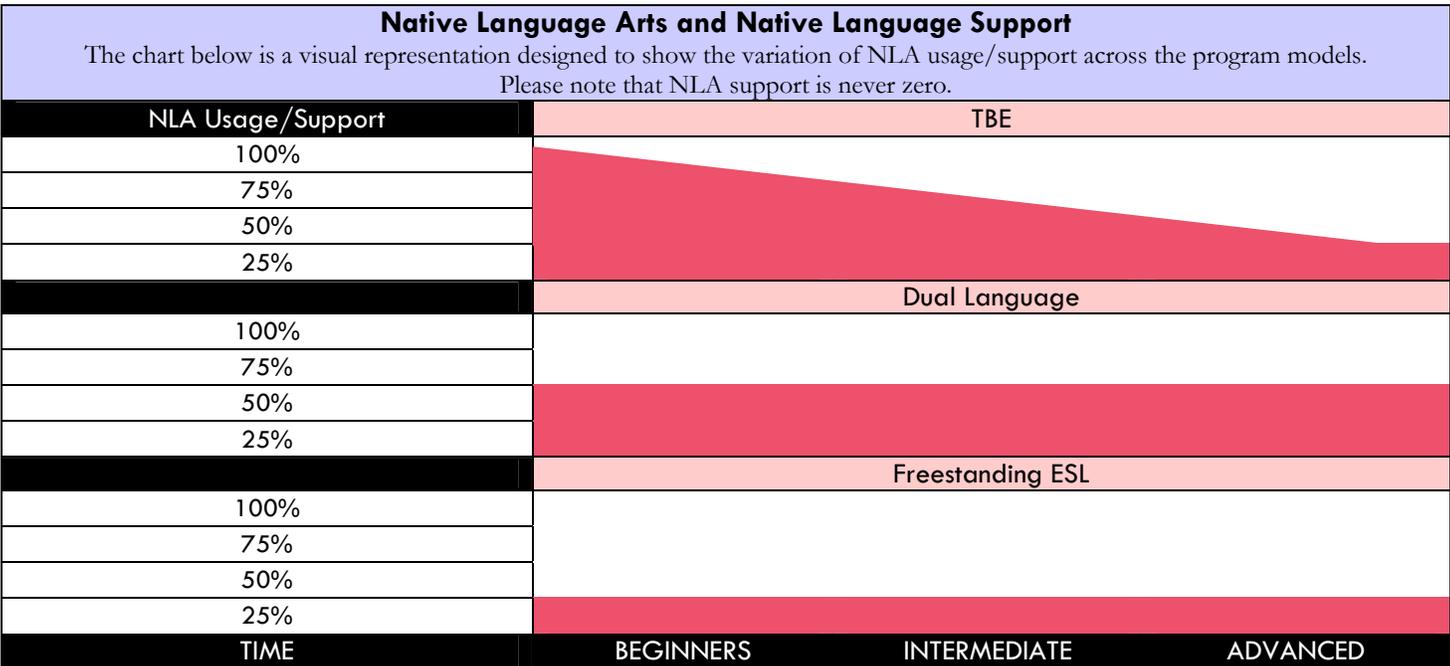
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <input type="text"/>	Number of third language speakers: <input type="text"/>
Ethnic breakdown of EPs (Number)	
African-American: <input type="text"/>	Asian: <input type="text"/>
Native American: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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	5	9	4	4	3	4	2	0	2	33
Chinese	1	0	2	1	2	0	0	0	0	6
Russian	0	0	0	0	1	0	0	0	0	1
Bengali	0	2	0	0	1	0	0	0	1	4
Urdu	0	1	0	0	0	0	1	0	0	2
Arabic	0	0	0	0	1	0	0	0	0	1
Haitian Creole	0	0	0	0	0	1	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	1	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	0	1	2	0	0	0	4

Programming and Scheduling Information										
TOTAL	7	12	6	6	9	7	3	0	3	53

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	7	12	6	5	9	6	2	0	1	48
Intermediate(I)	0	0	0	0	1	1	1	0	2	5
Advanced (A)	0	0	0	0	0	0	0	0	0	0
Total Tested	7	12	6	5	10	7	3	0	3	53

NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0
------------------------------	---	---	---	---	---	---	---	---	---

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

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0
2	0	0	0	1	0	0	0
3	2	0	0	0	0	0	0

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Danielle M. Hughes	Assistant Principal		10/14/09
Susan Gelman	Parent Coordinator		10/14/09
Celina Nunez	ESL Teacher		10/14/09
Gwen Sachs	Parent		10/14/09
Luciene Tonini	Teacher/Subject Area		10/14/09
Patricia Gallagher	Teacher/Subject Area		10/14/09
Valerie Fata	Coach		10/14/09
	Coach		
Andrea Spadaro	Guidance Counselor		10/14/09
Cheryl Watkins	School Achievement Facilitator		10/14/09
Adriene Edelstein	Network Leader		10/14/09
	Other		
	Other		

Signatures

School Principal Date 10/14/09

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date