



QUEENS TRANSITION CENTER

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 75Q752

ADDRESS: 142-10 LINDEN BLVD JAMAICA NY 11436

TELEPHONE: 718-322-3500

FAX: 718-322-1306

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 752Q **SCHOOL NAME:** Queens Transition Center

SCHOOL ADDRESS: 142-10 Linden Blvd Jamaica NY 11436

SCHOOL TELEPHONE: 718 – 322- 3500 **FAX:** 718 – 322- 1306

SCHOOL CONTACT PERSON: Ilisa Sulner **EMAIL ADDRESS:** Isulner@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dr. Ilisa Sulner

PRINCIPAL: Dr. Ilisa Sulner

UFT CHAPTER LEADER: Frederico Fraguada

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) Gabriel Valdez

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 75 **SSO NAME:** _____

SSO NETWORK LEADER: Ketler Louissaint

SUPERINTENDENT: Ms. 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
Dr. Ilisa Sulner	*Principal or Designee	
Mr. Frederico Fraguada	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Brenda Tolliver	DC 37 Representative, if applicable	
Gabriel Valdez Brianna Murphy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION

Part A. Narrative Description

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

The Queens School for Career Development has been transformed to include the Queens Transition Center. Our school mission remains constant. We work to ensure that students graduate from this public educational facility experienced with the skills, intrinsic abilities to cope with, and a sufficiently developed work ethic to respond to societal expectations so that they can succeed to their greatest individual potential. We aspire to evolve them into functional and wage earning members of their community. It is therefore the explicit responsibility of this educational facility to provide the students with every possible opportunity to achieve to this level and reduce the gap between them and their like-aged peers. By doing so, we aspire them to become independent and functional members of their communities to the greatest extent possible. We also acknowledge the responsibility we have to support parents and families to join this effort and raise their own expectations of their children.

STANDARDIZED ASSESSMENT

Students in our standardized assessment programs have the opportunity to participate in a full range of academic classes, such as Integrated Algebra and Foreign Language Studies, in order to earn credits for eligibility towards a high school diploma. These academic classes are aligned with and adhere to the learning standards of the New York State education department. Our Academic Intervention Services have been incorporated into the program for all students to meet IEP goals and objectives.

INCLUSION

Thirty eight (38) students at 752Q participate in an inclusion program at the High School of Law Enforcement and Public Safety, Thomas Edison High School, and at the Queens Civic Academy, a new site. These students attend classes with general education students, follow the general education curriculum, and are instructed towards the NYS learning standards in ELA, mathematics, science, and social studies, among others. Instruction is differentiated and special education and general education teachers collaborate to plan, create, and integrate meaningful learning experiences for these special education students in inclusive settings. Thirty four (34) of these students participate in standardized assessments and four (4) participate in alternative assessments. Their scores in ELA and mathematics have been improving each year.

ALTERNATE ASSESSMENT

Students in the Alternate Assessment programs participate in a course of study that is designed to prepare them for the New York State Alternate Assessment (NYSAA). These classes focus on a wide variety of lesson differentiated on functional academic skills, communication, and daily living skills. Of the 50% of our students who are in Alternate Assessment, 38% (90 students) are actively engaged in community based instruction and meaningful job training. These community based partners include:

- Veterans Hospital (Federal & State)
- Parker Institute @ Long Island Jewish Hospital
- Long Island Jewish Hospital
- National Guard Armory
- Laurelton Academy
- Concerned Parents
- Margaret Tietz Nursing Home
- Boulevard A.L.P. Assisted Living

In addition our school has ten students currently involved with The Teacher Aide program and on track to be hired as Educational Assistants by the DOE. Our In house workshops currently include culinary arts, auto repair, bicycle repair and maintenance, carpentry and our latest addition, barbering.

STUDENTS WITH Autism (6:1:1)

For students on the Autism Spectrum the school utilizes the TEACCH (Treatment and Education of Autistic and Communication -Handicapped Children) model of instruction. The benefits of TEACCH include preparing students for independent living, acquiring skills for vocational training as well as social and leisure training. Community based instructional opportunities include work sites at Queens College, and The offices of Autism Speaks. At the worksites TEACCH protocols are in place so that students can generalize school environment and work environment. The implementation of this data will improve student skills and increase the opportunities students have to transition to successful adulthood. A professional development model and program is in place, including model classrooms and support for staff that will change the structure of our classrooms and teaching schedules.

CAREER & TRANSITION SERVICES

Students between the ages of 14 and 16 will learn and apply pre-vocational skills within the school. Other curricular areas such as social skills, functional reading and mathematics as well as a full range of related services and vocational assessments will be provided and carefully monitored for student progress.

Students between the ages of 16 and 18 will be educated through community based work experiences with job coaches, travel training and related services delivered at a school or job site with specific goals to phase out the services.

Students between the ages of 18 and 21 will attend a “virtual schools”; going directly to worksites from home. The transition planning connections with VESID and/or OMRDD, adults services agencies, parents and families. Over these three years, students will have an opportunity for a minimum of 3-5 different work experiences and the design of a personalized resume and employment portfolio.

ACADEMIC INSTRUCTIONAL SERVICE (AIS)

The school utilizes a variety of Academic Instructional Service (AIS) programs, some of which are used by a very small number of teachers, and consequently, students. The utilization of these programs have expanded by 50%, in comparison to the 2008-2009 school year. They have been re-distributed to include all of the students for whom they are applicable. The current programs being used are:

1. Read 180 – a computer based program that provides intensive reading intervention
2. Ramp Up to Math – intervention that offers instruction in core math skills
3. Ramp Up to Literacy – intervention that offers instruction in reading comprehension and the 7 habits of a proficient reader
4. Wilson Reading System – a multi sensory structured reading and spelling intervention in coding and decoding
5. Achieve 3000 – computer based differentiated literacy development program
6. WEX – performance based direct instruction approach to teaching and writing
7. 24 Math – computer based math intervention program
8. Independent Reading Enrichment –intervention that fosters literacy development through reading and discourse of literacy genres.
9. Virtual Lab – a computer based science laboratory(froguts.com)

SECTION III – Cont’d

MAY 2009

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:	Queens Transition Center			
District:	75	DBN #:	75Q752	School BEDS Code #: 30700014752

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"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" 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					59.3	59.3	63		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					79.5	84.3	85.2		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					82.6	80.3	82.3		
Grade 8	44	14							
Grade 9	45	73	55	Students in Temporary Housing: Total Number					
Grade 10	72	41	90	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	55	36	80		6	2	4		
Grade 12	107	53	63						
Ungraded	185	198	120	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	508	415	408		3	2	3		
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	508	415	408						
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions	50	47	43		
Number all others				Superintendent Suspensions	21	8	7		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					

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	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	18	16	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	17	23	22	(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	71	75	79
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	22	23
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	n/a	93	93
	88	82	83				
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	100	99
American Indian or Alaska Native	1.0	.05	1.44	Percent more than two years teaching in this school	90.1	82.7	90.9
Black or African American	68.2	69.2	62.9	Percent more than five years teaching anywhere	59.2	64.0	92.9
Hispanic or Latino	20.9	20.0	19.9	Percent Masters Degree or higher	86.0	81.0	96.0
Asian or Native Hawaiian/Other Pacific Isl.	4.3	4.8	8.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			83.3
White	5.3	5.5	7.21				
Multi-racial			.24				
Male	72.9	75.2	74.2				
Female	27.1	24.8	25.7				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	Proficient
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our school's strengths is our teaching and learning practices that are centered on the academic and practical skills needed by our students to enter the work force upon graduation. We have an experience and knowledgeable staff that is well versed in instructional practices that are supported by theory and research. However, the staff strength is handicapped by the lack of up to date equipment. The quality of instruction is challenged by the current technological offerings at our school which are outdated and obsolete. In many of our classrooms, computers do not work or they are too limited to support newer software or the demands of the Internet. (Teachers and students are still using iMacs and eMacs with Operation Systems 9 or below.) Our school desperately needs an infusion of current technological equipment. For our classroom, we need both Macs and PCs. Our teachers work with electronic reports cards, IEPs and assessments. Our students work with web-based differentiated learning and assessment programs like READ180, Achieve3000, and edperformance. Our classrooms also need SMART Boards and LCD projectors. Our teachers do request the equipment but we have a limited number. We do have a mounted SMART Board in the Science Lab, but we have only one portable board at our main site.

For our population with Autism Spectrum Disorder and mental retardation, we need assistive equipment like adaptive keyboards and touch screens. For the Media Arts Studio, we need updated computers to meet the needs and demands for digital photography, filmmaking and editing, and music. For our shops and in-house worksites (like the Bake Shop, Barbering Shop, Coffee Shop, Auto/Bike Repair Shop, etc), we need computers, both Macs and PCs, to integrate recordkeeping and information-organization into the curricula. We need to model for students how to use different software to organize information for inventories, bookkeeping/accounting, and designs/recipes. For our Library Media Center, we need more updated computers, Macs and PCs, to meet the needs of our students and our staff. We also need a mounted Smart Board with projector for presentations and Professional Development workshops. For our Programming Office, we need updated PCs to meet the needs of Client-based applications like HSST/STARS.

In spite of the challenges that were present in the last academic school year, we have forged ahead and achieved the following:

The school has made significant movement toward LRE in regards to the need for 1:1 crisis paraprofessionals. Based on teacher, paraprofessional and clinical observations, through due process, mandated services have been reduced and/or terminated. Eight 1:1 crisis management paraprofessionals have been reduced from 1.0 to .5; six have been terminated.

More than 50% of students on the Autism Spectrum now have and use communicative devices and TEACCH Methodology throughout the day - including mealtimes. Related services are now provided via a push in-model; providers work collaboratively with teachers in the assignment and utilization of augmentative and alternative communicative devices across all content areas and

throughout the day. OT and PT services have been reduced through due process; 24 individual OT mandates have been changed to reflect the Collaborative Model and now are mandated at 4x30x6; seven PT mandates have also been changed as such.

Work site opportunities have increased by four distinct locations. In addition, in-school work programs have been extended to all students on the Autism Spectrum. Concurrent without the increase of four additional work sites, our goal of a 5% increase of students in work-study was achieved.

Our greatest accomplishment from 2008-2009 school year is our attendance data. This has improved from 63% to a current 80%. We have installed a CAASS system to electronically record student attendance and generate data on excessively absent students. We reviewed all attendance data; our attendance teacher has been very proactive in making phone calls and conducting home visits.

Our school's performance trends were greatly influenced by student excessive absences and lateness. We have initiated new procedures to monitor classroom period attendance that has resulted in a decrease in student cutting. We have placed designated staff in the hallways to capture students attempting to cut and assist in the recording of their lateness. Students with less than 50% attendance and less than 10 earned credits have been identified and placed in a self contained classroom that will offer credit recovery or placement in full time work programs.

Despite of the challenges of lateness and excessive absences, there was an increase in the performance trend of the school as teachers aligned the school curriculum with State standards in the areas of ELA and Mathematics, project based instruction in all core areas as evidenced by student work. The re-programming of all standardized and alternate assessment classes resulted in a shift from traditional teaching to a project based instruction based on a mandated monthly themes program.

As a result of transcript and coursework evaluation the school offered courses in Foreign Language, US Government and US History, Library Science, Geometry, and Living Environments I and II. RCT and Regents review and preparation were provided with outcomes revealing a dramatic increase of the numbers of students who sat for the exams and those who passed. Data revealed of 281 students who sat for RCT and Regents exams 134 passed.

The most significant barriers to the school's continuous improvement are the retention of highly qualified core subject teachers capable of implementing differentiated instruction to our student population.

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.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Instructional Standards

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 50% increase in the number of professional learning communities engaging in accountable collaboration in the content areas of ELA and Math; there will be a 50% increase in the number of professional learning communities engaging in accountable collaboration and evaluation of formative and summative data and there will be a 50% increase in the number of professional learning communities utilizing ARIS to support evaluative measures and enhanced programmatic planning and implementation.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By September 2009, common planning time will be incorporated into daily programming • Ongoing - cohort group meetings will occur monthly to disseminate and evaluate information • Protocol procedures will be used to design meetings and plan strategic analyses

	<p>of student formative and summative data.</p> <ul style="list-style-type: none"> • Selected staff will engage in professional development on the use of ARIS reporting. • Teacher teams will use data to set annual and interim goals for groups and sub-groups of students for whom they are responsible. • School leaders will communicate high expectations and best practices to cohort participants. • To continue to develop improved teaching and student learning, verification of school-level data will be conducted via information extracted from DataWise • Learning communities will disseminate their information to the entire school community on designated professional development days.
<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>Scheduling of Inquiry Team Meetings and utilization of funded resources. Professional Development and Feedback Scheduled common planning time Cohort Meeting Minutes Review of all protocol procedures</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Cohort meeting agendas and minutes Aris communities Aris reports Data Wise Analysis Classroom observations Classroom walk-throughs Learning walks Protocol procedure outlines and agendas Leadership Newsletter (3X a year) Professional Development Agendas and Handouts Staff satisfaction surveys</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Transition Center Programming

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement a series of programs that bring same-aged cohorts of students through vocational opportunities and experiences that will lead to post – schools employment. Therefore, by June 2010, 100% of alternate assessment students will be placed in one of three cohort groups based on their age, 100% of alternate assessment students assigned to cohort 1, aged 14-16, will demonstrate evidence of a 50% increase in social skills functional reading, and math, 100% of alternate assessment students assigned to cohort 2, aged 16-18, will participate in community based work experiences and 100% of alternate assessment students assigned to cohort 3, aged 18-21, will attend virtual school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Sept 2009 - ATS will be updated to reflect the Alternate student grade levels based on age to create the cohorts. • Ongoing- administration of formative and summative assessments according to the citywide and statewide testing calendar. • Sept 2009 – ongoing - upon identification of cohorts, data binders will updated with current information. • Ongoing – Students in need of travel training will be identified and provided with services • Ongoing – Student transition portfolios will be created and reviewed periodically by school leaders. • Ongoing - teachers will be afforded professional development in the implementation of the professional teaching standards (PTS) . • Ongoing - teachers will utilize the PTS continuum to self evaluate pedagogy and monitor growth to support student

<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>Review of key personnel – responsibilities and expectations for performance Training of key personnel in the development of portfolio documents Staffing for Travel Training</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Work site evaluation forms Worksite observations Transition portfolios Student scores from formative and summative assessments Data-binders from work study classes and programs Brigance NYSAA Read 180 Achieve 3000 WAVE D75 ELA and Math units of study Number of work study sites Reduced of related services Completed travel training Teacher data-binders Exit-interviews Student attendance rates Direct arrival and dismissal from work study sites Transition planning through VESID and/or OMRDD Transition portfolios</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Instructional Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students who sit for and pass standardized assessment measures and to improve the outcomes of those students who participate in alternate assessment. Therefore, By February 2010 all students will have completed one formative and one summative assessment measure that will describe in detail their level of performance; by June 2010 all students will have completed one formative and two summative assessment measures that will describe in detail their extended level of performance; by February 2010 there will be a 50% increase in the number of teachers who utilize data to inform instruction and by June 2010 there will be a 75% utilization of data in all classroom and worksite programs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • September 2009-February 2010 – First administration of one formative and one summative assessment. • March 2010-June 2010 – Second and third administration of one formative and two summative assessment. • Scheduled and on-demand ongoing professional development for teachers to learn how to utilize data to inform instruction. • On going use of differentiated lesson plans derived from student data. • On going use of individual student work portfolio based on data.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional Development in ARIS and other formative and summative assessment tools. Scheduled cohort meetings and planning sessions Inquiry Team input</p>

Indicators of Interim Progress and/or Accomplishment

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

Adherence to deadline as per testing calendar.
Completion of the assessment administration completion form.
Completion of data binders for each student population.
Completion of individual student work portfolios

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					3		2	
10	36	25	22	7	7		3	
11	17	15	15	19	6	2	6	
12	17	8	12	18	5	1	2	

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:	<p>Read 180 – a computer based program that provides intensive reading intervention. Individual and small group instruction 5x weekly during the school day.</p> <p>Ramp Up to Literacy – intervention that offers instruction in reading comprehension and the 7 habits of a proficient reader. Individual and Small group instruction *5x Weekly* during the school day.</p> <p>Wilson Reading System/ Wilson Online Academy – a multi sensory structured reading and spelling intervention in encoding and decoding. Small group instruction *5x Weekly* during the school day.</p> <p>Achieve 3000 – computer based differentiated literacy development program. Small group instruction *2x Weekly* during the school day.</p> <p>WEX – performance based direct instruction approach to teaching and writing Small group instruction *5x Weekly* during the school day.</p> <p>Literacy Enrichment- One and One small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p> <p>Independent Reading Enrichment-Foster literacy development through reading and discourse of literary genres.</p>
Mathematics:	<p>Ramp Up to Math – intervention that offers instruction in core math skills. Small group instruction *5x Weekly* during the school day.</p> <p>24 Math – computer based math intervention program.</p>

	<p>Individual and Small group instruction *2x Weekly* during the after school program.</p> <p>Math Enrichment- One and One small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p>
Science:	<p>Homework Help and Test Prep – One to One and small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p> <p>Virtual Lab-computer based science laboratory(froguts.com)</p>
Social Studies:	<p>Homework Help and Test Prep -One and One small group instruction delivered *5x Weekly* during the school day on the teacher administrative prep.</p>
<p>At-risk Services Provided by the Guidance Counselor: Ex. Anger Management</p>	<p>Students learn practical emotional skills using techniques of relaxation, cognitive restructuring and problem solving. Individual instruction delivered *5x Weekly* during the school day</p>
<p>At-risk Services Provided by the School Psychologist: Ex. Positive Behavior- Clubs(Baking, Barbering, Visual Arts, Garage Band, Travel Training etc)</p>	<p>Students learn practical social skills using the techniques of SMART (Striving for Motivation, Accountability, Respect and Total) Safety. Individual /Small group instruction delivered *5x Weekly* during the school day</p>
<p>At-risk Services Provided by the Social Worker: Ex. Crisis Intervention Peer Mediation</p>	<p>Students develop new coping skills and learn self-regulation techniques. One to One * during the day* As needed</p>
At-risk Health-related Services:	

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 2009-2010

P752Q (Queens Transition Center)

Principal: Ilisa Sulner, Ed.D

LAP Team:

Ilisa Sulner, Principal; Anna Ghasabyan, ESL teacher; Gohar Atamian, Tech Coordinator; Sharon Simmons, School Based Coach, Reina Velasquez, Guidance Counselor; Andrea Starr, Speech Therapist; Rosa Estrada, Parent; Sonia Gallo, Paraprofessional.

P.752Q also known as the *Queens Transition Center (QTC)* is a high school with 424 students from grade 9 through grade 12. Students are aged 14-21 years. We serve students in staffing ratios of 6:1:1, 8:1:1, 12:1:1. Students participate in standardized and alternate assessments. The student body includes 5.38% English Language Learners and 100% special education students. The school population comprises 64.4% Black or African American, 21.5% Hispanic or Latino, 6.8% Asian or Native Hawaiian/Other Pacific Islands, 6.4% White and 0.9 American Indian or Alaska Native students.

Presently there are 22 English Language Learner (ELL)/ Limited English Proficient (LEP) students representing 5.3% of our total school population. This total number includes 8 students entitled to ESL services as per IEP, and 14 students entitled to Bilingual Instructional Services as per IEP. These 14 students have Alternate Placement Paraprofessionals and receive ESL services. However, we have 44 X-coded students who will participate in the NYSESLAT 2010 to determine their language proficiency level.

ELL breakdown by grade and language is as follows: 3 students in 9th grade (1 Spanish, 1 Urdu, 1 Chinese), 10 students in 10th grade (8 Spanish, 1 Haitian Creole, 1 Farsi), 2 students in the 11th grade (1 Spanish, 1 Urdu), 7 students in the 12th grade (3 Spanish, 2 Chinese, 1 Bengali, 1 Urdu).

Extension of services will be requested for students who have received ESL services for three years according to Commissioner's Regulation Part 154 (CR Part 154) until they reach the language proficiency level to be moved into a monolingual classroom setting without ESL services. This school year we have requested extension of services for three students.

Our ELLs are serviced by a New York State Certified ESL teacher through freestanding ESL push in and pull-out programs. ELLs also participate in sheltered English language programs where they receive services provided by monolingual teachers who have been trained in ESL methodologies and strategies. The language of instruction is English with native language support. Other staff servicing the ELLs include bilingual paraprofessionals (Spanish, Bengali, Chinese, and Urdu), and one bilingual guidance counselor (Spanish).

MAY 2009

Parental Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Strong parental involvement is a very important aspect in educating the ELLs. There is a great need to continue communication with parents and families of ELLs. The school's LAP team organizes meetings with the parents of ELLs and offers them information in their home languages on different aspects of their children's education. This includes:

- effective parent participation in school activities
- home activities to support learning
- assessment tools
- ESL and Native Language Arts standards and achievement of goals

Parents are notified every time their child has to participate in city and state assessment. Oral and/or written translations are provided, if necessary. The new parents are being provided with training on EPIC (ELL Parent Information Case) prepared by the New York City Department of Education Office of English Language learners. This tool kit includes information on CR Part 154, Title III resources for parents (brochures, Home Language Identification Surveys translated in 13 languages, professional development books, etc). The parents of ELLs with disabilities will participate in the decision-making process regarding the language needs of their children. The school's Parent Coordinator and the Transition Coordinator will 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 will have access to reliable information throughout the school year—at least as frequently as every cycle of parent-teacher conferences—on how their children are progressing on literacy and math skills as well as other subject areas. The translation services will be provided during parent –teacher conferences.

At 752Q, parents of ELLs will have a chance to participate in our city and statewide activities related to our ELLs education and future placement. They will attend the annual New York State Association for Bilingual Education (NYSABE) Parent Institute and District 75 ELL Parent Conferences. Those parents who need interpretation and/or translation services during any meetings initiated by the school staff will be provided translation/interpretation services in their native language(s) by the school's translation unit (bilingual guidance counselor and bilingual paraprofessionals). This issue is also addressed in our school's Comprehensive Educational Plan (SCEP) 2009-2010 school year. This school year we will have a series of parent workshops during which they will be provided with a chance to gain awareness of foundational knowledge of an engaged learning environment and at the same time improve the use of technology tools. These workshops will be covered under Title III supplemental program.

Assessment: Interim assessments, which monitor student progress on a spectrum of skills over the course of the school year, are an integral part of our Children First school initiative. In compliance with NCLB, I.D.E.A., and Part 200, students with severe disabilities are administered the New York State Alternate Assessment (NYSAA), and Brigance. The NYSAA is used to assess student progress in meeting New York State ELA, Math, Science, and Social Studies learning standards. Students also take SORT, Key Math and Edperformance. These tests provide the teachers with data, which can be tailored to classroom instruction and also individual and evolving needs of students.

Edperformance is a computer-adaptive standards-based test that lets teachers quickly pinpoint the proficiency level of students, across a range of subjects (English Language Arts, Reading, and Mathematics). This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

The following assessment tools are also used to determine the level of language proficiency for ELLs:

- LAB-R
- NYSESLAT
- NYSAA
- ELL Periodic Assessments (Fall and Spring)
- Checklist of Language skills for assessing ELLs
- Communication, Socialization, Emotional and Sensory/Motor skills rubric

Based on NYSESLAT 2009 test results, 1 student is at the Advanced level, 10 at the Intermediate, and 42 at the Beginning level. Thirteen students have participated partially in NYSESLAT 2009 test, and, therefore, received invalid scores.

In grade 9, students at the beginner proficiency level scored higher in speaking than in listening, writing and reading. In grade 10, more students scored at intermediate and advanced proficiency levels in speaking and listening, students at beginner proficiency level, scored higher only in speaking. In grade 11, students at beginning and intermediate proficiency levels scored higher in speaking and listening than in reading and writing. In grade 12, students at beginning proficiency level scored higher in speaking and listening than in reading and writing. In determining patterns of proficiency, the ELLs showed the greatest improvement in speaking. These patterns are similar across grade levels.

In 2008-2009 school year, 6 out of the 22 ELLs took the NYSAA in Math, Reading, Science and Social Studies content areas. Students scored on Level 3 and 4 in all subjects assessed. In comparing data of ELLs and non-ELLs, we found that there is no significant difference in their achievement.

P752Q is a specialized high school in District 75; therefore, our students require specific testing accommodations. The implementation of the accommodations requires a recommendation from the LAP team and signature of the team's chair, a parent/guardian and the principal. Questions regarding the proposed accommodations are directed to the school's Test Coordinator. The implementation of the Language Allocation Policy will be an ongoing process that will involve the school administration, ESL and content area teachers, paraprofessionals, related service providers and parents.

The ESL and other teachers involved in providing classroom instruction to our ELL population will constantly assess their progress by collecting evidence of student learning and need of mid-course changes that are systematically implemented across the program.

ESL Instruction:

At P752Q, the ESL instruction uses the ELA core curriculum as the base for English as a Second Language, and English Language Arts instruction. The instruction is aligned with ESL, NLA, and ELA NYS learning standards and performance indicators ELLs who take standardized assessments and with learning standards and performance indicators in ESL and NLA, and with alternate grade level indicators in ELA and content areas for ELLs who take alternate assessments. Queens Transition Center provides ESL services during summer school program, and implements Title III supplemental program.

Our ESL teacher uses a wide-range of multicultural materials, interactive resources, and incorporates instructional and adaptive technology into daily language instruction. Our school has an ESL classroom equipped with EMAC computers and printers. The ESL class has a rich library where students can find age-appropriate books for all language levels and in all content area studies (ELA, Math, Social Studies, and Science). The classroom library includes a variety of books in students' native languages.

The ELLs, whose IEPs indicate either Bilingual Instructional Services or Monolingual Services with ESL receive ESL services pursuant to the CR Part 154 mandates as much as it is possible within the confines of staffing and student placement. These services are being provided through freestanding ESL push in or pull-out programs as well as sheltered English language programs where they receive services from monolingual teachers who have been trained in ESL methodologies and strategies. Our school will follow the New York State Department of Education Guidelines for ELLs: High schools: Beginners 540 minutes (3 instructional units), Intermediate 360 minutes, and Advanced 180 minutes (1 instructional unit) of ESL per week.

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and alternate grade level indicators (AGLIs) from the NYS ELA and Career Development and Occupational Studies and utilizes ESL strategies such as: the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language. Appropriate graphic organizers and various strategies of differentiated instruction and scaffolding are being utilized during the cooperative learning activities that have been adapted for use with ELLs who have severe disabilities (Learning Disabilities, and Autism). Multisensory and multicultural ESL materials are infused to all aspects of instructions. Some materials are: PECS, manuals signs, Mayor Johnson symbols, photographs, objects, written words and others.

A number of Learning Experiences based on our school's monthly themes will be designed to integrate content areas into the ESL curriculum of all levels that reflect the background needs and strengths of ELLs with moderate and severe disabilities.

P752Q offers ELLs a progressive program that allows them to participate fully in our work study programs, offering them maximum independence that can be achieved in preparation for their entrance into the work-world after age 21. Bilingual students attend their work study programs with their alternate placement paraprofessionals who speak their native languages.

Newcomers: Newcomers are administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines student's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. Newcomers receive tutoring, a buddy student, and a nurturing environment to facilitate language production. This school year we will also have Title III afterschool instructional program **MMM (Making and Managing Money)** during which the students will gain financial literacy, learn mathematics concepts in English and develop money managing and computer skills. Currently we have no newcomers.

For newcomers we are planning to implement an intensive learning program within two weeks to help them obtain minimum basic communication skills so they can enter the alternate placement classrooms with some English language knowledge. The following intervention strategies will be implemented:

- Academic Intervention Services (AIS) will be provided to the ELLs to target instruction in listening, speaking, reading and writing.
- ELLs will be provided with related services as indicated in their IEP.
- ELLs will be paired with other students that can help them with specific reading and writing.

For newcomers, we also plan to implement an intensive learning program to help them obtain minimum basic communication skills. If the students are assigned to our school during summer school session, we organize tutoring. We nurture the environment to facilitate language production. If newcomers come during the school year, we organize one-to-one tutoring with teachers and paraprofessionals to help them move through the 1st stage of second language acquisition.

SIFE: Presently there are no students with interrupted formal education (SIFE) at QSCD. In order to recognize and address the presence of SIFE, we carefully review the transcripts and/or student records when available, organize structured interviews with students and family members to determine whether the student is an immigrant (born in a country other than the USA or its territories), and come from a home where a language other than English is spoken, and enters a US school after grade two having two years less schooling than their peers, functioning at least two years below expected grade level in reading and in mathematics, and being preliterate in their first language. To accommodate the needs of SIFE our school will use the following strategies:

- Cooperative learning groups where students of all levels can contribute
- Modeling learning strategies that facilitate language and content instruction
- Multiple teaching and assessment methods that support individualized education
- Native language support
- Staff support and development

Long term ELL students are supported through extended day programs, AIS, Instructional Technology, visual arts enrichment. Students no longer requiring Bilingual or ESL services according to the IEP will be supported for two years with ESL services.

Our ELL students in both standardized and alternate assessments will participate in the after-school program funded by the Title III. Students will develop real life skills, particularly money making and managing skills using Internet as the most extensive and dynamic source of information in our society, and participating in different online activities that will enrich their Mathematics and literacy skills. The program supports the curriculum and, therefore, the standards.

For the students who have proficiency in the NYSESLAT, a two-year transition plan with related services will be implemented.

English Language Arts: Our ESL teacher in consultation with the ELA teachers will collaborate in ELA instruction. Literacy instruction for ELLs follows the NYS ELA Learning Standards and Alternate Grade Level Indicators AGLIs for students with severe disabilities. Digital multimedia and software are used to enhance and support the development of English literacy. Opportunities to improve ELA skills are provided through activities and strategies that incorporate interdisciplinary/thematic approaches, such as using learning experiences as the vehicle for planning and implementing instruction. Students participate in small group, task-oriented situations that guide the production of language both in oral and written form. Balanced Literacy Program is supported by multicultural library books, the infusion of arts and technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. Those ELLs who are in *Read 180* and *Achieve 3000* programs will follow the schedule and the requirements of the programs. These programs build reading skills and provide students with a variety of supported reading experiences that empower the students with essential skills. These skills enable students to use reading as a fundamental tool for learning, enjoying literature, and become confident readers. Those in *Wilson* program will continue working on their skills towards achieving higher levels in improving their reading and writing skills. Last school year one of the ELLs made Step 4.2 level in the Wilson Reading System and he will continue working on his progress. For those ELLs who have not yet mastered the reading strategies and skills the reading intervention program *Power Up* will be used. This program is designed to provide support to struggling readers. It is well designed to meet the needs of ESL students (controlled vocabulary, idiomatic language, footnotes with word definitions, reading workbooks, etc.).

Content Area Instruction: Our ESL teacher in consultation with content area teachers will collaborate in content area instruction. The content area instruction is aligned with the NYC and NYS standards in mathematics, science, social studies and technology and is provided in English. Students in Alternate Placement receive additional support in their native languages from paraprofessionals who speak the students' languages. All subjects are taught in English through ESL methodologies by Special Education teachers who have completed the mandated 10 hours of ESL training organized by the Office of English Language Learners, District 75. The ESL methodologies used include: Cognitive Academic Language Learning Approach (CALLA), TPR, Language Experience, the Natural Approach, and multisensory approaches are used in conjunction with augmentative communication devices and Mayer Johnson symbols (for autistic students).

Content area instruction will be taught through the use of visuals and/or real objects to support students' understanding of the main academic content. The use of digital resources will also be incorporated into content area instruction to increase ELLs English language proficiency.

In Social Studies content area students will have an access to computers and technology to create power point presentations for the exit projects. They will be able to use the teacher's port portal account to visit web sites enabling them to work with primary source documents, participate in political on-line debates and elections. Using the Smart board as a tool the ESL students will create electronic notebooks demonstrating their ability

to share written information. Particular focus will be given to preparing students for competitive, supported, and sheltered employment. This will be addressed through the NYS career development and Occupational Studies (CDOS) learning standards. The development of job, functional and literacy skills will be infused throughout all aspects of instruction.

High quality teachers of ELLs: The successful implementation of Language Allocation Policy will also depend on staff development, teacher qualification and knowledge of the needs of English language learners. Our school's professional development plan will include topics pertaining to the education of ELLs; such as

- the impact of culture on learning and cognitive styles
- how to differentiate instruction to align with students' prior knowledge, learning and language needs
- standardized and alternate assessment methods for ELLs; testing accommodations for ELLs
- computer assistive language learning
- adaptation of materials for ELLs with moderate and severe disabilities
- current scientifically-based research in the fields of Bilingual and ESL education, effective practices of ELLs

Teachers and paraprofessionals at our school serving ELLs will be supported through coaching services by instructional coaches (school and district). In addition P.752Q will encourage the attendance of our staff members to district, city, and statewide conferences focusing on the education of ELLs.

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

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 22 LEP 17

Non-LEP 5 (“X” coded)

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

MAY 2009

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.

P752Q also known as the Queens Transition Center offers a comprehensive curriculum, providing students with diverse special needs in grades 9-12 with classroom, shop, and work study experiences. QTC serves 22 English Language Learners (ELLs), which is 5.3% of our total school population. This total number includes 8 students entitled to ESL services as per IEP and 14 students entitled to Bilingual Instructional Services as per IEP. These 14 students have Alternate Placement Paraprofessionals and receive ESL services. However, we have 44 X-coded students who will participate in the NYSESLAT 2010 to determine their language proficiency level.

All 22 ELLs are in alternate assessment. ELLs who are mandated for native language instruction in Bengali, Chinese (Fu Zhou), Spanish and Urdu receive additional native language support from the alternate placement paraprofessionals who speak their native languages. All ELLs, whose IEPs indicate either *Bilingual Instructional Services* or *Monolingual Services with ESL* receive the minimum units of ESL services pursuant to CR Part 154 mandates as much as this is possible within the confines of staffing and student placement. The ESL services are provided by a New York State Certified ESL teacher through pull-out and push-in models of instruction.

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL standards and incorporates alternate grade level indicators from the NYS ELA and Career Development and Occupational Studies and utilizes ESL strategies. Multisensory and multicultural ESL materials are infused to all aspects of instructions. Some materials are: PECS, manuals signs, Mayor Johnson symbols, photographs, objects, word walls and others. In addition, the Cognitive Language Learning Approach (CALLA) and Quality Teaching for English Learners (QTEL) strategies and scaffolds are integrated into the instruction. All ELLs are being tested in the NYSESLAT.

Title III supplemental instructional support will be provided to 22 students in grades 9-12 in classes with 12:1:1 ratio. All the students have different developmental disabilities such as mental retardation and emotional disturbance. ESL instruction is provided by a certified teacher through pull-out and push-in models of instruction. Forty-three students participated in NYSESLAT 2009 and took all four modalities (listening, speaking, reading and writing) of the test; 13 students participated partially. The test results indicate that the majority of our ELLs need improvement in reading and writing skills. The achievement tests also indicate that 15 of our students are emergent readers and it is one of our main goals to provide these students with additional support. In addition, 14 ELLs participated in Educational Performance assessment in Language Arts, Reading and mathematics, and 3 students participated in Mathematics only. The results indicate that most ELLs need extra support to achieve higher performance levels.

In 2008-2009 school year, 6 out of the 22 ELLs participated the New York State Alternate Assessment (NYSAA): all 6 scored on Level 3 and 4 in Math and Reading, 1 student scored on Level 1 in Science and only 1 student scored on Level 1 in Social Studies.

All 22 students who participate in Title III 2009-2010 after-school program are in Alternate Assessment programs at QTC and participate in classes focusing on functional academic skills, communication, and daily living skills. Some of these students participate in work-study programs where they gain experience they need to enter the world of work upon completing high school.

Following our school's mission to insure that our students graduate with the skills, intrinsic abilities to cope with, and a sufficiently developed work ethic to respond to societal expectations so that they can succeed to their greatest individual potential as functional and wage earning members of their community, and based on the data collected from the above-mentioned tests and student portfolios, our school decided to reinforce instruction of financial literacy and Mathematics through technology and to teach our students life skills to secure a job that suits their abilities and skills, which will result in their financial independence.

Title III funds will be used to implement the after-school program **MMM (Making and Managing Money)** for 22 ELLs at our main site. Services will be provided by 1 ESL certified teacher. The project will take place within a 13-week period twice a week (Tuesdays and Thursdays) at the main site from 3:00 – 5:00 p.m.

Our school's after-school curriculum design team suggested the **Practical Money Skills for Life** program for the Title III 2009-2010 project. The instruction will be standards-based and will align with the NYS Standards and Alternate Grade Level Indicators in Mathematics and Technology (focus is on Number & Operation, Data Analysis & Probability), as well as ELA, and ESL.

Practical Money Skills for Life is an educator-developed and educator-approved program that is a partner with the Institute for Financial Literacy, Bank of America, Wells Fargo, Visa, Council for Exceptional Children, Center for American Progress, and other organizations that promote financial literacy. **Practical Money Skills for Life** is a program for students with disabilities on money management and service learning. Students will learn how to successfully manage their money today and as adults.

The following skills are some that have been identified as essential for independent adult living (Brolin, 1989):

MANAGING PERSONAL FINANCES

- Count money and make correct change.
- Manage a savings and checking account.
- Maintain a personal budget and keep records.
- Demonstrate personal finance decision-making skills.
- Make responsible expenditures.
- Calculate and pay taxes.
- Use credit responsibly.
- Pay bills.
- Deal with renting or leasing.

MAY 2009

Life skills are essential to job functioning, and they must be included in instruction for students with special needs. Several million individuals with learning problems are still denied the opportunity to engage in meaningful employment in the United States. Large numbers of students with disabilities, both high school graduates and dropouts, earn very low salaries (Edgar, 1988). These students do possess the potential to live and work in the community if they receive appropriate life skills instruction (Rusch & Phelps, 1987). However, without this instruction they often fail to hold their jobs. A life skills curriculum approach blends academic, daily living, personal/social, and occupational skills into integrated lessons designed to help students learn to function independently in society.

Students will also use online math interactive programs such as First in Math, Coolmath.com, www.amathsdictionaryforkids.com. The First in Math has eight distinct Skill Set groups, each of which focuses students on selected objectives. This year we will focus on addition and subtraction, multiplication and division with accuracy, speed and confidence. The First in Math online program has Know & Show module, where students practice answering problems similar to those on standardized tests. This module covers all strands of the NYS mathematics standards including geometry, statistics and probability, graphs and charts, mathematical reasoning, pre-trigonometry, and measurement. Amathsdictionaryforkids.com is an animated, interactive math dictionary with definitions of over 600 common math terms in simple language. Students will read definitions of math terms, view examples, do activities, practice, and use online calculators.

Our school's Title III 2009-2010 program will focus on the critical issue of using technology as a tool to enrich classroom practices for ELLs and prepare them for the world of work.

Educational researchers and practitioners alike assert that the potential of new technologies for learning is likely to be found not in the technologies themselves but in the way in which these technologies are used as tools for learning (Means & Olson, 1995; Owston, 1997; Valdez et al., 1999). In literacy instruction, technology has both traditional and authentic uses (see Singh & Means, 1994).

A traditional use of technology is reinforcement of skills; for example, students who need additional practice in reading might work individually on computers equipped with reading-comprehension software. An authentic use of technology is using it as a tool to accomplish a complex task; for example, students who are creating a written report might use the Internet for research, word-processing software to write and format the text, and hypermedia software to add images.

With technology, LEP students can control and self-direct their learning and get immediate feedback. They no longer depend on direct teacher instruction, which often limits the student to passive listening and watching the teacher. This project will allow our ELLs to work with technology independently and responsibly by choosing their own pace. ELLs with disabilities require repetition and opportunity to generalize skills. They also require adaptations to access materials, such as computers and electronic libraries. They have a need to practice expressive and receptive skills and require more time than their non-disabled peers.

Research and case studies show that learning, mediated by digital technologies and supported by best practices, means academic, linguistic, and cultural success to students from diverse backgrounds. In addition to mathematics concepts, the ELLs will enrich their content vocabulary. They will interact with their teachers and peers using the newly learned vocabulary at the same time demonstrating the content knowledge.

MAY 2009

The project **MMM** will address listening, speaking, reading, and writing skills and is aligned to the NYS ELA and ESL standards, with the focus on reading and writing at high school level. It will support and encourage LEP students' language and literacy skill development through building conceptual frameworks, using different learning approaches and strategies such as, CALLA (Cognitive Academic Language Learning Approach) and scaffolding with a focus on reading comprehension. It is essential that we address not only our students' language proficiency skills but also their disabilities.

There is a great need for modifications while working with students with mental retardation and emotional disturbances. The students with mental retardation will be provided with extended time to respond to questions, access to electronic bilingual dictionaries, verbatim repetition of scripted directions, selected vocabulary words or sections of the tasks. For students with emotional disabilities our school's **PBIS (Positive Behavior Interventions and Support)** team has created a **SMART (Striving for Motivation, Accountability, Respect and Total Safety)** program.

Our after school Title III program will focus on motivational and accountability aspects of the program. It is often frustrating for students with emotional disabilities to deal with slow internet connection at school while working with uploading/downloading the information or losing the results of their completed work due to the Internet connection problems.

The staff working with students in the Title III program will focus on the following strategies: self management, self monitoring, selective attention, delayed production, self reinforcement and others. These language learning and positive behavior support strategies can be used in individual, paired, or group settings, reinforcing language skills, facilitating success, and enabling personal interaction among students who may feel isolated because of their language differences (Bishop, 2001).

Assessment: Students will be assessed via selected interactive games on Practical Money Skills for Life that use the excitement and energy of soccer, car racing, puzzle making to engage students in the essential topics of personal finance and test their knowledge. The multiple-choice question game offers three distinct skill levels, game lengths, as well as single and two player games. Students' progress in Math will be assessed via "24 Game" web-based assessment tools. Students will enter the Just the Facts module, and first take a "Pre-test" to determine their fluency level in all four operations: Addition, Subtraction, Multiplication and Division. The results are saved as their "FIRST TRY" score. At a later date students will repeat the same exercise as a "Post-test" to see how much they have improved. The assessment is on-going: teacher sees progress and/or identifies problems immediately with real-time Assessment Reports.

Students' will also take paper & pencil quizzes. Classroom participation and homework will be assessed via rubrics:

- 4 = Skill is consistently evident including generalization
- 3 = Skill is frequently evident but no generalization
- 2 = Skill is evident but lacking consistency
- 1 = Skill is not evident

Parent Workshops

Our schools will offer workshops to parents by introducing them to our Title III implementation plan and how it will support their children's education and improve their language proficiency level, develop their technological and math skills, and money management life skills. Parents will learn how technology becomes a tool for learning and provides students with the skills and proficiencies necessary for the workforce of the future. ELL parents will learn how to navigate the NYCDOE web site and use Achievement Reporting and Innovation System (ARIS) for Parents to obtain necessary information about their children's education and how they can support their children achieve higher academic standards. Parents will also gain a fuller understanding of their children's IEPs, and their responsibilities as key members of the IEP team. Our workshops will empower the parents to believe in the value of education for their children and encourage them to excel in their own learning. The translation services will be in place to provide the parents of ELLs with all necessary information in the languages they understand.

There will be five (6) Title III parent workshops taking place on Thursdays from 3:00-5:00PM.

1. Title III Orientation (March 16, 2010)
2. The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) for Parents – part 1 (March 23, 2010)
3. The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) for Parents – part 2 (March 25, 2010)
4. Understanding Your Child's Individualized Educational Program (IEP) – part 1 (April 13, 2010)
5. Understanding Your Child's Individualized Educational Program (IEP) – part 2 (April 15, 2010)
6. Financial Literacy at Home: Money Management (April 20, 2010)

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.

The Title III professional development plan at QSCD will offer opportunities for our staff members to receive adequate training to provide our ELL population with sufficient support to alleviate their social and academic challenges and meet the goals and objectives set by this program.

The ESL teacher will attend Quality Teaching for English Learners (QTEL) multi-day Professional Development Math Institute offered by the Educational consultants at WestEd, in collaboration with the Office of English Language Learners of New York City Department of Education during the midwinter break. This activity is one component of a long-term, comprehensive professional development plan established by the ESL
MAY 2009

teacher and teacher's supervisor based on an assessment of the needs of the teacher. After completing QTEL multi-day professional development, the ESL teacher will design high-quality professional development series for classroom teachers and paraprofessionals working with the English language learners at P752Q where the key concepts of the Quality Teaching for English Learners (QTEL) will be discussed. This scientifically based professional development series will enhance the ability of teachers and paraprofessionals participating in the series to understand and use QTEL curricula, assessment measures, and strategies for ELLs and to improve the instruction and assessment of ELLs. Quality Teaching for English Learners (QTEL) multi-day Professional Development Math Institute will have a positive and lasting impact on teachers' and paraprofessionals' performance in the classroom.

The professional development activities will address critical issues such as,

- 1 Recognize the different types of English language learners, their academic needs, and the types of programs available for their education (April 27, 2010)
- 2 Effective attitudes, knowledge, and dispositions to work successfully with high school English language learners (May 4, 2010)
- 3 Instructional scaffolding: providing support structures to help ELLs transition to English while strengthening academic language in mathematics (May 11, 2010)
- 4 Practical lesson planning and building thematic units (May 18, 2010)
- 5 Effective practices for teaching students learning English and Math content simultaneously (May 25, 2010)

Using scaffolding and CALLA-based instruction will optimize student learning by providing a supportive environment while facilitating student independence. The lessons will follow the 5-phase CALLA instructional sequence of Preparation, Presentation, Practice, Evaluation, and Expansion. The designed activities will promote active student participation, such as hands-on experiences, cooperative learning, and higher level questioning. Students will develop mathematical concepts through group activities with manipulatives, and solve problems by working in groups to understand the problems and find solutions. The activities will include Think-Pair-Share, Whip Around, Think Aloud, Guided Practice, Categorizing, Gallery Walk, etc. The designed classroom instruction will include accommodations and modifications, goals for instruction, and grouping students. The instruction will be modified and accommodated according to the students' IEPs and their learning styles. The use of assistive technology will enable our students with disabilities to fully participate in the project and improve their reading, writing, math and organizational skills. It will also help reduce the enormous stress that is often experienced by the ELLs with disabilities. Assistive technology is very effective in bolstering students' positive self-esteem and helping to empower them to compensate for specific disability-related limitations.

The ultimate goal of the project **MMM** is to provide our ELLs with opportunities to become independent lifetime learners, so that they can continue to learn on their own or with limited support.

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)	\$15,000. 00	<p>Per session for teachers and paraprofessionals who will teach students during after school instructional program, social worker who will facilitate parent Network and conduct workshops, supervisors who will oversee program, and secretary who will process purchases and payroll as follows:</p> <p><u>Support Staff for ALL Three Components:</u> 1 secretary x 5 hours x \$30.65 = \$153.25 1 administrator x 2 hours x 26 days x \$49.73 = \$2,983.8</p> <p><u>Professional Staff for Instructional Component:</u> 1 teacher x 2 hours x 26 days x \$49.73 = \$2,983.8 2 paras x 2 hours x 26 afterschool x \$27.70 = \$3,324</p> <p><u>Professional Development</u> 2 staff members x 2 hours x 5 sessions x \$22.65 (trainee rate) = \$453 1 trainer x 2 hours x 5 sessions x \$49.73 = \$497.30</p> <p><u>Parent Workshops</u> 1 trainer x 2 hours x 6 sessions x \$49.73 = \$596.76</p> <p>Total personnel services: \$ 9,753.03</p>
Purchased services such as curriculum and staff development contracts	\$ 500	Quality Teaching for English Learners (QTEL) Professional Development Math Institute

Supplies and materials	\$2,200 \$1,046.97	<p>Computer, printer/copier</p> <p>Instructional materials, software, and supplies for after school instructional and parent programs as follows:</p> <p>ESL & math books, math games, a laminator, other materials (books, bags, writing instruments, flash drives). Ink cartridges, paper, project supplies.</p> <hr/> <p style="text-align: right;">Total: \$ 4,976</p>
	\$200 \$1000 \$300	<p>Metrocards for Parents Snacks & Refreshments Workshop Materials</p> <p>Total: \$ 1,500</p>
Other		
GRAND TOTAL	\$15,000	\$15,000

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	(e.g., \$10,000)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$50.00 = \$10,000)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials and educational software.- Must be clearly listed.	(e.g., \$2,500)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

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.

To ensure that English language learners parents are provided with meaningful opportunity to participate in and have access to programs and services critical to their child's education, our school's LAP team plans to create a database which will include our students names, their parent/guardian information, copies of home language surveys with an indication of whether the parents need an interpreter's support. We have parents from fifteen language groups (Spanish, Bengali, Haitian-Creole, French-Haitian Creole, Urdu, Polish, Mandarin, Punjabi, Pashto, Tibetan, Turkish, Mandarin, Mandinka, Dari and Chinese). All the necessary information, letters, handbooks, IEPs and other documents will be translated either orally (by phone or in person) or written from the New York City Department of Education web site or with the help of our translators unit.

The language needs of the parents at 752Q were identified using a variety of methods and in a variety of ways during interactions and contact with parents. We consulted ATS and CAP for initial identification of home languages other-than-English spoken by parents of students at 752Q. In addition, information on parent language needs was collected from parents/guardians from the sources and methods listed below.

- Home languages of students in school indicated in CAP and ATS
 - Evaluations completed by parents during parent meetings, parent conferences, and other parent activities.
 - Language needs identified by parents during IEP conferences
 - Language needs identified by parents on pre-registration, registration, and attendance forms
 - Language needs identified by parents to Parent Coordinator during individual and group meetings
 - Language needs as determined by language of written communication to teachers and other staff received from parents
 - Review of translated written correspondences sent home to parents in the past
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The aforementioned data sources and methods reveal the following:

- a. Sixty-six (66) students and/or their households speak a language other-than-English.
- b. Fifteen (15) languages are represented by our other-than-English speaking students/families
 - ◆ Spanish 41 students
 - ◆ French/Haitian Creole 1 student
 - ◆ Bengali 3 students
 - ◆ Chinese 2 students
 - ◆ Tibetan 1 student
 - ◆ Dari 1 student
 - ◆ Haitian-Creole 3 students
 - ◆ Urdu 3 students
 - ◆ Polish 2 students
 - ◆ Mandinka 1 student
 - ◆ Mandarin 1 student
 - ◆ Portuguese 1 student
 - ◆ Turkish 1 student
 - ◆ Punjabi 2 students
 - ◆ Pashto 1 student

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.

Our school's LAP team designed a plan according which the parents of ELLs will receive translator services if they require them.

The plan that aims to develop cooperative relationship with culturally and linguistically diverse parents/guardians indicates:

- a. translations will be provided in-house by our school staff; we have staff speakers of all languages necessary to help our school to provide written translations to our ELL parents
 - b. if any document needs to be translated for the ELL parents the staff in need should report the LAP committee in timely manner for the work to be completed on time
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations also will be provided by an in-house school staff according to our plan:

- a. any of our staff members who doesn't speak the parents' language he/she should obtain the assistance of an interpreter by requesting services at least three days prior their meeting.
 - b. in case parents show an interest to attend any workshops/ conferences, the organizer of such event should make every effort to have that parent's language needs covered prior to sending them to that event
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>.

For parents with limited English proficiency, participating in a program at their children's school can provide an excellent introduction to American society and increase their awareness of other community services available to them. Knowledgeable, motivated parents are also a valuable resource to provide help in classrooms, libraries, and other school programs. To accomplish the above mentioned our school's LAP

team will make every effort to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirement translation and interpretation services by reducing language barriers according to our plan: the following:

- a. Assess the needs of ELLs parents/guardians
- b. Establish an in-house interpretation unit to provide language assistance to non-English speaking parents
- c. Inform ELLs parents in writing about their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services
- d. Post a sign near the primary entrance of the school in our school community languages where a copy of such written notification can be obtained
- e. Request from the school leadership team to seek funds to cover the expenses related to the function of the interpretation unit
- f. Translate all necessary documents in timely manner
- g. Provide oral interpretation services during open-school evenings, parent-teacher conferences, PTA meetings, etc.
- h. Provide technology assistance to parents on the use of the NYC DOE web site and other valuable resources
- i. Conduct a survey to review the progress of our actions and also make future changes is necessary

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

NO T APPLICABLE

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

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

NOT APPLICABLE

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)
MAY 2009

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

NOT APPLICABLE

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

MAY 2009

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

This is a relevant practice for our school and is to be embedded in our practices and protocols. Through ELL professional development, observations, learning walks and cabinet meetings we will determine the need for a connection between assessment and instruction. Our newly designed instructional cabinet includes both monolingual and bilingual professionals who review our instructional literacy program including that which is offered to our ELL students.

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

Applicable Not Applicable

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

The cabinet has identified that there is a serious disconnect in this school between instruction and assessment. We will work toward gathering data and putting forth mandates that will require teachers to inform their instructional practices on the basis of testing results. We are also gravely concerned about the writing, reading, listening, and speaking skills exhibited by the students especially that of the incoming 9th grade class. There are far too many students enrolled who are performing below grade level – we have implemented differentiated instructional practices, and project based instructional protocols. Finally, teachers are being held to higher levels of accountability and are required to submit evidence of student work based upon thematic instruction every three months.

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.

We are working toward both reducing the gap and aligning instruction with New York State Learning Standards.

MAY 2009

Therefore the following is in place:

- LAB – R will be used to determine the initial language level of each student
- ESL interim assessments will be ongoing
- NYSELAT will also be used to provide data that will be evaluated.
- Wilson Reading will be expanded as will Read 180 – both will be implemented in the alternate assessment classes as well as standardized.
- The ESL teacher will meet with content area teachers to align her work with school pacing calendars and scheduled assessments
- The purchasing of materials and instructional aids are being reviewed by school based coaches and the principal
- Increased opportunities for listening comprehension are being introduced into the classrooms
- The arts committee has transformed some of their their focus to include public speaking.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

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

The newly designed instructional cabinet (including the data specialist) will take on a multi faceted approach to a review of the mathematics curriculum at the school. This includes review of all data, credits, portfolios, performance tasks, teacher observations and student behavior.

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

Applicable Not Applicable

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

Our results do not place us high enough on the continuum of achievement to satisfy our goals and objectives. We recognize the need to incorporating the process strands into Integrated Algebra as well as a newly defined awareness that our students cannot use and/or apply mathematical skills needed to succeed in the work place and adult life. We also recognize the mandate for improved critical thinking skills.

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

Our cabinet will reflect upon the data collected and develop a systemic assessment of mathematical and all content area data. A rubric will be determined to define the percentages of grading and our in house coach will work to guide curriculum and effective practices, protocols, and instructional methodology. The remediation of deficits will be supported through AIS funding and the Extended Day program. Differentiation of instruction is a mandate and will be reflected in observations and walk-throughs.

We will not require additional support from central at this time.

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.

The newly formed instructional cabinet and in house coaches will review school wide practices and teacher responses to mandates, pacing calendars, and monthly thematic units.

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

Applicable Not Applicable

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

Staff are concerned that students deficits are severe enough so as to interfere with daily lesson delivery and effective learning. Wilson Reading, Read 180, Ramp-up to Literacy are offered, but are adversely affected by student attendance and behavioral problems. The administrators of this school have communicated that worksheet instruction is no longer acceptable, however, this is a practice that is very ingrained in this school and difficult to eradicate. Despite this and all other distractions, significant efforts are being made to improved instructional practices and teacher accountability.

MAY 2009

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

Our staff has received extensive professional development in literacy and has been introduced to an array of interventions. We find that staff responds well to direct classroom based support and as such have defined two in house coaches to support and differentiate the professional development. There is a newly formed technology team that addresses issues of instructional technology and use of computers, a librarian and media specialist has also been hired to add additional support, monthly thematic units are clearly defined, pacing calendars distributed, and faculty conferences are instructionally based. We will also begin to align the behavioral program at the school with grades and achievement.

We will not require additional support from central at this time.

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.

We are currently evaluating pedagogical protocols and concur that the teaching strategies in mathematics need to be more technologically based. Integrated algebra does have a technology component which will be the basis and the jumping off point for our work toward improved practices.

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

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.

Applicable Not Applicable

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

We are currently implementing geometry and integrated algebra and our evaluation of student achievement at the end of this school year will provide evidence of our success or lack thereof.

Our teachers are recently receiving support from our in house mathematics coach. They are required to differentiate the curriculum, develop and use learning styles materials instead of worksheets, are encouraged to use small group instruction supported by the paraprofessionals in their classes, and find additional ways to insure student success and thereby reduce frustration and behavioral incident.

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.

We are attempting to determine stronger connections between assessment and instruction in all core areas, including mathematics. We admit that a serious disconnect exists and are working toward reducing this significant impediment. We are evaluating incoming 9th grade students, using multiple modalities to deliver instructional supporting teachers via the technology team, and insisting that hands-on experiences in our shop classes be geared to the mathematics curriculum and learning expectations.

We will not require any additional support at this time.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The principal, UFT Chapter Chairperson, and the payroll secretaries are reviewing teacher credentials and employment history. The majority of our staff have been assigned to and working at this school for many years, however, we do expect a significant number of retirements in the 2009-2010 school year.

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

MAY 2009

Applicable Not Applicable

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

We have assigned an in house school coach, paired senior teachers with neophytes, work with the mentors and teaching fellow advisors and expect to continue this process in the upcoming years as our need for new hires increases.

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

n/a

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We have offered extensive professional development in Best Practices in Literacy Instruction however, we are finding that too many teachers are not sufficiently conversant with methodologies that support ELLs. We will work toward reducing this factor, increasing those teachers who are Jose P. trained, and improving the skills and responsibilities of alternate placement paraprofessionals.

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

Applicable Not Applicable

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

Our school staff is familiarized with our school LAP and Title III plans for supplemental services. We are working to clearly define the roles and responsibilities of paraprofessionals, and our newly hired ESL teacher is providing professional development whenever applicable.

MAY 2009

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.

The ESL teacher is sharing best practices for ESL instruction at faculty conferences, a part of the extended day program has been allocated to these students with special programming provided, and the school technology team is supporting this work as well.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We are scrutinizing our compliance documents and all available ELL data. Our IEP coordinator, Data Specialist, and Testing Coordinator are meeting regularly to analyze data from CAP, ATS, NYSTART, ARIS, exam histories, home language surveys, and prior IEPs. Our related service providers are included in discussions to determine goals and objectives that are responsibly determined and fully applicable.

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

Applicable Not Applicable

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

We recognize a need for more defined, and systemically collaborated instruction for these students. We find a disconnect (especially between CAP, ATS, and IEP recommendations) between DOE systems and are working toward aligning these more appropriately. We are sharing this information with classroom teachers, are determining better ESL delivery schedules, and increasing awareness of the NYSESLAT protocols and evaluative measures.

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.

We have defined that our ELLs will be serviced and issues ameliorated by a compliance team consisting of an administrator, the data specialist, the IEP coordinator, Pupil accounting secretary, school psychologist, and ESL teacher.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We have offered extensive professional development in Best Practices in Literacy Instruction however, we are finding that too many teachers are not sufficiently conversant with methodologies that support ELLs. We will work toward reducing this factor, increasing those teachers who are Jose P. trained, and improving the skills and responsibilities of alternate placement paraprofessionals.

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

Applicable Not Applicable

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

All students in this school have an IEP and instruct is based in differentiation

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

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

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

Please respond to the following questions for Key Finding 7:

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

Teachers will create portfolios that will have students IEP goal pages, along with the modifications and accommodations for the classroom environment including instructions.

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

Applicable Not Applicable

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

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.

The school will ensure that behavior plans are written for the students with documented behavioral issues. The principal's district designee will oversee this process, therefore there will be no need for additional support from Central to address this issue.

The lack of behavior plans for students with documented behavioral issues.

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

NOT APPLICABLE

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>

This is a NON-TITLE 1 school.

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 75	School 752Q
Principal Ilisa Sulner	Assistant Principal Michael Solano
Coach Sharon Simmons	Coach type here
ESL Teacher Anna Ghasabyan	Guidance Counselor Reina Velasquez
Teacher/Subject Area	Parent Rosa Estrada
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Andrea Starr	SAF type here
Network Leader Maryann Polecinelli	Other Gohar Atamian-Tech Coordinator

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	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	415	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	5.30%
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Part II: ELL Identification Process

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>					0
Dual Language <small>(50%:50%)</small>					0
Freestanding ESL					
Self-Contained	0	0	0	0	0
Push-In/Pull-Out	3	9	2	7	21
Total	3	9	2	7	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	22
SIFE	3	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11	2	11	2		2	9	1	9	22
Total	11	2	11	2	0	2	9	1	9	22

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0

Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

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

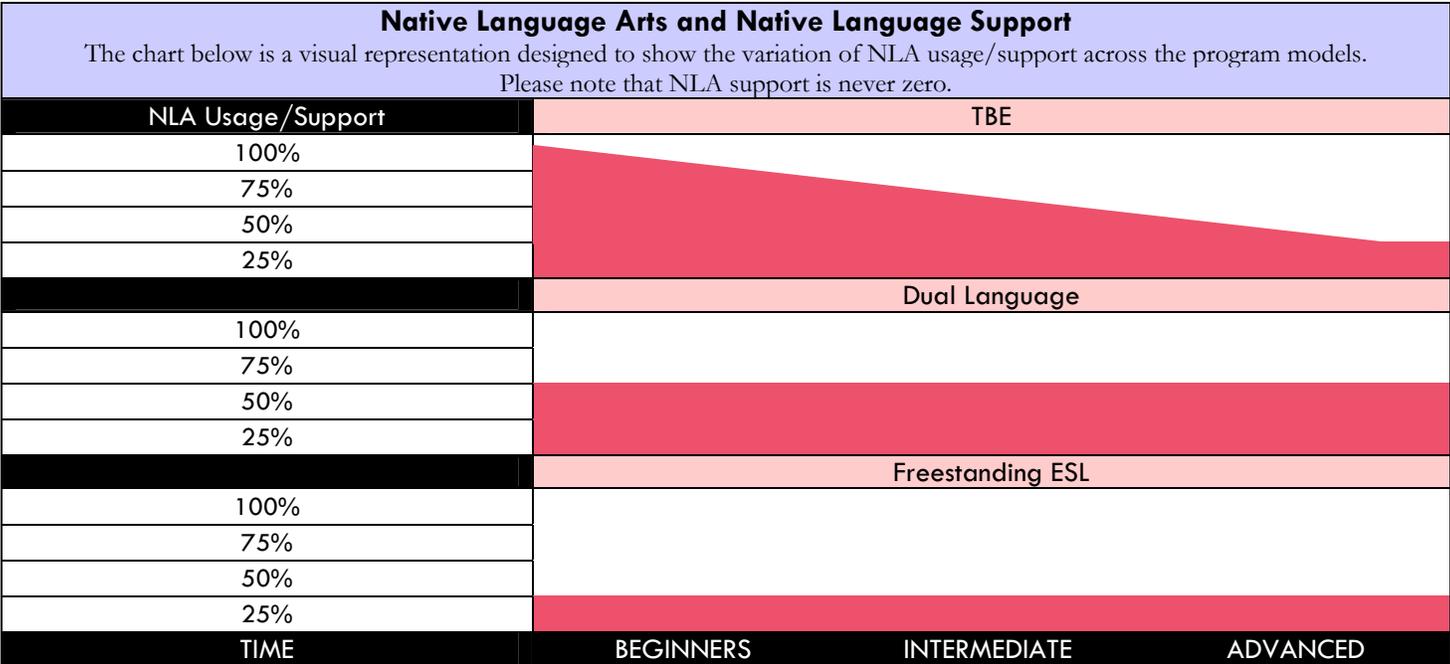
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____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

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	1	8	1	3	13
Chinese	1	0	0	2	3
Russian	0	0	0	0	0
Bengali	0	0	0	1	1
Urdu	1	0	1	1	3
Arabic	0	0	0	0	0
Haitian Creole	0	1	0	0	1
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	0	1	0	0	1

Programming and Scheduling Information					
TOTAL	3	10	2	7	22

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	3	8	2	7	20
Intermediate(I)	0	1	0	0	1
Advanced (A)	0	1	0	0	1
Total Tested	3	10	2	7	22

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	1	10	1	3
	I	2	5	2	4
	A	4	14	1	4
READING/WRITING	B	6	21	3	8
	I	1	7	1	3
	A	0	1	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Integrated Algebra				
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA	22			
NYSAA Mathematics	22			
NYSAA Social Studies	22			
NYSAA Science	22			
Other				
Other				

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

Chinese Reading Test	%	%
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B. After reviewing and analyzing the assessment data, answer the following

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

Part VI: 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)
Michael Solano	Assistant Principal		10/13/09
	Parent Coordinator		
Anna Ghasabyan	ESL Teacher		10/13/09
Rosa Estrada	Parent		10/13/09
	Teacher/Subject Area		
	Teacher/Subject Area		
Sharon Simmons	Coach		10/13/09
	Coach		
Reina Velasquez	Guidance Counselor		10/13/09
	School Achievement Facilitator		
Maryann Polecinelli	Network Leader		10/13/09
Gohar Atamian	Other		10/13/09
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date