



**P721Q
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 75 Q721

ADDRESS: 57-12 94TH STREET, ELMHURST, NY 11373

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75Q721 SCHOOL NAME: P721 QOTC

SCHOOL ADDRESS: 57-12 94th Street

SCHOOL TELEPHONE: 718-760-1083 FAX: 718-760-1920

SCHOOL CONTACT PERSON: Beth Rudolph EMAIL ADDRESS: BRudolp@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Andrea Levine

PRINCIPAL: Beth Rudolph

UFT CHAPTER LEADER: Jerry Weissman

PARENTS' ASSOCIATION PRESIDENT: Jose Rosado

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 SSO NAME: _____

SSO NETWORK LEADER: Ketler Louissaint

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
Beth Rudolph	*Principal or Designee	
Jerry Weissman	*UFT Chapter Chairperson or Designee	
Jose Rosado	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jamal Dowdell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosina Demarco	Member/Assistant Principal	
Geneva Gibbs	Member/ Para Chapter Leader	
Franklin Harris	Member/ Paraprofessional	
Andrea Levine	Member/ Teacher	
Diane Graziano	Member/Parent	
Adrianna Moscatelli	Member/Parent	
Anca Stefasescu	Member/Parent	
Jackie Miller	Member/Parent	

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(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.

We believe that P721Q is an institution dedicated to teaching its students the skills needed to become independent productive and socially responsible adults. We commit ourselves to the development of partnerships with our global community. We seek additional resources within the community to assist us in expanding post-secondary options for our students that serve to expand available options addressing a wide range of cognitive, affective and psychomotor levels. We foster cultural awareness and strive to expose all students to the most current technology, instructional techniques and materials. We understand that all students have an intrinsic value worthy of respect and that all of our students are capable of learning. Our goals are to embrace, empower and enable.

Narrative Description/ School Profile:

P721Q is a special education school which serves students between the ages of 14 and 21. All students (students with severe to profound cognitive disabilities, students with autism and students with multiple disabilities) require a high level of support. The school is composed of a main site and 3 off sites : Info Tech HS, Arts and Business HS and a college program at Queens College. There is a significant representation of culturally diverse students as reflected in the 23 languages spoken by our ELL/ bilingual students. All students are included in school with instructional initiatives. School projects are collaborative, where the culminating event reflects input and student work in all disciplines. We are always upgrading the functional application and use of technology to support student independence. All students have a functionally based curriculum, with block programming in ELA/ Social Studies and Math / Science. We offer students learning opportunities in Life Science, Computer Science, Food Service, Coffee Break, Woodshop, Plastics Shop, Performing Arts, Fine Arts, Plant Ecology, Publications, Merchandising and Industrial Technologies (Indtech). Our programming provides a well rounded experience that is reflective of curriculum and standards that are found in the general education environment of their non-disabled peers. Approximately 25% of the students population is involved in community based instruction/ work study opportunities outside of the building. Our work study program has been developed to allow students to move along a continuum beginning with the most basic prevocational skills and social behaviors as they enter the program with movement towards more complex vocational and social challenges. Our over-riding focus, whether it is with behavioral, social, functional academics or occupational training programs, is to create scaffolded opportunities for students to function independently both in the school and community. We provide a complete range of related and support services to enable the students to achieve their maximum potential. As with all high school programs, we seriously consider issues of social living, communication, independent travel, work opportunities and sexuality. A functionally appropriate, comprehensive health curriculum, which addresses food health practices, as well as mandated HIV/Aids instruction, is in place.

P721Q focuses on 5 basic areas:

1. Developing life skills that promote self advocacy, traveling, personal financial management , recreation and leisure, healthy lifestyles, parenting and home maintenance.
2. Occupational skills that prepare students for employment from day treatment to competitive employment opportunities. Pre vocational skills are emphasized for success in any work situation.
3. Social skills are built upon to increase independence and positive interactions in the least restrictive environment for the individual student.
4. Functional academics are integrated into literacy, technology and incorporated in the learning standards/ alternate grade level indicators to master skills needed to access information, obtain services and live independently.
5. Communication is supported throughout the instructional day, using the student's preferred language system, including but not limited to verbal expression, total communication, symbol systems and/ or augmentative devices.

We recognize that parent involvement is critical to student success and the School Leadership Team must be an integral part of all endeavors. In addition to those 5 basic areas, we rely on our parents to support our students in the community. Our mission will be accomplished by implementing ongoing staff development initiatives, establishing collaborative ventures with community linkages, encouraging parental/family involvement, building transitional agency supports and using the District 75 resources.

We empower parents to better help their students by encouraging involvement during the day in classes, as well as expanding afterschool opportunities to support student outcomes.

The relationships we have established with community partners allow our students the opportunities for authentic work experiences and the development of appropriate social skills, as well as providing a transition between school and adult post graduated outcomes.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:	75	DBN #:	75q721	School BEDS Code #: 307500014721

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
			<input type="checkbox"/>	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					83.9	81.31	88.35%		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		0.2	0.3	0.2		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		0	0	0		
Grade 8	0	0	14						
Grade 9	0	0	61	Students in Temporary Housing: Total Number					
Grade 10	0	2	40	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	2	70		2	2	3		
Grade 12	144	17	248						
Ungraded	289	415	433	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	433	436	433		6	4	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	433	436	433	Principal Suspensions	2	0	0		
Number all others				Superintendent Suspensions	4	0	0		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					

OCTOBER 2009

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes	24	24	22	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	26	7	45	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	50	31	67	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			66
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			3
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			130
	79	79	80				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	98.7	100
American Indian or Alaska Native	0.2	0.2	0.23	Percent more than two years teaching in this school	78.1	79.5	98
Black or African American	0.2	0.2	29.95	Percent more than five years teaching anywhere	75.3	74.4	98
Hispanic or Latino	36.3	37.8	38.01				
Asian or Native Hawaiian/Other Pacific Isl.	15.9	15.8	19.81	Percent Masters Degree or higher	95.0	94.0	97
White	17.8	16.3	11.98	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial	0	0	0				
Male	59.8	16.3	61.52				
Female	40.2	40.4	38.47				

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?
-

- We continue to support the need for a consistent school wide approach to behavior management and best practices with all student populations. We have identified that appropriate social skills are critical, especially in student populations where generalization of skills in different settings are difficult.
- We recognize the importance of expanding linkages between the school and community agencies to facilitate successful transitions for our students from secondary to post-secondary placement. We have identified the need to expand opportunities for authentic pre-vocational work experiences parallel to adult day services programs for these students.
- We have observed that our students, especially those on the autistic spectrum and severely developmentally challenged need assistance in transitioning and preparing for adult day services. We have developed a partnership with Young Adult Institute (YAI) and created pre vocational academies allowing students to learn necessary skills to be successful when articulating to adult day services upon graduation.
- The Introduction of Professional Teaching Standards (Santa Cruz Model) to all pedagogical staff provides teachers with rubrics of best practices and reflective tools for self improvement to increase student outcomes.
- We recognize that collaboration with our parents and school is critical to our students success. Although there has been significant increase in parent participation in PTA meetings, volunteering for schools events and after school activities, we recognize the need to continue to build the communication between the school, home and community.
- As the collection and evaluation of data becomes more embedded in developing educational practices, we need to identify a data management system to collect/ compare longitudinal data based on student academic performance outcomes, behavior and related critical issues.

- Data collected through Brigance Assessments (which identifies students present level of performance based on a developmental skill acquisition scale), NYSAA Scores (State Wide Data collection system based on alternate grade level indicators parallel to the General Educational Curriculum) , Individual Educational Plan progress reports (IEP), Report Cards, School Wide Behavior Forms and SWIS Data (School Wide Information System) can now be analyzed for trends and areas of need to increase students outcomes using Flourish a data management program from AbleNet Inc.

What have been the greatest accomplishments over the last couple of years?

- Expansion of off site Programs (Queens College-campus work site program, Information Technology HS –alternate/standardized inclusion program, community based instructional class(work study) ; Arts and Business HS-alternate assessment inclusion program).
- Expansion of three (3) work study sites with the goal of full time employment.
- Project Based Learning (Student Literacy Fair, Going Green, Work Study Collaboration, Think Outside the Box Project).
- Art Residencies: Hayes Greenfield.
- Get Ready To Learn Yoga Program.
- Introduction of academy programming to support transition to adult day services .
- GRADS Program (Getting Ready for Adult Day Services) .
- Expanding community partnerships with both public and private industries to broaden the opportunities for competitive employment for our graduating students.
- In house assessment based on Brigance, FACES and content specific functionally based assessments.
- Annual Craft Fair: Community based culmination of interdisciplinary project based learning activities
- RESO A Grant recipients (2007-08, 2008-09, 2009-2010 school years).
- Ongoing assistance provided for parents in reviewing prospective adult programs for our students, facilitated and accompanied by our Parent Coordinator, Transition Linkage Coordinator.
- Monthly family activities coordinated by Parent Coordinator (parent support group /sibling support group, evening family activities)
- Summer Youth Employment.
- Yearly School Musical / Student and Staff Talent Shows/ holiday performances
- Scrapping for Inclusion (through Queens College Site)
- Girl Scouts/ Boy Scouts- ongoing activities to support student self-esteem,
- Penny Harvest- collected \$\$\$\$ donated to student learning and charities
- School wide community based Health Fair (March 2009) / Transition Fair (Nov. 2009)
- “The Red Bucket Food Drive” to assist the needy/ homeless
- “ Going Green”- recycling and using earth friendly products
- Voter Registration/ Mock Elections
- Non-driver IDs for all P721Q @ Queens College Students
- 6:1:1 Instructional Breakfast/ Special Events to foster appropriate communication and social skills.
- Celebrations of student work/ Awards Assemblies
- Incentive driven events tied to the School Wide Behavior Plan (school socials, movies, trips,etc)

- School Socials/ Events/ Special Programs to support appropriate socialization.
- Coed Basketball Program/ Volleyball Program
- District 75 Intramural Golf/ Tennis Program
- Big Brothers/ Big Sisters
- CHAMPS
- Cheerleading
- Title III Saturday Program
- Academic Intervention Support
- Intensive individualized professional development based on specific needs as identified by the teachers, students, coach administration and parents
- PlaNYC 2003 recipient: The Mayor's Schoolyards-To-Playground Initiative to convert schoolyards to community accessible parks.
- Borough President Science Cart Grant Recipient at Main Building and InfoTech site
- Support of District 75 Event, including hosting the 2008-2009 Best Practices Technology Fair, Technology Fair and various professional development activities offered to all District 75 staff.

Significant Aids/ Barriers:

Some barriers include but are not limited to:

1. Based on the 2009-2010 Quality Assurance Review, we have identified the need to increase linkages from Transition Planning, IEP development and delivery of instruction as we prepare our students for post secondary experiences.
2. Scheduling common time for professional development during the instructional day for 260 staff members is often a problem to get full teams meetings together.
3. Due to budget cuts it is difficult to adequately staff the program to support the instructional needs of the students.
4. P721Q has a large multicultural population and the many languages other than English hinder communication with the parents, and limit parent participation. Communication between the home and school is often difficult, as our school population represents 23 languages other than English. Translation services provided by the DOE do not always meet our needs and finding staff members to provide translation support are not always available.

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.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for special activities/incentives and instructional materials is from the following sources: Instructional monies (general – supplies, object code 100) Professional development - OTPS/ tax levy funds provided for substitute teachers/paraprofessionals.</p> <p><u>Target Population:</u> Administrators Teachers Paraprofessionals Related Service Providers Students Parents</p> <p><u>Timeline:</u> Ongoing</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review CIT data sheets (weekly) • Monthly Behavior checklist spread sheets (monthly) • Review data from Report Cards, SWIS data, CIT logs (on going) • Classroom anecdotes (ongoing as needed). • Computer Data Entry of daily point sheets From Each Classroom (on going) • Level of Reward System Congruent to Points Received • Updated FBA on file (annually) • Monthly Social Activities Based on Earned Points • Reduce Frequency/Duration of Crisis Paraprofessionals (reviewed monthly) • Pupil Personnel Team Meetings (monthly) • Swiss Data (reviewed monthly) • Reduction in the number of new FBA's and BIP's for existing student body • Classroom Observation -formal, informal, weekly walk- throughs (on going)

Subject/Area (where relevant): TRANSITION

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2010, 100% of our 6:1:1 and 8:1:1 students will participate in daily pre vocational training to acquire job readiness skills to prepare them to transition to Adult Day Service Programs as evidenced by weekly data collection.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities:</u></p> <ul style="list-style-type: none"> • Develop collaborative partnership with YAI/ adult day service agency (Summer 2009) • Survey 6:1:1 and 8:1:1 students to identify their vocational preferences (September 2009) • Transition team will identify the skills needed for their job interest (September 2009) • Development of programmatic Pre Vocational Academies for 6:1:1 , 8:1:1 classes (Fall 2009) • Create/Collect Baseline Data on skill criteria for each pre vocational goal (Sept-Oct.2009) • Identify Pre Vocational related skills in collaboration with YAI (Sept/ Oct 2009) • Arrange visit to YAI for all 6:1:1, 8:1:1 students (January 2009) • Ensure that Page 10 Transition IEP goals reflects student vocational preference(on going) • Develop competencies chart to inform students of needed skills (February 2010) • Expand the use of technology for transitional planning to all staff (February 2010) • Begin new work site with YAI agency for 6:1:1 students (January 2010) • Begin new work site with Lifespire agency for 8:1:1 students (January 2010) • Teachers/Paraprofessionals/Related Service Providers will work with students to support the introduction of new pre vocational skills (Fall 2009- on going) • Teachers will use data sheets to monitor students' progress in the acquisition of pre-voc competencies (reviewed monthly in instructional support team meetings)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding:</u> Funding for special activities/incentives and instructional materials is from the following sources: Instructional monies (general – supplies, object code 100)</p> <p><u>Target Population:</u> Administrators Teachers Paraprofessionals Related Service Providers Students Parents</p> <p><u>Timeline:</u> Ongoing</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Completion of checklist of competencies (February 2010). • Work Study skills check list (June 2010). • Periodic Review of All IEP Goals to gauge adherence to individual student Pre Voc survey. • Mastery of at least 1-2 IEP pre vocational objectives (June 2010). • At least two (2) students from 6:1:1 classes will successfully participate in Mastery of Work skills at the YAI agency (June 2010). • At least two (2) students from 8:1:1 classes will successfully participate in Mastery of Work skills at the Lifespire agency (June 2010). • Increase post secondary placements of our 6:1:1 /8:1:1 students in appropriate adult day service programs (June 2010).

PROFESSIONAL DEVELOPMENT

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student outcomes, by June 2010, 100% of our teachers will identify 3 goals based on the following Professional Teaching Standards</p> <ol style="list-style-type: none"> 1. Engaging and supporting All Students in Learning. 2. Developing As A Professional Educator. 3. Assessing Student Learning <p>and demonstrate professional growth as evidenced by a 1 written observation, 1 informal observation and 3 classroom walk-throughs using PTS Protocols.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</p> <p><i>PTS needs to be incorporated into these goals.</i></p> <p><i>School based coach</i></p> <p><i>District support to work on PTS</i></p> <p><i>Weekly cohort meetings</i></p> <p><i>Ongoing voluntary lunch and learn sessions</i></p>	<ul style="list-style-type: none"> • Teacher schedules will reflect weekly instructional support team meetings to discuss on going best practices and to provide opportunities for self reflection and collegial support. (see weekly agendas). • 721Q administrative team will provide a weekly agenda with a time line for instructional support team meetings to include Professional Teaching Standards as well as on going best practices (posted weekly). • Administration will design teachers' schedules to afford them opportunities to collaborate and share student information and support best practices. • Administration will provide a 2009-2010 Pacing Calendar outlining instructional initiatives as well as deadlines and project dates (distributed Sept.2009, revised as needed). • Administration will schedule individual meetings with all teachers to review identified professional teaching goals and continuum of teacher development as evidences by PTS. (January 2010-June 2010) • During weekly instructional support meetings and /or individual teacher/Administrator conferences, each teacher will be provided the opportunity to self-assess in the 3 Professional Teaching Standards listed above. • Using Professional Teaching Standard based walk through rubrics, administrators will provide feedback to teachers during pre observational conferences to support best practices and enhance students outcomes.

	<ul style="list-style-type: none"> • Staff who participate in inter-visitations/ professional development activities will submit a 'feedback' sheet to administrators for review. All sites will post feedback sheets on a Professional Development bulletin board for collegial review at all sites. • All teachers with less than 3 yrs experience will be afforded the assistance of a mentor and of a district coach, as evidenced by Mentor schedule (SBC). • A review of Individual Teacher Learning Plans will provide evidence towards progress in achieving the identified goals of the PTS. • Administrator will meet regularly with teachers to assess impact of PTS implementation on their teaching (monthly). • By June 2010 all teachers will receive a formal written observation reflecting teachers' progress toward the achievement of the three (3) identified Professional Teaching Standards goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for special activities/incentives and instructional materials is from the following sources: Instructional monies (general – supplies, object code 100) Professional development - OTPS/ tax levy funds provided for substitute teachers/paraprofessionals for inter-visitations and attendance at District 75 professional development workshops teachers/paraprofessionals.</p> <p><u>Target Population:</u> Administrators Teachers Paraprofessionals Related Service Providers Students Parents</p> <p><u>Timeline:</u> Ongoing</p>

Indicators of Interim Progress and/or Accomplishment

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

What are expected benchmarks- indicate interim benchmarks- interval frequency of period review

- 2008-09 Professional Development calendar will be compared to 2009-10 Professional Development calendar to show increase of number of teachers and paraprofessionals attending District 75 Professional Development offerings and participating in inter-visitations to similar District 75 schools
- Weekly instructional support team meeting agendas and minutes will be posted on ARIS communities (January 2010).
- 2009-2010 Teacher Observations will reflect highlights of 'best practices' strategies, techniques and curriculum knowledge implemented in lessons and data to support improved student outcomes (on going)
- Mentoring Data and scheduled PD provided to DOE for new teachers, provided by School Based Coach (on going)
- Completion of Individual Learning Plan. Teachers will meet with their supervising Administrator at the beginning and end of the 2009-2010 school year to review progress based on the 3 Professional Teaching Learning Standards identified above (on going).

PARENT INVOLVEMENT

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2010, we will show a 10% increase the number of parents attending parent workshops, including IEP planning meetings as evidenced by monthly review of parent attendance.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Actions/Strategies/Activities:</u></p> <ul style="list-style-type: none"> • Administrators and Parent Coordinator will review the results of parent survey sent home in March 2009 and chart responses to interest areas (Summer 2009) • Administration and Parent Coordinator will review events conducted during 2008-09 school year along with number of parents (family members) attending and will schedule at least one more event for 2009-10(September 2009). • A school administrator, pertinent faculty and the Parent Coordinator will attend each monthly school event. (administrative calendar) • Parent attendance will be documented (sign in sheets). • Parent Coordinator will highlight the events in the monthly parent newsletter (monthly) . • A special parent session will be held to focus on Parent Engagement and the completion of the Learning Survey (Spring 2010). • Literacy Project Based Celebrations w/ parents and students (November 2009, January 2010, March 2010, June 2010). Events will be run through the Student Council. • Parents as Partners in Classroom Activities Three Times a Year. • Title III Saturday Program expanding communication and appropriate social skills (January 2010) • Monthly Parent Education workshops / Parent Volunteer Support for School/Student Activities: <ul style="list-style-type: none"> Family Fall Festival (October 2009) Parent/Student Thanksgiving Dessert Swap (November 2009) International Holiday Celebration (December 2009) Guardianship for Transition Planning (January 2010) IEP Planning from Functional Goals to Transitional Goals (February 2010) Understanding Functional Academics Curriculum (March 2010) Transitional Placement for Graduated (April 2010) Travel Training Leading to Independence (May 2010) Integrating Social Skills at home and In the community (June 2010)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for special activities and materials is from the following sources: Instructional monies (general – supplies, object code 100) Tax Levy funds will be used for presenters, materials, food and transportation</p> <p><u>Target Population:</u> Administrators Teachers- including Transition Linkage Coordinator Paraprofessionals Related Service Providers Students Parents Parent Coordinator</p> <p><u>Timeline:</u> Ongoing</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly Evaluation Sheet from Parents after workshops are completed • Data Collection- IEP Participation/ Transition Planning (on going) • Units of Study Classroom Inter-visitation Day with Parents (on going/Spring 2010) • Open School Evening /Day (Nov 2009 / March 2010) • Needs Survey Results for future workshops Reviewed (Spring 2010) • Monthly newsletters highlighting parent activities at school events (monthly) • Attendance sheets for each event will be charted by Parent Coordinator and reviewed by administration monthly. • An 10% increase of parent attendance at school wide activities. • A 10% increase in parental engagement in the Learning Survey will be cited in the Spring 2010 Learning Environment Report.

Subject/Area (where relevant): DATA COLLECTION AND

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ANALYSIS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2010, teachers will have collected 20 weeks of data based on interim benchmarks that will lead to the mastery of IEP objectives.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Identify a data management system (Flourish from Ablenet) to provide a way to store, compare and contrast longitudinal data for all students over time. • Training is provided to staff for administration of Brigance • An assessment baseline, using in-house assessments, is completed for all students (October 2009). • Brigance assessments and identification of Brigance priority goals are identified (November 2009) • SMART Goal training provided (November 2009 /on going) • Each teacher will Identify his/her responsibility for addressing IEP goals/ objectives in individual content areas (on going) • Data will be collected weekly by each teacher leading toward mastery or modification of IEP goals/Objectives (on going)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for special activities/incentives and instructional materials is from the following sources: Instructional monies (general – supplies, object code 100) Professional development - OTPS/ tax levy funds provided for substitute teachers/paraprofessionals.</p> <p><u>Target Population:</u> Administrators Teachers Related Service Providers Paraprofessionals Students Parents</p> <p><u>Timeline:</u> Ongoing</p>

Indicators of Interim Progress and/or Accomplishment

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

- Skill based analysis checklist (task analysis)
- 50% of the teachers will use flourish system to manage, diagate and analyse data
- Flourish system will drive class placements based on functioning academic ability

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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8	9	9	9	9				
9	41	47	41	41				
10	25	25	25	25				
11	52	53	52	52				
12	176	176	176	176				

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Work Advisory -functionally based academic and social intervention designed to better prepare our students with developmental disabilities to segue from the school environment to the workforce. Functional Math, ELA, and Social Studies skills are targeted. Intervention delivered in a small group setting during the school day. Adapted Weekly Reader (ABLENET) -Adapted literacy, math, science and social studies instruction delivered in a small group setting during the school day.
Mathematics:	Work Advisory-Please see description above. Delivered in a small group setting during the school day. Adapted Weekly Reader (ABLENET)- Please see description above. Delivered in a small group setting during the school day. Math Lab (Connecting Algebra to the Real World) -intervention designed to show standardized students the function and usefulness of integrated algebra in the real world. Lessons are designed to be functional and relate to key applications found in community living domains (e.g., recreation/leisure, self-management, vocational skills, etc.). Intervention delivered in a small group setting during the school day.
Science:	Adapted Weekly Reader (ABLENET)- Please see description above. Delivered in a small group setting during the school day.
Social Studies:	Work Advisory-Please see description above. Delivered in a small group setting during the school day. Adapted Weekly Reader (ABLENET)- Please see description above. Delivered in a small group setting during the school day.
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A

At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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.

Language Allocation Policy-P721Q
2009-2010 School Year

Part I: School ELL Profile- See attached cover sheet

District 75

School: P721Q

Principal:	Beth Rudolph
Assistant Principal:	Pat Casey
Teacher/ Subject Area:	Suzanne Schoen/ ESL
Coach:	Maryann Poleisinelli
Teacher/ Subject Area:	Maria Castro/ Bil. Spanish
Guidance Counselor:	Gila Rivera
Teacher/ Subject Area:	Carlos Avendano/ Bil. Spanish
Parent:	Jose Rosado
Related Service provider:	Jasleen Kaur- Giantelli
Parent Coordinator	Dianne Sherron
Network Leader:	Ketler Louissaint

Part II: ELL Identification Process:

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)

P721Q is a District 75 (Citywide Special Education Programs) high school for students between the ages of 14.9 and 21 who have severe disabilities (e.g., moderate to profound mental retardation, autism, multiple disabilities). Programs at P721Q are designed to prepare students for transition into the work-world and for post-secondary integration and success in the community as adults. Parents are members of the IEP team that makes decisions regarding instructional needs for ELLs who receive special education services. Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Because of the severity and nature of their disabilities, no students at P721Q participate in standardized assessments and students are given the ELL status by the CSE, parents do not receive ‘parent choice letters”,

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however parent choice is embedded in the IEP process, as parents of ELL/LEP students with disabilities are part of the (bilingual) IEP team that determines, *inter alia*, the language of instruction for their child. ELL students are identified during initial CSE evaluations, where parents are given the Home Language Identification Survey and native languages of students are identified. All 229 ELL students (65 Bilingual, 25 ESL, 163 x-coded) participate in NYSELAT, but due to the severity of students' disabilities, our students remain at the beginner level. Currently there are no students who are eligible for the LAB-R, as no students admitted during the 2009-2010 school year are new to the school system.

There are a total of 229 ELL students who are grouped functionally and participate in classes with the following student-to-staff ratios: 12:1:1, 6:1:6, 8; 1:1, and 12:1:4. Although 55% of our students (229 students out of 433 students) are English Language Learners, 15% of our student population (66 students) is entitled to ELL services.

Service Category	Bilingual-Self Contained	Bilingual w/ Alternate Placement	ESL- self contained	ESL- Pull Out	x-coded
12:1:1	22	14	14	10	135
8:1:1		2		1	12
6:1:1		2			12
12:1:4		1			4
TOTALS	22	19	14	11	163

As mandated by their Individualized Education Program (IEP), all students participate in alternative assessments, none participate in standardized assessments. Students are assessed in ELA, mathematics, science, and social studies via the New York State Alternate Assessment (NYSAA). ELL students who met the participation and age criteria for the 2008-2009 ELA NYSAAs scored at levels 3 and 4. Students also receive bilingual counseling and/or bilingual speech and language services, if indicated in their IEPs. Analysis of data from the NYSELAT, Brigance, and teacher-made assessments indicate that all ELLs are at the beginning level of English language acquisition. Twenty languages-other-than-English are spoken by students in P721Q. Eleven of these languages are spoken by students who have been identified as ELLs. The 11 languages spoken by ELLs are as follows: Arabic, Bengali, Cantonese, Hindi, Mandarin, Polish, Punjabi, Russian, Serbo-Croatian, Spanish, and Urdu

In this manner, parents of ELLs with disabilities participate in the decision-making process regarding, *inter alia*, the language needs of their children. The Parent Coordinator and the Transition Coordinator offer parents of ELLs written materials/information in their home languages and training on different aspects of their children's education such as, home activities that support learning, community-based services and organizations that provide services (including bilingual supports) to parents and students with disabilities. Parents of ELLs at 721Q attend the annual New York State Association for Bilingual Education (NYSABE) Parent Institute and District 75 ELL Parent Conference. The QOTC has a culturally and linguistically diverse staff that includes bilingual teachers (Spanish), bilingual paraprofessionals (Arabic, Bengali, Cantonese, Haitian-Creole, Hindi, Mandarin, Polish, Russian, Serbo-Croatian, Spanish, and Urdu), bilingual speech and language providers (Spanish, Hindi, Chinese), and bilingual school psychologist, school social worker, and guidance counselors (Spanish). This culturally and linguistically diverse staff provides information to parents during IEP meetings and other school meetings and in written form in the parent's preferred language. All parent meetings and materials for parents are available in multiple languages. At our ELL parent conferences, Arabic, Bengali, Chinese, Hindi, Punjabi, Russian, Spanish, and Urdu interpreters have provided oral interpretation for our diverse parent and student body.

All ELLs at P721Q have significant difficulty with communication (written and/or oral) that is due to their disabilities and they are also limited English proficient/ English language learners. As mandated by their Individualized Education Program (IEP), all students participate in alternative assessments. Students are assessed in ELA, mathematics, science, and social studies via the New York State Alternate Assessment (NYSAA).

Each fall QOTC has an ELL parent orientation and welcome breakfast. Parents are informed of the various programs and supports at the school, including bilingual instructional services, ESL classes, and the availability of bilingual counseling and speech services. All materials are translated into seven languages by the Translation and Interpretation Unit and oral interpretation during this and all meetings is provided by bilingual staff and/or by interpreters from the Translation and Interpretation Unit. Parents are also informed of extracurricular and other activities and programs available for their youngsters and for themselves. Parents are invited to participate in parent activities such as weekly parent support group meetings, PTA, special events, and Title III parent activities.

For the past four years, ELL parents participated in Title III after school activities (e.g., computer classes, ESL classes) as well as in weekend and school-day multilingual parent conferences and workshops. This year, parents are invited to participate in a weekend program for ELL parents and students.

Part III: Demographics

A. ELL Program (see attached worksheet)

Number of students by grade in ELL Program

	8	9	10	11	12	Total
Transitional Bilingual Education	1	3	5	1	31	41
Freestanding ESL						
Self Contained		4	2	2	7	15
Push In					10	
TOTAL						66

NUMBER OF CLASSES	Bilingual Spanish	ESL Self Contained	
Special Ed mixed Grade 11-12	1	1	
Special Ed Mixed-Grades 8-10	1	1	
TOTAL	2	2	

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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All ELLs		Newcomers		Special Education	66
SIFE		ELLs receiving 4-6 years		Long-Term (completed 6 years)	66

ELLs BY SUBGROUPS

	ELLs (0-3 years)			ELLs (4-6 years)			ELLs (completed 6 years)			TOTAL
	ALL	SIFE	Sp.Ed	ALL	SIFE	Sp.Ed	ALL	SIFE	Sp.Ed	
TBE									41	
Dual Lang.										
ESL									15	
Total										

Number of ELLs in a TBE program who are in alternate placement: 12

C. HOME LANGUAGE BREAKDOWN AND ELL PROGRAM

Transitional Bilingual Education- Number of ELLs by Grade in Each Language Group						
	8	9	10	11	12	TOTAL
Spanish	1	2	5		22	30
Chinese					3	3
Russian						
Bengali		1			3	4
Urdu					2	2
Arabic						
Haitian Creole						
French						
Korean						
Punjabi					1	1
Polish						

Albanian						
Yiddish						
Other					1	1
TOTAL						41

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group						
	8	9	10	11	12	TOTAL
Spanish	1	1		3	8	13
Chinese		2			2	4
Russian					1	1
Bengali						
Urdu						
Arabic		1			2	3
Haitian Creole						
French						
Korean						
Punjabi				1	1	3
Polish						
Albanian						
Other					1	1
TOTAL						25

PROGRAMMING AND SCHEDULING:

P721Q has 66 LEP/ELL students, who we consider to be on the beginning level (Low beginning and mid- beginning) of ESL instruction, as indicated in NYSELAT. All ELLs in our program have significant cognitive disabilities and are assessed via the New York State Alternate Assessment in ELA, mathematics, science and social studies.

In compliance with NCLB and CR 154, all LEP/ ELL students at P721Q are administered the New York State English as a Second Language Achievement Test (NYSESLAT) annually.

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LAB-R and/or NYEESLAT scores for these students are unreliable as these assessments were not developed for students with severe cognitive impairments. English language proficiency levels for ELLs at 721Q were determined based on a variety of informal and formal assessments (e.g., Brigance, ELA NYSAA, ABLLS-R, teacher-generated assessments and observations).

All of the students served in either ESL only or Bilingual/alternate placement fall into patterns and proficiency- level descriptions that are similar. For instance, in the area of Listening students can recognize only a very limited numbers of common words and phrases. Students are also limited in their ability to decode words and interpret sound – symbol relationships in English while Reading. When Speaking students demonstrate little or no functional communicative ability in English and with the exception of four students, all students have few or no practical Writing skills in English. It must be noted that the majority of the ELLs in our program are non-verbal due to their disability and not due to issues of second language acquisition. In addition, in general, their cognitive and language disabilities significantly impact their ability to listen, speak, read, and write. Therefore, caution should be exercised when attempting to interpret their proficiency levels based on the NYEESLAT.

TBE classrooms follow a departmental model and provide instruction in both native language and English, as per Part 154 mandates. All rooms contain libraries with multi-language books, technology centers that are equipped with computers and software that includes Boardmaker and Writing with Symbols in Spanish and English, and textbooks that are multilingual.

Students also receive bilingual counseling and/or bilingual speech and language services, if indicated in their IEPs. Analysis of data from the NYEESLAT, Brigance, and teacher-made assessments indicate that all ELLs are at the beginning level of English language acquisition

P721Q is proud of its ethnically and linguistically diverse population. Twenty languages-other-than-English are spoken by students in P721Q. Eleven of these languages are spoken by students who have been identified as ELLs. The 11 languages spoken by ELLs are as follows: Arabic, Bengali, Cantonese, Hindi, Mandarin, Polish, Punjabi, Russian, Serbo-Croatian, Spanish, and Urdu. There are two (2) certified/ licensed bilingual teachers and two (2) certified/ licensed ESL teachers who serve the 66 ELL students. The two (2) bilingual teachers are certified in Spanish, There are also three (3) bilingual speech/ language therapists: 2 Spanish and 1 Chinese and two (2) bilingual (Spanish) guidance counselors who provide related services to the ELLs at P721Q. All teachers are certified/ licensed in the areas in which they teach.

As required by CR Part 154 and NYC Department of Education policies, students receive increased English as a second language (ESL) instruction at the low beginning and mid beginning levels, English Language Arts (ELA), native language Arts (NLA), content area instruction and a myriad of support services. P721Q offers a progressive program which allows students during their career in the school to ultimately participate in our work study or inclusion programs, offering them the maximum independence that can be achieved in preparation for their entrance into the work world after age 21. Many of our ELL students participate in these work study or inclusion programs, often with the assistance of an alternate placement paraprofessional. To further insure maximum independence for our students we have a transition coordinator who works with the students and their families. Parents who need interpretation and/or translation services during transition meetings are provided these services in their native language(s) by staff (e.g., bilingual teacher, bilingual paraprofessional). Transition services offer assistance with the links between the families, the community and agencies in the communities. We also provide assistance in placing the students when they age out of the Department of Education at 21 years.

English language learners at P721Q have severe cognitive disabilities that preclude them from participating in a standardized assessment program. In compliance with NCLB, I.D.E.A., and Part 200, students with severe disabilities are administered the New York State Alternate Assessment

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(NYSAA). NYSAA is used to assess student progress in meeting New York State ELA math, science and social studies learning standards. The NYSAA was developed for students with severe disabilities who cannot participate in regular state-wide assessments, even with accommodations and modifications. Using evidence collected in a *datafolio* that contains student work samples, photographs, videos, audio cassette recordings, and/or data collection sheets, the NYSAA measures a student's execution of Alternate Grade Level Indicators (AGLIs) that are tied to New York State learning standards in ELA, Math, Science and Social Studies. This assessment allows parents/ caregivers, teachers and others to gain a rich understanding of what the student can do accurately and independently in his or her progress towards reaching the standards. All ELLs at P721Q are participating in alternate assessment programs. NYSAA students are identified yearly by date of birth and datafolios provide evidence to demonstrate accuracy and independence in ELA, Social Studies, Mathematics and Science, as measured on the New York State Alternate Assessment (NYSAA) in those content areas. . ELL students who met the participation and age criteria for the 2008 – 2009 ELA NYSAA scored at levels 3 and 4. This year, 9 ELL students out of 73 total (12%) will be participating in the NYSAA datafolio process

Planning for academic language development for ELL students at a P721Q is based on ESL standards, and performance indicators, ELA standards and Alternate Grade Level Indicators (AGLIs), content area standards and AGLIs, IEP goals and objectives and students levels of performance as determined by Brigance Assessment, ABLLS-R, FACES, NYSAA and in-house assessments of listening, speaking, reading and writing skills. Additionally, ESL methodologies are reviewed and supported during weekly cohort meetings, / weekly NYSAA collegial reviews and ongoing professional development both in school and through District 75. District coach Maryann Poleisinelli has been working closely this year with our ELL staff to build on best practices and provide ongoing support.

P721Q is a District 75 high school program for students with severe disabilities, with entry into our program being age 14.9. Our ELL students are all identified as Long Term ELLs. We do not have any students who fit in the category of students receiving ELL services for 3 to 6 years. Services for both our SIFE (Students with Interrupted Formal Education) and long term ELLs include additional support for the development and improvement of communication and socialization skills in nature environments through the following school programs: AIS, tutoring supplied during professional activity periods, CHAMPS, Heavens Hands, and our Saturday Title III Program (ESL through Rhythm and Rhyme) for both students and families. These opportunities are also available for all of our students new to the country, with emphasis on family participation, especially in our Saturday Title III program.

Professional development opportunities are offered to all teachers and paraprofessionals of ELLs through weekly cohort meetings/ weekly NYSAA collegial reviews in ELA, Math, Science and Social Studies content areas and ongoing professional development both in school and through District 75. We continue to support completion of Therapeutic Crisis Intervention training for the remainder of our staff who did not complete this last year. All staff servicing ELL students are encouraged to participate in District 75 professional development as provided in the Professional Development catalogue provided online to all staff. Additionally, professional development is offered to bilingual staff in our Saturday Title III program.

All students in our TBE programs are at the low-mid beginning level of proficiency and are provided instruction in a 60: 40 ratio of English/ Native language Arts. Instruction is differentiated, materials are modified and adapted, multisensory, culturally and age appropriate. Bilingual students who are participating in work study programs or in service categories where no bilingual class is available (8:1:1, 6:1:1, 12:1:4) are provided with alternate placement paraprofessional in the student's native language and these students receive ESL pull out services from a licensed ESL teacher in accordance with CR Part 154 mandates. In the event that we admit students who are new to ELL services (0-3 years) we will provide additional supports including AIS, Title III, CHAMPS, and ongoing support through professional activities (student tutoring) and departmental model (authentic learning in pre-vocational activities with language supports).

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Our students receive the following amount of instruction in the following content areas:

	Reading Via ESL methodologies	ESL	NLA	Science	Social Studies Via ESL methodologies	Math	Electives
Bilingual	45	45	45	45	45	45	45
ESL	45	45		45	45	45	90

Although all LEP/ ELL students at P721Q are administered the New York State English as a Second Language Achievement Test (NYSESLAT) annually, due to their severe developmental disabilities out students do not reach proficiency on the NYSELAT, based on their limited cognitive abilities.

LAB-R and/or NYEESLAT scores for these students are unreliable as these assessments were not developed for students with severe cognitive impairments.

Instructional materials in our TBE programs include integration of technology, high/ low tech augmentative / alternative communication systems, multi-sensory, multi-cultural universally designed and age appropriate materials (e.g. single loop speech output devices, pre-programmed in Spanish/ English and gender appropriate with pictures symbols and words, Weekly Reader, objects and materials that support second language acquisition, opportunities for in house work skills with native language supports in our publication room work site)

ESL is provided at 721Q by 2 self contained ESL classes, as well as a push in/ pull out model provided for students in all service categories (12:1:4, 6:1:1, 8:1:1, 12:1:1 work study) Additionally, ESL students in self contained classes are provided ESL services by using a departmental program model within ESL classes. Our two ESL teachers provide the mandated ESL services per class, and these classes have the opportunity to participate in supportive instructional, enrichment and pre-vocational activities during the instructional day. Our ESL classes also participate in our departmental model, and information is shared by teachers through our cohort meetings and through class specific distributions lists. ELL students are exposed to pre-vocational skills as well as specialties such as APE, computer, and shop classes. Additionally, all ELL staff is given ongoing support through the District coach, Maryann Poleisinelli. Programmatically, all ELL teachers have a common prep and are assigned to work with an administrator during weekly cohort meetings, in conjunction with Maryann Poleisinelli, where they are given the opportunity to plan curriculum/ units of student which will provide students using ESL methodologies (TPR, Language Experience Approach, Graphic Organizers, text adaptation, etc.)

In the self contained class model, the ESL teacher coordinates and works directly with the 14 students in core content areas for the mandated 540 minutes per week. The ESL classes are departmentalized and information is shared with departmental teachers through team meetings and e-mail (class specific distribution lists). The ESL teacher provides support and assists the ESL students in the content areas and with specific needs. In addition, the ESL teacher helps students by facilitating small groups in guided reading which is a component of the balanced literacy program.

In the pull-out model, students work with the ESL teacher in small groups to provide further development of language acquisition skills. During the classes, each student is able to engage in listening, speaking, reading, and writing as facilitated by the ESL teacher, to support and reinforce what the students are learning in their classrooms. All of our ELLs are at the beginning level of second language acquisition and receive 540 minutes a week of ESL instruction required by CR Part 154, with the exception of the work study students who receive as much as possible, given the constraints of the program (e.g., students who participate in work study, or are located at multiple sites). All of our 66 ELL students (41 Bilingual, 25 ESL) participate in alternative assessment and have severe cognitive impairments which preclude them from performing on the NYSESLAT although they participate (NYSESLAT questions are presented to them). None of our students participate in standardized assessment.

Instruction for ELLs in our ESL program is provided via ESL methodologies, such as total physical response, the language experience approach and the natural approach. QTEL Scaffolding techniques such as modeling, bridging, schema building, contextualizing, text re-presentation, and metacognitive development, are used to support instruction.

Due to the severe cognitive disabilities which prevail in our students, they have difficulty completing the NYSELAT as well as any standardized test which would measure improvement in language skills, and improvement is difficult to document, especially for our students with limited verbal skills in both native language and English. All ELL students (229 including bilingual, ESL and x-coded) participate in NYS Alternate Assessment process, based on cognitive disabilities. Although all our ELL students are given the opportunity to complete the NYSELAT, due to their severe cognitive disabilities, most students are unable to complete the NYSELAT, and those who do are unable to pass beginner levels. It is highly unlikely that our students will ever reach proficiency level on the NYSELAT, given the severe cognitive and physical disabilities which are part of our students' handicapping conditions.

In the event of our students testing out of NYSELAT, a transitional plan will be developed where students will be placed in monolingual classes (after their IEPs have been amended to state that they no longer need the services of ESL, until which time they will continue to receive ESL services). These students will be supported for two years with AIS, ESL (if a teacher's schedule permits) Title III, CHAMPS, and tutoring in order to assist in their transition to a completely monolingual setting.

Materials provided to our ELL teachers include National Geographic theme sets, and many teacher made materials specific to our student needs and differentiated instructional priorities. These differentiated materials include but are not exclusive to adapted books, graphic organizers, picture symbols, as well as augmentative devices, such as big mac switches, augmentative communication devices and PECs books. Instruction for our ELL students in our ESL program is provided using ESL methodologies, such as total physical response, the language experience approach and the natural approach. QTEL scaffolding techniques, such as modeling, bridging, schema building, contextualizing text re-presentation and metacognitive development are used on an ongoing basis.

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

Form TIII – A (1)(a)

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

Form TIII – A (1)(a)

Grade Level(s) 8th to 12th Number of Students to be Served: 24 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) 6 paraprofessionals, 1 supervisor, 1 secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Type of Program/activities: Building English Language Skills through Technology, Rhythm and Rhyme

Description of School's Instructional Program

P721Q is a school for students ages 14.9 to 21 with moderate to severe disabilities in grades 8 through high school. These disabilities include mental retardation, autism, multiple disabilities, speech impaired, and other health impaired. There are 433 students in our school organization. Of these, 65 are English language learner/limited English proficient (ELL/LEP) students (28% of our student population). Additionally, there are 163 x-coded students in our school organization. Forty one (41) ELLs are entitled to bilingual instructional services (BIS) and twenty four ELLs are entitled to ESL only services. There are two transitional bilingual education (TBE) bilingual (Spanish) classes, two self-contained ESL classes (with 12:1:1 ratios), and an ESL pull-out program at 721Q. Twenty two (22) BIS-entitled students attend the two 12:1:1 bilingual classes. The remaining nineteen (19) BIS-entitled students have alternate placement paraprofessionals who speak the students' native home languages. The languages of the alternate placement paraprofessionals are: Arabic, Bengali, Cantonese, Hindi, Mandarin, Polish, Punjabi, Russian, Serbo-Croatian, Spanish, and Urdu. There are twenty four (24) ESL-Only students at 721Q. All (41) of our ELLs participated in the NYSESLAT. Due to their cognitive disabilities, all of our students tested at the beginning level of English language proficiency.

Twenty three (23) ESL-Only-mandated ELLs have IEPs that mandate a 12:1:1 ratio and one ELL student has an 8:1:1 ratio mandate. Fourteen of these 23 students attend the two self-contained ESL class, the remaining nine ESL-Only students receive ESL services via our ESL pull-out

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program. These students are served in this manner because they attend work study/community-based instructional programs at a variety of sites throughout the borough of Queens. In addition, ten x-coded students receive additional supports by participating in the ESL self-contained classes.

Supplemental Instructional Program

P721Q will re-establish the Title III weekend language instruction program for English language learners in alternate assessment programs that it began during the 2007 – 2008 school year. This supplemental weekend instructional program, entitled “Building English Language Skills through Technology, Rhythm and Rhyme” will be held on Saturdays from 9AM to 1PM and will focus on supporting students’ acquisition of listening, speaking, reading, and writing skills in English, integrating technology and in reinforcing students’ language skills through the arts. Opportunities for students to use and improve listening, speaking, reading, and writing in English will be provided as students create stories and scripts (using words, symbols, pictures, photographs, computer-generated & materials) to be interpreted through dance and music. Students will Teachers will be creating this program while combining the use of technology, original music, lyrics, and movement. Instruction during this Saturday program will be in English using ESL methodologies and some native language support and reinforcement of concepts and skills with the assistance of bilingual (Spanish/English, Spanish/Arabic) paraprofessionals. Students will engage in activities/tasks (e.g., reading and writing using the computer writing lab, and generating original work through music/ dance) that afford them opportunities to improve their functional communicative skills in English. These activities will enhance and support instruction provided during the school day by offering students opportunities to practice and reinforce their English language skills while engaging in motivating activities that involve dance, music, and technology. Tasks performed by students during this Title III Saturday instructional program will be aligned to the NYSAA ELA standards and alternate grade level indicators (AGLIs), to the NYS ESL learning standards and performance indicators, and to the NYS Arts and technology standards.

During the first two hours of instruction, half of the students (12) will work with the ESL teacher, creating lyrics, scripts, props, signs, etc. using the computer, digital cameras, graphic organizers, books, CDs, etc. The second half of the group will meet in a learning-performance space with the music/dance teacher where they will build their listening and speaking skills by telling a story in movement while listening to a piece of music. The two groups will “swap places” after the two hours are up. Scripts, lyrics, props, etc. will be used during a performance at the end of the program.

Teacher generated assessments (rubrics, checklists), NYSAA ELA scores, and NYSESLAT scores will be used to gauge their progress along the language-learning continuum. Parent responses on program evaluation forms also will be used to measure success of the program.

Number of Students to be served: 24

Grade Levels: 8-12, mixed

Language of Instruction: English using ESL methodology;

Rationale for Selection of Program/Activities: P721Q serves ELLs from several different native language backgrounds (e.g., Arabic, Bengali, Chinese, Hindi, Korean, Russian, Spanish, Urdu, etc). The Language Experience Approach, TPR, the Natural Approach, and the use of realia and manipulatives assist teachers in accommodating the needs of students in both ESL and bilingual programs by promoting English Language Acquisition and assisting students in moving along the language continuum. In addition, all ELLs in the school are on a middle/high school level and have significant cognitive disabilities and would benefit from instructional supports that afford them opportunities to practice and generalize language that they will need to succeed after they graduate (Clark, G., Field, S., Patton, J., Brolin, D. & Sitlington, P., 1996). Parent participation impacts immediate and post school outcomes for minority, culturally and linguistically diverse (CLD), and disabled youngsters (Baca, L., 1991), (Pleet, A, 2000). Therefore, parent participation is important in this Title III program for ELLs with significant cognitive disabilities at the high school level.

Times per Day/Week, Program Duration: The class will meet on six Saturdays, from 9:00 AM to 1:00 PM (last year the program ran for 5 Saturdays, this year we’re increasing the program by one day). Twenty four (24) ELLs will participate in this program. The following languages are

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spoken by students in the Title III after school program: Arabic, Bengali, Chinese, Hindi, Punjabi, Spanish, and Urdu. All students in the program are at the middle/high school level (grades 8-12). Program will begin in December 2009 and run for 6 Saturdays. Instruction is provided entirely in English using scaffolding and ESL methodology modified for use with ELLs with severe cognitive disabilities. Two classes will be formed to serve the twenty four (24) ELL students as follows:

- Students will be instructed in a 12:1:1 group ratio
- Paraprofessionals are bilingual

Students in this Saturday instructional program for ELLs are provided with additional, enriched instruction that integrates practical, functional, real-life applications of standards-based language concepts into lessons that are aligned with New York State ESL Standards and performance indicators and with the ELA, Science/ Technology and Music/ Dance learning standards and their corresponding Alternate Grade Level Indicators (AGLIs)/Alternate Performance Indicators (for the Arts). The Learning Experience format is the vehicle for delivering instruction, as recommended by the New York State Education Department in their publication entitled “The Teaching of English Language Arts to English Language Learners: A Resource Guide for All Teachers.”

Service Provider & Qualifications: Certified ESL/Bilingual Teachers, Certified bilingual school social worker, Special Education Teachers, Bilingual Paraprofessionals, Supervisor.

Staff are certified in the appropriate areas (i.e., ESL, bilingual, special education) as required by State mandates.

Parental Involvement Program –

Parents will receive the Title III parent notification letter” (from the NYCDOE website) in their preferred languages. Parents will be invited to a Saturday Title III Parent Orientation meeting in which they will receive information about bilingual, ESL, and bilingual related services (e.g., bilingual speech, bilingual counseling) that ELL students are entitled to. Parents will also be invited to participate in a series of parent activities on issues relevant to ELL students with disabilities, as follows:

- Distribution of Information to Parents in non-English languages: Bilingual pedagogical staff, bilingual paraprofessionals, and staff from the Office of Translations & Interpretation translate materials into various languages for parents for all conferences, workshops, meetings, etc.
- Parents will participate in three P721Q Title III Saturday Parent Support Network Activities that will meet with the bilingual school social worker to participate in activities and receive support and information that will help them with parenting and coping skills and with accessing assistance from community based organizations through technology to support their youngsters’ academic, social and emotional growth at the same time and in the same location as the instructional Saturday student program (Building English Language Skills through Technology, Rhythm and Rhyme for ELLs). All other weeks parents will participate in activities along side their children.
- The parents in group one will join students and staff to participate in integrating recreational activities (music/ dance/yoga) and to learn of follow-up activities that they can do at home and in the community to help reinforce and provide practice and generalization for concepts that their youngsters worked on in the instructional program. The second group of parents will begin their day with their youngsters in the learning/performance space. They will then swap classes for the second half of the day and join the bilingual school social worker and three bilingual paraprofessionals for the network support meeting. The bilingual paraprofessionals will provide written translations and oral interpretation for parents during parent activities. Dates: TBA, target, December 2009 start. Topics: varied. Expected number of 721Q parent participants: 20. During this time, students will be working with teachers in computer writing lab as well as working on creating original supportive music/ dance activities.
- Parents and students will participate together in a recreational activity supporting relaxation techniques through yoga, music and dance.

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.

Professional Development Program:

Teachers, paraprofessionals, and administrators will participate in a Six-Saturday PD Institute entitled “Working with Parents to Bridge School and Home Learning Supports”

- Goal: to develop strategies for working with parents (e.g., on reinforcing functional language through technology and recreational activities that their youngsters are learning during school and in the Saturday Technology. Rhythm and Rhyme instructional program) and to create materials to be used with students and parents (e.g., written materials, multisensory materials and books, and symbols and pictures to use in communication).
- Teacher teams and Supervisor(s) will meet for 4 hours (from 9AM to 1PM) on 1 Saturday before the instructional student/parent activities begin for orientation, planning and creation of materials and ELL supports to be used during the 6 week program.
- 2 teachers, 5 paraprofessionals, 1 supervisor, and parents will participate in a professional development study group that supports the Title III instructional student program. The bilingual school social worker will facilitate the PD. Issues to be explored will include working with immigrant parents and parents of ELLs, fostering home-school connections, planning and creating literacy-based adapted materials to for students and parents, human and material resources that support ELL student and parent learning, and cross-cultural connections. This PD will be held on 6 Saturdays from 8:00 Am to 9:00 AM and from 1PM to 2PM beginning in December, 2009.

Form TIII – A (1)(b)

Title III LEP Program
School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$18483.14	Per session for teachers and paraprofessionals who will teach students during Saturday instructional program, facilitate parent network and conduct workshops, supervisors who will oversee program, and secretary who will process purchases and payroll as follows: <u>Support Staff for ALL Three Components:</u> 1 supervisor x 6 hours (4 + 2 to open and close program) x 11 Saturdays x \$52.21 = \$3445.86 1 secretary (for time keeping and purchases) x 20 hours x \$30.74 =

		<p>\$614.80</p> <p style="text-align: right;">(\$ 4060.66)</p> <p><u>Supplemental Instructional Program:</u> 2 teachers x 4 hours x 11 Saturdays x \$49.89 = \$4390.32 5 paraprofessionals x 4 hours x 11 Saturdays x \$28.98 = \$6375.60 (\$10765.92)</p> <p><u>Professional Staff for Parental Involvement Component:</u> 1 bilingual social worker x 4 hours x 3 Saturdays x \$53.63= \$643.56 (\$ 643.56)</p> <p><u>Professional Development:</u> 2 teachers x 2 hours x 2 Saturdays x \$49.89 = \$399.12 5 paraprofessionals x 2 hours x 2 Saturdays x \$28.98 = \$579.60 1 bilingual school social worker x 2 hours x 2 Saturdays x \$53.63 = \$ 214.52 1 supervisor x 3 hours x 2 Saturdays x \$52.21= \$313.26 (Set up/ break down) (\$1506.50)</p> <p>2 teachers x 4 hours x 1 Saturday x \$49.89 = \$399.12 5 paraprofessionals x 4 hours x 1 Saturday x \$28.98 = \$579.60 1 bilingual school social worker x 4 hours x 1 Saturday x \$53.63 = \$214.52 1 supervisor x 6 hours x 1 Saturday x \$52.21= \$313.26 (set up/ break down) (\$1506.50)</p> <p>Total personnel services: \$18483.14</p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$2,884.86	<p><u>Supplemental Instructional Program:</u> Instructional materials, digital cameras, software, and supplies for after school instructional and parent programs as follows: ESL Books and materials, manipulatives, games, multisensory material \$2,384.86 Ink, Copier paper, lamination paper, misc. \$250.00</p>

		<u>Parental Involvement</u> Materials for Parents (Books, Bags, writing instruments) \$250.00 <u>supplies</u> Total: \$2,884.86
Travel		
Other	\$2592.00	<u>Supplemental Instructional Program:</u> Metrocards for students (24 cards @ \$4.50 per round trip card x 12 weeks = \$ 1296.00 <u>Parental Involvement</u> Metrocards for parents (24 cards @ \$4.50 per round trip card x 12 weeks = \$1296.00.) Total: \$216.00
TOTAL	\$23,960.00	

60% of \$23,960. = \$14,376.

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.

There are 23 languages other than English spoken by students/ families at P721Q. One hundred and ninety nine (199) households speak one of the 23 other-than-English languages. Each fall, parents are given a language preference questionnaire at an ELL parent orientation meeting. In addition, parent language needs are solicited during annual review meetings and other IEP meetings, through letters to parents, and during parent activities at school. Parent responses during parent activities and on questionnaires, evaluations, surveys, invitations, and notices to questions concerning their preferred language of communication reveal that approximately 110 parents request written and oral communication in Spanish, five request translation and interpretation in each of the following languages: Arabic, Bengali, and Chinese; and one or two request communication in each of the following languages: Haitian-Creole, Hindi, Korean, Punjabi, Russian, and Urdu. These findings are shared with staff (e.g., teachers, parent coordinator, school psychologist, guidance counselors, transition linkage coordinator, paraprofessionals, and related service providers) during orientation and other staff meetings, when soliciting per session and/or volunteer interpreters and translators, and in preparation for IEP meetings and other activities that involve parents. Information is distributed to parents through newsletters and PTA meetings.

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

Documents are translated through translation services, when the language is available. All other documents are translated by staff members who speak the native language. Additionally, staff members provide translation for all school wide events, including parent teacher conferences, PPT meetings, IEP conferences and all parent workshops/ events such as P721Q Transition Fair, ELL Parent Orientation/ Meet the Principal Conference. Our parent coordinator is actively engaged in getting parents into the school, and providing additional translation services for all oral and written communication.

Based on attendance at school wide events, such as Parent Teacher Conferences, ELL Parent Orientation, translation services are provided on an ongoing basis. At our ELL parent conferences, Arabic, Bengali, Chinese, Hindi, Korean, Punjabi, Russian, Spanish, and Urdu interpreters have provided oral interpretation for our diverse parent and student body.

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.

All materials at parent meetings and materials for parents are available in multiple languages. For DOE documents, we request documents in native languages through DOE translation services. For in-house school documents and DOE documents not available in certain native languages, written translation is provided by school staff. This is coordinated by our parent coordinator and our transition linkage coordinator.

Parents who speak languages other-than-English will be provided with a translated Bill of Parents Rights and Responsibilities. Appropriate signs in the covered other-than-English languages are posted at the security desk, in the general office, and in the hallway at the main entrance to the school.

Notices to be sent to parents will be translated into the home language requested and distributed no less than one week before the event. The notice will have a return section to identify the family's specific translation/oral interpretation needs. Reminder notices will be sent two days before the event. Review of returned notices and telephone calls to families, will help determine the language-specific personnel who need to be in attendance.

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

The QOTC has a culturally and linguistically diverse staff that includes bilingual teachers (Spanish, Chinese, Russian), bilingual paraprofessionals (Arabic, Bengali, Cantonese, Hebrew, Haitian-Creole, Hindi, Italian, Mandarin, Russian, Spanish, and Urdu), bilingual speech and language providers (Spanish, Hindi, Chinese), and bilingual school psychologist, school social worker, and guidance counselors (Spanish). This culturally and linguistically diverse staff provides information to parents during IEP meetings and other school meetings and in written form in the parent's preferred language. All parent meetings and materials for parents are available in multiple languages. At our ELL parent conferences, Arabic, Bengali, Chinese, Hindi, Korean, Punjabi, Russian, Spanish, and Urdu interpreters have provided oral interpretation for our diverse parent and student body.

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>.

Translation of parent notification requirements for translation and interpretation services is requested both on line and from DOE sources. As our school has 23 different languages spoken in our student population, the staff provides assistance in translating documents into the languages needed to meet the needs of our students and families.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NOT APPLICABLE: SCHOOL DOES NOT RECEIVE TITLE I FUNDS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

NOT APPLICABLE TO SCHOOL

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

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

Part A: For All School Improvement Schools

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

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

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

¹ School Under Registration Review (SURR)

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

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

NOT APPLICABLE TO SCHOOL

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

P721Q is a district 75 school with students ages 14-21 with severe cognitive and physical disabilities. We use the Inquiry team forum to examine appropriate materials for ELA instruction and integrate information from assessment materials (Brigance Inventories, In House reading and math assessment inventories, as well as FACES, ABBLS and Syracuse Curriculum) to align Alternate Grade Level Indicators (AGLIs) to skill based activities appropriate to our student population. As our student needs are functionally based, we focus on functionally based skills and pro-vocational activities as well as a monthly thematic pacing calendar which covers content areas aligned to the AGLIs (horizontal alignment) and strengthen prior knowledge in reading/literacy (vertical alignment). Due to the severe cognitive limitations of our students, the depth of vertical alignment and transferring of cognitive skills can be limited. Our goal is to create an ELA curriculum which gives our student the functional skills to be successful within the community to the fullest level of independence possible. This guides our focus as to curriculum content, which includes safety, skill based work experiences, travel training and problem solving/ decision making in real life situations. Our functional curriculum will include aligning 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. Student goals and expectations are on an individual basis, contingent on the Individual Educational Plan (IEP) developed by the Committee on Special Education (CSE), School based staff (teachers, paras, related service providers and administrators), student input when possible and parents.

Learning standards for ESL students are posted in each ELL classroom and instruction follows the CR Part 154 guidelines, and Language Allocation Policy, as outline in this document. Additionally, our ELL staff is provided with the opportunity to strength instructional techniques through district based professional development in best practices for ELL populations.

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

X Applicable Not Applicable

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

P721Q is a school in transition. We are in the 2nd year of curriculum development, starting last year with outlining assessment areas and integrating these components into the classroom. This year our goal is to thoughtfully and systematically implement a pre-vocational academy which reinforces skills in each content area needed to provide the appropriate abilities to be successful in the work community upon graduation. We recognize the need to integrate meaningful reading/literacy components for our challenged students, but are also aware that our students have limited capabilities which will require creative and meaningful modifications in any curriculum to provide the specific set of skills our students will need.

This is the challenge that not addressed by commercial curriculums, especially at the high school level, where the grade level, age appropriate expectations and skills which are presented/ built upon are not an appropriate outcome for our severely cognitively disabled students, nor are they in any way an array of content material that will have any meaning or impact on independent living for our particular students.

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.

Students in District 75 are historically left behind in the area of curriculum and student outcomes. Although NCLB outlines accountability for all students in the educational system, the ability of our severely disabled students to meet these outcomes often become an exercise in futility, frustrating for the teachers, students and families who live an unending discussion of what their handicapped student can not do, as well as how he/she can not meet the state standards, can not be traditionally assessed and all the possibilities not opened to their children because of their disabilities.

We as a school have begun to address curriculum needs of our students that are aligned with the alternate grade level indicators, but respectful of our students' abilities and realistic in our expectations. Our focus this year is to provide meaningful functional skills, as outlined by our collaboration with adult day services programs, to provide the missing skills which prevent our students from being successful in post high school placements. Our goal is always to make our students as successful as possible with the ability to someday become an independent, contributing member of society, with job skills and the ability to be self sufficient.

1B. Mathematics

Background

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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.

P721Q is a district 75 school with students ages 14-21 with severe cognitive and physical disabilities. We use the Inquiry team forum to examine appropriate materials for Math instruction and integrate information from assessment materials (Brigance Inventories, In House math assessment inventories, math pacing calendar(s) as well as FACES, ABBS and Syracuse Curriculum) to align Alternate Grade Level Indicators (AGLIs) to skill based activities appropriate to our student population. New York State assessments measure conceptual understanding, procedural fluency, and problem solving. Although these learning standards are reflected in the Alternate Grade Level Indicators (AGLIs) the *process strands* and *content strands* are often concepts that are still way above the skill levels of our severely disabled students. 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, based on grade levels/ age appropriate expectations Our students' abilities in key content areas range from pre-K (and

sometimes lower) to possibly a 2nd or 3rd grade level for content, and our students have the most difficulty in the process strands due to the nature of their disabilities (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation).

Our focus this year is to integrate as many pre-vocational, authentic math related experiences for our students and to create real life learning opportunities to promote independence. Communication for our non-verbal students is supported throughout the instructional day, and we provide opportunities for real life problem solving, connections and decision making in real life situations, to provide real meaningful skills for our students.

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

X Applicable Not Applicable

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

Although 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, they are math programs that do not necessarily meet the needs of our high school aged students. Once again, materials addressing the disparity between student ability and chronological age of our students are a problem. Our 14-21 year old students function on a very concrete level and may never develop skills past early level mathematical concepts, such as one to one correspondence and simple number recognition. Our challenge is to provide ways for our students to access a mathematical work in an appropriate functional way to provide independence and success within the community. Our philosophy is based on the knowledge that our students may never achieve some of the high level skills, and although we give them these opportunities, we are charged with the mission of creating an alternate system to all these limited students to provide for maximum access, safety and independence. We provide authentic, real life problem solving opportunities for our students to address the critical issues of money and time management.

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.

We as a school would like to develop an outline of a curriculum that is aligned with the alternate grade level indicators, but respectful of our students' abilities and realistic in our expectations. Our goal is always to make our students as successful as possible with the ability to someday become an independent, contributing member of society, with job skills and the ability to be self sufficient.

The support from central to fund this initiative would provide the opportunity for an interdisciplinary team to work before/ after school to create this outline.

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.

Although direct instruction was the dominant instructional orientation for ELA instruction in general education, the predominant method of delivery of instruction at P721Q is based on the workshop model and small group instruction. Our school wide instructional practices support differentiated instruction, project based learning and integrating functional skills and behavior management through all curriculum content areas. ELA instruction is language based, integrating identified communication systems and working toward identified student outcomes, based on assessment, outlined on the IEP goals and supported through individualized, differentiated instruction.

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

Applicable x Not Applicable

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

The ongoing commitment of P721Q is to implement and expand best practices of instruction, expanding the importance of professional development for all pedagogical staff. The entire school community is committed to provide a rich, language intensive, learning environment which allows communication access for all students. Ongoing cohort meetings and daily walk throughs monitor the delivery of instruction, especially the use of differentiated instruction to meet the individual needs of each of our severely disabled students.

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.

Findings not applicable

2B – Mathematics Instruction

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

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

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

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

P.721Q supports a project based learning model, which uses hands on learning to support content. Given the functioning levels of our students and the inability to generalized information based on cognitive limitations, differentiated instruction and especially hands on learning assist the student in moving towards broader mathematical concepts, such as generalization and problem solving. We integrate the use of technology through the mobile science cart and expanded use of technology (received through a 2008-09 RESO A grant) and follow a curriculum outline based on our in house assessments. We integrate math skills through pre-vocational activities and hands on learning., which is supported through ongoing professional development, walk throughs on a daily basis and weekly cohort meetings to support and refine instruction.

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

Applicable x Not Applicable

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

We continue to support the development of functionally based, meaningful math skills and cognitive concepts to provide independent life skills for our severely cognitively challenged students. We recognize the importance of functional skills such as measuring time, the ability to use money and the higher level mathematical concepts which will assist our students in safely navigating the challenges of independent living, such as travel training and independent living skills (cooking, shopping, self care). Our focus of curriculum is generated by the specific pre-vocational needs of our students and our goal is to provide outcomes that allow for the maximum independence for them. We recognize that many of our students will not be able to access math skills in the same way as their general education peers, and it is our mission to develop skills and strategies that will provide a mechanism for our students to be successful in both the work place and community after graduation.

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.

Findings not applicable

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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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.

Due to retirements and shifting of programmatic needs, there are several new teachers to our organization, although only 1 teacher is new to the Department of Education. Teacher training for specific needs of our students is ongoing and part of the P721Q culture. Teacher turn over is not an issue at P721Q. If anything, there is always a waiting list of teachers who would like to transfer into our organization. This is based on the interdisciplinary team approach and the sense of community/ family that is part of our organization.

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

Applicable X Not Applicable

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

Our new teachers (6 total) are receiving ongoing support through our cohort model and voluntary trainings provided weekly. This year, we are in the process of training staff that are long term members of the P721Q community, but are unfamiliar with the culture of Autism and the particular instructional practices needed for these students. Ongoing professional development is in place, supported by District 75. We remain a work in progress and focus on assisting our staff with skills and support needed to provide the best educational environment for our students.

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.

Finding not applicable

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.

As part of our commitment to support and expand best practices, particularly in ELL, all ELL pedagogical staff are currently enrolled and attending ongoing professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs offered by district 75 and central. The ELL team works with district ELL content coach on an ongoing basis. There is weekly follow up and sharing of information at cohort meetings, led by an assistant principal and supported by the school based coach. Given the severe disabilities of our students, in addition to needing ELL support, we are always looking to enrich our program and provide additional supports to our ELL students. To this end, we have expanded opportunities for our ELL students and provided pre-vocational work related experiences that tie into ELL instruction. We encourage a language rich instructional environment, using ESL methodologies and providing supports in native language as outlined in our Language Allocation Policy (LAP-see addition to attachment 2)

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

Applicable X Not Applicable

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

The ELL teachers work collaboratively with the administration, school based coach and district 75 coach to integrate best practices into daily instruction. Our school is unique as we have 23 languages other than English spoken by our students and school community. This support system allows us access to parent communication and informal translation of oral/ written communication on an immediate or 'as needed' basis.

We are currently upgrading technology and share the progress of our LAP goals, as well as our Title III goals with the ELL team on an ongoing basis. All ELL teachers participate in our school wide behavior plan and TCI training, in addition to attending professional development specific to best practices in ELL. Our school goal is to be an interactive community, assisting all students in accessing information, communicating effectively and becoming independent productive members of the community at large after graduation.

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.

Findings not applicable

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

All of our students at P721Q participate in New York State Alternate Assessment (NYSAA) due to their severe cognitive disabilities. 3% of our ELL students will be participating in the 2009-2010 NYSA. (See results in attached LAP). Although all of our ELL students are mandated to participate in NYSESLAT, based on our students' severe cognitive/ physical limitations, the results are not a true indicator of student performance.

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

Applicable X Not Applicable

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

The NYSELAST data is available to all teachers servicing ELL students. The relevance of this test, given our students severe cognitive issues, is not an accurate measure of language acquisition for our student population.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

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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.

Based on the recommendations of the 2008-09 Quality Review, as well as data from the Inquiry Team, School Leadership Team and Staff Surveys, there are identified areas of concentration for professional development.

Our program parallel the general education curriculum for standardized students, with modifications and differentiation of instruction based on Curriculum Frameworks. For students participating in alternate assessment, instruction is based on curriculum frameworks and guided by alternate grade level indicators (AGLIs). Professional development for inclusion staff is ongoing.

All 6:1:1 and 8:1:1 teachers (Program for Students with Autism) are participating in ongoing TEACCH Training through District 75 and Birch Family Services, as well as integrating technology and supportive professional development in all content areas. We instituted a departmentalized academy model for these two programs focusing on skills that were identified to be areas of concerns in adult day service programs. Our focus on pre-vocation training to provide skills for post secondary placement is a critical component which has been added this year. A goal is to create a safe school environment where all staff members are proactive in dealing with out acting out students as a consistent means to manage problematic student behavior, as well as to decrease the number of school based incidents/ accidents. There is ongoing training of pedagogical staff using Therapeutic Crisis Intervention (TCI), following our commitment to provide this support to all staff. All ELL teachers are participating in ongoing ELL professional development through the district/central to support NYCDOE initiatives regarding English Language Learners.

Additional professional development in all content areas are specific to needs of our school (mobile science cart training) and intervisitations to model programs throughout the district is encouraged for all staff in our 12:1:4 program.

In house ongoing professional development is provided through the cohort group model, where small groups of teachers meet weekly with an administrator, provide a forum for follow up and introduction of new information, sharing of successes and developing an opportunity for collaboration within the school.

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

Applicable x Not Applicable

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

As evidenced through data collection, we have seen an increase in best practices, differentiation of instruction and expanded student outcomes.

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.

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Further professional development is needed to enhance teachers ability to create tasks associated with specific skills.

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.

Based on our 2008-2009 Quality Review, there is evidence of direct correlation/ alignment of assessment, student IEPs and the delivery of instruction. During our 2009-2010 Quality Assurance Review, we have identified the need to redesign our IEP process. Vocational Assessment, in conjunction with present level of performance, need to be used to strategically plan transitional goals and outcomes for our students. These goals are embedded throughout the IEP, reflected in both the goals and objectives.

All students at P721Q who have the support service of a crisis management paraprofessional have a behavior plan as part of the IEP, as well as a working behavior plan in place in the classroom and followed throughout the instructional day. Behavior Intervention Plans (BIPs) are generated through functional behavior analysis, which is done in conjunction with our guidance counselors. Data is collected and reviewed weekly to monitor student appropriate behavioral goals, to identify behavior trends and mastery. The school supports a school wide behavior program for all students.

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

Applicable x 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?

Based on the 2008-2009 Quality Review, our school was found to be proficient in demonstrating alignment between assessment, IEPs and connection to direct instructional practices. Our focus this year is to strengthen alignments between transitional goals, long term adult outcomes, transition services, and instructional goals and objectives.

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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.

Finding not applicable

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>

Part A: FOR TITLE I SCHOOLS

- 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

- 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). **We have two (2) students in Temporary Housing**
- 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
- 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.

. N/A: N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 studnets 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 District 75	School 721Q/QOTC
Principal Beth Rudolph	Assistant Principal Pat Casey
Coach Maryann Poleisinelli	Coach type here
Teacher/Subject Area Suzanne Schoen/ESL	Guidance Counselor Gila Rivera- Social Worker
Teacher/Subject Area Maria Castro/Bil Spanish	Parent Jose Rosado
Teacher/Subject Area Carlos Avendano/Bil Spanish	Parent Coordinator Dianne Sherron
Related Service Provider Jasleen Kaur-Giantelli	SAF type here
Network Leader Ketler Louissaint	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	433	Total Number of ELLs	66	ELLs as Share of Total Student Population (%)	15.24%
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Part II: ELL Identification Process

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

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

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	1								

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

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

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

Programming and Scheduling Information

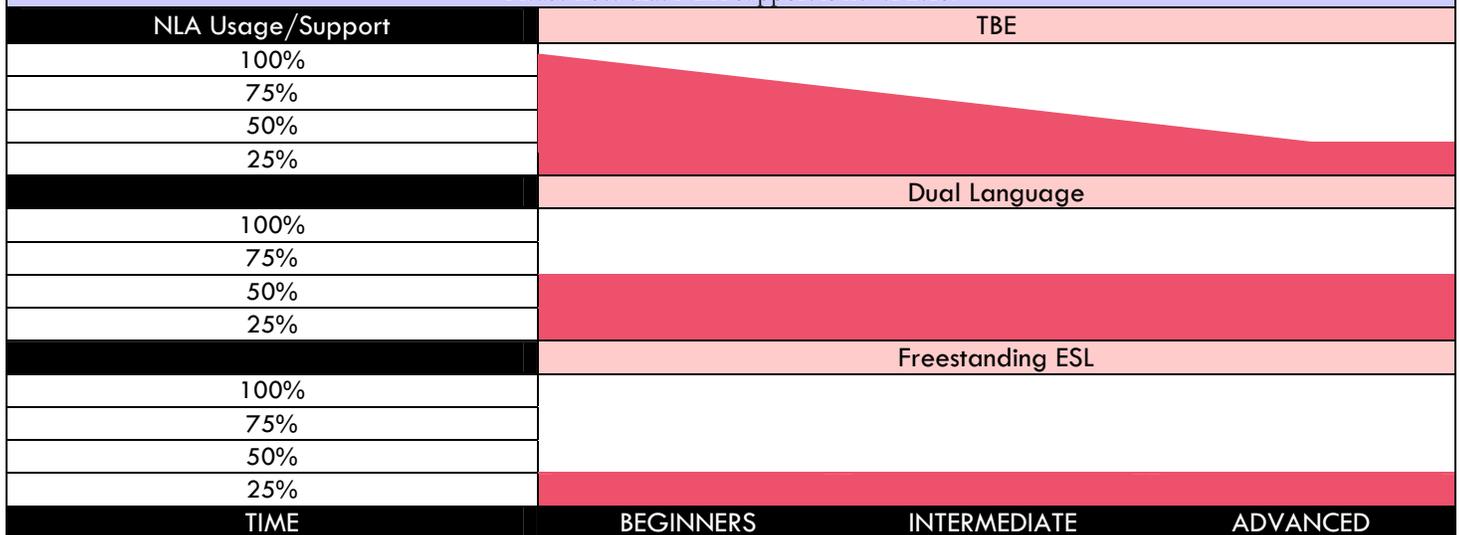
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

Native Language Arts and Native Language Support

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



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

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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