



P.233Q

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75Q233
ADDRESS: 109-36 204TH STREET, HOLLIS NY 11412
TELEPHONE: (718) 465-1000
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.233Q SCHOOL NAME: P.233Q

SCHOOL ADDRESS: 109-36 204th Street Hollis New York 11412

SCHOOL TELEPHONE: (718) 465-1000 FAX: (718) 465-3939

SCHOOL CONTACT PERSON: Debbie Edmonds EMAIL ADDRESS: dedmond@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Debbie Edmonds

UFT CHAPTER LEADER: William Doyle

PARENTS' ASSOCIATION PRESIDENT: Mary Butters

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: District 75

SSO NETWORK LEADER: Barbara Joseph

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
Debbie Edmonds	*Principal or Designee	
William Doyle	*UFT Chapter Chairperson or Designee	
Mary Butters	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jason Bynoe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Aileen Mongelli		
	CBO Representative, if applicable	
Sandra Martinez	Member/Parent	
Arlene Secretaria	Member/Parent	
Yves Alexandre	Member/Parent	
Pamela Gaynor	Member/Teacher	
Phyllis Carre	Member/Teacher	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

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

MAY 2009

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.

P233Q is a New York City Public School in District 75. The mission of our school is to provide our diverse student population of 12:1:4 (Multiple Disabilities), 6:1:1 (Autism), 12:1:1 (Mental Retardation) ratios as well as inclusion with a meaningful individualized education that will enable them to reach their full potential, challenge them to meet high expectations and participate as independently as possible in their homes, school and community. In alignment with the P233 mission/vision it is a priority of the school to make the bridge from school to post school life a seamless transition. P.233Q is housed in five community schools as well as two self contained buildings located in various parts of the borough of Queens. The school provides instruction for students with a broad range of significant disabilities. 96% of the student population is assessed via New York State Alternate Assessment. Students are encouraged and expected to participate in a range of functional academics, social and vocational experiences, community awareness, and communication skills to increase their independence. A strong collaboration with local community businesses and agencies such as Whitestone Lanes, Zinnias Creative Clothing Design, the Castle Senior Living, Lefferts Animal Hospital, Carter Burden Luncheon Club, BJ's Wholesale Club, Pathmark, Lenox Hill Neighborhood House, Staples, Queens Library, Queens Jewish CC, Aviator Sports Recreation Center, Lifespire Sheltered Workshop, Marshalls Clothing Store, JASA, Lucille Rose Day Care, McDonalds, Rainbow Clothing Store, Neponsit Adult Care Center, West Lawrence Adult Care Center, Seaside Library, KeyFood, Catholic Charities, Birch, QCP, YAI, Gateway, AARB, Shield, EIHAB, QPRC and YMCA has resulted in numerous work site opportunities as well as placement of students in over 21 programs. Collaborations with general education host schools are evidenced by regularly scheduled building council meetings as well as ongoing administrative and pedagogical communication and planning.

Students in the P.233Q inclusion program are afforded numerous comprehensive opportunities to learn with non disabled peers as they engage in a variety of classroom, social and after school activities including chorus, weight training, dance, band and foreign language instruction. Where appropriate, students participate in travel training programs that help them make the transition from the school bus to public transportation.

P233 has developed a unified curriculum for use across all sites. The curriculum incorporates various teaching programs and an emphasis on service learning with the intent to provide a well rounded curriculum reflective of the diverse student population. In keeping with state initiatives and our project based learning focus, the P233 curriculum encompasses current social, environmental and economic issues. The P233 curriculum serves to establish Standards based and goal oriented instruction to promote mastery of IEP goals and improve overall student independence. Our high standards and student centered philosophy are embedded in every aspect of the school day including the use of social emotional supports. Various and ongoing assessments (Brigance, NYSAA, Acuity, Scantron, NEXT, ECLAS-2, standardized data collection forms and the P233 Math Assessment guide) quantify student progress and document overall instructional needs.

Maintaining a strong relationship with the parents and guardians of our students is a primary concern of our school. To that end, we make every effort to reach out to parents via workshops, after school

social events and frequent contact by phone and letter. The use of Title III funds to support a series of Saturday workshops is evidence of our school's commitment to improving the success of our ELL community. The P233 website serves as a great resource for the entire school community providing vital information for families, students and staff. The website offers a link to the parent coordinator and posts a monthly calendar and highlights school events.

Consistent high scores on standardized tests, NYSAA datafolios and receiving an overall evaluation of proficient for the 2008-2009 Quality Review Rating is evidence of P233's persistent commitment to providing quality instruction and improving student outcomes.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. Q233			
District:	75	DBN #:	75Q233	School BEDS Code #: 307500014233

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	√ 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	4 √	5 √	6 √	√ 7
	√ 8	√ 9	√ 10	√ 11	√ 12	√ Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0						
Kindergarten	0	0	0						
Grade 1	2	0	1	Student Stability: % of Enrollment					
Grade 2	4	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	2	2	2		87/84.3				
Grade 4	3	2	2						
Grade 5	1	2	2	Poverty Rate: % of Enrollment					
Grade 6	4	1	3	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	1	4	4		84.6		87.2		
Grade 8	3	2	5						
Grade 9	0	4	8	Students in Temporary Housing: Total Number					
Grade 10	2	0	5	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	2	1	7		0	1	6		
Grade 12	70	2	75						
Ungraded	255	362	252	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	349	382	364		1	0	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	349	382	364						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	0	1		
Number all others	0	0	0	Superintendent Suspensions	1	0	0		
<i>These students are included in the enrollment information above.</i>									

English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	27	11	2	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	26	40	9	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	44	9	8	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	69	72	70
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	86	87
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	79	71
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	98.6	97.1
American Indian or Alaska Native	1.2	1.3	0.8	Percent more than two years teaching in this school	69.6	73.6	84.3
Black or African American	41.8	40.0	40.7	Percent more than five years teaching anywhere	68.1	66.7	64.3
Hispanic or Latino	27.5	29.8	29.7				
Asian or Native Hawaiian/Other Pacific Isl.	11.5	14.1	16.2	Percent Masters Degree or higher	90.0	86.0	86.0
White	18.0	14.7	12.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	92.1
Multi-racial							
Male	66.5	62.8	63.2				
Female	33.5	37.2	36.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification: _____		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:		ELA:			
	Math:		Math:			
	Science:		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	0	0	0	0	0	0
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

Performance Trends

- The School Leadership Team, and the Administrative Cabinet for P.233Q reviewed the SCEP goals and Action Plans set forth during the 2008-2009 school year and reflected upon those that we felt needed to be further developed. In addition we reviewed the results of the 2008-2009 Quality Review, the Learning Environment Survey, Brigance, P.233 Math Assessment, Related Service progress reports, ATS, the results of the State Assessment (NYSTART/ARIS) in ELA, Math, Science, and Social Studies as well as the NYSAA results for the students in alternate assessment classes along with the results of the Periodic Assessment, (Scantron, Acuity, E-CLAS-2) the results of the Inquiry Team action plan, surveys and teacher made assessments as these data sources are pertinent to our school.
- Since evidence of progress for our students in 12:1:4 (multiple disabilities) and 6:1:1 (autism) ratios can be difficult to capture in formalized data, P.233 also uses information from standardized data collection forms, anecdotal records, photographs of students engaged in project based activities and information from student portfolios as evaluative measures to indicate student growth and progress. Our students have diverse learning needs and abilities. In order to meet their needs, constant monitoring and revision of plans, programs, and services is necessary.
- Use of school resources to enhance the instructional program by providing 12:1:4 (multiple disabilities), 6:1:1 (autism), and 12:1:1 (mental retardation) ratios with a variety of content related materials including math manipulative kits, reading programs, magazine subscriptions, etc
- Service learning is an integral part of the school curriculum: Activities include but are not limited to "Pennies for Patients", "Penny Harvest", "City Harvest", "New York Cares Coat Drive", "donations to food pantries", Blue Christmas", disaster relief efforts, baby gifts for homeless/unwed mothers, personal care items for soldiers and the homeless, handmade quilt for a homeless shelter, numerous recycling projects to support the NYC "Go Green" initiative, and production of holiday cards for senior centers at Parkway Hospital and Carter Burden.
- During the 08-09 school year, P233 used Title III funds to implement an eight week project based Saturday program for bilingual and ELL students with multiple disabilities and their parents to enhance the development of functional life skills and language. P.233Q serves a total of sixty-seven ELL students. All sixty-seven students are Alternate Assessment. There are a total of 124 students in grades two through eight. Twenty-one of the 124 students are ELLs. The total school population of ELL students in grades two through eight is 17%. P 233Q

also has a total of 260 students in grades nine through twelve. Forty-six of the 260 students are ELLs. The total school population of ELL students in grades nine through twelve is 22%.

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

- The 2008-2009 Needs Assessment Survey indicates a need to improve mathematics instruction by standardizing the math instruction for students in alternate assessment 6:1:1 (autism), 12:1:4 (multiple disabilities) and 12:1:1 (mental retardation) programs.
- 6:1:1 teachers have been afforded Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH) training in an effort to advance instructional practices. A review of current literature and the feedback from staff and the School Leadership Team indicates the need to continue this initiative to promote an increase in communication, skills, decrease off task and interfering behaviors and improve overall student independence.
- Information from the 2008-2009 Quality Review Evaluation indicates a need to expand staff knowledge on the development and use of data collection. Ongoing professional development will support the administrative goal of providing teachers with the tools needed to utilize data to enhance instructional planning and the overall delivery of instruction to improve student outcomes with reference to all subject content and skills, allied to tasks and clear assessment of skills mastery.
- Currently 147 students participate in off-site vocational training experiences and an additional 50 students participate in a variety of site based vocational opportunities. Feedback from the P.233Q Administrative Cabinet and the School Leadership Team indicates a need to continue to provide vocational, career and transition opportunities for appropriate 18-21 year old students.
- Data shows the need to continue the P233 effort to maximize students' independence via the reduction of support services.
- A review of the P.233Q technology program by the Technology Committee identified a need to expand the use of technology to improve communication for students who are currently non-functional communicators with an emphasis on engineering the environment, use of voice output devices, and smart board technology to enhance instruction and engagement throughout the P.233 organization.
- During the 2009-2010 school year, the Data Inquiry Team will expand their focus to improve student progress in a specific math sub skill for students in 12:1:1 (mental retardation) classes using the strategies developed during the 2008-2009 school year.

Listed are some of P.233Q's greatest accomplishments over the past few years:

- Awarded a "Parents as Arts Partners" grant from the Center for Arts Education which allowed students and their families the opportunity to participate in a structured, multi sensory, cultural arts program.
- Recipient of New York City's Golden Apple Award; 2003-04, 2004-05, 2005-06, 2006-07 and 2007-2008.
- Sixteen students mandated for assessment via Standardized Assessment. Four students scored a level 3 in ELA, eight students scored a level 3 in Math and two students scored a level 4 in Math.
- 354 students mandated for assessment via New York State Alternate Assessment. Students mandated for NYSAA continue to achieve consistent high scores of threes and fours across all grades in all content areas.
- A review of NYSAA scores for the past three years indicates that over 90% of the P233 Alternate Assessment students scored a Level 4 on the ELA assessment and that over 80% of the students scored a Level 4 on the Math assessment each year. A further analysis of the data indicates that only 35% of the students scored a level 4 in science and 45% of the students scored a level 4 in social studies in 2005-2006. However the data for 2006-2007 and 2007-2008 reflect a minimum increase of 30% in each subject area. Improvements reflect the school's strong focus on NYSAA training for all teachers as well as a focus on science and social studies as an integral part of our school curriculum.
- 147 students participated in off site vocational training experiences and an additional 50 students participated in a variety of site based vocational opportunities. Some examples

include: Whitestone Lanes, Zinnias Creative Clothing Design, the Castle Senior Living, Lefferts Animal Hospital, Carter Burden Luncheon Club, BJ's Wholesale Club, Pathmark, Lenox Hill Neighborhood House, Staples, Queens Library, Queens Jewish CC, Aviator Sports Recreation Center, Lifespire Sheltered Workshop, Marshalls Clothing store, JASA, Lucille Rose Day Care, McDonalds, Rainbow Clothing Store, Neponsit, West Lawrence, Birch and YMCA. As a direct result of our vocational training program, two students were processed and employed as a DOE school custodial assistant.

- P233 has successfully standardized data collection (the P233 Math Assessment and standardized student portfolios and data collection forms.)
- 91% of the graduates were placed in “over 21 programs” (including Day Treatment, Day Hab, Supportive employment and Competitive employment).
- Based on the results of the June 2009 Assessment of Basic Language and Learning Skills Revised (ABLLS-R) 15% of our 6:1:1 (autism) middle/high school students did achieve significant gains in the area of Social Interaction and 14% of our 6:1:1 (autism) middle/high school students attained the highest level in the core area of Requests from March to June 2009.
- 21% of our 6:1:1 (autism) students' are using the Picture Exchange Communication Systems (PECS). Based on the June 2009 daily low inference data collection sheets, 89% of these students have progressed to the next phase level. Based on our professional development sessions and evidence in the classrooms, we met our goal. Evidence of success included teachers' sign-in sheets and the professional development registration. P.233Q teachers, paraprofessionals and related service providers participated in a total of 70 hours of professional development workshops that relate to autism as per sign-in sheets and professional development registration. Instructional strategies presented during professional development sessions are implemented in classroom instruction and documented during formal and informal observations.
- 11 students moved to Less Restrictive Environments during the 2007-2008 school year. During the 2008-2009 school year one student was decertified from special education to general education.
- During 2008-2009, 2 students progressed from traveling to and from school on the school bus with 1:1 transportation paraprofessionals to traveling independently on public transportation.
- Incorporated Positive Behavioral Supports Systems including the Power of Choice Program, Behavioral Contracts, Functional Behavior Assessment, and Individualized Behavior Plans for students with challenging behaviors. In 2006/2007 the number of students requiring 1:1 crisis management support was reduced by 30%. In 2007/2008 the number of students requiring 1:1 crisis management support was reduced by 33%.
- During the 2008-2009 school year data shows significant reductions in related service supports. 14% of students mandated for speech services have been reduced from individual to group size mandates. 2.5% of students mandated for occupational therapy services have been reduced from individual to group size mandates. 5.7% of students mandated for physical therapy services have been reduced from individual to group size mandates. 20% of students requiring 1:1 crisis management or health paraprofessionals were terminated and/or reduced. As of June 2009, as evidenced by Individualized Education Plans and the CAP system, nine students requiring 1:1 crisis or health paraprofessionals were terminated, and eight students requiring 1:1 crisis or health paraprofessionals full time was reduced to a .5.
- 2 alternate assessment high school students enrolled in the Co-op Tech Career Training Education Program.
- 20% of students are enrolled in inclusive education; the students are programmed into general education classes as per their IEP's. Staff modify and adapt curriculum in an effort to meet the individual needs of the students.
- 91% of the graduates were placed in over 21 programs (including Day Treatment, Day Hab, Supportive employment and Competitive employment).
- Received recognition for our successful participation in the District 75 Web based debates during the 2007-2008 school year. Fundamental debate skills were expanded via the P233 curriculum for the 2008-2009 school year as a means to expand language skill development. Additionally this program serves to promote positive behavior supports.

- The focus of the P 233Q Inquiry Team for the 2008 – 2009 school year was to improve the literacy skills of our students in 12:1:1 (mental retardation) classes. Data shows that eight of the nine students did demonstrate mastery of correct use of punctuation. The results of this assessment indicated that six students were performing at an upper second grade level, two students were performing at a third grade level, and one student remained the same at a second grade level. The Inquiry Team met with the teachers and paraprofessionals to determine which students would be eligible to take the Scantron Assessment. The students selected for the team were assessed at the second grade level using the Scantron Assessment tool. It was agreed that the area of concern was writing for these students. We created short term objectives focusing on grammar in anticipation of meeting the long term goal of improving functional writing. To improve instruction teachers had common planning time built into their schedule so they could work together to interpret data, discuss strategies and plan lessons. They met with the students in a small group once a week. Some of the strategies that they employed included the 4-Square Writing Process and a behavior rubric. Students were active participants in the learning process. Materials were purchased to motivate students as well as to support the instructional focus. A power point was created to show the process and findings of the 2008 -09 Inquiry Team. This was shared during professional development and uploaded to ARIS for the P 233 community. Information was shared with the Leadership Team. Teacher and parents were notified about the progress of the students in a school letter.
- Through thematic instruction, student centered learning and project based activities, students have improved in academics and increased social/emotional growth and communication skills.
- Focus on corrective reading strategies via the use of various resources specific to the needs and abilities of the students including: Wilson, Edmark, The Early Literacy Skills Builder (ELSB), and SMILE. Emphasis on the use of high interest age appropriate reading materials such as: magazine subscriptions including: Sports Illustrated for Kids, Weekly Reader, Current Health, and AbleNet's adapted version of Weekly Reader and Current Health, News 2 You, and Action Magazines. Literature that aligns with the curriculum focus is purchased for classroom libraries
- Expansion of the Star Reporter thematic units of study to provide an enriched educational experience for all 12:1:4 (multiple disabilities), 6:1:1 (autism), and 12:1:1 (mental retardation) students.
- School procedures and expectations are defined in both Staff and Parent/Guardian Handbooks
- Professional Development exemplifies our on-going commitment to staff as life long learners.
- A review of data in ATS reveals that our attendance rate was 84% for the 07-08 school year and 85% for the 08-09 school year which was a 1% increase in attendance. School attendance is fundamental to student achievement. P.233Q is committed to providing all students and their families with the necessary resources and strategies to encourage student attendance. P.233Q has in place clear and concise attendance procedures regarding student absenteeism; on the same day of absence a call is made to the home and documented. Classroom teachers have the necessary resources to maintain effective and regular contact with parents/guardians. The importance of regular attendance is also addressed with parents and guardians during school wide events scheduled throughout the year. P.233Q Attendance Committee meets on a weekly basis and is composed of the Principal, School Aide, Pupil Accounting Secretary, Guidance Counselor, Parent Coordinator, Attendance Teacher, and Assistant Principals to review 407's, discuss individual student's attendance and identify solutions. Regular review of 407 documents with attendance follow up and outreach referral leads to a variety of outreach interventions that has resulted in an improvement of student attendance.
Some barriers include but are not limited to:
- Medically fragile students have a high absentee rate due to weather, medical procedures, appointments, and equipment maintenance creating a barrier to further improvement. However, the P233 attendance committee will continue to address attendance issues as they are presented.
- The inability to fully serve students in need of Occupational Therapy, Physical Therapy and Speech.

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.

Functional Mathematics (Inquiry Team)

By June 2010 using a variety of functional mathematics materials, programs and strategies 10% of students in middle and high school alternate assessment classes will improve math skills in the area of money and measurement as evidenced by moving up one indicator on the P.233Q Math Assessment.

By June 2010, 10% of identified students in 12:1:1 alternate assessment classes will show a 100 point increase on their scale score in Math in the area of numeration as evidenced by the Scantron Periodic Assessment.

Support Services

By June 2010, students in 12:1:4 (multiple disabilities), 6:1:1 (autism) and 12:1:1 (mental retardation) classes will show an increase in independence as evidenced by a 10% decrease in 1:1 support services as reflected on Individualized Education Plans and the CAP screen.

Transition

By June 2010, students nearing age 21 will receive appropriate transition support as evidenced by a 90% placement of eligible students in the appropriate "Over 21" program.

Communication

By June 2009, students in middle and high school 6:1:1 (autism) classes will improve communication skills by 5% as evidenced by The Assessment of Basic Language and Learning Skills (The ABLLS).

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): Support Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students in 12:1:4, 6:1:1 and 12:1:1 classes will show an increase in independence as evidenced by a 10% decrease in 1:1 support services as reflected on Individualized Education Plans and the CAP screen</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"> • Throughout the school year, IEP teams will review documentation to appropriately assess the needs all students for 1:1 mandated support services and make recommendations at IEP conferences. • By June 2010, students with 1:1 crisis management paraprofessionals will have a Functional Behavioral Assessment so that behavior intervention plans can accurately target challenging behaviors. • Social skills will be infused throughout the P233Q curriculum to promote appropriate decision making skills and self regulatory behavior for students in 12:1:1, 6:1:1, 12:1:4 and 8:1 classes. • Designated staff members will attend professional development workshops that address issues related to positive behavior supports. • Behavior management specialist, guidance counselor, school social worker, district and school coaches, school administrators, the SBST, related service providers, parents and classroom staff will work together to increase student independence. • Funds from State Standards will be used to support the Power of Choice program for our high school students in 12:1:1 classes. • Instructional Funds will be used to allow staff to participate in professional development opportunities. • Parent Association Meetings to discuss reduction/termination of support services • IEP annual review meetings to change IEP mandate accordingly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Behavior management specialist, guidance counselors, district and school coaches, school administrators, the SBST, related service providers, parents and classroom staff members will work together to increase student's independence. Funds from State Standards will be used to support the Power of Choice program for our high school students in 12:1:1 classes. Instructional funds will be used to allow staff to participate in professional development opportunities.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • By April 2010, students in 12:1:4, 6:1:1 and 12:1:1 classes will show an increase in independence as evidenced by a 5% decrease in 1:1 support services. • By June 2010, students in 12:1:4, 6:1:1, and 12:1:1 classes will show an increase in independence as evidenced by a 10% decrease in 1:1 support services. • List of Professional Development activities that staff participated in during the 2009-2010 school year. • Individual students' Functional Behavior Assessment, data collection forms, OORS reports, and medical documentation will be used to measure progress. • IEPs with changes made to support services through reduction and/or termination. • CAP screen with updated student information reflected • Purchase Orders

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.

Transition

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students nearing age 21 will receive appropriate transition support as evidenced by a 90% placement of eligible students in the appropriate “Over 21” program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Throughout the 2009-2010 school year, Level I Vocational Assessments will be reviewed to help support appropriate placement before students graduate from P233. • Identify eligible students for “Over 21 Programs” • By January 2010, transition coordinators will schedule opportunities for parents of graduating students to visit “over 21” programs. Transition Coordinators will join parents as they visit the programs to answer questions and address parent concerns. Parents will be given a checklist to help them evaluate the different programs they visit. • By April 2010, the P233Q Parent Coordinator will host a Transition Fair for all parents/guardians to support the transition from school to post school life. • By June 2010, 100% of the eligible 18-21 year old students and families will be given an opportunity to visit “Over 21 Programs” to ensure continued success after aging out of the Department of Education • Throughout the 2009-2010 school year, three high school classes will be assessed by way of the “NEXT Transition Management System”. • Individualized transition plans will be created for all 14-21 year old students • Contact Queens Transition Center and Co-op Tech to discuss vocational and career opportunities for identified 12:1:1 students. • Identify appropriate 12:1:4 high school students that will be participating in work study opportunities. • Create in-house jobs and community service opportunities for 12:1:4, 6:1:1 and 12:1:1 middle/high school students. • Instructional funds will be used to purchase the Ablenet, “NEXT Transition Management System”. Instructional funds will also be used to pay for coverage when staff members are engaged in professional development activities and inter-visitations. • Transition coordinators will attend professional development district and school wide throughout the year • “Transition Coordinators will contact “Over 21” agencies and VESID to obtain information about possible placement opportunities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Coordinator, Transition Coordinators, guidance counselors, administration and classroom staff will work together to insure successful placement at over 21 program and VESID after graduation. Instruction funds will be used to purchase the Ablenet, “NEXT Transition Management System”. Transition coordinators will attend professional development district and school wide throughout the year. “Over 21” agencies and VESID will provide information about possible placement opportunities.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Feedback from students and parents after visits to “Over 21” programs, acceptance/placement of students after graduation, data from the “NEXT Transition Management System”, and the school designed checklist will be used to monitor progress toward achievement of 90% placement of graduating students.</p>

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): Mathematics (Inquiry Team)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • By June 2010, 10% of students in 12:1:4, 6:1:1 and 12:1:1 alternate assessment classes will demonstrate an increase in the area of money and measurement as evidenced by moving up one indicator on the P.233Q Math Assessment • By June 2010, 10% of identified students in 12:1:1 alternate assessment classes will show a 100 point increase on their scale score in Math in the area of numeration. as evidenced by the Scantron Periodic Assessment
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • By October 2009, students in 12:1:4, 12:1:1 and 6:1:1 alternate assessment classes will be assessed using the P.233 Math Assessment tool to determine a baseline math level. • By December 2009, targeted 12:1:1 alternate assessment students will complete a baseline assessment using the Scantron Periodic Assessment to determine their present level of performance. • By January 2010, the P233 Data Inquiry Team will analyze the assessment results and review prescribed strategies. • Throughout the 2009-2010 school year, the P.233 Inquiry Team members will consolidate information learned from the inquiry process and share their work with other staff members as well as the school community via monthly newsletters, and faculty meetings to reflect upon their findings and the progress of students. • Teacher schedules will support allocated time to administer assessments. • Provide professional development for staff on using a variety of mathematics programs such as Equals, Touch Math, Scantron Periodic Assessment and the P.233Q Math Assessment Tool.. • Data from the Scantron Periodic Assessment will be reviewed throughout the school year to monitor progress, select strategies and adjust instruction according to the needs of the students. • Common planning time will be built into the 2009-2010 schedules to allow opportunities for teachers to exchange ideas/information and provide collegial support. • On-going support provided to teachers in need of assistance by the school based coach. • Review data from the Scantron Periodic Assessment throughout the school year to monitor student’s progress, select strategies and adjust instruction according to the needs of the students. • The Professional Teaching Standards will be used by administrators to support teachers’ growth and development and will also be used as an observational tool.
<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"> • Tax Levy Children’s First Inquiry Team Funds will be used to purchase needed materials and coverage for staff attending meetings and/or professional development workshops to support student outcomes • Instructional funds from the fiscal year 2009-2010 will be used to support professional development and classroom materials. Instructional funds will also be used to pay for coverage when staff members are engaged in professional development activities and inter-visitations. • Instructional funds from the fiscal year 2009-2010 will be used to purchase the AbleNet Equals Math Program and Touch Math.
<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"> • Individual students’ portfolios, math assessment, and data collection • Professional Teaching Standards observations and individual teachers goal setting forms • Purchase Orders • Data from the Scantron Periodic Assessment and P.233 Math Assessment Tool • Data Inquiry Team Binder including meeting agendas, instructional objectives, data collection forms, professional development workshop agendas/sign-in sheets. • Teacher Schedules

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): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 100% of the P.233 staff members will have participated in professional development workshops on assessment, curriculum related topics and technology.</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"> • Professional Development will continue to be provided on NYSAA, data collection, and individual student portfolios as a tool to determine student goals, appropriate instructional strategies and individualized supports. • Professional Development will be provided on the P.233Q Curriculum as well as best practices in “Technology”. • Teachers and Paraprofessionals will be provided with opportunities for inter-visitation so that Best Practices are replicated. • Alignment of teacher observations with the Professional Teaching Standards.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Instructional funds will be used to support the development, presentation and coverage for professional development opportunities. Common planning time will be incorporated in teachers schedules to allow for collegial support and promote Best Practices.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Formal and informal classroom observations, collegial exchange of ideas at monthly faculty meetings, feedback from staff following professional development sessions, student work showcased at monthly culminating activities related to the P233 curriculum, special events and the P233 Best Practice fair will serve to guide planning and presentation of professional development workshops.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	As Per IEP Mandate	As Per IEP Mandate	As Per IEP Mandate	As Per IEP Mandate
1	0	0	N/A	N/A				
2	0	0	N/A	N/A				
3	3	3	N/A	N/A				
4	6	6	6	6				
5	15	15	15	15				
6	29	29	29	29				
7	29	29	29	29				
8	30	30	30	30				
9	48	48	48	48				
10	57	57	57	57				
11	41	41	41	41				
12	111	111	111	111				

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p> <ul style="list-style-type: none"> ○ Early Literacy Skill Builders ○ SMILE ○ Wilson ○ Quick Read 	<p>Small Group instruction * 5x weekly * during the literacy block ELSB- is a phonics-based reading program designed for students with significant cognitive disabilities. SMILE-is a phonics-based reading program designed for students with significant cognitive disabilities. Quick Reads-uses non-fiction, high frequency print to develop vocabulary and improve fluency and expand content knowledge. Wilson- The Wilson Reading System is research based and designed for students who have difficulties decoding and spelling.</p>
<p>Mathematics:</p> <ul style="list-style-type: none"> ○ Math Games ○ Adapted Math Kits 	<p>Small Group instruction *4x weekly* during the math block Math Games- are designed to address functional math skills in the area of numeration, cooking, calendar use, time and measurement. Adapted Math Kits-provides tools needed for hands on learning and project based instruction.</p>
<p>Science:</p> <ul style="list-style-type: none"> ○ Current Health ○ Star Reporter 	<p>Small Group Instruction *3x weekly* during the science period Star Reporter creates materials for thematic units (nutrition, horticulture, weather, and ocean life, etc) Current Health is a magazine that provides life relevant topics with regard to personal health and other health related topics</p>
<p>Social Studies:</p> <ul style="list-style-type: none"> ○ Action Magazines ○ Weekly Reader ○ News-2-You ○ Star Reporter 	<p>Small Group Instruction *5x weekly* during the day Action Magazine is a periodical that offers high interest topics with regard to current issues specific to social studies. Weekly Reader is a web-based magazine that encourages low –level readers to engage with age appropriate print. News-2-You: A leveled interactive online newspaper incorporating science and social studies lessons using Symbol Stix. Star Reporter: A theme-based curriculum for creating a school or classroom newspaper, using assistive technology devices.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p> <ul style="list-style-type: none"> ○ Therapeutic Crisis Intervention 	<p>One-to-one tutoring *during the day* As needed Therapeutic Crisis Intervention (TCI) Students develop new coping skills and learn self-regulation techniques</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>One to one *during the day* As needed Testing and Assessment of students to identify strengths and weaknesses.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Small group * 1x monthly * During the day Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation</p>
<p>At-risk Health-related Services:</p>	<p>During the school day *1x weekly* Students participate in basketball, cooking, etc.</p>

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s)6-12 ____ **Number of Students to be Served:** 24 **LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** 7 Paraprofessionals _____

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.

There are 2 ELL teachers @ P233Q, serving 7 different sites in Queens. The ELL population is comprised of students who attend classes in ratios of 12:1:4; 12:1:1; and 6:1:1. All ELLS that currently attend P233Q are at the beginning level of instruction based on the LAB-R, the NYSESLAT, and the NYSAA. P.233Q serves a total of sixty-seven ELL students. All sixty-seven students are Alternate Assessment. P.233Q has a total of 124 students in grades two through eight. Twenty-one of the 124 students are ELLs. The total school population of ELL students in grades two through eight is 17%. P.233Q also has a total of 260 students in grades nine through twelve. 46 of the 260 students are ELLs. The total school population of ELL students in grades nine through twelve is 22%.
Based on the NYSESLAT Exam History Report in ARIS, P.233Q has a total of 27 alternate assessment students who were able to take some parts of the tasks associated with the NYSESLAT examination. All twenty-seven students scored in the beginner level. The other 40 ELL students were not able to take any parts of the NYSESLAT examination. All ELL students that attend P.233Q are in the beginner classification.

The Bilingual Program is composed of one bilingual high school (12:1:4 multiple disabilities) class in Alternate Assessment. The bilingual teacher communicates to the students in their native language (Spanish) as appropriate. The teacher is also able to communicate with parents and guardians to ensure a strong home/school partnership.

During the 2008-2009 school year, ELL students performed as well as their monolingual peers on the New York State Alternate Assessment as reflected by the data in all content areas including ELA, Math, Science, and Social Studies. None of our ELL students is involved in standardized assessment. Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy and independence.

NLA instruction follows the tenets of Balanced Literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing pre-post test, rubrics, and teacher designed assessment in native language literacy materials. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, and the use of technology tools. Products of student work reflect the identified goals and objectives as per their IEP's. Students are given opportunities to use language with different audiences including peers, teachers, paraprofessionals, and other staff as well as in the community.

Students in our bilingual class are assessed through the alternate assessment process (none of our bilingual students take standardized tests). Student portfolios, Brigance, Assessment of Basic Language and Learning Skills Revised (ABLLS-R) and formal teacher observations, and teacher-made checklists and rubrics are used to assess the level of students' English language development and proficiency of ELLs.

Title III Supplemental Instructional After School and Saturday Program

Research indicates that instruction is effective when it is: hands-on, challenging, multi-sensory, thematic, is literacy focused, includes students' cultures, allows for exploration and provides multiple, challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English (Camboume, 1988, Orelove & Sobsey, 1993). During the 2009 – 2010 school year, P 233Q will use Title III funds to implement both an after school instructional program (two days a week on Tuesdays and Thursdays for 12 sessions (days) and a Saturday morning instructional program (for 8 Saturdays) for ELL students with multiple disabilities. A NYC/NYS certified ESL teacher (who speaks Chinese) will instruct ELLs in a 12:1:4 class configuration after school with the assistance of three bilingual paraprofessionals who speak the students' languages and a certified bilingual (Spanish) teacher will instruct ELLs in the Saturday program in a 12:1:4, 6:1:1, and 12:1:1 ratio, with the support of four bilingual paraprofessionals. The after- school program will run from 3PM to 5PM. The Saturday Program will run from 9AM to 12 noon. For both the after school and weekend program we will have paraprofessionals who speak Spanish, Hindi Tamil, and English. Because the Saturday program will have both bilingual and ESL students, much of the instruction will be delivered in two distinct groups –Bilingual and ESL, using differentiated instruction, cooperative grouping, scaffolding strategies, and native language support from the bilingual paraprofessionals. The program will provide rigorous and challenging content-based instruction. ESL standards will be used to design and assist the ESL and bilingual teachers with curriculum development using ESL methodologies in conjunction with augmentative communication devices, Brigance, Assessment of Basic

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Language and Learning Skills (ABLLS), NYSAA, NYSESLAT data, true object pictures and Mayer Johnson picture symbols. Performance data from the Brigance, the Assessment of Basic Language and Learning Skills (ABLLS) the ELA NYSAA, and the NYSESLAT will be used to inform instruction. English Language Arts instruction for ELL's will follow the NYC's Balanced Literacy Program, which is supported by multicultural books, the use of technology and the adaptation of literacy materials to meet the individual needs of students with severe disabilities. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for math. Multi-sensory and multicultural materials will be infused throughout all aspects of instruction. ESL students will be given supports across the whole curriculum providing scaffolding that is sensitive to the needs of the ESL students. We will also be using the Benchmark Education Series for ELL Early Explorers. The program includes assessment handbooks, leveled books on tape, and educational CDs for after school programs. Bilingual instruction will also emphasize Native Language Arts and English Language Arts. Students in the Title III after school program will also be assessed through the alternate assessment process (none of our bilingual students take standardized tests). Formal teacher observations and teacher-made checklists and rubrics will be used during the Title III after school program to assess the level of students' English language development and proficiency.

Schedule of After School Program

Weekdays

November 17&19, 2009

December 1&3, 2009

December 8 &10, 2009

December 15&17, 2009

January 5 &7, 2010

January 12&14, 2010

Saturdays

March 6, 2010

March 13, 2010

March 20, 2010

March 27, 2010

April 10, 2010

April 17, 2010

April 24, 2010

May 1, 2010

The afternoon program will be from 3-5PM. The Saturday program will be from 9-12PM.

All of our ELL/Bilingual students are beginners. They represent grades 6-12. Because they are all beginners, we offered the supplemental after school/Saturday program to all ELL/Bilingual students in our program.

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Parent/community involvement:

Title III funds are also allocated for after school workshops for families of ELLs presented by NYS/NYC certified ESL/Bilingual teachers. All of the students attending our after school program are beginner ELLs. All of the planned parent activities support the expansion of communication skills through augmentative communication devices, adapting materials to the appropriate level of our students, and expanding vocabulary for students who are verbal and students who are non-verbal but use picture/symbol systems. There will be 5 parent workshops, presented on 5 afternoons from November, 2009- January, 2010.

Topics will include:

- Balanced Literacy in Bilingual/ESL classes
- Using NYS Standards to teach ESL
- Picture Exchange Communication System
- Describing NYSESLAT and how it measures student progress
- Using Instructional Technology for ELLs/Bilingual with disabilities

P.233Q will continue to reach out to non-English speaking parents by interpreting translating documentations in their native language utilizing pre-made forms in various languages. Flyers will be created in parents' native language relating to information about available services and activities. Refreshments will be served at every workshop. Translation services will be provided. All information sent to parents is translated into their native language. The preferred languages of parents are Spanish, Punjabi, Korean, Urdu, Bengali, Haitian Creole, Philipino, Chinese, and Hindi.

The parent coordinator will assist in facilitating a smooth transition from the regular school program to the supplemental school program (i.e. interpretive services, coordinating parent workshops, encouraging ELL parents to send their children to the supplemental program, etc.

- P.233Q Parent Coordinator is bilingual and offers parents of ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. We invite parents to attend ELL meetings during the school year at the District level. Meetings are held at the school level with translation services. All information sent to parents is translated into their language.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Title III funds will be used to support the bilingual teacher, and ESL teachers' participation in appropriate professional development sessions focusing on ELLs. ESL teachers and teachers of ELL students will refer to the books and resource materials provided by Title III funds. ESL/Bilingual teachers will share information with staff during Professional Development sessions. In addition, P.233 will encourage the attendance of bilingual, ESL, and paraprofessionals at district, city, and/or statewide conferences focusing on the education of ELLs.

<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	<p>\$3,225.44</p>	<p>Books: Benchmark Education for ELL Early Explorers assessment handbook and leveled books on tape and CDs: educational CDs for after school program, Cassette Recorders, Headphones, Book Bins, Black/color ink for computers, Binders for adapted books, Markers, Blank Books and Paper. P233Q will purchase the book written by Pauline Gibbons, Learning to Learn in a Second Language for Teachers and Parents. This book includes topics pertaining to the education of ELLs such as: Strategies and Materials for Native Language Instruction, the NYS ESL standards, Balanced Literacy in Bilingual and ESL classes. The teaching of ESL through content areas: math, standardized assessment and alternate assessment methods for ELLs, the use of technology in bilingual and ESL education, and the adaption of bilingual and ESL materials for the education of ELLs with severe disabilities. \$11.47 times 10=\$114.70.</p>
<p>Educational Software (Object Code 199)</p>	<p>N/A</p>	<p>N/A</p>
<p>Travel</p>	<p>N/A</p>	<p>N/A</p>
<p>Other</p>	<p>\$200 \$90.00</p>	<p>Foods/snacks for After School and Saturday Instructional Program Food/Snacks Parent Meetings 15 parents will attend 1 workshop per month for 5 months, 1 hour each after school from 4:00-5:00 PM. The allocation for each meeting is \$18.00</p>
<p>TOTAL</p>	<p>\$15,000.00</p>	

APPENDIX III-LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - The data and methodologies used to assess the school's written translation and oral interpretation needs to ensure that all parents were provided with appropriate and timely information in a language they can understand resulted from a language survey sent to all P233Q families at the beginning of the 2009- 2010 school year. The results of the survey in combination with information provided on Page 1 of the Individual Educational Plans, IEP, concluded that 67 families use English as second language.
 - P.233Q will send out information and have it translated into the various languages ELL parents such as Spanish, Korean, Urdu, Bengali, Chinese, Haitian Creole, Philipino, Hindi, and Punjabi. P.233Q will have interpreters available at meetings, workshops, and special events when presenting oral information on Title III and when parents are engaged in Title III activities.
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.
 - The results of the two mentioned data sources concluded that the language needs of families were as follows: 47 Spanish, 2 Urdu, 4 Bengali, 5 Chinese, 1 Haitian Creole, 1 Pilipino, and 5 Punjabi. Based on the language needs of families, teachers, paraprofessionals and staff were surveyed to see if they were fluent in any one of the mentioned languages. Once it was determined that staff was able to speak a certain language, the staff was utilized to translate for parents when ever needed.

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.
 - Aside from assisting parents, the parent coordinator encouraged parents to request her services as parent/student advocate and translator. In her role as advocate/translator, she further ensured that all parents were given information in a language they could understand. To make certain she was accessible to parents at all times during the school day, parents were provided with her cellular phone number, office phone number, fax number and email address. Aside from one to one relationship with parents, she worked with administration to address parental concerns including but not limited to bussing problems.

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.
 - The P2333Q parent coordinator participated in 32 hours of training hosted by the Southern California School of Interpretation. In her role as translator for the school district, she has received a certificate of completion. In addition to addressing problems or concerns, she organized family events so designed to create relationships with parents. In a social setting she was able to gain the trust of parents who in turn were more willing to go to her for information and assistance.
 - The written translation services provided by the school include flyers and documents in languages other than English. Emergencies cards will note the language used other than English for emergencies purposes. Aside from providing documents in a language other than English, teachers utilized alternate placement paraprofessionals to write daily messages including those sent home via the daily communication logs for non-verbal students.
 - The school will determine within 10 days of a student's enrollment, (or for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each child enrolled in the school. The emergency card will note the parent's primary language and such information will be maintained in ATS. Language assistance will be provided to parents via translation services including translated documents. When a parent partakes in a meeting, a translator will be provided.
 - When the school is unable to provide interpretation and translation services, it will provide a cover letter or notice on the face of the English document in the appropriate language. The department of Education website will be used to provide information in various languages.

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>.
 - P233Q will follow the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements specified in the Chancellor's Regulation A-663.
 - P.233Q will continue to reach out to non-English speaking parents by interpreting and translating documentations in their native language utilizing professional services of contracted vendors as well as translation services of our P.233Q staff. Distribute pre-made forms in various languages provided by the Department of Education and District 75 website. P.233Q Parent Coordinator will continue to share information with our Spanish speaking parents via flyers, phone calls and translations at various school events.
 - P.233Q will provide orientation to parents on programs for LEP students and Title III during Spring and Fall ELL parent orientation meetings or conferences as well as during Annual Reviews. The Parent Coordinator will make written materials on bilingual and ESL programs and Title III available in various languages. P.233Q will pay per-session rate to bilingual staff to translate materials or to interpret for parents during parental involvement activities. P.233Q will also utilize interpreters from the Translation and Interpretation Unit to provide interpretation and translate written materials.

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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURRE schools must complete this appendix.

NOT APPLICABLE TO SCHOOL

SURRE Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The P233Q Cabinet, which is made up of lead teachers, school based coach and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty, SLT and PTA meetings and post the agendas and minutes for all to read. Additionally, the Inquiry Team will work to identify areas of need.

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

X Applicable Not Applicable

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

The report supports areas of need that P233Q exhibits. We follow a standards-based curriculum for all standardized assessment students. Curriculum maps which are aligned to the state standards have been, and continue to be a challenge with regard to differentiating the curriculum and meeting the diverse needs of the severely emotionally challenged and learning disabled students in our standardized classes. Our students with significant cognitive delays also follow the guidelines set forth by the State, following the NYSAA. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. Additionally, the curriculum maps are too diverse, depending upon which focus is used (i.e. Comprehensive Approach to Balanced Literacy, Wilson, etc). The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program.

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

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P233Q has begun to more deeply analyze data. We will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. The student population served at P233Q all has special needs with the majority of these students at a minimum of two years below grade level due to the severity of their handicapping conditions. We are aware that these students may not achieve full proficiency on NYS exams. In order to provide support to educate these students, we will focus on differentiated instruction, small and individual groupings, individualized rubrics, reading partners, texts at varied reading levels, varied homework assignments and flexible time and seating arrangements. Students will also learn to begin to take more responsibility and ownership of their learning. A uniform curriculum which addresses the needs of the autistic students is currently unavailable to us. The utilization of District 75's Curriculum Frameworks, AGLIs in an Applied Behavior Analysis framework is an attempt to address this issue. However, these students learn and work at a different pace and with different learning styles and behavioral needs which must be taken into consideration.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The academic cabinet of P.233Q, which is made up of lead teachers and administrators will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty conferences, School Leadership Team, and Parent Teachers Association meetings as well as in the monthly

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

Applicable Not Applicable

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

The report supports areas of need that P233Q exhibits. We follow a standards-based curriculum for all standardized assessment students. Pacing calendars which are aligned to the state standards have been, and continue to be a challenge with regard to differentiating the curriculum and meeting the diverse needs of the severely emotionally challenged and learning disabled students in our standardized classes. Our students with significant cognitive delays also follow the guidelines set forth by the State, following the NYSAA. The areas cited in the report are the same areas that we find to be challenging for our teachers as they struggle to support their students. Additionally, the pacing calendars are too fast for our students and do not teach to mastery. Behavioral issues interfere with pacing and students have a more difficult time "catching up." The use of formative assessments has provided us with additional evidence that highlights deficit areas in our educational program.

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

P233Q has begun to more deeply analyze data. We will continue to identify skill areas in need and broaden the process of Inquiry across the school in order to address these relevant issues. The student population served at P233Q all has special needs with the majority of these students at a minimum of two years below grade level due to the severity of their handicapping conditions. We are aware that these students may not achieve full proficiency on NYS exams. In order to provide support to educate these students, we will focus on differentiated instruction, small and individual groupings, individualized rubrics, reading partners, texts at varied reading levels, varied homework assignments and flexible time and seating arrangements. Students will also learn to begin to take more responsibility and ownership of their learning. A uniform curriculum which addresses the needs of the autistic students is currently unavailable to us. The utilization of District 75's Curriculum Frameworks, AGLIs in an Applied Behavior Analysis framework is an attempt to address this issue. However, these students learn and work at a different pace and with different learning styles and behavioral needs which must be taken into consideration. In order to reinforce the Everyday Math program, we are utilizing Math Games.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The P233Q Cabinet, which is made up of lead teachers, school based coach and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty and grade conferences, SLT and PTA meetings and post the agendas and minutes for all to read. Additionally, the Inquiry Team will work to identify 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?

P.233Q focuses on differentiated instruction through varied instructional resources available to our teachers and instruction teams for reading workshop and writing workshop models. Leveled libraries are plentiful in each classroom. Teachers have participated in numerous professional developments, both citywide and school based. The lessons prepared by our teachers must have some differentiation simply due to the nature of our students' population and the levels stipulate in their IEP's. Additionally, classes are not homogeneous – legally, there may be a three year age range per class and functioning levels can equal, if not surpass, that range. In addition to the academic deficits, many of our students have severe emotional challenges which impact their learning and negatively affect classroom instruction.

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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.

We try to group our students in a homogenous way – grade level and functioning levels are taken into consideration. New students coming into our program will be placed in classes with seats available as closely appropriate to levels as well. Our school based coach is scheduled to travel to all sites to work with teachers and students alike but, could use additional time to work more in depth and individually with both. Teachers have participated in many professional developments but, need more with regard to behaviors and various alternatives when differentiating instruction.

2B – Mathematics Instruction

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

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

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

The P233Q Cabinet, which is made up of lead teachers, school based coach and administrators, will review the findings and identify the areas that are relevant to our students. The administration will share the findings with the school community at staff faculty and grade conferences, SLT and PTA meetings and post the agendas and minutes for all to read. Additionally, the Inquiry Team will work to identify areas of need.

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

Applicable X 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.

Formal and informal observations demonstrate that technology is regularly incorporated into lessons and planning. Web based math programs such as Everyday Math and math games are being used in elementary classrooms to support instruction. In addition, some math skills are incorporated into cross content areas such as science, art, music and social studies.

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.

Not Applicable

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The results of the BEDS survey from 2008-2009 is reviewed to determine qualifications of current staff members. P233Q's School Comprehensive Demographics and statistics are reviewed and compared over a three year span. The administration reviewed Employee Identification System (EIS) to review start dates and seniority of all teachers.

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?

All of our teachers, 100% are fully licensed and permanently assigned to this school. P233Q continues to attract highly qualified teachers with more than 89% possessing a Master's Degree or more. 100% of core classes are taught by highly qualified teachers as indicated by the BEDS survey (NCLB definition). Over the past three years, since 2005-2006, our school trend indicates that an average of 73.6% of our teachers remain with P233Q for at least 2 years or more.

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.

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KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The P.233Q cabinet will survey staff members to determine their awareness of the ELL professional development available.

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

Applicable Not Applicable

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

While all staff has participated in the mandatory Jose P. professional development, the majority of our P233Q staff is not aware of the QTEL program or of the Language Allocation Policy. P.233Q serves a total of fifty-six ELL students. This year, we have only two ESL teachers to service these students who are spread out across six sites. Staffs with ELL students in their class were aware of ELL instruction provided by the ESL teachers or the bilingual teacher and are aware that bilingual students are served with an alternate placement paraprofessional.

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.

At faculty and/or grade conferences, the ESL teachers and/or the Bilingual teacher will explain what QTEL is and the Language Allocation Policy and its contents. All new teachers will be scheduled and attend the Jose P. training.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The ESL teachers and/or the bilingual teacher, in cooperation with the data specialist, will review ways data is analyzed with regard to ELL students.

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 majority of our ELL students are alternate assessment and NYSESLAT scores are invalid. Because the ESL teachers works one on one or in very small groups (these students are split across our sites), the NYSESLAT scores are predictable.

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.

Not applicable

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:

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

In consultation with cabinet and lead teachers regarding the instructional approaches which will increase our access to the general education curriculum and lead to improving student performance, we have determined that our professional development is highly effective. Our professional approach focuses on integrating standard core curriculum and includes differentiated instruction, analyzing data and test scores, incorporating sensory modalities, use of IEP information including modifications and accommodations, social histories and behavioral interventions. Professional development takes many forms including: classroom walkthroughs to identify best practices, mentoring, buddy teaching, formal and informal observations. Paraprofessionals are included as well. While teachers are aware of modifications and assessment accommodations, more work needs to be done with using these modifications for classroom practice.

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

Applicable Not Applicable

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

P233Q is part of District 75 – working with all special education students. Each student comes to us with an IEP written at an initial evaluation. Teachers use the IEP to determine functioning level and types of related services needed for the student, on an individual basis to become successful. Teachers have all written IEP's for each child, working as a team with the SBST, related service personnel and administration. In addition, over the past 5 years, D75 has focused on providing professional development in incorporating the general education core curriculum and state standards into our classrooms. More professional development could be beneficial to teachers who do not always incorporate the students' behavior intervention plan into their teaching methods. Differentiated approaches to the Alternate Grade level Indicators (AGLI) are used for alternate assessment students participating in the NYSAA. Although differentiation of instruction is being done, due to these students handicapping condition, it is often not horizontally related to the general education curriculum, thereby not allowing these students access to the general education curriculum. Two elementary inclusion classes and one high school inclusion class, allow for "best practices" on both sides of the instructional table. Special education procedures and differentiated instruction leads to better results with the general education curriculum. A collaborative approach is taken with the SETSS provider working with the general education teacher and assisting them in a better understanding of individual accommodations and any Behavior Intervention Plan needed. Teachers have been in professional development for Comprehensive Approach to Balanced Literacy and Mathematics, core curriculum supplies are in appropriate grade level rooms for ELA, Math, Science and Social Studies. Leveled libraries are plentiful, divided by genre and specific subject areas. School Based Coaches, teachers and administrators all have the opportunity for training through either the city or the district.

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.

The finding is applicable with regard to using testing modifications as part of daily instruction. Teachers are familiar with modifications and related services mandated for each student. A test modification form has been given to each teacher with test modifications for each child in the class and can be viewed “at a glance.” When standard assessment exams are given, formal procedures such as extended time, directions read aloud, etc. are implemented. Through more in house professional development and administrative and school based coach support, teachers will become more adept at using these modifications within the classroom and in writing and implementing Behavior Intervention Plans.

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

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

Please respond to the following questions for Key Finding 7:

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

IEP's are reviewed by related service staff, teachers and paraprofessionals. They are also reviewed by the School Based Support team as needed. We found that while our school is proficient in providing students with accommodations for assessment, teachers often have difficulty in the classroom environment with providing accommodations during instructional time and/or with classroom assessments. Many of our standard assessment students have modified promotion criteria. There seems to be a discrepancy between IEP goals and the grade level content. For students participating in NYSAA, goals and objectives are reviewed and aligned and modified to the AGLIs. In reviewing IEP's, many come from the local general education district levels with no behavioral plans. Only recently, district IEP's have been coming to our school regarding newly admitted students, with classroom academic modifications indicated.

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?

Teachers and paraprofessionals provide accommodations to the students in behavior and academics throughout the school day. This finding is relevant to our school because of the fact that all our students come to us with an IEP already written. After observing the student many times, it is evident that there is a discrepancy between the goals and the actual functioning and/or grade level of the student. Goals do not match the present levels of performance on the IEP. A majority of the students admitted need to have the IEP conference reconvened in order to develop appropriate goals for that student. Many students in need of a Behavior Intervention Plan do not have one written with the current IEP. Our teachers have to write a BIP in order to provide the appropriate accommodations for the students' instruction.

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

Teachers and paraprofessionals will be provided with common planning time to develop a plan for accommodations of instruction for all students. Teachers and para will provide these accommodations to students during the lessons in class. The para will assist with small group instruction under the teacher's supervision so that a variety of accommodations are met and all students receive equal instructional access during a lesson. Grade level content will be used as the base for students' instruction and goals and objectives for each student will be based on the grade content. For those students in standardized assessments whose IEPs indicate such, modified promotional criteria, modifications will be reflected in the instruction. For students participating in the NYSAA assessments, goals and objectives will be reviewed, aligned and modified to the AGLIs. Behavior intervention plans will be reviewed and supported in classroom instruction.

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

This appendix will not be required for 2009-10.

NOT APPLICABLE-SCHOOL DOES NOT RECEIVE C4E FUNDS

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

(THIS 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 I 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 current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.
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).
 - o **P.233Q has a total of two students in temporary housing.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 - o **N/A: P.233Q does not receive any set-aside funds**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
 - o N/A: As a non-geographic, administrative district, students in District 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. District 75 students are eligible to attend any programs that run through the STH units at the ISC.

Language Allocation Policy 2009-2010

School: P233Q

District 75

Principal: Debbie Edmonds

Superintendent: Bonnie Brown

Committee Members:

Principal: Debbie Edmonds

Assistant Principal: Kathleen Werner

Parent Coordinator: Nelly Gutierrez

ESL Teachers: Shan Gu and Farida Jhaveri

Parent: Sandra Martínez

Teacher Basis Coordinator: Henry Feder

Guidance Counselor: John Hamilton **Related Service Provider:** Sandy Park

P. 233Q has both a bilingual and ESL program. This includes one bilingual high school class of twelve students, and fifty-five ESL students. P.233Q served a total of 67 ELL students. All sixty-seven students are Alternate Assessment.

Language Groups

49 Spanish

02 Urdu

01 Pilipino

04 Bengali

05 Chinese

01 Haitian Creole

05 Punjabi

The ethnic breakdown for P.233Q is as follows:

Native American	0
Asian	13
Hispanic	39
African American	8
White	7

ELLs by grade is as follows:

Grade Levels	Students' Levels of English	Units of ESL Study
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	Language Proficiency	
Grade 4 : <u>1</u>	# of ELLs at Beginning Level:	2
Grade 5: <u>3</u>	<u>21</u>	
Grade 6: <u>7</u>	# of ELLs at Intermediate Level:	
Grade 7: <u>4</u>	<u>0</u>	
Grade 8: <u>6</u>	# of ELLs at Advanced Level:	
	<u>0</u>	
Grade 9 <u>4</u>	# of ELLs at Beginning Level:	3
Grade 10 <u>6</u>	<u>46</u>	
Grade 11 <u>9</u>	# of ELLs at Intermediate Level:	
Grade 12 <u>27</u>	<u>0</u>	
	# of ELLs at Advanced Level:	
	<u>0</u>	

P.233Q has a total of 124 students in grades two through eight. Twenty-one of the 124 students are ELLs. The total school population of ELL students in grades two through eight is 17%. P.233Q also has a total of 260 students in grades nine through twelve. Forty-six of the 260 students are ELLs. The total school population of ELL students in grades nine through twelve is 22%.

Based on the NYSESLAT Exam History Report in ARIS, P.233Q has a total of 27 alternate assessment students who were able to take some parts of the tasks associated with the NYSESLAT examination. All twenty-seven students scored in the beginner level. The other 40 ELL students were not able to take any parts of the NYSESLAT examination. All ELL students that attend P.233Q are in the beginner classification.

The Bilingual Program is composed of one bilingual high school (12:1:4 multiple disabilities) class in Alternate Assessment. The bilingual teacher assigned to this class is NYS certified/ NYC licensed and provides instruction in all subject areas. In the Bilingual Program students receive classroom instruction following the staffing ratio that is in accordance with their IEP mandates. The bilingual teacher communicates to the students in their native language (Spanish) as appropriate. The teacher is also able to communicate with parents and guardians to ensure a strong home/school partnership. The bilingual classroom is supplied with student books and other literacy materials in Spanish and English. Students are also given opportunities to hear English spoken throughout the day so that they have the opportunity to strengthen their English language skills. Since many of our students are non-verbal, all classrooms, including our bilingual class, use picture symbols to help our students communicate with each other, the staff, their families and the community at large. The two ESL teachers utilize the pull out/push in model of instruction. Parent orientation is provided via the Parent Coordinator.

ELLs who attend P233Q are identified as ELLs at the CSE level, through the completion of the Home Language Identification Survey. If the HLIS indicates that a child uses a language other than English, the student is administered an English proficiency test, the Language Assessment Battery-Revised. If the LAB-R results show that a student is an ELL and Spanish is used in the home, the child must also take a Spanish LAB to determine language dominance. If the CSE does not administer the HLIS, the ESL teachers at P233Q administer the exam.

For students who already attend P233Q, we review the ATS reports which enable us to identify students who are eligible for LAB-R testing (RLER – LAB-R – even if they did not take the test) and eligible for the NYSESLAT (RLER – LAT).

P233Q holds orientation programs for parents of newly enrolled ELLs to inform them of the different ELL programs that are available. These orientation sessions usually occur in September and/or October of each school year. P233Q offers two types of ELL programs. We have a Transitional Bilingual Education (TBE) program that includes language arts and subject matter instruction in the student's native language and English, as well as intensive instruction in English as a second language. Currently, P233Q has one TBE Spanish class at one of our high school sites.

We also provide Freestanding English as a second language (ESL), presenting all language arts and subject matter instruction in English through the use of specific instructional strategies.

During the 2008-2009 school year, ELL students performed as well as their monolingual peers on the New York State Alternate Assessment as reflected by the data in all content areas including ELA, Math, Science, and Social Studies. None of our ELL students is involved in standardized assessment. Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy and independence.

In addition to the 67 ELLs we are serving, there are X-coded students who attend P233Q. The X-coded students are administered the NYSESLAT during the Spring semester.

Patterns in proficiency will be determined via NYSAA data folios with students receiving a score of three or four in both accuracy and independence. During the 2008-2009 school year, ELL students performed as well as their monolingual peers on the New York State Alternate Assessment as reflected by the data in all content areas including ELA, Math, Science, and Social Studies. None of our ELL students is involved in standardized assessment.

In terms of patterns in student scores related to the LAB-R (RLAT) and NYSESLAT (RNMR), P233Q ELLs, on average, have improved somewhat in the areas of listening and speaking. A number of students are now scoring in the intermediate level in those modalities. The vast majority of ELLs continue to score at the beginning level in reading and writing.

In terms of the transitional bilingual education program, the native and target languages are differentiated for instruction. Based on the students' levels of language fluency and proficiency, the percentages are as follows; Beginners 60% Native language, 40% English; Intermediate 50% Native language, 50% English, Advanced 25% Native language and 75% English.

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We have one Beginners bilingual class. Instruction is usually provided 60% in the native language (Spanish) and 40% in English. However because students in a 12:1:4 learning environment are on such different academic levels, students receive instruction in Spanish/English at different percentages according to their individual needs. For example, some students have developed the academic English vocabulary in science, so that they will be taught more in English than in Spanish. This will help to build on their English academic vocabulary.

If students' academic in English is deficient, they will be taught less in English. A greater percentage of the lessons will be taught in Spanish. Concurrently, English vocabulary will be reviewed to continue building academic proficiency and confidence in the English language.

English as a Second Language: All students in bilingual classes receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and cooperative learning in conjunction with augmentative communication devices and pictorial/symbolic representations. The use of technology is incorporated to give students additional instructional support.

Native Language Arts. All students in bilingual classes receive a *minimum* of 180 minutes per week of Native Language Arts (NLA). NLA instruction follows the tenets of **Balanced Literacy** and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature-based and standards-based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials. The use of bilingual software and multimedia enhances and supports the development of native language skills. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multisensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology tools. To comply with the New York City's Literacy requirements, each classroom library contains books in the native language, such as El barrio de Jose, Beisbol en los barrios, Charro, El dia en que tu naciste, as well as books adapted/written by classroom staff to meet the needs of students with severe disabilities. Instruction should include a comfortable, stress free and organized environment. Expectations should be high and with a continuity of instruction. The classroom teacher and ESL teacher consult with each other on instruction. Students should be given opportunities to use language with different audiences including peers teachers, staff and in the community.

Students in our bilingual class are assessed through the alternate assessment process (none of our bilingual students take standardized tests). Student portfolios, Brigance, Assessment of Basic Language and Learning Skills Revised (ABLLS-R) and formal teacher observations, and teacher-made checklists and rubrics are used to assess the level of students' English language development and proficiency of ELLs.

Content Area Instruction:

Providing rigorous and challenging instruction, including content-based instruction, ESL standards will be used to design and assist the ESL and bilingual teachers with curriculum development. For all students, content area is provided as follows: all subjects areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated ten hours of Jose P ESL training, ESL methodologies Language Experience, the Natural Approach, Whole Language, graphic organizers, and multi-sensory approaches

used in conjunction with augmentative communication devices and Mayer Johnson picture symbols are used. Students in Alternate Placement receive additional support from a paraprofessional who speaks the students' native language and English. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for math. Multi- sensory and multicultural materials are infused throughout all aspects of instruction. ESL students will be given supports across the whole curriculum providing scaffolding that is sensitive to the needs of the ESL students.

ESL and alternate placement students are often placed in the same class to facilitate delivery of ESL instruction. Common planning time and Professional Development for Teachers will improve the overall delivery of instruction. By use of the CARE (Continuum for Academic Rigor and Excellence) Language Allocation Policy, teachers of ELL's will have a clear sense of objectives and expectations.

English Language Arts:

Literacy instruction for ELL's follows the NYC's Balanced Literacy Program, which is supported by multicultural library books, the use of technology and the adaptation of literacy materials to meet the individual needs of students with severe disabilities.

including the use of voice output devices. Classroom libraries are in both students' native language as well as English. The stories read connect to students' cultural needs and prior experiences. The school library specifically purchased books for ESL learners. Purchased books include pages that are not too busy, language that can be bridged for ESL learners, content that is of interest and age appropriate to the students, content and language that can be extended to real works situations, and the use of a repetitive structure to reduce the comprehension load of the students.

At a minimum, students will listen and speak on a daily basis. Over the course of the school year, students will read a minimum of 25 books or the equivalent (using adapted books). Also, students will write on a daily basis or equivalent in all content areas using Star Reporter from AbleNet and the methodologies of Dr. Caroline Musselwhite, AGLI's and books in English, including commercially written trade books (*e.g. Spring, Summer, Autumn, and Winter by G. Smith, Polar Bears by Emily Townsend; and The Pilgrims First Thanksgiving by Anne McGovern*) as well as books written and/or adapted by classroom staff to meet the needs of students with severe disabilities.

Instructional Materials Being Used

The ESL and Bilingual educational program at P.233 Queens currently serve 12:1:4, 6:1:1, and 12:1:1 students. None of our students who take Standardized Assessment or are in Inclusion Programs are mandated for ESL or Bilingual services. Due to the academic levels of the students, the instructional materials being utilized for both programs are similar. Below is a list of some of the materials being used for instructional purposes;

- Communication symbols (bilingual)
- Communication Devices
- Pictures
- Tactile Objects
- Olfactory Materials –scented markers, sprays, etc.
- Visuals-ESL videos, internet videos

- Audio materials
- Adapted bilingual books
- Community Based Instruction (bilingual) –ie shopping at the supermarket using pictures, words, symbols, etc.
- Teacher made communication boards (bilingual)

Collaboration:

ESL and Bilingual teachers collaborate on instruction, socialization and assessment to insure that the individual needs of the students are addressed. The ESL and Bilingual teachers share common preps, attend the same school-based professional development, and District 75 mandated Bilingual/ESL training for Alternate Assessment students. Language learning across the curriculum is essential for ELL students. ESL learners should be full members of their school community, seen as learners who have specific learning needs rather than as a separate group on to themselves. Students must be encouraged to set personal goals and achieve those goals in coordination with the teacher. For ELL learners this means finding a new way to use language. The learning process must be student centered with student and teacher acting as partners

New York State-Mandated ESL/ELA Allotted Instruction Time

P.233Q serves a total of sixty-seven ELL students. All students currently attending P.233Q are Alternate Assessment and are at the Beginner level of ESL instruction. Elementary and Middle Schools: Beginner and Intermediate ELL students are entitled to 360 minutes (2 instructional units); High Schools: Beginners are entitled to 540 minutes (3 instructional units), Intermediate 360 and Advanced students 180 minutes (1 instructional unit) of discreet ESL instruction; Advanced ELL students are entitled to 180 minutes of ELA (1 instructional unit) per week in compliance with New York State CR Part 154 mandates concerning services for ELLs.

To ensure that students meet the standards and pass the required state and local assessments, ELL instruction follows the “NYS ESL Standards” and incorporates ELL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and cooperative learning in conjunction with augmentative communication devices and pictorial/symbolic representation. The use of technology is incorporated to give students additional instructional support. As stated by S. Krashen (2006) LEP/ELL students succeed when instruction is communication focused.

Professional Staff Development:

During the 2009-2010 school year, P.233's Professional Development focus of study will be working with teachers and parents on how to learn a second language. P.233Q will purchase the book written by Paula Gibbons, Learning to learn in a Second Language for teachers and parents. This book includes topics pertaining to the education of ELLs, such as: Strategies and Materials for Native Language instruction, the NYS ESL standards, Balanced Literacy in bilingual and ESL classes, The Teaching of ESL through Content Areas: Math, Standardized Assessment and Alternate Assessment Methods for ELLs, the Use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for the education of ELLs with severe disabilities. They will also explore push in, team models, and the classroom environment to maximize delivery of ESL services. P233Q will also purchase the Benchmark Education Series for ELL Early Explorers. Staff will be trained to use assessment handbooks, leveled books on tape, and educational CDs for after school programs.

ESL and bilingual staff who work in the Title III supplemental after school and Saturday instructional program will participate in professional development sessions that will be held after school, two hours per session for a total of four sessions.

P.233's teachers and paraprofessionals serving ELLs will also be supported through coaching services provided by the district's instructional Coaches. In addition, P.233 will encourage the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city, and statewide conferences focusing on the education of ELLs. ESL teachers and teachers of ELL students will refer to the books and resource materials provided in the NYSESLAT tool kit. ESL/Bilingual teachers will share information with staff during PD sessions.

Currently P.233Q has 28 Newcomers (8 in K-8 and 20 in 9-12, respectively). The services available to Newcomers will be: Tutoring, Buddy, developing initial literacy in native language, and providing a nurturing environment to facilitate language production.

A transition plan will be developed for students who no longer require Bilingual or ESL services according to IEP will be supported for two years with ESL services. Students in TBE or ESL, who have tested out of NYSESLAT, will be given tutoring services in order to assist in their transition to a completely monolingual setting.

Students Who Have Received an Extension of Services

In terms of a plan for students who have received an extension of services, P.233Q will provide targeted instruction in listening, speaking, reading, and writing. Instruction will continue using the push-in and pull-out models. If scheduling allows, long term ELLs will be provided with extra periods of ESL instruction beyond their required units. Teachers will give students who are less proficient in English time to interact with students who are more proficient. P.233Q will also use a variety of activity/photo cards, audio cards, bingo and board games as well as workbooks.

Plan for SIFE Students

There are currently 12 SIFE students attending P233Q. SIFE students will receive small group and individualized instruction. We will provide more modeling and practice; more intensive English language development; and primary language support.

Parent Community Involvement:

The P233Q Parent coordinator is bilingual and offers parents of all ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. We invite parents to attend ELL meetings during the school year at the District level. Meetings are held at the school level with translation services. All information sent to parents is translated into their language.

Staffing Qualifications:

Teachers are licensed in bilingual or ESL certification and are NYS certified/NYC licensed and provides instruction in all subject areas.

Long Term Planning for the ELL Student :

All P233 ELL students have Individualized Educational Plans (IEPs). Long-term plans are addressed during IEP meetings and transition plans are on file for each High School Student. Instruction is designed to provide students with the skills necessary to develop social and vocational skills and become contributing members to their communities.

**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 P233/Q/75	School P233Q
Principal Debbie Edmonds	Assistant Principal Kathleen Werner
Coach Judy Leight	Coach type here
Teacher/Subject Area Shan Gu/ESL	Guidance Counselor John Hamilton
Teacher/Subject Area Farida Jhaveri/ESL	Parent Sandra Martinez
Teacher/Subject Area type here	Parent Coordinator Nelly Gutierrez
Related Service Provider type here	SAF type here
Network Leader Barbara Joseph	Other Hank Feder/Compliance

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	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	124	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	16.94%
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Part II: ELL Identification Process

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained										0
Push-In					1	1	8	2	7	19
Total	0	0	0	0	1	1	8	2	7	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	8
		Special Education	21

MAY 2009

SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	5
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8		8	8		8	5		5	21
Total	8	0	8	8	0	8	5	0	5	21

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

C. Home Language Breakdown and ELL Programs

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

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish					1	1	9	2	7	20
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0

Albanian											0
Other									1		1

Programming and Scheduling Information											
<p>1. How is instruction delivered?</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</p> <p>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])?</p> <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p> <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>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.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>											
TOTAL	0	0	0	0	1	1	9	2	8	21	

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

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

Part IV: Assessment Analysis

A.

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

Parental Involvement

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

Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)					1	1	9	2	8	21
Intermediate(I)										0
Advanced (A)										0
Total	0	0	0	0	1	1	9	2	8	21

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

READING/ WRITING	B				0	0	0	0	0	
	I									
	A									
	P									

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
- a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Werner	Assistant Principal		10/26/09
Nelly Gutierrez	Parent Coordinator		10/26/09
Farida Jhaveri	ESL Teacher		10/26/09
Sandra Martinez	Parent		10/26/09
Shan Gu	Teacher/Subject Area		
	Teacher/Subject Area		
Judy Leight	Coach		10/26/09

	Coach		
John Hamilton	Guidance Counselor		10/26/09
Hank Feder	School Achievement Facilitator		10/26/09
Barbara Joseph	Network Leader		10/26/09
	Other		
	Other		
Signatures			
School Principal		Date 10/26/09	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date 10/26/09	

Rev. 10/7/09

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 P233/Q/75	School P233Q
Principal Debbie Edmonds	Assistant Principal Kathleen Werner
Coach Judy Leight	Coach type here
Teacher/Subject Area Shan Gu/ESL	Guidance Counselor John Hamilton
Teacher/Subject Area Farida Jhaveri/ESL	Parent Sandra Martinez
Teacher/Subject Area type here	Parent Coordinator Nelly Gutierrez
Related Service Provider type here	SAF type here
Network Leader Barbara Joseph	Other Hank Feder/Compliance

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	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	124	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	16.94%
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Part II: ELL Identification Process

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

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

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

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish					1	1	9	2	7	20
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other									1	1
TOTAL	0	0	0	0	1	1	9	2	8	21

Programming and Scheduling Information

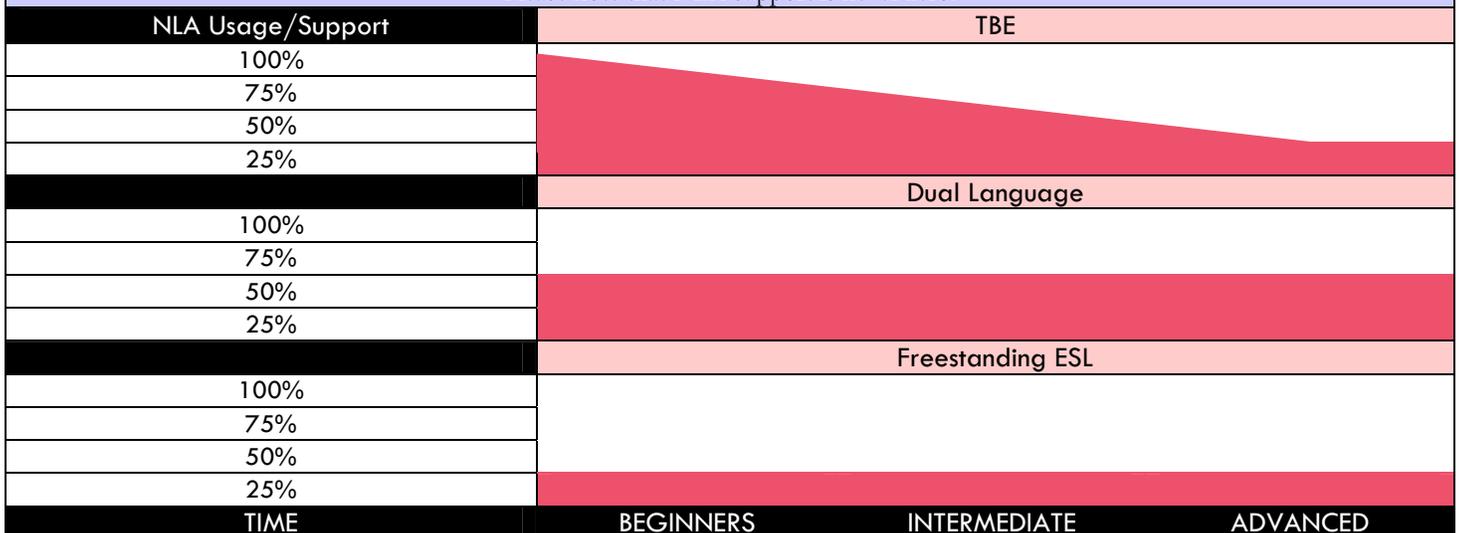
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)					1	1	9	2	8	21
Intermediate(I)										0
Advanced (A)										0
Total	0	0	0	0	1	1	9	2	8	21

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

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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Nelly Gutierrez	Parent Coordinator		10/26/09
Farida Jhaveri	ESL Teacher		10/26/09
Sandra Martinez	Parent		10/26/09
Shan Gu	Teacher/Subject Area		
	Teacher/Subject Area		
Judy Leight	Coach		10/26/09
	Coach		
John Hamilton	Guidance Counselor		10/26/09
Hank Feder	School Achievement Facilitator		10/26/09
Barbara Joseph	Network Leader		10/26/09
	Other		
	Other		

Signatures

School Principal Date 10/26/09

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date 10/26/09

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District P233/Q/75	School P233
Principal Debbie Edmonds	Assistant Principal Kathleen Werner
Coach Judy Leight	Coach type here
Teacher/Subject Area Shan Gu/ESL	Guidance Counselor John Hamilton
Teacher/Subject Area Farida Jhaveri	Parent Sandra Martinez
Teacher/Subject Area type here	Parent Coordinator Nelly Gutierrez
Related Service Provider type here	SAF type here
Network Leader Barbara Joseph	Other Hank Feder/Compliance

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	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	260	Total Number of ELLs	46	ELLs as Share of Total Student Population (%)	17.69%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	3	7	12
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained					0
Push-In					0
Total	1	1	3	7	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	46
SIFE	12	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	23

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	14	11	3	2	1	1	7	0	14	23
Dual Language										0
ESL	15	0	15	2	0	2	15	0	15	32
Total	29	11	18	4	1	3	22	0	22	55

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	1	1	3	7	12
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	1	1	3	7	12

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

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number)

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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	4	1	1	8	14
Chinese	0	1	0	2	3
Russian	0	0	0	0	0
Bengali	0	0	0	4	4
Urdu	1	1	0	2	4
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	4	4
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	2	0	0	1	3
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	0	0	2	0	2
TOTAL	7	3	3	21	34

Programming and Scheduling Information

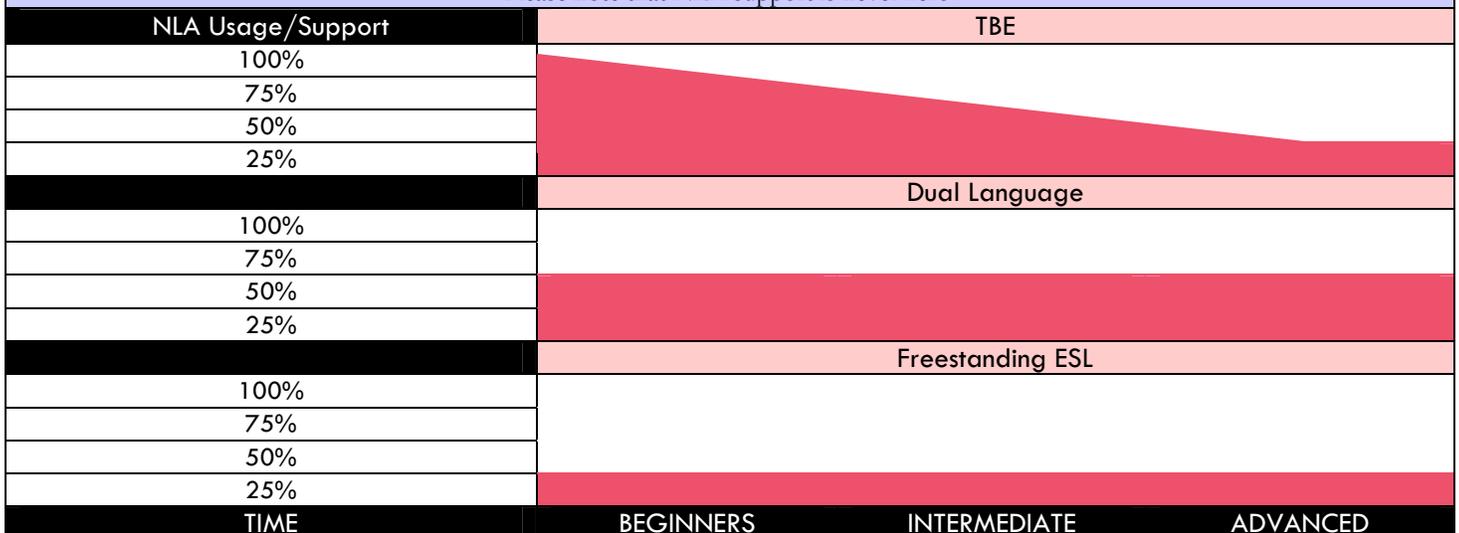
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	3	3	4	17	27
Intermediate(I)					0
Advanced (A)					0
Total	3	3	4	17	27

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	3	3	4	17
	I				
	A				
	P				
READING/WRITING	B	1	3	4	8
	I				
	A				
	P				

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

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

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

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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Signatures

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