



**PS255Q**

**2009- 2010**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 75Q255**  
**ADDRESS: 158-40 76<sup>TH</sup> ROAD, FLUSHING, NY 11367**  
**TELEPHONE: (718) 380-1247**  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: PS 255Q SCHOOL NAME: PARSONS EDUCATIONAL COMPLEX

SCHOOL ADDRESS: 158-40 76<sup>TH</sup> ROAD

SCHOOL TELEPHONE: (718) 380-1247 FAX: (718) 380-2295

SCHOOL CONTACT PERSON: RICHARD MAROWITZ EMAIL ADDRESS: rmarowi@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Richard Marowitz

PRINCIPAL: Richard Marowitz

UFT CHAPTER LEADER: Evelyn Negrón

PARENTS' ASSOCIATION PRESIDENT: Christine Schwabenbauer  
Victor Ty

STUDENT REPRESENTATIVE:  
(Required for high schools) NA

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 75 SSO NAME: Network #2

SSO NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Bonnie Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Richard Marowitz	*Principal or Designee	
Evelyn Negron	*UFT Chapter Chairperson Teacher – PS255Q @ P151	
Jeanne Zucker (Half-Time)	Assistant Principal – PS255Q	
Eileen Abrams	Teacher – PS255Q @ J168 Parsons Educational Complex	
Vilma Jones	Teacher – PS255Q @ P7	
Judy Shulman	Teacher – PS255Q @ P154	
Inez Cruz	Teacher – PS255Q @ P151	
Christine Schwabenbauer	PA/PTA Co-President - PS255Q @ J168 Parsons Educational Complex	
Victor Ty	PA/PTA Co-President – PS255Q @ P151	
Elizabeth Racine	Parent – PS 255Q @ J168 Parsons Educational Complex	
Lidia Pellarin	Parent – PS255Q @ P154	
Maxine Boyce	Parent – PS255Q @ P154	
Anna DeBartolo	Parent – PS255Q @ Townsend- Harris	
Francine Kleiss	Parent – PS255Q @ P151	

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

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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The mission of P.S. 255Q is to have all children achieve their maximum independence. In order to succeed, a varied learning environment is essential for our children to learn and develop their skills. Our school is committed to pursuing educational options and providing "best practices" which support our students and their families. We believe in a strong collaboration between school home and community and this is an integral part of our school success.

P.S. 255Q is located throughout Queens and in eight general education buildings. Our school educates close to 400 students with autism ranging in age from four to seventeen in 66 classes. Although the school is located in eight separate buildings, we have developed standardized procedures across all sites, and we provide a seamless environment that integrates literacy, technology, the arts and a positive behavior support system.

The main site houses our administrative offices and our middle school. The middle school serves students in 6:1:1 and 8:1:1 self-contained classes and one class of students in inclusion. At this unit instruction is focused on functional academics and students are introduced to the world of work, by experiencing jobs both within the school and the community. Our 5 elementary sites provide services for 6:1:1, 8:1:1, and bilingual students in self-contained classes and offer opportunities to engage in mainstreaming activities. One site has an inclusion class. We have two high school programs. One has two self-contained 8:1:1 classes where students are involved in functional living skills and community worksites. Our other high school program is for inclusive students whose school week consists of shared time between attending general education classes and outside job experiences.

PS 255Q uses instructional methodologies which are considered best practices for our students. To identify student strengths and weaknesses, our teaching staff uses several assessments including The Assessment of Basic Language and Learning Skills (ABLLS), The Brigance, Social Skills Checklist. A reinforcer assessment and a behavior checklist assessment are used to inform instruction and develop Individual Education Plans.

Each classroom is set up following the TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) structure. This structure fosters the development of a child's ability to navigate the classroom environment using visual supports and is utilized in conjunction with other methodologies. For example, Applied Behavior Analysis (ABA) employs methodology based on scientific principles of behavior and is used to teach new skills and reduce maladaptive issues. The Picture Exchange Communication System (PECS), a multi-phase approach, and augmentative devices are utilized to assist non-verbal students and emergent speakers to communicate. To address students challenging behaviors we utilize functional behavior assessments to develop individualized behavior intervention plans (BIP).

Supervisors, staff, and parents are continually seeking out programs that will enhance instruction and provide an enriched education for our children. PS 255Q has a variety of instructional programs that support student development in academic areas and programs are chosen based on each student's individual learning style. In the area of English Language Arts we utilize three reading programs (Foundations, Words Their Way and SMILE) which focus on a phonetic approach. The Edmark reading program uses a sight word approach and MeVile to WeVile and Star Reporter are literacy based programs which touch on the four components of an English Language Arts program. In math, teachers use a multi-sensory program called Touch Math which focuses on counting, addition, subtraction, multiplication and division. In the area of handwriting, Sensible Pencil and Handwriting without Tears support developing and emerging writers.

Two new initiatives this year are the Get Ready to Learn program and Smart Board technology. Get Ready to Learn addresses children's sensory needs to enable them to be receptive to learn. The teachers will be using the Smart Board in an effort to make lessons more engaging and motivating for students.

The Parents, UFT and supervisory staff have identified continuing professional development as a priority for our school. Staff participates in various trainings and workshops throughout the year. Parents receive training through our "Family Network Grant" which is operated in conjunction with OMRDD. The grant supports our efforts by providing funds for parent training and for sibling and parent support groups. The PS 255Q Parent coordinator, guidance staff, and school leadership team (SLT) work together to assist our families in obtaining services and case management.

We have developed relationships with general education schools, universities, Autism Speaks and local legislators. The District 75 offices help and support our school through workshops, professional development opportunities and staff expertise. PS255Q recognizes the importance of involving the entire school community in a child's education. The supervisors, teaching staff, related service providers, nurses, and parents share a common focus and mission which is to provide our unique children with the best education possible. The school motto is "School, Home and Community" and success is facilitated when the entire community works together as a team.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. Q255						
<b>District:</b>	75	<b>DBN:</b>	75Q255	<b>School BEDS Code:</b>	307500014255		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	√	11
	K	√	4	√	8	√	12
	1	√	5		9	√	Ungraded
	2	√	6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	5	3	6		91.3 / 94.8		TBD
Kindergarten	39	6	65				
Grade 1	8	1	39	Student Stability - % of Enrollment:			
Grade 2	77	1	38	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	44	3	6		97.5		95.0
Grade 4	15	3	6	Poverty Rate - % of Enrollment:			
Grade 5	2	3	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	5	1	1		54.7	59.1	0.0
Grade 7	2	4	1	Students in Temporary Housing - Total Number:			
Grade 8	0	1	4	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	1		0	3	4
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		1	0	0
Ungraded	128	307	213	Special Education Enrollment:			
Total	325	333	381	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	320	330	375	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	5	3	6	Superintendent Suspensions	0	0	TBD
Number all others	0	0	0				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	46	19	3	Number of Teachers	84	102	113
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	13	38	9				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	51	19	8	Number of Administrators and Other Professionals	10	88	84
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	44	52
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.8	69.6	62.8
				% more than 5 years teaching anywhere	60.7	55.9	52.2
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	93.0	84.0	79.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	99.2
American Indian or Alaska Native	0.0	0.0	1.0				
Black or African American	17.2	14.7	15.0				
Hispanic or Latino	31.4	30.9	34.1				
Asian or Native Hawaiian/Other Pacific Isl.	23.4	23.1	22.0				
White	28.0	31.2	27.8				
<b>Male</b>	81.8	82.0	81.9				
<b>Female</b>	18.2	18.0	18.1				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>		0	0	0	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	TBD	<b>Overall Evaluation:</b>		W			
<b>Overall Score:</b>	TBD	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:		TBD	Quality Statement 2: Plan and Set Goals				W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals				W	
School Performance:		TBD	Quality Statement 4: Align Capacity Building to Goals				W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise				√	
Student Progress:		TBD					
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:		TBD					
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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P.S. 255Q's school community, along with The School Leadership Team conducted a review of our educational program and all available data concerning student achievement including:

- Quality Review Reports
- Learning Environment Survey
- NYSAA data
- Attendance Data
- School wide Assessments

It was found that the average attendance over a three year period remained consistent at approximately 90%. The school uses the New York State Alternate Assessment (NYSAA) to systematically collect data in core subjects and this provides useful benchmarks against which to measure student progress. The NYSAA data, as reported in NYSTART, has shown an upward trend of Level 3 or above in the areas of ELA and Math for 3 consecutive years. Scores have increased from the 06/07-08/09 school year from 94% to 98% in ELA and Math and from 86% (SS) and 88% (Sci) in 06/07 to 98% (SS) and 95% (Sci) in the 08/09 school year.

During the Quality Review process it was determined that the school successfully established a process in which *it* uses the available data to write appropriate and educationally sound goals for students. School leaders and faculty gather and analyze information on student learning outcomes. All teachers have developed a binder for each student, which contains the IEP and comprehensive range of other assessments. This becomes an essential document in that it tells the story of the student's individual social, communication and academic needs and goals. Significantly it is used to develop future plans insuring that the next steps of student learning are addressed. There is ongoing assessment and data, which drive instruction and insure a rich educational environment.

The Inquiry Team, through a needs assessment, developed strategies to address the language deficits for a cohort of students. An individualized functional communication goal was written for each student and analysis of the data collected over the year revealed that all the students achieved progress.

Although the teaching staff is provided with *ongoing* support from *school based* administrators, professional development *is* a priority for the school. To further enhance professional growth each member of the teaching staff has selected a personal goal of their own choosing from the Professional Teaching Standards and will be collaborating periodically with administrators during the 2009-2010 school year.

Students with autism have three major deficits:

- Communication
- Social Skills
- Behavior challenges

Historically the school has placed an emphasis on managing challenging behaviors and facilitating student communication. However, it was determined that the same emphasis should also be placed on developing social skills for children throughout the school. Therefore, PS 255Q needs to improve the ability of the classroom staff to identify social skills strengths and deficits and improve instruction in this area. Better social skills in the classroom, community and home will benefit our students and enrich their lives.

Last year P.S. 255Q was part of a pilot program named "Get Ready to Learn" supported by District 75. The founder, Ann Buckley-Reem, concluded that the data provided by the teaching staff involved in a pilot showed a decrease in challenging behaviors for students participating in this program. The school team believes that expanding the GRTL program (digging deeper) will reduce targeted behaviors noted on student Behavior Intervention Plans and improve the teaching and learning in the classroom.

To enhance continuity of instruction and to support the sharing of resources, 255Q reached out to community leaders and received new technology to support instruction. The Department of Education has created a system (ARIS) which allows a multi sited school to share best practices in instruction through the community link. It was determined that the school could use the newly acquired technology to develop ELA lessons for students with autism and share them with teachers across 255Q sites. This library of instructional ELA lessons would be available to all of the teaching staff in P.S. 255Q and other schools educating children with autism.

Parent participation is essential to student success. The school motto, "School, Home and Community" illustrates the importance of all stakeholders working together in partnership. Although the Learning Environment Survey indicates we do this well, there continues to be a need for ongoing trainings that address behavioral, social and communication issues. These concerns profoundly affect family life. Trainings and workshops are typically designed to support both new and returning parents and to foster consistency of instruction between school and home.

Space issues continue to be an impediment to instruction in some sites. Classroom space can be inappropriate and related service providers often work in areas not conducive for instruction in their specific discipline. *Since we are in co-located space in all our sites*, it is often a challenge to ensure equal access and equity for our children. At Campus Council meetings we will continue to seek out opportunities to insure (i.e. building councils) and increase communication to foster positive relationships with our general education counterparts.

255Q continues to review its approach to the analysis of IEP driven data to support planning and instruction. Formalizing a school wide system for analysis of this data presents a challenge across all 8 sites due to scheduling constraints and the intensive needs for student management. In addition, identifying curriculum resources that would meet the diverse needs and learning styles of our students is an ongoing objective.

P.S. 255Q will continue to utilize our Family Network Grant from OMRDD, community resources, other grants and the school budget to support the following goals and initiatives identified in this section

## 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.

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**PS255Q reflected on all relevant information, school strengths and weaknesses as well as all available data concerning our students. This enabled us to make conclusions and develop the following goals and objectives for the 2009 2010 school year.**

### **Goal 1:**

By June 2010, 90% of the 40 participating students will reduce their target behavior through the implementation of the Get Ready To Learn Program as evidenced by a 10% decrease from baseline. This will be measured by narrative observation and frequency recorded data.

\*Behavior problems for children with Autism are one of the most challenging issues impacting the teaching and learning in a classroom. In addition, parents frequently request assistance in the home to effectively manage their child's behavior. Our first goal will help students decrease their behavioral challenges at school, home and in the community.

### **Goal 2:**

By June 2010 15% of classroom teachers will develop a minimum of 2 ELA lessons to be used on the Smartboard with elementary, middle or high school students in alternate assessment. This will be evidenced by the posting of a minimum of 20 lessons on the ARIS community link.

\*PS 255Q is a site based school. Teachers will be able to share information across all 8 sites and help each other improve instruction in the classroom.

### **Goal 3:**

By June 2010, 100% of new teachers will develop a Professional Teaching Goal and a personal plan for addressing that goal as evidenced by participation in a minimum of 50 hours of Professional Development activities.

\*Professional development continues to be a priority for the PS 255Q school community. During our Quality Review it was suggested that all teachers work with their supervisors to develop a goal to further enrich the education of our students and improve the quality of instruction.

### **Goal 4:**

By June 2010, 33% of students in 6:1:1 will show an increase in the number of acquired social skills and/or generalization of skills across settings, as evidenced by the difference from the initial assessment to the post assessment measure on the Social Skills checklist.

\*Social skills are a primary deficit for children with autism. Increasing this skill will improve the quality of life for our students in the classroom, community and their home.

### **Goal 5:**

By June 2010 P.S. 255Q will demonstrate an increase in parent participation by offering trainings/workshops based on individual/global needs as evidenced by a 5% increase in attendance from the 2008-2009 school year.

\*Parent participation in the education of their children is essential for success with our students. The school continues to bring best practices into the school and will share programs and curricula with our families through training.

**MAY 2009**

**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):            Goal 1: FUNCTIONAL BEHAVIOR**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>By June 2010, 90% of the 40 participating students will reduce their target behavior through the implementation of the Get Ready To Learn Program as evidenced by a 10% decrease from baseline. This will be measured by narrative observation and frequency recorded data.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>September 2009</u></p> <ul style="list-style-type: none"> <li>Two classroom teachers and 2 OT's will attend "train the trainer" professional development.</li> <li>6 additional classroom teachers will be chosen to implement the program (GRTL).</li> </ul> <p><u>October 2009</u></p> <ul style="list-style-type: none"> <li>Baseline data has been recorded and documented on the target behavior to be decreased.</li> </ul> <p><u>November 2009-June 2010</u></p> <ul style="list-style-type: none"> <li>GRTL program is utilized in each of the eight classrooms daily in the morning.</li> <li>Interval and/or frequency data is recorded daily and graphed weekly.</li> <li>Narrative observation is recorded and graphed weekly.</li> <li>Teachers meet monthly to review and analyze data.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>Money was allocated in code 0685.</li> <li>In September 2009 staff attended training with the developer of the Get Ready to Learn Program, Ann Buckley-Reem</li> <li>Schedules will be changed to accommodate common meeting times.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>Data from the GRTL Supplemental Data Sheets, Scatter Plots, and frequency recordings will be reviewed by OT's and site supervisor weekly.</li> <li>Projected decrease in target behaviors is 1-2% monthly.</li> </ul>

**Subject/Area (where relevant):** Goal 2: ELA / TECHNOLOGY

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2010 15% of classroom teachers will develop a minimum of 2 ELA lessons to be used on the Smartboard with elementary, middle or high school students in alternate assessment. This will be evidenced by the posting of a minimum of 20 lessons on the ARIS community link.</li> </ul>
<p><b>Action Plan</b> 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"> <li>• Two teachers are selected to be trainers after completing advanced Smartboard training in August 2009.</li> <li>• Staff will be selected to implement the use of Smartboard technology in September 2009.</li> <li>• A needs-assessment will be completed by the participants and inter-visitation to the other P.S. 255Q classrooms will be arranged by the end of November 2009.</li> <li>• Staff will attend ongoing District 75 Professional Development on Smartboard use 10/21/09, 10/27/09, 11/24/09, 4/21/10, 4/27/10, 6/1/10, and 6/3/10.</li> <li>• A teacher representative from each unit will attend monthly school-wide meetings (November 2009 – June 2010) where information will be shared on sample lessons created to teach a variety of ELA skills.</li> <li>• By March 2010, a minimum of 10 new ELA lessons will be completed and by June 2010 the remaining lessons will be finished.</li> <li>• After final review lessons are uploaded onto ARIS to be shared with the school community from April 2010 and June 2010.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Funds from RESO/A grant to facilitate purchase of Smartboards and Projectors.</li> <li>• OTPS inquiry funds to facilitate meeting time.</li> <li>• Schedules modified to accommodate inter-visitations.</li> <li>• Per Diem monies to allow teachers to attend training.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• At monthly school-wide meetings, progress on lesson creation will be reviewed by teachers and supervisors (January 2010 – June 2010).</li> <li>• Technology team will provide additional support and review every other month.</li> <li>• 10 lessons will be completed by March 2010.</li> </ul>

**Subject/Area (where relevant): Goal 3: Professional Development**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2010, 100% of new teachers will develop a Professional Teaching Goal and a personal plan for addressing that goal as evidenced by participation in a minimum of 50 hours of Professional Development activities.</li> </ul>
<p><b>Action Plan</b> 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"> <li>• <u>September 2009</u>: New teachers complete a self-assessment based on the Professional Teaching standards Continuum.</li> <li>• <u>October 2009</u>: New teachers meet with supervising AP to discuss goal and develop a personal professional/strategic plan to address their goal.</li> <li>• New teachers will seek out appropriate development given by District 75 or outside agencies, develop cohort learning teams and choose classes for inter-visitations.</li> <li>• <u>November 2009 – June 2010</u>: Inter-visitations will be scheduled by AP/Coordinator.</li> <li>• Mentors are assigned to new teachers to assist in achieving their goal.</li> <li>• School Coach will provide concurrent and follow-up trainings/teacher support as needed.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• School budget, District 75 resources and outside grants will be utilized to support this initiative.</li> <li>• Schedules will be modified to facilitate inter-visitations, meeting time and follow-up trainings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• By June 2010 all new teachers will have attended professional development based on their goal.</li> <li>• Assistant Principal will meet with teachers on a monthly basis to engage in a collegial exchange about their goal, to schedule and share observations.</li> <li>• New teachers will keep a log of professional development activities (e.g., inter-visitations, cohort learning teams, mentoring, follow-up trainings and support workshops).</li> <li>• Logs will be reviewed monthly.</li> </ul>

**Subject/Area (where relevant):** Goal 4: Social Skills

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2010, 33% of students in 6:1:1 will show an increase in the number of acquired social skills and/or generalization of skills across settings, as evidenced by the difference from the initial assessment to the post assessment measure on the Social Skills checklist.</li> </ul>
<p><b>Action Plan</b> 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"> <li>• <u>October 2009</u>: Introduce teachers to the Social Skills Solution Manual.</li> <li>• <u>November 2009 – December 2009</u>: Social Skills Checklist is completed for 1 student in each 6:1:1 classroom.</li> <li>• <u>December 2009</u>: Based on the Social Skills Checklist, teachers will select a minimum of 2 skills to target.</li> <li>• <u>January 2010</u>: Teachers will choose strategies to teach skills targeted.</li> <li>• <u>January 2010 – May 2010</u>: Targeted skills are infused during the school day and data is collected to reflect student performance.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• OTPS funds</li> <li>• Professional Development Cohort learning teams.</li> <li>• Social Skills Solutions – A hands on manual for teaching students with autism, will be available in each site.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Social Skills initial assessment is completed by December 2009.</li> <li>• A minimum of 2 skills will be targeted by December 2009.</li> <li>• Data is collected a minimum of 2 times per week from January 2010 – May 2010.</li> <li>• An AP will meet with staff monthly to review student progress towards acquisition/generalization of targeted skills.</li> <li>• Post assessment is completed in June 2010.</li> <li>• Pre and Post assessment data is compared to determine progress.</li> </ul>

**Subject/Area (where relevant):** Goal 5: Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2010 P.S. 255Q will demonstrate an increase in parent participation by offering trainings/workshops based on individual/global needs as evidenced by a 5% increase in attendance from the 2008-2009 school-year.</li> </ul>
<p><b>Action Plan</b> 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"> <li>• Parent coordinator will distribute Assessment questionnaire to parents in September 2009 to elicit input on training needs.</li> <li>• Results of needs assessment will be reviewed by the end of September 2009 and a list of trainings/workshops will be developed by supervisory team, teaching staff and parent coordinator.</li> <li>• Trainings/workshops will be scheduled and conducted by school staff or outside agencies (depending on the topic).</li> <li>• Parents will be invited to participate in a minimum of 2 activities per month from October 2009 – June 2010.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Funds from OMRDD provide:</u></p> <ul style="list-style-type: none"> <li>• Respite care to enable parents to attend evening workshops.</li> <li>• Payment of staff to facilitate Parent and Sibling Support groups and evening workshops.</li> <li>• Payment of supplies for educational materials.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Calendar of trainings is established.</li> <li>• Attendance logs are reviewed monthly by supervisory team.</li> <li>• Comparison of attendance logs from the 2009-2009 school year with the 2009-2010 school year will show a 5% increase.</li> </ul>

## **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			N/A	N/A		NA	NA	3
1			N/A	N/A	1	N/A	N/A	5
2	2		N/A	N/A	5	N/A	N/A	23
3	3		N/A	N/A	3	N/A	N/A	7
4	4		N/A	N/A	4	N/A	N/A	9
5	2		N/A	N/A	1	N/A	N/A	
6	2	2	N/A	N/A		N/A	N/A	
7			N/A	N/A		N/A	N/A	
8	1	1	N/A	N/A		N/A	N/A	
9			N/A	N/A		N/A	N/A	
10	1	1	1	1		N/A	N/A	
11			N/A	N/A		N/A	N/A	
12			N/A	N/A		N/A	N/A	

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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><b>ELA:</b></p> <p>Junior Grade books Hand writing without tears</p>	<ul style="list-style-type: none"> <li>• Small group instruction 5x weekly during tutorial</li> <li>• Junior grade books, Document based inquiry approach, Accountable talk</li> <li>• HWT- writing program to develop fine motor skills</li> </ul>
<p><b>Mathematics:</b></p> <p>Every Day Math</p>	<ul style="list-style-type: none"> <li>• Small group instruction 5x weekly during Tutorial</li> <li>• Everyday Math games; drill exercises aimed primarily at building fact and operations skills</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>Social Skills</p>	<ul style="list-style-type: none"> <li>• Small groups 1x weekly</li> <li>• Cohorts of girls work on developing friendships through common interests</li> <li>• Gender based literacy to develop role models for students</li> </ul>
<p><b>At-risk Health-related Services:</b></p>	<ul style="list-style-type: none"> <li>• Sensory integration, self regulation through Yoga</li> </ul>

## **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.

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**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.

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**LAP committee members:** Gregg Lopez A.P., Michael Tonini ESL, Laurence Fitzpatrick ESL, Evelyn Negron, Adriana Suchy and Cira Eriqinigo, Bilingual Teachers, Judith Broderick Parent Coordinator, Jennyfer Ruiz Bil. Speech Provider

**School Demographics-The** Languages spoken by ELL's are the following; Spanish, Cantonese, Mandarin, Korean, Haitian, Punjabi, Telegu, Taisonese, Urdu, Arabic, Russian, French. The PS255Q student body consists of 401 students. Of that, 142 students are of ELL's; 95 entitled ELLs and 47 X-coded students. For the purpose of the LAP policy the LAP worksheets reflect ELL entitled students only. Please view the grid below reflecting ELL's by grade level.

### ETHNIC CENSUS

PS255 is comprised of

4-Students=American Indian

88-Students=Asian

144-Students=Hispanic

56-Students=Black

109-Students=White

**Bilingual Program:** The Bilingual Program is composed of 3 bilingual elementary Spanish classes serving 18 ELLs in Alternate Assessment. The bilingual teachers assigned to these classes are NYS certified/NYC licensed and provides instruction in all subject areas. All students in TBE classes are "B" level students who receive a 60/40 ratio Spanish to English instruction. The components of the Bilingual Programs are: 85 minutes a day of NLA instruction is infused during literacy and math instructional blocks. 75 minutes a day of English instruction is infused during math, ELA and Social skills instruction. ALL TBE students are Elementary age. In addition students with a Bilingual status that are not in a TBE class are receiving Alternate language support from a Para-Professional in native language. The Para-Professional in conjunction with the ESL teacher and classroom teacher develop supports to deliver instruction in required minutes. When applicable students transition out of TBE classes due to proficiency level score on the NYSESLAT, students are placed in a Monolingual class. In addition students may be placed in monolingual class if determined IEP Services are no longer needed. If this process occurs ESL teacher will meet with the classroom teacher a minimum of 4 times during the school year.

**MAY 2009**

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 and Cooperative Learning, in conjunction with Augmentative Communication Devices with Pictorial Symbolic Representations. The use of technology is incorporated to give students additional instructional support. Additional ESL strategies include visual and graphic organizers, timelines and sequenced pictures as well as peer buddies. Multi sensory and multicultural ESL materials are infused throughout all aspects of instruction.

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 alternate standards-based materials and activities for students in standardized assessment. NLA instruction in Alternate Assessment is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing native language literacy materials. The instructional strategies used include Total Physical Response(TPR), Language Experience, Whole Language, Multi Sensory Approach and Pictorial / Symbolic Representations in conjunction with Augmentative Communication Devices ( eg: Say It All, MacCaw, Dynamo, Dynamite, Delta Talker, Cheap Talk and Message Mate). These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS ELA performance standards. The use of bilingual software and multimedia (such as Board maker, Picture this and Kid Pix) enhances and supports the development of native language skills.

English Language Arts: As stated in the DCEP, ELA instruction for ELLs follows elements of the NYC's uniform curriculum, the Balanced Literacy Program and The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of software and multimedia enhances and supports the development of English Literacy. Activities are extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. The classroom library contains books in English, including those adapted by teachers to meet the needs of students with severe disabilities.

Content Area instruction. For our K-8 students at the beginning level of English language acquisition, content area instruction is provided as follows: a minimum of one subject area taught in the native language followed by ESL Linguistic Review, and a minimum of one subject area taught in English through ESL methodologies. ESL strategies include: TPR, Language Experience, and multi-sensory approaches in conjunction with Augmentative Communication Devices and Pictorial/Symbolic representations. Content Area Instruction follows the NYS Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. Instructional focus on Academic language is transparent throughout the ELL program. Students with Autism typically present with moderate to severe language delays. Intensive One to One instruction is used to support language development; Visual supports as well as alternative communication devices are used to support the development of 'language'.

Long Term ELL's/SIFE - Long Term ELL's and SIFE children both require an extended period in which learning can occur through visual and experienced based instructions. Instruction is facilitated through structured learning environments which allow ELL's to learn basic skills and language before they are confronted with higher level and academic thinking skills. Newcomers are assessed to decipher language dominance. Formal and informal assessments are conducted to develop instructional and social goals. The ABBLs assessments as well as the Brigance inventory assessments are used. Students who transition out of ELL status are monitored by an ESL teacher with collaboration from a classroom teacher for two years of support when transitioning out of ESL (after testing out of NYSESLAT). For students who are receiving 4-6 years of service, staff will provide services and support above and beyond the students mandated minutes. Team discussions inclusive of teacher, support staff and therapist will review academic program. All students receive direct instruction to ensure that students meet the standards and pass the required state and local assessments. Instruction follows the NYS Standards and incorporates strategies such as: Total Physical Response (TPR), Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices with Pictorial Symbolic Representations. The use of technology is incorporated to give students additional instructional support. Additional strategies include visual and graphic organizers, timelines and sequenced pictures as well as peer buddies. Multi sensory and multicultural materials are infused throughout all aspects of instruction.

Newcomers - Students enter program through CSE or SBST. Designation of Bilingual (program choice) services is typically determined at this time. 255Q provides services as mandated. 255Q ELL staff are asked to retrieve students HLS in student file. If no HLS is found, a parent is called to the school to have the HLS administered. A subsequent LAB is administered and need for services are determined at this time. Parents of Newcomers are given a new parent orientation to assist them in understanding programs and educational choices that they have made. Parents are also provided information in their native language i.e.; Information, invitations to Parent Support groups and other school activities.

Data: 1. All Students participating in the NYSESLAT have a testing designation of Alternate Assessment. A comprehensive assessment process takes place every fall (ABBLs) by all teachers involved with ELL students. Based upon this assessment, IEP goals are created ELL staff will continue to provide a language rich program to support communication, language development, and social skills with literacy programs for-mentioned. Development of Academic Language is an ongoing process for all students inclusive of ELL students. Language is typically an area of great deficit. ELL staff will work collaboratively with classroom staff, and speech therapists to support and develop main methods of communication. In analyzing the patterns of student's results we found no consistent pattern. We are a school for students with Autism with moderate to severe cognitive delays in which more than 90% of students tested scored in the "B" beginning range.

95-Students are eligible for the **NYSESLAT** in 2008-2009

93-Students received a score "B" Level in all Modalities

2-Students scored '1'

School:	# of ESL Students by Grade								# of Bil. Students by Grade				2009-2010
Level:	Beginning	Intermediate			Advanced	Totals			Beginning	Intermediate	Advanced	Totals	
Grade:		Gen Ed											
<b>K</b>	16						16	6				6	
<b>1</b>	11						11	5				5	
<b>2</b>	8						8	5				5	
<b>3</b>	9		1				10	1				1	
<b>4</b>	4						4						
<b>5</b>	15						15						
<b>6</b>	3						3						
<b>7</b>	3						3						
<b>8</b>	4						4						
<b>9</b>	2						2						
<b>10</b>	0						0						
<b>11</b>	1		1				2						
<b>12</b>													
<b>Totals</b>	76		2				78	17				17	

**NYSAA-Results**

1 Student received LEVEL 1 on ELA Component of NYSAA  
 ALL other students RECEIVED Level 3 or better on NYSSA in ALL Modalities

2 Students received LEVEL 2 on MATH Component of NYSAA  
 ALL other students RECEIVED Level 3 or better on NYSSA in ALL Modalities

Students who TEST out as per the NYSESLAT of ELL status are monitored by an ESL teacher with collaboration from a classroom teacher for two years of support when transitioning out of ESL (after testing out of NYSESLAT)

ELL Program: **94** ELL's are served in the ELL Program. This total number includes **36** students whose IEPs indicate *ESL Only* and **40** students in *Alternate Placement* and **18** in a TBE program. ESL was provided by 2\_ certified ESL teachers through a combination of a pull out/push in model of instruction.

ESL Instruction: ELL's are entitled to the number of units of ESL 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. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELL's. When applicable, students transition out of TBE classes due to proficiency level score on the NYSESLAT. Students are placed in a Monolingual class. In addition students may be placed in monolingual class if determined IEP Services are no longer needed. If this process occurs ESL teacher will meet with the classroom teacher a minimum of 4 times during the school year.

Content Area Instruction: For our K-8 students, content area is provided as follows: all subject areas are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P. ESL training. The ESL methodologies used include: TPR, Whole Language, graphic organizers, multi-sensory approaches used in conjunction with Augmentative Communication Devices and Mayer Johnson symbols. Students in Alternate Placement receive additional support in their native language and English from a paraprofessional who speaks the student's native language and English. Content Area Instruction follows the NYS Learning Standards and Alternate performance Indicators for Students with Severe Disabilities. The use of technology is incorporated into ESL and content area instruction to give students additional support. Multicultural materials are infused throughout all aspects of instruction.

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 needs of students with severe disabilities.

**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.

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**Staff Development (2009-2010)** --During the 2009-10 school year, PS 255Q's professional development plan included training on topics pertaining to the education of ELLs, such as Picture Exchange Communication (PECS) Program, Positive Strategies for Students with Challenging Behaviors, TEACCH, ABA techniques, Strategies and Materials for Native Language instruction and the adaptation of Bilingual and ESL materials for the education of ELLs with severe disabilities. In addition, all new teachers are required to complete 10 hours of JOSE P training.

- PS 255Q's teachers and paraprofessionals serving ELLs will also be supported through coaching services provided by the district's instructional Coaches. In addition, PS 255Q will encourage the attendance of bilingual, ESL, and monolingual teachers and paraprofessionals at district, city, and state wide conferences focusing on the education of ELLs.

**Parent Community Involvement:** District 75 parents are afforded the choice of program as their children are being evaluated at their regional CSE. Parents have consistently chosen Bilingual TBE Program for incoming students. When a class for a specific language is not offered to a Student, PS255Q provides an alternate placement paraprofessional. Programs offered at PS255Q are aligned with parental requests.

Through the school's Parent Coordinator, PS 255Q will offer parents of ELL's on going information in their home languages and training on different aspects of their children's education. PS 255Q recognizes the importance of parents, family and community involvement in the education of LEP/ELL students. Through our Family Network Grant, the parents of newly enrolled LEP/ELL students will be provided with an orientation on the State Standards, Assessments, achievement of goals, School expectation and general program requirements for bilingual education and ESL programs. Translators are also available to parents at PTA meetings, Parent Support Groups facilitated by guidance counselors and IEP meetings. In addition, school information (e.g., School newsletter, meeting notices etc.) are translated into the parent's native language.

**Implications of LAP Policy-** The process of creating the LAP policy has clarified program description that is offered at PS 255Q as well as the areas that we need to continue to develop. Improved strategies of instruction for ELL's with communication deficits, an assessment piece and a clear transition plan for when and if students test out of ELL instruction. At this time no correlation or trend is identified as it relates to NYSESLAT scores and NYSAA due to of TEST. Scores of NYSAA have trended level 3 and 4 at over 90% compared to Beginner level on the NYSESLAT. This may be attributed to the DESIGNS of the Assessment. The NYSAA allow for a Flexible choice of skills aligned to the AGLI (Less Complex to More Complex).

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

*NCLB/SED requirement for all schools*

**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)** Pre-k- 12 **Number of Students to be Served:** 18 **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 3 teachers **Other Staff (Specify)** 4 Para-professionals

**School Building Instructional Program/Professional Development Overview**

**DESCRIPTION OF THE SCHOOL-DAY LANGUAGE INSTRUCTION PROGRAM @ 255Q:**

401 students attend P255Q. 94 of these students are English language learners (ELLs). This total number includes 36 students whose IEPs indicate *ESL Only*. 40 students have *Alternate Placement* paraprofessionals and 18 students are in a transitional bilingual education (TBE) program. The Bilingual Program is composed of 3 bilingual elementary Spanish classes serving 18 ELLs in alternate assessment. All students in TBE classes are “B” level students who receive a 60/40 ratio Spanish to English instruction. ELLs in the ESL Only program receive the number of units of ESL required by CR Part 154. ESL was provided by 2 certified ESL teachers through a combination of a pull out/push in model of instruction. (Numbers of students is subject to change as up to 12 students are currently being evaluated). Languages other than English spoken in the home are; Arabic, Bengali, Bulgarian, Cantonese, Chinese, Haitian Creole, Gujarati, Hindi, Indonesian, Korean, Mandarin, Nepali, Portuguese, Punjabi, Romanian, Russian, Telugu, Ukrainian, Urdu and Vietnamese.

The ethnic breakdown is as follows:

**ETHNIC CENSUS**

PS255 is comprised of

4-Students=American Indian

88-Students=Asian

144-Students=Hispanic

56-Students=Black

109-Students=White

Instruction follows the NYS NLA (for students in bilingual classes), ESL, and content area standards (and alternate grade level indicators (AGLIs) in ELA, mathematics, science, and social studies for students in alternative assessments) and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language and Cooperative Learning, in conjunction with Augmentative Communication Devices with Pictorial Symbolic Representations. The use of technology is incorporated to give students additional instructional support. Additional ESL strategies include visual and graphic organizers, timelines and sequenced pictures as well as peer buddies. Multi sensory and multicultural ESL materials are infused throughout all aspects of instruction.

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**DESCRIPTION OF TITLE III SUPPLEMENTAL INSTRUCTIONAL AFTER SCHOOL PROGRAM:**

PS.255 has proposed a 6-week after school program that will run for 3 days a week. The program will run Tuesday, Wednesday and Thursday from 3:10pm- 5:30pm. (420 minutes per week = 7 hours per week x 6 weeks = 42 hours total). Projected Start date is Feb. 23<sup>rd</sup> 2010.

**Instructional Program:**

The supplemental instructional after school program is designed to service up to 12 students grades K-3. The language of delivery will be English/Spanish with the support of ESL strategies. All students offered this program are students diagnosed with Autism and are currently in a staffing ratio of 6:1:1. All students identified are “B” level students as per 2009 NYSESLAT score (K-3 grade range). All of the students are NYSAA eligible. Three teachers are required along four paraprofessionals. Positions must be posted for a total of 2 classes. Ratio in class will be 6:1:2. Ratio will allow for differentiated instruction within class. The Teaching staff will be comprised of a certified bilingual (Spanish) teacher, a certified bilingual (Spanish) speech therapy teacher and a certified ESL teacher.

The daily focus will comprise elements of ELA, Social skills and ADL skill training. Each class structure is aligned with the TEACCH methodology. Small group, one to one and large group activities will take place. Words Their Way reading program software as well as hard copy will be used with students as per IEP. The use of software and multimedia enhances and supports the development of English Literacy. JARS (joint action routines) will be developed and implemented to enrich social skills. Activities will be extended throughout the curriculum and subject areas by combining the interdisciplinary/thematic approach with Language Experience, Whole Language, multi sensory approaches, Cooperative Learning, the infusion of the arts, and the use of technology. Academic rigor will be aligned with individual IEP goals and instructional practices addressed during the school day. Technology will be used as an academic support as well as a reinforcement for our 6:1:1 students. Many 6:1:1 students have a strong visual sense and technology will be used to enhance skills.

ESL strategies will include: TPR, Language Experience, and multi-sensory approaches in conjunction with Augmentative Communication Devices and Pictorial/Symbolic representations. Content Area Instruction will follow the NYS Learning Standards and Alternate Grade Level Indicators for students with severe disabilities. The use of technology will be incorporated into ESL and content area instruction to give students additional support. Multi-sensory and multicultural materials will be infused throughout all aspects of instruction. The instructional strategies that will also be included are Symbolic Representations in conjunction with Augmentative Communication Devices (eg: Say It All, MacCaw, Dynamo, Dynamite, Delta Talker, Cheap Talk and Message Mate). These devices are programmed so that children can respond to a variety of stories, therefore ensuring compliance with NYS ELA performance standards. The use of bilingual software and multimedia (such as Boardmaker, Picture This and Kid Pix) enhances and supports the development of native language skills.

The importance of providing instruction to ELLs that is communication-focused is supported by research (S. Krashen, 1984, McKenzie-Brown, P. 2006). Research has also shown that Joint Action Routines (JARS) is an effective strategy for facilitating communication and language development

in the classroom, encourages communication, and enhances communication in nonverbal children with autism (Snyder-McLean, L., Solomonson, B., McLean, J., and Sack, S., 1984; Layton and Watson, 1995). Research also reveals that integrating technology into instruction for ELLs increases comprehensibility of ELLs and is a great equalizer for ELLs (C. Dukes, 2005). In addition, using the TEACCH approach supports language development with students with autism. This approach is supported by empirical research (Mesibov, G.B., Shea, V., & Schopler, E. (with Adams, L., Burgess, S., Chapman, S.M., Merkler, E., Mosconi, M., Tanner, C. & Van Bourgondien, M.E., 2005).

All students involved in the program will be tracked. All assessments conducted in the Spring will be reviewed to monitor progress (e.g. ABLLS, Brigance and NYSAA as well as NYSESLAT)

Social and physical development will be addressed during recreational instruction. Physical, gross, fine motor as well as rules of simple fair play will be focused on during this time.

**DESCRIPTION OF TITLE 111 SUPPLEMENTAL PROFESSIONAL DEVELOPMENT PROGRAM:**

The teachers and paraprofessionals working in the program as well as parents invited to participate will be trained in Best Practices in Autism. The program developed will reflect these practices. Three days of professional development is planned for a Tuesday, Wednesday, Thursday from 3:10pm to 4:10pm (prior to start of program). A Bilingual speech therapist will provide PD focused on the Elements of JARS- Joint Action Routines. It is a specific communication approach that supports the use of independent language in functional settings. In addition Elements of GRTL a “proactive sensory based program” that develops children’s ability to attend and focus on giving activities will be shared. Two teachers and 4 paraprofessionals will receive the training.

**DESCRIPTION OF TITLE III SUPPLEMENTAL PARENTAL INVOLVEMENT PROGRAM:**

Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy. ---Parent Community Involvement: All parents of students attending supplemental program will be invited to participate in classroom activities. A flyer and informational packet will be sent to parents involved in their native languages. At this point parents will be invited in for an orientation and program overview. Methodologies will be shared and materials will be created to take home. PS 255Q’s goal is to bridge the instructional strategies known as ‘Best Practices’. For example PECS Books will be re-created and sent home for “Home Instruction”. As well, Speech therapists will provide JARS training to parents (Joint Action Routines).

Parents will be offered Professional Development: Picture schedules, PEC books will be created for the parents and the parent will be trained in the use of the systems. As well the use Visual supports to make the sequence of daily activities predictable and understandable and the use of visual supports to make individual tasks understandable and develop language will be shared. A Speech therapist will provide JARS training to parents (Joint Action Routines). Professional development for parents will be offered 3 DAYS of the (7<sup>th</sup> week) which is the week after the program ends.  
FROM 3:10PM TO 4:10 PM

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

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Form TIII – A (1)(b) School: 255Q BEDS Code: 30714255000

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11,154.78   \$ 633.75   \$323.55	<u>Instructional After School Program</u> 3 teachers (1 ESL & 2 bilingual) x 7 hrs per week x 6 weeks x \$49.89 per hour = \$6,286.14 4 paras x 7 hrs per week x 6 weeks x \$28.98 = \$4,868.64  <u>Professional Development (for Staff)</u> 2 teachers to receive trainee rate training x 3 days x 1 hour per day x \$22.72 = \$136.32 4 paras to receive training x 3 days x 1 hr per day x \$28.98 = 347.76;  1 teacher to conduct/provide training x 3 days x 1 hr x \$49.89 = 149.67  <u>Parental Involvement (parent Training)</u> 1 teacher to conduct/provide training to parents x 3 days x 1 hr x \$49.89 = 149.67 2 bilingual paraprofessionals to interpret for parents during PD x 3 days x 1 hr x \$28.98 = \$173.88
<b>Purchased services</b> High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials and educational software. Must be clearly listed.	\$2,738.25	Supportive material for supplemental program: laminate, ink, edibles, ADL supplies \$178.62 3- Words Their Way reading program x \$362.99 = \$1088.97 3-Lexmark T640 printers X \$375.77 each = \$1127.31
<b>Travel</b>		
<b>Other</b>	\$149.67	Snack/refreshments for Parent Training
<b>TOTAL</b>	\$15,000.00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In September a letter is sent to all parents asking if they need assistance in translating written information. Attached to that letter is a blurb written in the parent's native language.

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

P.S. 255Q consists of 8 units. Our school community needs written translation and/or oral interpretation in the following languages: Spanish, Russian, Mandarin, Cantonese, Bengali, Korean, Urdu, Haitian Creole, and Arabic.

The findings were reported at PTA and School Leadership Meetings as well as through contact with the Parent Coordinator.

#### **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.

Each unit within the P.S. 255Q school complex will be responsible for ensuring that all written translations will be done by school staff or parent volunteers.

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.

Each unit within the P.S. 255Q school complex will be responsible for ensuring that all oral interpretations, including the use of TTY machine, will be accomplished by school staff and/or parent volunteers.

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>.

The parent coordinator will work with each unit and P.S. 255Q supervisors to ensure that parents have access to all information relevant to their child's education.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**NOT APPLICABLE TO SCHOOL**

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

**NOT APPLICABLE TO SCHOOL**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools**

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

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

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

\_\_\_\_\_

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

**NOT APPLICABLE TO SCHOOL**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state

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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)<sup>2</sup> 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 the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> 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.

– **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.

- P.S. 255Q is a multi sited school organization. The school is comprised of eight sites withl students participating in the NY State Alternate Assessments. Curriculum meetings occur at each site and are shared at biweekly cabinet meetings with the Principal and School Coach. An Assistant Principal oversees the ELL program and coordinates curricular issues for the entire school organization. At monthly School Leadership Team meetings (and PTA meetings) curriculum information and programs are shared with parents. In addition, there is a newsletter for parents where information is disseminated.

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

Applicable  Not Applicable

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

- P.S. 255Q educates severely disabled children who have autism and are classified as alternate assessment. Teachers do provide standard based work modeled on the Alternate Grade Level Indicators. The school utilizes assessment designed for students with severe disabilities. These assessments drive instruction (IEP's) and are based on individual student need. A functional curriculum facilitates academics and increases independence for students. ELL students have the same disability (autism) and require the same programs to improve their social behavior and language skills. To accommodate these students teachers infuse ESL strategies into their instruction to facilitate and enhance student learning.

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

## 1B. Mathematics

### Background

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

### Specific Math Alignment Issues:

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

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

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

- P.S.255Q is a multi sited school organization. The school is comprised of eight sites with students participating in the NY State Alternate Assessments. Curriculum meetings occur at each site and are shared at biweekly cabinet meetings with the Principal and School Coach. An Assistant Principal oversees the ELL program and coordinates curricular issues for the entire school organization. At monthly School Leadership Team meetings (and PTA meetings) curriculum information and programs are shared with parents. In addition, there is a newsletter for parents where information is disseminated.

**MAY 2009**

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?

- P.S. 255Q educates severely disabled children who have autism and are classified as alternate assessment. Teachers do provide standard based work modeled on the Alternate Grade Level Indicators. The school utilizes assessments designed for students with severe disabilities. These assessments drive instruction (IEP's) and are based on individual student need. A functional curriculum facilitates academics and increases independence for students. Teachers assist students in practicing functional math skills in multiple settings including the classroom, home and community. Instruction needs to be generalized in all areas.

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

- PS 255Q is a multi sited organization. Curriculum meetings occur at each site and are shared at biweekly cabinet meetings with the Principal and School Coach. . In addition an Assistant Principal oversees the academic program and coordinates this program for the entire unit. At monthly School Leadership team and PTA meetings information is shared with parents. Instruction is provided to give students as much independence as possible in various areas of their lives.

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

Applicable  Not Applicable

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

- P.S. 255Q educates severely disabled children who have autism and are classified as alternate assessment. Teachers do provide standard based work modeled on the Alternate Grade Level Indicators. The school utilizes assessment designed for students with severe disabilities. These assessments drive instruction (IEP's) and are based on individual student need. A functional curriculum facilitates academics and increases independence for students. ELA programs (Edmark Reading, MeVille to WeVille, Star Reporter, Foundations) are utilized to facilitate and enhance student learning in functional academics.
- The classrooms within the PS 255Q schools are structured utilizing the TEACCH methodology which includes 1:1 direct instruction, small group and independent work periods. The nature of our students' disability requires all instruction including ELA be delivered using communication strategies (visual and augmentative) to support students to achieve their goals and objectives.

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.

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## **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* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in

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<sup>3</sup> 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

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.

- P.S.255Q is a multi sited school organization. The school is comprised of eight sites with students participating in the NY State Alternate Assessments. Curriculum meetings occur at each site and are shared at biweekly cabinet meetings with the Principal and School Coach. In addition, an Assistant Principal at each site oversees the implementation of all curricula programs and coordinates these programs for their entire unit. At monthly School leadership team and PTA meetings information is shared with parents as well as a parent newsletter.

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

Applicable  Not Applicable

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

- P.S. 255Q educates severely disabled children who have autism and are classified as alternate assessment. The school utilizes assessments designed for students with severe disabilities. These assessments drive instruction (IEPs) and are based on individual needs. A functional curriculum facilitates academics and increases independence for students. Math instruction is based on individual needs and is used in functional learning opportunities (eg. using money). Instruction needs to be generalized in all areas.

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.

- Due to the very diverse needs of students with Autism Spectrum Disorder we use a variety of programs which will address all of our students learning challenges. Our students are measured with the Alternate Grade Level Indicators and perform well on the
- NYSAA. The school continues to seek out and utilize published curricula and District 75 resources to help students achieve their goals.

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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.

**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 school administrative team reviewed recent hires over the past two years with the payroll secretary.

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

Applicable  Not Applicable

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

Although teacher turnover is not high, PS 255Q has grown by nearly 25% in the past few years. Due to the rise in autism, the Department of Education has added 16 classes in a little over three years to keep up with the increase in student population. PS 255Q now has the largest program for students with autism in Queens (66 classes in total). This has resulted in the hiring of many new teachers to fill the new classroom vacancies. However, having a stable cadre of teachers has allowed us to utilize them as mentors and ease the transition of the new teachers. In this way, teachers have buddy teachers to help them implement instruction and develop behavior plans in their classrooms.

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.

- An assistant principal has been designated in charge of our ELL program and meets with the teachers of ELL students to go over professional development, LAP etc...One of the teachers is designated as the lead teacher for meetings and shares relevant information with all involved staff members.

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?

- Students with autism are unable to communicate effectively in any language due to their disability. All teachers need to utilize best practices such as the Picture Exchange Communication System (PECS); augmentative devices, etc which help students communicate effectively. All teachers are trained to use teaching techniques and programs that are proven to be effective and increase student outcomes for children with autism. Enriched language instruction in classrooms is provided to increase success and facilitate learning for all students. Staff is encouraged to go to all available professional development from the DOE and outside vendors.

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.

**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

- PS 255Q continually analyzes data on IEPs and utilizes the NYSAA for all students. Data is taken on individual goals and objectives and monitored by site based supervisors. The NYSESLAT is not an effective tool to assess severely disabled students and the scores do not reflect student learning.

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

Applicable    Not Applicable

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

- NYSESLAT scores for severely disabled students are either very low or non-existent since our students cannot take this type of test. This test is an inappropriate measure for severely disabled students. Students do score well on the NYSAA, usually a 4 or high 3 is the result. Individual data based on IEP goals remain the best indicator for success with our students.

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.

- An AP is working with ELL teachers and the District Bilingual office to analyze all relevant data to improve ELL programs. However, NYSELAT is not an appropriate test for our severely disabled students.
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## KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

- All students at P.S. 255Q have an IEP and trained to implement programs for children with autism. The Principal's cabinet meets regularly to discuss instructional programs and facilitate the assessment, IEP and data processes at the school. A behavior team has been established at each unit to help teachers modify challenging behaviors in their classroom. Input from the unit coordinators, school coach and supervisory staff determine the readiness of teachers to implement instructional programs in the classroom

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?

- P.S. 255Q educates children that do not participate in standardized assessment and there are no general education teachers on our staff. All our students have IEPs and teachers are aware of student modifications and accommodations in order to help them meet their goals and objectives. Students with autism require differentiated instruction in order to meet their IEP goals and objectives. The school has adopted the structure from Treatment and Education of Autistic and Other Communication Handicapped Children (TEACCH). Funding for professional development in TEACCH is provided for all teachers through OTPS, District 75, Grants or the PTA. This enables the staff to be consistent and use this structure in their classrooms for enriched teaching.

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

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

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

Please respond to the following questions for Key Finding 7:

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

- Students in P.S. 255Q do not follow a standardized curriculum and therefore are not affected by promotional criteria. However, since students participate in NYSAA, there are committees at the units and supervisory staff who meet to troubleshoot areas that need to be addressed and to develop datafolios. Communication strategies (eg. Picture Exchange Communication System, augmentative devices, etc.) are utilized in order to allow students to effectively participate in alternate assessments. In addition all teachers conduct behavior assessments and the developed plan is attached to each student's IEP.

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

Applicable    Not Applicable

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

- Although students are not involved in standardized assessment all goals and objectives on each student's IEP are aligned to 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.

- NYSAA procedures have been developed and a timeline established to help teachers implement the assessment process and align AGLIs with instruction. The classroom structure (TEACCH) allows one staff member to oversee students in work station areas while the other staff member is conducting the assessment procedure. All behavior plans are reviewed by supervisory staff prior to their implementation and inclusion on a student IEP. Data is kept on all behavior plans and checked during observations and IEP updates throughout the school year.

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

**NOT APPLICABLE: SCHOOL DOES NOT RECEIVE C4E FUNDS**

*This appendix will not be required for 2009-10.*

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

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## **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>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

### **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).

#### **3 Students are in Temporary Housing.**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

### **N/A: school does not receive any set-aside funds**

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

## 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 <b>75Q Network 4</b>	School <b>75Q255</b>
Principal <b>Richard Marowitz</b>	Assistant Principal <b>Gregg Lopez</b>
Coach <b>Erica Hanson</b>	Coach <b>type here</b>
ESL Teacher <b>Laurence Fitzpatrick</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Evelyn Negron (TBE)</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Michael Tonini (ESL)</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Jennyfer Ruiz (speech)</b>	SAF <b>type here</b>
Network Leader <b>Stephanie McCaskill</b>	Other <b>type here</b>

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School	<b>401</b>	Total Number of ELLs	<b>96</b>	ELLs as Share of Total Student Population (%)	<b>23.94%</b>
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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.



Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

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
<b>TOTAL</b>	<b>0</b>																			

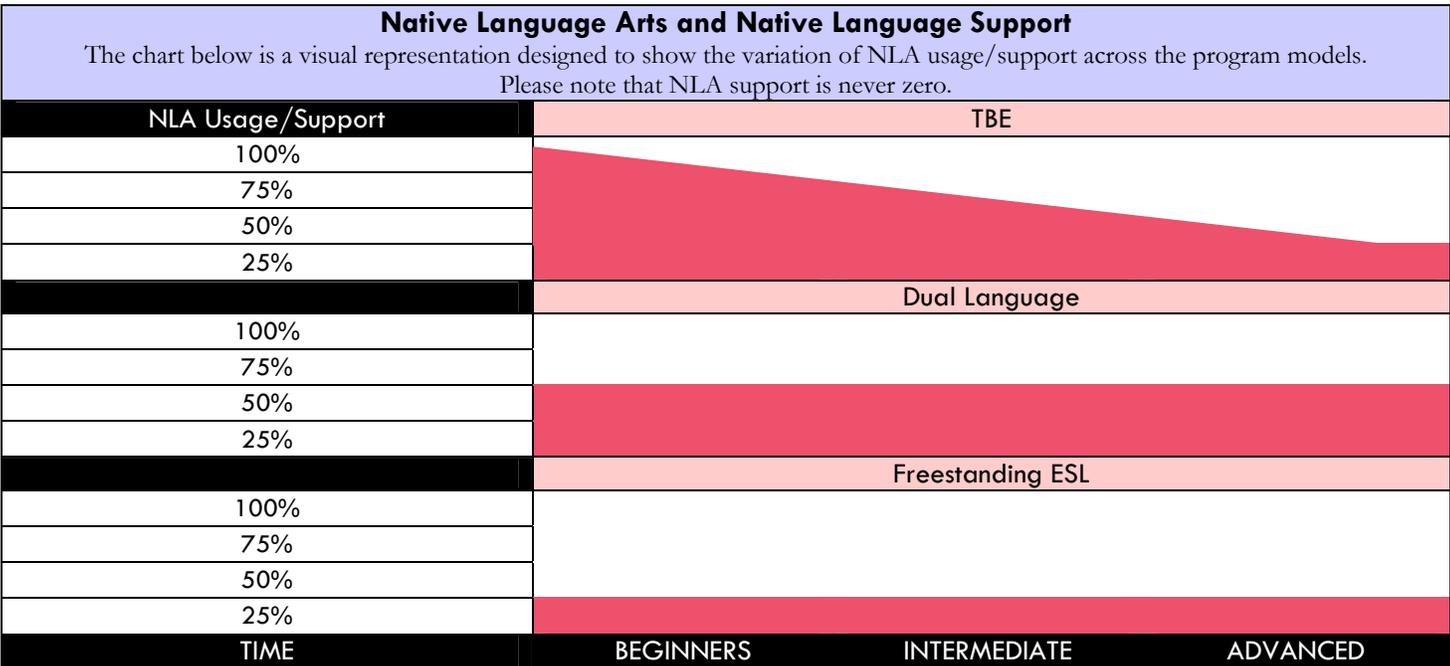
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>    </u>
Ethnic breakdown of EPs (Number)	
African-American: <u>56</u>	Asian: <u>88</u>
Native American: <u>4</u>	White (Non-Hispanic/Latino): <u>109</u>
	Hispanic/Latino: <u>144</u>
	Other: <u>    </u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	6	10	8	5	8	4		1	1	43
Chinese		1	1	2	1	2		2	3	12
Russian		1					1			2
Bengali	1			2	1	1				5
Urdu										0
Arabic										0
Haitian Creole										0
French				1						1
Korean	1								2	3
Punjabi	3		1		1					5
Polish	3									3
Albanian										0
Other			2							2

Programming and Scheduling Information										
<b>TOTAL</b>	<b>14</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>11</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>76</b>

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	22	16	13	11	4	15	3	3	4	91
Intermediate(I)										0
Advanced (A)										0
Total Tested	22	16	13	11	4	15	3	3	4	91



NYSAA Bilingual Spe Ed					1		3		4
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**NYS Social Studies**

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

**ECLAS-2**

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

**EL SOL**

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

**NATIVE LANGUAGE READING TESTS**

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

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

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

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

### Signatures

School Principal

Date

Community Superintendent

Date

Reviewed by ELL Compliance and Performance Specialist

Date