



**P993Q**

**2009-10**

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

**SCHOOL: 75Q993**  
**ADDRESS: 85-15 258<sup>TH</sup> ST FLORAL PARK NY 11001**  
**TELEPHONE: 718-831-4040**  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: P993Q SCHOOL NAME: \_\_\_\_\_

SCHOOL ADDRESS: 85-15 258<sup>th</sup> Street Floral Park NY 11001

SCHOOL TELEPHONE: 718-831-4040 FAX: 718-831-4037

SCHOOL CONTACT PERSON: Jacqueline Zaretsky EMAIL ADDRESS: [izarets@schools.nyc.gov](mailto:izarets@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jacqueline Zaretsky

PRINCIPAL: Jacqueline Zaretsky

UFT CHAPTER LEADER: Lisa Kaufman

PARENTS' ASSOCIATION PRESIDENT: Luz Pinto

STUDENT REPRESENTATIVE:  
*(Required for high schools)* N/A

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

DISTRICT: 75 SSO NAME: N/A

SSO NETWORK LEADER: Barbara Joseph

SUPERINTENDENT: Bonnie Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jacqueline Zaretsky	*Principal or Designee	
Lisa Kaufman	*UFT Chapter Chairperson or Designee	
Luz Pinto	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Neville Waldron	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cesar Olivas	Member/Parent	
Sumera Malik	Member/Parent	
Daisy Venero	Member/Parent	
Alicia Valeus	Member/Parent	
Susan Goustas	Member/Guidance	
Monica Ysaac	Member/Teacher	
Andrea Tuttle	Member/Teacher	

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

\* Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

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

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

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***The mission of P993Q is defined by a rigorous commitment to provide a multitude of programs and initiatives that lead to successful student outcomes. It is our vision to empower students to make appropriate choices and increase their self-esteem. It is our goal to develop effective programs that ensure success for all students through team-building and self-reflection. With this as our focus, a team approach provides the means to build capacity by engaging staff, students, and parents in the instructional process.***

P993Q is a multi-sited school located in nine different locations within the borough of Queens, consisting of forty-nine (K-12) classes of alternate and standardized assessment students. Five sites comprised of elementary grade level students, another is designated as a middle school and three are located within community-based high schools. All sites are housed within general education buildings. Student disabilities include school phobia, severe cognitive difficulties, emotional disturbance, autism, post-traumatic stress syndrome, and multiple disabilities. All students have Individual Education Plans and receive mandated related services in speech, guidance, occupational, physical, vision and hearing services.

Several systems have been put in place to evaluate school goals for progress throughout the school year. These include:

School-based Inquiry Team, School Leadership Committee, ARIS Community/data team, Academic Intervention Services, PBIS team/ internal coach, IEP/related service team, ESL/Title III, Transition team, Office of Teacher Development/new teacher mentoring, Parent coordinator activities.

### ***Team-building is emphasized to support District 75 and P993Q initiatives and programs.***

Extensive and ongoing **professional development** provides instructional staff with tools, techniques and strategies to meet the needs of **diverse** student populations.

Through **budget allocations** and a \$350,000 Reso A grant, P993Q acquired and upgraded technology to improve academic performance in ELA, Math, Science, Social Studies, and the Arts. These include: computer labs, laptop carts, mobile science labs, Smart boards, visual presenters and online instructional tools.

**Literacy, Math, Science, Social Studies**, and the **Arts** programs have been implemented in classrooms with standardized and alternate assessment students, thereby increasing the number of students participating in differentiated programs. These include Words Their Way, Foundations, Jamestown Reader, District 75 Units of Study, Everyday Math, Delta Foss Science, Blue Print for the Arts, and Primary Sources Social Studies.

Student performance **data** is supplied by periodic assessments (Performance Series, ACUITY), unit tests, NY State assessments, NYSESLAT, NYSAA data folios, Brigance and ECLAS and is utilized in all classes to formulate goals.

Findings are shared with staff and parents in the **ARIS Community**.

The **PBIS** internal coach continues to facilitate expansion of the PBIS program to minimize behaviors that hinder academic achievement and supports IEP compliance by delivering staff development in writing FBAs/ Behavior Plans and onsite Bus Driver/Matron training. P993Q's successful **Project Arts Program** includes residencies that support Blue Print for the Arts curriculum. P993Q has acquired a site at the **Frank Sinatra High School of the Arts** at which students will participate in arts education, **Carnegie Hall Residency**, and related programs. Our **Parent Coordinator** has established strong links to the community by organizing activities for parents and students on Saturdays. Strong corporate ties have enhanced community outreach. An increase in Community Based Instruction at additional worksites resulted in improved **transition** skills for LICHS students. **Title III** Saturday workshop provided opportunities to engage students and families in ESL methodologies and strategies.

## **SECTION III – Cont’d**

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

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

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CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. Q993							
District:		75	DBN:	75Q993	School BEDS Code:		307500014993		
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7	√	11	√	
	K	√	4	√	8	√	12	√	
	1	√	5	√	9	√	Ungraded	√	
	2	√	6	√	10	√			
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		87.1 / 84.7		TBD		
Kindergarten	36	3	34						
Grade 1	71	5	30	Student Stability - % of Enrollment:					
Grade 2	56	6	38	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	47	3	7		91.9		89.9		
Grade 4	18	3	7	Poverty Rate - % of Enrollment:					
Grade 5	8	6	4	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	4	5	3		61.7		62.2		
Grade 7	3	5	4				0.0		
Grade 8	1	5	1	Students in Temporary Housing - Total Number:					
Grade 9	2	5	1	(As of June 30)	2006-07	2007-08	2008-09		
Grade 10	12	8	9		1		7		
Grade 11	2	7	4				10		
Grade 12	7	2	28	Recent Immigrants - Total Number:					
Ungraded	136	310	209	(As of October 31)	2006-07	2007-08	2008-09		
Total	401	378	393		1		1		
							2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	401	378	393	Principal Suspensions	1		5		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2		0		
Number all others	0	0	0				TBD		
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	N/A		N/A		
				Early College HS Program Participants	0		0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	38	0	0	Number of Teachers	79		86		
# in Dual Lang. Programs	0	0	0				87		
# receiving ESL services only	19	39	15						

## 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?
- 

*Emphasis will be placed on the following areas in an effort to support collaborative activities that result in positive outcomes for all P993Q students:*

-Performance trends indicate the need to expand classroom-based therapy programs, specifically "***Get Ready to Learn***" by participating in the ***train the trainer model*** in an effort to increase the number of participating classes and to build sustainability throughout the sites. This program will provide increased opportunities for teachers to utilize therapeutic classroom methodologies in an effort to reduce office referrals as evidenced by SWIS reports.

-Performance trends indicate the need to **reduce office referrals** as evidenced by **SWIS/OORS** reports by expanding **character education** and **social skills training**. A **tracking system** will be put in place to monitor progress at all sites.

-Performance trends indicate the need to select and implement new DOE and/or District 75 programs and initiatives in key instructional areas that will more effectively address the needs of alternate and standardized assessment students. Programs such as ***NEXT: Transition Skills System and SMILE: Systematic, Meaningful, Integrated Literacy Experiences*** will be implemented in 2009-2010 at selected sites.

- Performance trends indicate the need to implement and expand the use of assessment tools, such as ***ABLLS-R: Assessment of Basic Language and Learning Skills-Revised*** for alternate and standardized assessment students in ELA and Math to provide data that will inform instruction at all P993Q sites.

-Performance trends indicate the need to develop a **paperwork system** which includes specific preparatory criteria for the interview, audition, and portfolio development for applicants from P993Q and District 75 middle schools to **P993Q@Frank Sinatra School of the Arts**, a differentiated program in the arts to promote self-advocacy skills for students (ages 14-21) with diverse educational needs and goals.

-Performance trends indicate the need to increase **transition** opportunities for middle and high school students with the acquisition of an additional high school site at **Frank Sinatra School of the Arts**. The program will require the support of highly qualified staff in instruction, transition, travel training, and liaison to community **resources** that will result in positive outcomes for students who may attend college and/or work in the community.

-Performance trends indicate the need to compile individual data in **science** and **social studies** for standardized and alternate assessment students to generate an overview of student performance as recommended by the 2008-2009 Quality Review. Through **collaborative inquiry process**, data will inform decisions that will affect outcomes for cohorts. **Two additional Inquiry Teams** will be formed to meet instructional targets in science and social studies. The number of **Inquiry Teams** will **expand** from three to five which will support **differentiation**. Cohorts will encompass all grade levels (K-12). Findings will be shared with parents and staff in the **ARIS Community**.

-Performance trends indicated by the 2008-2009 Quality Review, is the need to implement specific **timeframes** and **revision strategies** for completion of **short-term goals** listed on IEPs. To do so will require the **P993Q IEP liaison** to attend ISC trainings in writing SMART goals and IEP SOPM updates. As a result, information will be turn-keyed and requirements and checklists will be outlined for ongoing and timely review.

-Performance trends indicate the need to develop an **incident reduction plan** for all P993Q sites through rigorous classroom instruction, expansion of a school-wide behavior system (**Positive Behavior and Intervention Supports-PBIS**), support of PBIS internal and District 75 external coaches, staff development in Chancellor's Regulations, writing FBAs and differentiated behavior plans, bus driver/matron training, OORS, SWIS and **ARIS** data analysis, and use of home and community resources to improve student outcomes.

-Indicated by the **2008-2009 Quality Review** and **2008-2009 Learning Environment Survey**, is the need to implement differentiated methods of **self-reflection** in an effort to engage staff and students in developing **self-advocacy** skills. Students will participate in formulating learning goals across the curriculum and related services. Staff will be encouraged through the observation process and **Professional Teaching Standards** to develop professional goals that will result in positive outcomes for students.

-Evaluation of **Compliance Checklist** indicates the need to collaboratively and regularly review **ATS** and/or **CAP** data for discrepancies in ESL and IEP mandates. As a result, a **Compliance Liaison** will be identified to address such issues and to further ensure school-wide compliance.

### **Greatest Accomplishments:**

- As a result of collaboration among District 75, P993Q administrators, coaches, teachers and support staff, all *three Inquiry Team goals* have been *met and/or exceeded*.
- Classroom-based pilot therapy programs (*TCI, Get Ready to Learn*) have been implemented by trained staff at all sites. Outcomes showed reductions in related services, office referrals, and increased movement to less restrictive placements.
- P993Q received a '*well developed*' rating on the **2008-2009 Quality Review**.
- P993Q was selected to open a District 75 site at the *Frank Sinatra School of the Arts* in September 2009.
- A **\$350,000 Reso A** grant resulted in *technology upgrades* at all P993Q sites.
- Credit recovery opportunities through *peer mentoring* for high school-phobic students from P993Q@Cardozo High School *expanded*. Collaboration with middle school students expanded to include elementary age children with autism and multiple disabilities. Data clearly showed positive outcomes for all students in social interactions.

### **Challenges to school's continuous improvement:**

- Creative deployment and scheduling of administrators, coaches, related service providers and other itinerant staff is required to support staff and students at all sites.
- Continuous training is needed for the appropriate interpretation and application of data to maintain consistent paperwork systems, procedures, and accountability at nine P993Q sites.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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1. **Data:** An inquiry model will be developed incorporating differentiated science and social studies curricula resulting in improved student outcomes.

By June 2010, three of five Inquiry Teams will implement curricula in science and social studies for standardized and alternate assessment students in grades 3-8 that will result in a five percent (5%) increase in performance on New York State Assessments and NYSAA.

2. **Curriculum and Instruction:** A targeted school-wide behavior plan will be developed and implemented that will result in improved student outcomes.

By June 2010, there will be a decrease in inappropriate student behaviors as evidenced by 3% decrease in the numbers of Level 3-5 incident reports.

3. **Professional Development:** A self-advocacy model to support transition planning will be developed and implemented for alternate and standardized assessment students.

By June 2010, there will be a 10% increase in applications to CBO for transition services for standardized and alternate assessment high school students as evidenced by VESID, ORMDD, and NEXT data collection.

4. **Management:** Professional learning communities will be established employing team-building strategies at all nine P993Q sites with a focus on collaborative inquiry to improve student outcomes in science and social studies.

Professional learning communities will employ team-building strategies at all P993Q sites in the curriculum areas of science and social studies, that will result in a five percent (5%) increase in performance on New York State Assessments and NYSAA.

**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):**

**Data: An inquiry model will be developed incorporating differentiated science and social studies curricula resulting in improved student outcomes.**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, three of five Inquiry Teams will implement curricula in science and social studies for standardized and alternate assessment students in grades 3-8 that will result in a five percent (5%) increase in performance on New York State Assessments and NYSAA.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Data</b> systems and school reports which include Quality Review, Learning Environment Survey, ARIS, ATS, and 2009 Compliance Checklist are reviewed for <b>trends</b> and <b>patterns</b>.</p> <p>Instructional targets in <b>science</b> and <b>social studies</b> for grades K-12 will be identified for <b>two</b> additional <b>Inquiry Teams</b>, resulting in a total of five P993Q Inquiry Teams.</p> <p>Data gathered from a variety of sources will be <b>evaluated by school-based teams (Inquiry, Leadership, AIS) and specialty staff which include</b> school-based coaches (PBIS, Curriculum), data specialist, related service liaison, and classroom teachers. Instructional targets will be identified that align with <b>skills</b> and <b>sub-skills</b> in <b>science</b> and <b>social studies</b> during Phase I of the IT process.</p> <p>Opportunities for students to work on common units of study in science and social studies will be provided to support <b>collaboration</b> with <b>general education classes</b>.</p> <p><b>Learning targets</b> will be <b>identified</b> for IT online tool.</p>

	<p><b>Develop an inquiry model that includes:</b></p> <ol style="list-style-type: none"> <li>1. Baseline <b>data</b> on performance in skill and sub-skill areas of science and social studies.</li> <li>2. Specific short and long-term <b>goals</b>.</li> <li>3. Diverse and <b>differentiated strategies</b> for meeting goals.</li> <li>4. A <b>timeline</b> to administer specifically identified assessments, review data, and make revisions to core instruction.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>NYSTL, State Standards, and Core Curriculum monies will be <b>allocated</b> to purchase <b>instructional materials, software, and technology</b> to support <b>science labs and social studies</b> centers.</p> <p><b>District 75 professional development</b> will be provided to staff in social studies, science, and the collaborative inquiry process.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Inquiry Team will review findings in <b>December, March, and June</b> for progress toward mastery of standards, tasks, and skill levels.</p> <p>Inquiry team data will be maintained in <b>paperwork systems</b> in the main office, as well as in ARIS, to inform <b>next steps</b>.</p> <p>NYS assessments and NYSAA will reflect a <b>5% increase</b> in Science and Social Studies performance. Program-based <b>assessments</b> generated by Delta Foss Science and Primary Sources Social Studies will be <b>evaluated</b> at regular intervals and for <b>benchmarks</b> in December, March, and June for progress toward mastery of learning targets.</p> <p>Inquiry Teams will access <b>NYS Science</b> and <b>Social Studies</b> assessment scale scores and <b>NYSAA</b> data folio scores in ATS and ARIS.</p> <p><b>Revisions and amendments</b> to instruction will be determined by formal and informal observation.</p> <p>Inquiry Team members will review summary <b>data</b> of progress and/or mastery of instructional targets that will be <b>maintained</b> in the main office and <b>shared</b> with the school community.</p> <p>Evaluation of data will take place for trends and patterns that inform <b>next steps</b> and <b>goals</b> for CEP, PPR, Quality Review, Inquiry Team, and Compliance.</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):**

**Curriculum and Instruction:** A targeted school-wide behavior plan will be developed and implemented that will result in improved student outcomes.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, there will be a decrease in inappropriate student behaviors as evidenced by 3% decrease in the numbers of Level 3-5 incident reports.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Data</b> systems and school reports which include Quality Review, Learning Environment Survey, ARIS, ATS, and 2009 Compliance Checklist are reviewed for <b>trends and patterns.</b></p> <p>Data gathered from a variety of sources will be <b>evaluated by school-based teams (Inquiry, Leadership, AIS) and specialty staff which include</b> school-based coaches (PBIS, Curriculum), data specialist, related service liaison, and classroom teachers. Instructional targets will be identified that align with <b>behavior goals and objectives.</b></p> <p>In order to <b>build capacity</b> throughout P993Q and improve behavioral outcomes, “<b>Get Ready to Learn</b>” <b>classroom-based therapy</b> program will be <b>expanded</b> in September 2009 to include the “<b>Train the Trainer</b>” model.</p> <p>To strengthen and support communication skills for <b>K-2 alternate assessment students</b>, <b>SMILE: Systematic, Meaningful, Integrated Literacy Experiences</b> program will be implemented in September 2009.</p> <p><b>District 75 Office of Positive Behavioral Supports</b> resources and professional development will provide training and support to P993Q PBIS program and internal coach.</p> <p>The Principal will assemble a <b>PBIS Focus Team</b>, consisting of the PBIS Internal Coach,</p>

	<p>data specialist, and clinicians (i.e. guidance counselors, social workers, psychologist) will meet monthly to support behavioral programs at all sites.</p> <p><b>Monthly</b> review to <b>revise</b> and <b>amend</b> core <b>instruction and behavior strategies</b> will take place to inform decisions on <b>curriculum adaptations</b>. A <b>three-tiered review</b> process consisting of the Principal, internal PBIS coach, and OORS liaison) will be implemented to evaluate <b>findings, reports, and data</b> from various sources, including but not limited to <b>SWIS, OORS, IEPs, and PBIS tracking sheets</b>.</p> <p>A PBIS <b>ARIS community</b> for this team will be established to track progress and share information with the school community to inform <b>next steps</b>. <b>PBIS Focus Team</b> agendas, action plans and tracking data will be maintained in the main office.</p> <p><b>Professional development</b> will be provided to staff in PBIS curriculum, SMILE literacy, “Get Ready to Learn Train the Trainer” programs, bus driver/matron, and SOPM training by District 75 and ISC trainers.</p> <p>The <b>Principal</b> will meet with <b>OPT</b> as needed to outline re-routing plans that will result in a <b>reduction</b> in bus referrals.</p> <p><b>Revisions and amendments</b> to instruction will be assessed during formal and informal <b>observations</b>.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Monies to <b>purchase PBIS materials</b> that will support instruction in literacy, character education and social skills will be <b>allocated</b> in instructional, core curriculum, NYSTL, and state standards budgets.</p> <p>Video <b>technology</b> and <b>equipment</b> will be purchased to record lessons and activities for review at <b>Focus Team</b> meetings.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Monthly</b> meetings and site visits will be scheduled to support <b>PBIS Focus Team</b> work at respective sites.</p> <p>Monthly <b>evaluation</b> of adapted curriculum <b>assessments</b>, student portfolios, PBIS/FBA/BIP tracking data, SWIS, and OORS reports will take place to measure <b>progress</b> toward mastery of learning targets.</p> <p>PBIS Focus Team will conduct <b>monthly, mid- and end-year review</b> to measure progress toward goals. <b>Projected decrease</b> in Level 3-5 incident reports will be <b>1-2%</b> at mid-year.</p>

	<p>Data will be <b>maintained</b> in the main office for reviewed by PBIS Focus Team members and <b>shared</b> with the <b>ARIS community</b>.</p>
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**School-based teams** will evaluate data to identify trends and patterns that inform **next steps** and **goals** for CEP, PPR, Quality Review, Inquiry Team, PBIS, and Compliance.

By **June 2010** data will show a **decrease** in levels 3, 4, 5 infractions of 3%.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):**

**Professional Development:** A self-advocacy model to support transition planning will be developed and implemented for alternate and standardized assessment students.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, there will be a 10% increase in applications to CBO for transition services for standardized and alternate assessment high school students as evidenced by VESID, ORMDD, and NEXT data collection.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Data</b> systems and school reports which include Quality Review, Learning Environment Survey, ARIS, ATS, and 2009 Compliance Checklist are reviewed for <b>trends</b> and <b>recommendations</b> by the School Leadership Team, school-based coaches (PBIS, Curriculum), data specialist, related service liaison, and classroom teachers in order to evaluate and select transition resources that are appropriate for students, ages 14-21, in all service categories.</p> <p><b><u>District 75 Operating Procedures Manual: Transition Services</u></b> will be used by the Transition team, consisting of the Principal, Assistant Principals, transition coordinator, IEP liaison, guidance counselors, social workers, and teachers to develop a school-wide transition plan that includes a self-advocacy rubric, Levels 1 &amp; 2 Vocational Assessments, interest surveys, “Get A Life” assessment, timeline for implementation, site-specific templates, and IEP transition goals.</p> <p><b>Medicaid Service Coordination</b> and affiliations with <b>OMH, OMRDD, and VESID</b> will be determined by the Transition Team to meet student needs.</p> <p>Instruction based on <b>Career Development and Occupational Studies (CDOS)</b> will align with New York City Standards to support self-advocacy goals.</p> <p>Preparation for higher education, employment through work based learning, school-based career and technology education programs will be reflected in transition <b>goals</b> on the IEP.</p>

	<p><b>Additions to transition resources will be:</b></p> <p><b><u>Travel Training Program</u></b>—a one-to-one program that teaches students to <b>travel safely and independently</b> by public transportation to and from school and/or work sites. Students are taught appropriate social behaviors, problem solving, and use of alternate routes.</p> <p><b><u>Carnegie Hall School Residency Program</u></b>—a collaborative program between teaching artists from <b>P993Q@Frank Sinatra School of the Arts</b> and <b>The Weill Music Institute</b> to implement creative projects and lessons. The program features three to six Teaching Artists visits, interactive concerts at <b>Carnegie Hall</b>, online resources, curriculum resources, and professional development workshops that may lead to <b>employment opportunities</b> in the arts for participants in the <b>self-advocacy model</b>.</p> <p><b><u>NEXT: Transition Skills System</u></b>—a program that identifies, teaches, and tracks transition skills that align with state standards and federal guidelines. It provides a system for identification of various <b>life skills</b> required to succeed in school, at home, in the community and in vocational settings. It will be used at <b>two middle</b> and <b>three high school sites</b>.</p> <p><b>Monthly</b> review of <b>findings</b> and <b>reports</b> (SWIS, OORS, NYS Assessments, periodic assessments, NYSAA, NYSESLAT, worksite summaries, interest inventories, Levels 1 and 2 Vocational Assessments, and IEPs) by the transition coach and team will take place to benchmark data and measure progress toward goals.</p> <p><b>Paperwork systems</b> to record and track student <b>data</b> will be maintained in the main office and <b>ARIS Community</b> by the Transition Team to inform <b>next steps</b>.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Video <b>technology</b> will be purchased to record <b>self-advocacy</b> activities, interviews, and performance at community-based instruction sites.</p> <p>To support <b>self-advocacy, collaboration</b> with <b>youth agencies</b>, such as YAI, PSCH, AHRC, and Goodwill will take place and result in additional worksites for students.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Monthly</b> evaluation of program-based <b>assessments</b>, student portfolios, worksite summaries, agency evaluations, IEPs, SWIS, and OORS reports will take place to measure progress toward mastery of transition goals.</p> <p>Three <b>transition resources</b> will be evaluated for progress toward goals <b>three times per year</b> and reviewed at <b>mid-year</b> by transition team members for 5% increase in applications to CBO for transition services, and <b>shared</b> with the school community.</p>

**School-based teams** will review data to identify trends and patterns that inform **next steps** and **goals** for CEP, PPR, Quality Review, Inquiry Team, and Compliance in the area of transition.

**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):**

**Management: Professional learning communities will be established employing team-building strategies at all nine P993Q sites with a focus on collaborative inquiry to improve student outcomes in science and social studies.**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Professional learning communities will employ team-building strategies at all P993Q sites in the curriculum areas of science and social studies, that will result in a five percent (5%) increase in performance on New York State Assessments and NYSAA.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Data</b> systems and school reports which include Quality Review, Learning Environment Survey, ARIS, ATS, and 2009 Compliance Checklist are reviewed for <b>trends</b> and <b>recommendations</b> by the School Leadership Team, school-based coaches (PBIS, Curriculum), data specialist, related service liaison, and classroom teachers in order to evaluate school-wide needs in science and social studies.</p> <p>Teams will identify <b>need-specific goals</b> at monthly Faculty Engagement meetings using the <b>collaborative inquiry process</b> and submitted to the Principal.</p> <p><b>Monthly</b> review of <b>findings</b> and <b>reports</b> (SWIS, OORS, ARIS, NYS Assessments, periodic assessments, NYSAA, NYSESLAT, and IEPs) by school-based teams will take place to benchmark data and measure progress toward goals.</p> <p><b>Team-building strategies</b> will be amended and/or revised as needed after <b>monthly</b> review and findings submitted to the Principal and administrative team.</p> <p><b>ARIS</b> communities will be established for knowledge sharing, data collection and review.</p> <p><b>Paperwork systems</b> to record and track student <b>data</b> will be maintained in the main office and <b>ARIS</b> Community by school-based teams to inform <b>next steps</b>.</p>

	<p><b>Professional development</b> will be provided in <b>team-building, science and social studies</b> by District 75 and turn-keyed at the school level to support team goals and objectives.</p> <p><b>Training will be provided to school-based teams in developing inquiry models that include:</b></p> <ol style="list-style-type: none"> <li>1. Baseline <b>data</b> on school-based team objectives.</li> <li>2. Specific short and long-term <b>goals</b> identified by each team.</li> <li>3. Diverse and <b>differentiated strategies</b> for meeting goals at nine P993Q sites.</li> <li>4. A <b>timeline</b> will be generated which includes schedules, agendas, and action plans pertaining to newly developed teams.</li> </ol> <p>The administrative team will compile data in <b>paperwork systems</b> that include meeting agendas, program resources, guest speaker information, assessment results, and professional development agendas to share with the school and ARIS community.</p> <p><b>Goals, objectives and highlights</b> of school-based team activities will be shared in the P993Q school <b>newsletter</b>.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Monies to <b>purchase science and social studies curriculum and materials</b> will be <b>allocated</b> in instructional, core curriculum, NYSTL, and state standards budgets.</p> <p>Collaborative inquiry team work will be recorded through the <b>purchase</b> of video technology and equipment for review at <b>monthly meetings</b>.</p> <p><b>Schedules</b> are coordinated by the administrative team to facilitate team meetings and <b>support</b> work at each P993Q site.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Monthly</b> evaluation of data generated by program-based assessments, periodic assessments, AIS, ARIS, student portfolios, IEPs, SWIS, and OORS reports will take place to <b>measure progress</b> toward team goals and objectives.</p> <p><b>Paperwork systems</b> are in place in the main office that contain <b>data</b> for review by team members at <b>mid- and end-year</b>, at which time findings are shared with the school and ARIS communities.</p> <p>NYSAA and NYS Assessment results will reflect <b>5%</b> improved performance by <b>June 2010</b>.</p> <p><b>School-based teams</b> will evaluate data to identify trends and patterns that inform <b>next steps</b> and <b>goals</b> for CEP, PPR, Quality Review, Inquiry Team, and Compliance.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**  
*New York State Education Department (SED) requirement for all schools*

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	3	3	N/A	N/A	3	N/A	N/A	N/A
2	3	3	N/A	N/A	3	N/A	N/A	N/A
3	4	4	N/A	N/A	4	N/A	N/A	N/A
4	2	2	N/A	N/A	2	N/A	N/A	N/A
5	1	1	1	N/A	N/A	1	N/A	N/A
6	3	2	2	3	N/A	2	1	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	4	N/A	2	2	N/A	2	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	7	7	7	7	N/A	N/A	7	N/A
11	2	2	2	2	N/A	N/A	N/A	N/A
12	3	3	3	3	N/A	N/A	3	N/A

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li style="text-align: right; padding-right: 20px;"><b>Wilson</b></li> <li style="text-align: right; padding-right: 20px;"><b>Foundations</b></li> <li style="text-align: right; padding-right: 20px;"><b>ELSB</b></li> <li style="text-align: right; padding-right: 20px;"><b>Great Leaps</b></li> <li style="text-align: right; padding-right: 20px;"><b>Leap Frog Pads</b></li> <li style="text-align: right; padding-right: 20px;"><b>Lexia Software</b></li> <li style="text-align: right; padding-right: 20px;"><b>Reading Advantage</b></li> <li style="text-align: right; padding-right: 20px;"><b>Boardmaker</b></li> <li style="text-align: right; padding-right: 20px;"><b>Smart Board Technology/Communication Devices</b></li> <li style="text-align: right; padding-right: 20px;"><b>Jamestown Reader</b></li> <li style="text-align: right; padding-right: 20px;"><b>TEACCH</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Small group; decoding, fluency, language development, comprehension (grades 4-12)</b></li> <li>• <b>Small group; print knowledge, phonemic awareness, handwriting, listening, speaking skills (K-3)</b></li> <li>• <b>Reading program for differentiated learning (grades K-3)</b></li> <li>• <b>One to one; drill and practice for reading fluency (grades 3-5)</b></li> <li>• <b>One to one; phonics, decoding, vocabulary (grades K-8)</b></li> <li>• <b>One to one; pre-alphabetic phonological awareness, letter knowledge, sound/symbol recognition, sight words, decoding, vocabulary, comprehension (grades K-12)</b></li> <li>• <b>One to one; develop remedial reading skill strategies (grades 6-12)</b></li> <li>• <b>One to one; supports for students requiring language core boards, adapted lessons, materials (grades K-12)</b></li> <li>• <b>Small/large group; used to adapt skills in ELA and all content skill areas (grades K-12)</b></li> <li>• <b>Large group; online reading tool providing assessments and summary data (grades 6-12)</b></li> <li>• <b>Hands-on structural program to facilitate communication skills across content areas (grades K-8)</b></li> </ul>

<b>Mathematics:</b> <b>Everyday Math Games</b>  <b>Great Leaps</b>  <b>Math Steps</b>	<ul style="list-style-type: none"> <li>• One to one, small group; skill support in all math strands (grades K-5)</li> <li>• One to one, small group; practice in all strands (grades K-5)</li> <li>• One to one, small group; introduces, reinforces, and reviews key math concepts (grades K-8)</li> </ul>
<b>Science:</b>  <b>Smart Board Technology</b>  <b>Mobile Science Cart</b>	<ul style="list-style-type: none"> <li>• Small group; used to adapt skills in all content areas (grades K-12)</li> <li>• One to one, small group; review skills and hands-on materials (grades K-12)</li> </ul>
<b>Social Studies:</b> <b>Positive Behavior Intervention and Supports (PBIS)</b>  <b>Life Skills/Assisted Daily Living</b>  <b>Star Reporter</b>  <b>Weekly Reader</b>  <b>Smart Board Technology</b>  <b>Test Prep</b>	<ul style="list-style-type: none"> <li>• Small group; established routines to facilitate instruction, social skills (grades K-12)</li> <li>• Small group; reinforces skills necessary in the community and work sites (grades K-12)</li> <li>• A theme-based curriculum for creating a school/classroom newspaper using assistive technology devices. (grades 3-12)</li> <li>• Small group; adapted current events tool used to reinforce understanding of the world and community (grades K-8)</li> <li>• Small group; used to adapt content in Social Studies (grades K-12)</li> <li>• One to one, small group; review skills and materials to prepare for standardized assessment (grades 3-12)</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>PBIS facilitator; family/community outreach; behavioral intervention; AIDS training; social awareness program; future care planning</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Liaison for mainstream teachers and students to provides strategies for participation, arrange peer tutoring through ARISTA or on-site AIS, teach test-taking strategies in time management and test anxiety, crisis intervention</b>

<b>At-risk Services Provided by the Social Worker:</b>	<b>Provides referrals and resources to students and families, translation services, attendance at parent meetings and IEP conferences, support behavior initiatives (PBIS), act as liaison to SBST, participate in psycho-social assessments, crisis management, classroom management, classroom workshops in character building activities, FBAs, AIDS training</b>
<b>At-risk Health-related Services:</b>	<b>N/A</b>

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

*NCLB/SED requirement for all schools*

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

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

**Form TIII – A (1)(a)**

**Grade Level(s) K-5                      Number of Students to be Served: 24 LEP**

**0 Non-LEP**

**Number of ESL Teachers 2                      Other Staff (Specify) 5 paraprofessionals, 1 secretary, 1 art/technology teacher, 1 Principal**

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

**Title III, Part A LEP Program**

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

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**DESCRIPTION OF 993Q's LANGUAGE INSTRUCTION PROGRAM DURING THE SCHOOL DAY**

P993Q is a Special Education school within NYC Department of Education's District 75 program. P993Q consists of nine sites, located throughout Queens County with a population of 396 students. P993Q also supports several inclusion sites. P993Q supports students with physical, cognitive, and

emotional disabilities in grades K through 12. Student disabilities include: mental retardation, multiple disabilities, emotional disturbance and autism as prescribed on the student's Individualized Education Program (IEP). P993Q serves students (including our ELLs) in classroom ratios of 12:1:1, 12:1:4, 8:1:1, 6:1:1, and inclusion (S.E.T.S.) students as of September 9, 2009. The following languages are spoken in the households of students at 993Q: Arabic, Bengali, Cantonese, Chinese, Farsi, French, Haitian-Creole, Hebrew, Korean, Malayalam, Mandarin, Nepali, Punjabi, Russian, Serbian-Croatian, Spanish, Tagalog, Urdu. Students participate in standardized and alternate assessment as prescribed in the IEP. P993Q's commitment to education is reflected in ongoing professional development, training, and implementation of educational methodologies and strategies. A shared, integrative approach supports student transition into the community school environment, as well as adaptation and generalization of applied skills in the home. Student instruction is also supported by several programs and initiatives including: Balanced Literacy, Early Language Skill Builders (ELSB), Wilson Foundations, District 75 Units of Study, Structured Methods in Language Education, Everyday Math, Positive Behavior and Instructional Supports, technology software, leveled libraries, Get Ready to Learn, therapeutic classroom instruction, and collaborative ESL programs.

**993Q's language instruction program for limited English proficient (LEP) students:**

There are 124 English Language Learners in 993Q. Of these, 65 are mandated for ESL Only services. 30 ELLs are mandated for Bilingual Instructional Services (BIS). However, because BIS-mandated students' ages, grade-levels, disability classifications, native languages, and physical locations vary and preclude grouping these students by language, 993Q does not have bilingual classes at this time. These 30 students have alternate placement paraprofessionals who speak the students' native languages i.e. Spanish, Bengali, Korean, Hebrew, Chinese, Farsi, French, Creole, Tagalog, Russian, Mandarin, Cantonese, Nepali, Urdu, Serbian-Croatian, Punjabi, Arabic, and who provide native language support and cultural connections for the students. These students also receive ESL instruction. In addition, 993Q has 29 x-coded students.

The ESL program of P993Q supports curriculum designed to assist ELLs in the attainment of English language proficiency and academic achievement. All ELLs and X-coded students are administered the NYSESLAT. ESL teachers apply knowledge of special education methodologies to those students who participate in NYSESLAT testing. P993Q administration provides ESL services to English Language Learners and addresses their unique learning needs. The linguistic diversity in our school community drives the selection of programs which meet individual student needs as indicated by CR Part 154. The school's Language Allocation Policy serves as the guiding principle for our ESL program. All of our ELLs receive the mandated units of ESL required by C.R.Part 154 and in accordance with their IEP mandates.

## **DESCRIPTION OF 993Q's SUPPLEMENTAL TITLE III SATURDAY INSTRUCTIONAL INSTITUTE**

### **Type of Program/Activities, number of students to be served; grade level(s); language(s) of instruction, times per day/week; program duration:**

993Q proposes to reestablish the Title III Saturday instructional institute that it ran last school year. The program will run for 5 Saturdays as follows: 2 in January, 2 in February, and 1 in April. The program will run from 9:00 AM to 1PM. Instruction will be delivered in English using ESL methodology. The focus of the instructional program for ELLs this year will be "Bridging the Gap Between Home and School language Acquisition". Our goal will be to build ELLs' listening, speaking, reading, and writing skills in English using ESL methodologies. NYS ESL, ELA, and technology standards will be addressed. 24 ELLs will be invited to attend the program in two 12:1:1 class configurations. Though 993Q serves students in grades K-12, our Title III supplemental Saturday program will serve students in grades K-5 (K-2, 3-5) in order to maintain an appropriate grade/age range for participating students.

### **Service providers and their qualifications:**

Two certified ESL teachers will provide direct instruction to all of the ELL students who attend the Saturday program, with the assistance of 5 bilingual (Bengali/Urdu, Mandarin/Cantonese, Haitian-Creole, and 2 Spanish-speaking) paraprofessionals. A unit teacher will also work collaboratively with the two ESL teachers to facilitate instruction and to provide assistance with helping students, parents, and teachers design, program, and utilize augmentative and alternative communication systems (AAC), high and low tech communication devices and materials (e.g., PECS symbols, Goosens ALS story boards, schedules that students will use in the program and at home with parents and peers, and student-generated literature and adapted books) using technology. For part of the time, parents will work along side their youngsters and engage in hands-on activities. For that reason, 5 bilingual paraprofessionals will be employed in the instructional program to provide native language support for students and to serve as interpreters for parents who speak the various languages. The two licensed and permanently certified ESL teachers are qualified in the following: Teaching English to Speakers of other Languages (TESOL), Special Education Grades K-12, and have a combined thirteen years of experience in ESL, combined thirteen years Special Education experience, and Master's degrees in both Special Education and TESOL.

**Additional personnel resources:** The Principal oversees the program and acts as facilitator to instruction. The art/technology teacher will provide collaborative support in the use of materials and technology during instruction. A secretary will handle purchases and time-keeping for the Title III instructional and parent Saturday program and the after school professional development program.

### **Activities:**

The day will start off with students and parents participating in a structured family/staff networking activity. Students, with the assistance of teachers and paraprofessional, will practice using listening and speaking skills by engaging in socialization and play activities (ESL & ELA Standard 4). While students are engaged in this play activity, parents are networking with one another and with the principal and parent coordinator. Bilingual

paraprofessionals will be available to facilitate communication between staff and parents. ESL teachers will deliver collaborative lessons to ELL students and parents simultaneously after the networking activity. Lessons will be cohesive, age appropriate, and motivating. Lessons will synthesize a multitude of techniques such as whole language, movement, and the use of multimedia. AAC devices will be used to support development of communication and socialization skills. ESL and technology teachers will utilize multimedia, instructional software, and related materials (e.g., memory cards, thumb drives) to support the supplemental Saturday instructional program. Technology-based hardware such as Smart Boards, ELMO visual presenters, multimedia projectors, speakers, touch screens, digital cameras, lap tops, scanners, spinners, color printers, and internet access will be utilized to support instruction.

### **Rationale for the Selection of Program/Activities/ Description of Supplemental Service Needs**

“Bridging the Gap Between Home and School Language Acquisition” was selected as the focus and theme for our Saturday supplemental instructional program because of the success that involving parents brings to the education of ELLs (research cited below and the success of our parent-integrated instructional program last year supports this notion). In addition, after reviewing IEP goals, student work, and NYSESLAT scores, ESL teachers submitted a needs assessment to the principal. Data based on this needs assessment showed that additional instruction was needed across all language acquisition areas: listening, speaking, reading, and writing. NYS ESL Standard 1 and 4 and ESL performance indicator 2 for grades K-5 and ELA Standard 4 and alternate grade level indicators for ELA support curriculum will be addressed. Goals were developed for selected students groups based on the standards and students’ needs as indicated on IEP. Curriculum and lessons were developed to engage students, parents and family members in the process of generalizing ESL skills in school, at home, and in the community. Appropriate translation/interpretation paraprofessionals will be available. P993Q site is accessible for students/families with disabilities. Communication devices will be available to facilitate communication for students.

### **Description of how supplemental services complement basic (mandated) services**

The Saturday supplemental instructional institute will enhance language instruction provided to ELLs during the school day by giving ELL students an opportunity to reinforce listening, speaking, reading, and writing skills in English, and to apply and use these skills in meaningful, functional ways in their communities and homes and with their parents, siblings, and peers.

### **Description of scientifically based research for supplemental instructional program**

The theme of our Saturday instructional institute is “Bridging the Gap Between Home and School Language Acquisition.” Research supports the positive impact of parent participation on ELL student performance, as they engage in language-rich practices at home and in the community. These students perform better when parents are involved in their education (B. Harry, 2004; J. Cummins, 1984). In addition, instruction that includes strategies (e.g., Cognitive Academic Language Learning Approach) that address cognitive and academic language needs for ELLs and is communication-focused is also supported by research (Chamot & O’Mally, 1994); Dulay, H., Burt, M. & Krashen, S. (1982), Krashen, S. (2006); Baca, L. (1991). Technology will be integrated into instruction during the Saturday instructional program at 993Q. Research has also shown that technology can be used to enhance teaching and learning in schools (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997). Researchers report that technology motivates students, encourages them to take ownership of their own work, builds metacognitive skills, provides students with access to other cultures, and enhances classrooms as centers of inquiry, exploration and literacy (Toppings, K., 1998).

**Description of assessment used to determine success/impact of support**

The following assessments will be used to monitor student success and achievement in the supplemental instructional program: Summative Assessment – NYSESLAT; Formative Assessments- Brigance Inventories, teacher-designed assessments such as checklists and rubrics, NYSAA data folios, and program-based assessment.

**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.

**DESCRIPTION OF 993Q’s TITLE III PROFESSIONAL DEVELOPMENT PROGRAM**

Two ESL teachers will provide professional development to five bilingual paraprofessionals and one art/technology teacher after school in preparation of the Title III Saturday instructional institute. Topics will include: the role of the bilingual paraprofessional as part of the instructional team, the use of technology to stimulate and support communication and socialization in ELLs, making picture symbols, making dual language symbols, how to build web-based photo libraries, and putting theory into practice to elicit language from our ELLs. PD will take place once a week on Fridays for 5 weeks from 3PM to 5PM.

**DESCRIPTION OF 993Q’s TITLE III PARENTAL INVOLVEMENT PROGRAM**

The parent involvement component of the Title III Saturday program will be established as follows: Upon arrival, parents will go with the principal and parent coordinator to a structured networking activity. There, they will have an opportunity to greet one another and share with one another their experiences, resources, concerns, and questions related to the education, communication, and socialization needs of their youngsters. Following this networking period, parents will join their youngsters and engage in language-based activities conducted by the ESL teachers through collaborative lessons. Bilingual paraprofessionals (Bengali/Urdu, Mandarin/Cantonese, Haitian-Creole, and 2 Spanish-speaking) will be available to facilitate communication between staff and parents. During the last portion of the day, parents will participate in parent workshops. Some workshop topics will be “Sharing what Works,” “Resources on the Web,” and “Becoming Part of Our ARIS Parent Community.” The bilingual parent coordinator will facilitate these workshops, facilitate family networking, ensuring that translation needs for parents are met, and will instruct parents of ELLs in utilizing the ARIS parent link. This Title III Parent Involvement Program will take place on five Saturdays (2 in January, 2 in February, and 1 in April) for four hours each Saturday from 9:00 Am to 1:00 PM.

Interpretation/Translation services will facilitate delivery of instruction for all participants. Ensuring access for all participants will facilitate delivery of instruction for all participants.

**Description of orientation session provided to parents about Title III supplemental program**

During Spring and Fall parent conferences, Annual Review meetings, and parent coordinator workshops, translation and interpretation services will be available in parents’ preferred languages. Parents of ELLs will be informed of language programs for ELLs (e.g., bilingual instructional services, ESL Only programs, bilingual speech and language services, and bilingual counseling) as proscribed by C.R. Part 154 and the students’ IEPs.

**MAY 2009**

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<b>\$10,188.70</b>	<u>Support (purchases, time-keeping) for All 3 Components of Title III Program</u> 1 secretary x 10 hours x \$30.74 = <b>\$307.40</b>  <u>Instructional Program</u> 1 Principal: 5 days x 4 hours x \$52.21= <b>\$1,044.20</b>  3 Teachers: 5 days x 4 hours x \$49.89 = <b>\$2,993.40</b> 5 Paraprofessionals: 5 days x 4 hours x \$28.98= <b>\$2,898.</b>  <u>Professional Development</u> 3 Teachers (2 ESL, 1 art/technology): 5 days x 2 hours x \$49.89= <b>\$1,496.70</b> 5 Paraprofessionals: 5 days x 2 hours x \$28.98 = <b>\$1,449.</b>
Purchased services such as curriculum and staff development contracts	-0-	N/A
Supplies and materials	<b>\$2,799.68</b>	<u>Instructional Program</u> 30 Book (Where the Wild Things Are) @ \$6.13 per book = <b>\$183.90</b> 30 books (The Little Red hen) @ \$2.43 per book = <b>\$72.90</b> 30 DVDs (Where the Wild Things Are) @ \$8.99 per

	<b>\$424.97</b>	<p>DVD = <b>\$269.70</b>  30 DVDs (The Little Red Hen) @ \$12.95 per DVD = <b>\$388.50</b>  Pocket Folders <b>\$5.00</b>  4 packages markers @ \$2.45 per pack = <b>\$9.80</b>  Glue Sticks <b>\$9.80</b>  Construction paper <b>\$10.00</b>  Pens &amp; pens = <b>\$9.80</b>  Scissors <b>\$19.60</b>  Chart paper <b>\$6.98</b>  Velcro <b>\$38.10</b>  Printer ink/toner <b>\$355.00</b>  15 cameras @ \$40. per camera = <b>\$600.</b>  30 digital memory cards @ \$6.75 per card = <b>\$202.50</b>  8 packs Batteries @ \$5.00 per pack = <b>\$40.00</b>  30 min cassette recorders @ \$19.27 per recorder = <b>\$578.10</b></p> <p><u>Professional Development</u>  12 memory sticks @ \$30 per stick = <b>\$360.</b>  Blank DVDs <b>\$19.80</b>  Binders <b>\$4.57</b>  File Folders <b>\$8.00</b>  Copy Paper <b>\$32.60</b></p>
Travel	<b>\$1080</b>	<p><u>Instructional Program</u>  24 Metrocards (for 24 students) X 5 sessions @ \$4.50 = \$540</p> <p><u>Parental Involvement Program</u>  24 Metrocards (for 24 parents) X 5 sessions @ \$4.50 = \$540</p>
Other	<b>\$506.65</b>	<p>Food/Snacks  <u>Instructional &amp; Parent Program</u>  5 instructional sessions x \$101.31 each session for refreshments and snacks for students and parents =</p>

		\$506.65
<b>TOTAL</b>	<b>\$15,000</b>	

### **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**

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

The parent coordinator and ESL teacher collaborate and review data from several sources, which include the Home Language Survey, Parent Learning Environment Survey, ATS BESIS report, and IEPs to determine which students may require translation and interpretation services. P993Q roster lists students from bilingual homes in which languages have been identified.

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.

Findings revealed the need to expand outreach to parents in Translation and Interpretation Services. These include: Engaging a greater number of parents in school-wide programs and communication, educating parents in accessing and navigating online DOE resources, facilitate communication with school in formal (IEP conference) and informal (walk-in, telephone) settings.

Findings were reported to the school community through the P993Q Parent Newsletter, School Leadership Team, Parent Association meetings, multi-cultural parent weekend activities, including Title III Saturday program, District 75 and DOE Parent Coordinator meetings.

## **Part B: Strategies and Activities**

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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. Mandated alternate placement paraprofessionals and in-house personnel will translate written correspondence as needed. Parent Coordinator will provide written notices in additional languages to communicate information, including ways to access and navigate online DOE resources in Translation and Interpretation Services, meetings, conferences, and workshops in a timely manner. Parent Coordinator will develop a parent-friendly brochure listing procedures to effectively communicate with school.
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. Mandated alternate placement paraprofessionals and in-house personnel will provide oral interpretation services as needed. Requests for outside contractors will be made through DOE Translation and Interpretation Unit in a timely manner for meetings, hearings, or conferences.
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>.

### **Section VII**

A—Bill of Parents Rights and Responsibilities will be sent home with students in September.

B—Notice of availability of Translation and Interpretation Services will be posted at each P993Q site on the Parent Coordinator bulletin board.

C—P993Q Safety Plan

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**  
**NOT 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 encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**  
**NOT APPLICABLE**

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

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

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**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.

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

- **English Language Learners**

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

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

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

P993Q curriculum team comprised of administrators, coaches, and teachers have determined there are some relevant aspects to Key Finding #1.

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

X  Applicable     Not Applicable

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

There are gaps in students' understanding and performance at each level of ELA instruction as evidenced by NYSAA data folios, NYS ELA, Brigance Inventories, ECLAS, and NYC Periodic Assessments.

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.

Due the severe cognitive delays exhibited by our students, learning gaps are a minimum of two years below grade level. At this time our curriculum is aligned with NYS AGLIs Performance Indicators for Alternate Assessment students to measure achievement. Full support is provided by District 75 in providing adapted curricula, such as Frameworks.

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## **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 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

P993Q curriculum team comprised of administrators, coaches, and teachers have determined there are some relevant aspects to Key Finding #1.

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

X Applicable    Not Applicable

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

There are gaps in students' understanding and performance at each level of Math instruction as evidenced by NYSAA data folios, NYS Math, Brigance Inventories, Everyday Math, and NYC Periodic Assessments.

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.

Due the severe cognitive delays exhibited by our students, learning gaps are a minimum of two years below grade level. At this time our curriculum is aligned with NYS AGLIs Performance Indicators for Alternate Assessment students to measure achievement. Full support is provided by District 75 in providing adapted curricula, such as Frameworks.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

Administrative teams, using formal and informal observations, will evaluate validity of Key Finding 2A.

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

Applicable   X  Not Applicable

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

District 75 schools, by definition, deliver differentiated and small group instruction across all curriculum areas. With District 75 support and professional development, the emphasis on best practices translates to differentiated and innovative methods of delivery of instruction. The use of augmentative technology is evident in every class to address IEP modifications and accommodations.

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

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key 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.

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 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

Administrative teams, using formal and informal observations, will evaluate validity of Key Finding 2A.

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

Applicable   X  Not Applicable

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

District 75 schools, by definition, deliver differentiated and small group instruction across all curriculum areas. With District 75 support and professional development, the emphasis on best practices translates to differentiated and innovative methods of delivery of instruction. The use of augmentative technology is evident in every class to address IEP modifications and accommodations.

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.

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### **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 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

Administrative staff regularly views ISC Human Resources reports and updated BEDS information.

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

Applicable X Not Applicable

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

Upon review of data reports, it is evident that there is low teacher turnover and vacancies for P993Q.

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

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

Administrative professional development team schedules staff for District 75 and Central ESL pd.

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

Applicable X Not Applicable

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

The "push-in" method of delivery of ESL instruction allows teachers to model strategies and turnkey training to classroom teachers.

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.

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**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 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The ESL team collects and analyzes data on ELLs to share with administrators and teachers.

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

Applicable   X Not Applicable

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

The “push-in” method of delivery for ELLs requires collaboration and co-teaching. ESL team administers NYSESLAT and shares data with teachers and administrators to align goals with instruction.

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.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

Administration reviews all IEP data for mandates, accommodations, and modifications.

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

Applicable X  Not Applicable

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

Every student in a District 75 school has been evaluated and issued an IEP with mandates and goals prior to admittance. The program for every student is designed to comply with IEP goals and mandates. Extensive District 75 training is provided in Positive Behavior and Intervention Supports (PBIS).

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

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#### **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 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

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Administration reviews all IEP data for mandates, accommodations, and modifications.

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?

P993Q students have updated and complete IEPs which comply with DOE mandates. Behavior plans are supported by FBAs and anecdotal records in the development of behavioral goals and objectives.

Promotional criteria for District 75 students is often up to two years below grade level, yet passing NYS tests at grade level is required.

Proper alignment of goals and objectives should also be supported by testing up to two years below grade level.

**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>

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**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).

### **Part B: FOR NON-TITLE I SCHOOLS**

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

## Language Allocation Policy 2009-2010

School: P993Q in District 75

Date: September, 2009

LAP Team@ P993Q:

Principal: Jacqueline Zaretsky

Assistant Principal: Alexis Tandit

Parent Coordinator: Neville Waldron

Teachers--English as a Second Language: Leigh Eisenberg and Angela Everett

As of June 2009, P993Q in District 75 has a total of 396 students, 327 are in grades K-8, and 69 are in grades 9-12. There are 94

English Language Learners in the student population. 26% are in grades K-8 and 15% are in grades 9-12. The ethnic breakdown is as follows: 33% African American, 24% Hispanic, 19% Asian or Pacific Islander, .01% American Indian/ Alaskan Native, and 24% White. P993Q offers a push-in ESL program for 65 English Language Learners who are mandated for ESL services. 65 Alternate Assessment students were administered a minimum of 1 of the four sections of the 2009 NYSESLAT. 30 ELLs are in alternate placement settings (*BIS Bilingual Instructional Services*). We currently do not have a BIS program at this time. 35 ELLs are designated Monolingual Services with ESL Instruction only, on their IEPs. The remaining 29 ELLs are X- coded students, and are “served as per IEP”.

P993Q ELL language groups and breakdown by grade levels are as follows: Spanish—48 (Gr.K- 8, Gr.1- 2, Gr.2- 2, Gr.3- 12, Gr.4- 4, Gr. 5- 7, Gr.6- 3, Gr.8- 3, Gr.11- 0, Gr.12- 6) Cantonese—4 (Gr.1- 1, Gr.4- 2, Gr.8- 1) Mandarin—1 (Gr.3- 1) Urdu—3 (Gr.K- 1, Gr.3- 1, Gr.8- 1) Bengali—14 (Gr.K- 1, Gr.1- 2, Gr.2- 3, Gr.3- 0, Gr.4- 3, Gr.5- 2, Gr.6- 1, Gr.7-1, Gr.12- 1) Russian—2 (Gr.2- 1, Gr.12- 1) Haitian-Creole—4 (Gr.5-1, Gr.6-1, Gr.7-2) Farci—1 (Gr.4-1) Napali—1 (Gr.3-1) French—2 (Gr.6-2) Punjabi—1 (Gr.4- 1) Tagalog—2 (Gr.7- 1, Gr.11- 1) Korean—2 (Gr.K-1, Gr.1-1) Chinese—5 (Gr.1- 2, Gr.2- 1, Gr.3- 2) Arabic—1 (Gr.12-1) Hebrew—1 (Gr.1- 1) Serbian-Croatian—1 (Gr.7- 1) Malayalam—1 (Gr.6- 1)

P993Q ELL breakdown by instruction of services of BIS, ESL, and x-coded students are:

Kindergarten—12 (8 BIS, 2 ESL, 2 x-coded) First grade—9 (1 BIS, 3 ESL, 5 x-coded) Second grade--7 (3 BIS, 3 ESL, 1 x-coded) Third grade—17 (8 BIS, 6 ESL, 3 x-coded) Fourth grade—11 (3 BIS, 7 ESL, 1 x-coded) Fifth grade—10 (2BIS, 5 ESL, 3 x-coded) Sixth grade—

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8 (3 BIS, 2 ESL, 3 x-coded) Seventh grade—5 (0 BIS, 1 ESL, 4 x-coded) Eighth grade—5 (1 BIS, 3 ESL, 1 x-coded) Ninth grade—0 (0 BIS, 0 ESL, 0 x-coded) Tenth grade—0 (0 BIS, 0 ESL, 0 x-coded) Eleventh grade—1 (0 BIS, 1 ESL, 0 x-coded) Twelfth grade—9 (0 BIS, 3ESL, 6 x-coded)

ELLs are listed in service categories of 6:1:1, 12:1:4, 12:1:1, 8:1:1, and inclusion. Students are grouped according to their age, proficiency levels, and classification.

### **Orientation and Options for Parents of ELLs:**

Options for special education ELLs are discussed during the Education Planning Conference at the CSE level. The process starts with the orientation process for prospective and incoming (new) students. Parents are presented with the spectrum of services offered. This includes but is not limited to all instructional and related services, and support services that compliment students' well being and success. The parent coordinator, in collaboration with the principal and administrative team organizes a comprehensive onsite interactive orientation workshop called *Bridging the Gap*, to present all of the schools' instructional and related service departments to the parents/guardians. The program is design to explain how the system functions and elicit feedback from families on their needs, expectations, and levels of participation. ESL/ELL is a critical component of the *Bridging the Gap* process. Parents are provided with a detailed description of the ESL/ELL programs and options for students, based on the IEP. The parents are introduced to ELL related staff, including the ESL teacher, speech therapist, and an alternate Placement language paraprofessional if needed as per the IEP. An explanation is given to parents on the number and duration of ESL sessions the child will receive. Explanations are given to parents regarding the ELL program via an introductory letter distributed at the beginning of every school year. Parents may provide comments and feedback that may enhance positive experiences for child within the program. Parents are informed by telephone and mailings about upcoming Title III events. ESL parent workshops are conducted to monitor and enhance parent involvement to promote student success in the school. During parent workshops, the parent coordinator identifies new ELLs by administering the HLS Home Language Survey. Parents of ELL learners have been actively involved in various workshops orchestrated by the parent coordinator. Starting early in the school year, through the *bridging the gap* series, four workshops targeted four different sites for instruction that had the highest concentration of non-English speaking students. Workshops were conducted on the following dates: September 18' 23' 24' 30' The parent coordinator hosted a multi-resource workshop for parents of families of children with special needs.

### ***ELL Students in Alternate Placement:***

ELLs are assigned Educational Assistants for native language support within the classroom. There are 27 out of 29 BIS students in grades K-8 that have on site access to an Alternate language paraprofessional that speaks the student's native language. However there are two of 27 in K-8 that do not have access: 1 Farci, and 1 Napali. One BIS student in grade 11 who does not have access speaks the language of Tagalog. The ELLs who participated in NYSAA performed within the range as their monolingual peers on the alternate performance indicators in ELA, Social Studies, Mathematics, and Science. Those test scores employed in conjunction with NYSESLAT data, class profiles, teacher observations, and Brigance Inventory scores have indicated that the majority of ELLs are at the beginner level of English

proficiency. At P993Q a total of 94 English language learners participated in at least one part of the 2009 NYSESLAT exam. By utilizing the *RMSR* report from ATS, and teachers records it has been determined that the majority of ELLs performed within the same English language proficiency level range as the previous year. Data application and analysis of class profiles indicate that the majority of English language learners are at the (B) beginner level of English proficiency. Data indicates that students have stronger skills in the areas of listening and speaking as opposed to reading and writing. Based on data, the focus of the P993Q ESL program will be on utilizing the students higher levels of listening and speaking skills as a foundation for building up their reading and writing skills. Greater emphasis will be placed on improving (BICS) Basic Interpersonal Communication skills for ELLs that are at the (B) beginner proficiency level, Cognitive academic Language Proficiency for students who are at the (I) intermediate, and (A) advanced proficiency levels. A greater emphasis will be placed on meeting the mandates of part CR Part 154. As per the regulations of CR Part 154 ELLs at the beginner and intermediate levels of English proficiency in grades K-8 and the (I) intermediate proficient students in grades 9-12 are entitled to 360 minutes of ESL instruction =8 periods per week. ELLs in grades 9-12 that are at the beginner level of learning English are mandated for 540 minutes of ESL instruction= 12 periods per week. ELLs in grades K-12 at the (A) advanced level of English proficiency will receive 180 minutes of Explicit ELA , and 180 minutes of ESL= 4 periods of instruction will be provided.

#### *P993Q Program Model:*

P993Q provides ESL instruction to English Language Learners in grades K-12 who are mandated for such services as per their Home Language Surveys, CAP mandates, and IEPs. Instruction is provided both to students whose IEP indicate “ESL only” and students whose IEP indicates “Bilingual Instructional Services”. All BIS students are assigned an Alternate Placement Educational Assistant within each site as per (IEP) Individualized Education Plan. ELLs formerly referred to as “X-Coded” students are served as per IEP. Upon student entry, unit coordinators and ESL teachers review IEPs, CAP mandates, ATS reports, ARIS, and home language surveys in order to identify which Limited English Proficient (LEP) students are eligible to receive ESL and/or Alternate Placement Educational Assistant services. Students new to the New York City Department of Education identified as LEP are administered the LAB-R if it has not been previously administered on the CSE level of the admission process. All of the 65 ELLs in grades K-8 (excluding x-coded ELLs) received a minimum of 90 minutes of ESL instruction each week. Four ELLs mandated for ESL services in grades 9-12 received 180 minutes of ESL instruction, but required additional minutes to meet the 540 minutes of CR Part 154 mandate.

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

SSO/District <b>75</b>	School <b>P993Q</b>
Principal <b>Jacqueline Zaretsky</b>	Assistant Principal <b>Alexis Tandit</b>
Coach <b>Linda Johnson</b>	Coach
ESL Teacher <b>L. Eisenberg &amp; A. Everett</b>	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Neville Waldron</b>
Related Service Provider	SAF
Network Leader	Other

#### B. Teacher Qualifications

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

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

#### C. School Demographics

Total Number of Students in School	<b>327</b>	Total Number of ELLs	<b>84</b>	ELLs as Share of Total Student Population (%)	<b>25.69%</b>
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### Part II: ELL Identification Process

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

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



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

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

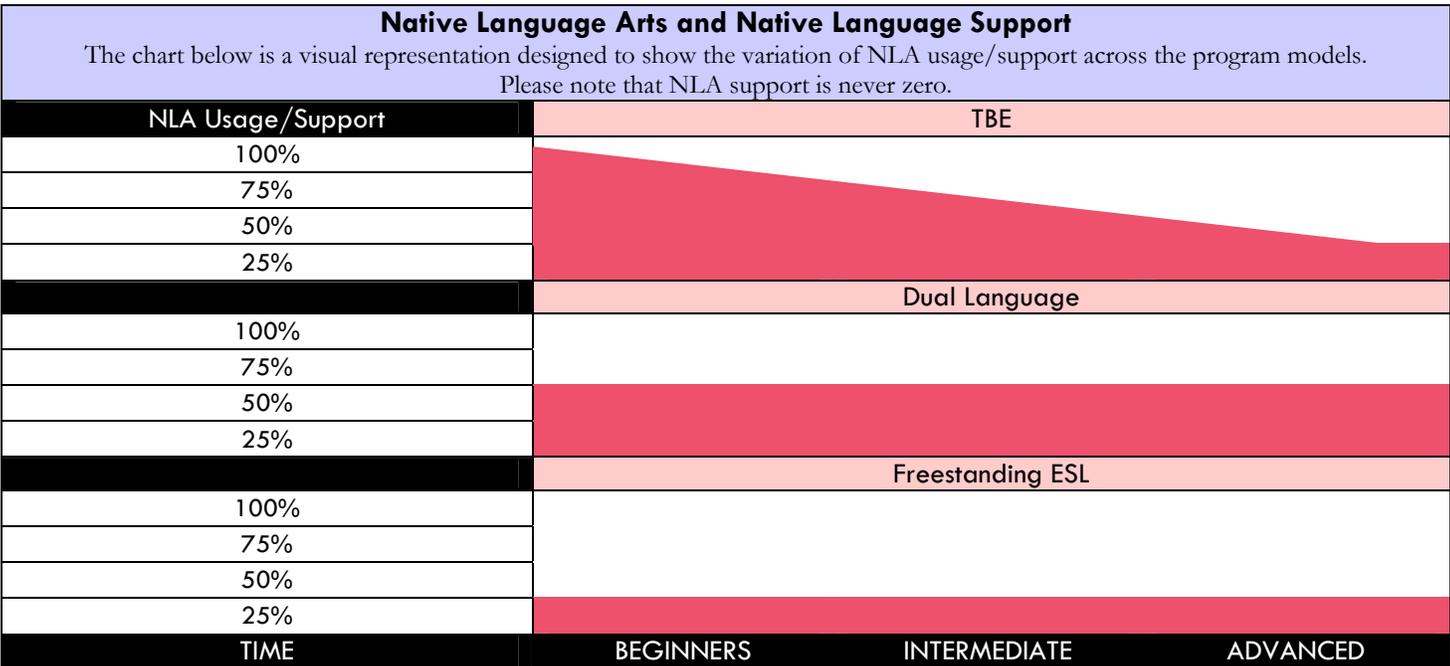
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>0</u>
	Other: <u>0</u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	2	3	12	4	7	3	0	3	42
Chinese	0	3	1	2	0	0	0	0	0	6
Russian	0	0	1	0	0	0	0	0	0	1
Bengali	1	2	3	0	3	2	1	1	0	13
Urdu	1	0	0	1	0	0	0	0	1	3
Arabic	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	1	1	2	0	4
French	0	0	0	0	0	0	2	0	0	2
Korean	1	1	0	0	0	0	0	0	0	2
Punjabi	0	0	0	0	1	0	0	0	0	1
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Other	0	2	0	4	1	1	0	2	1	11

Programming and Scheduling Information										
<b>TOTAL</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>19</b>	<b>9</b>	<b>11</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>85</b>

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

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



### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	12	9	7	17	8	9	6	4	5	80
Intermediate(I)	0	0	0	0	3	0	2	0	0	2
Advanced (A)	0	0	0	0	0	1	0	0	0	1
Total Tested	12	9	7	17	11	10	8	4	5	83

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	12	9	7	17	8	9	6	4	5
	I	0	0	0	0	3	0	2	0	0
	A	0	0	0	0	0	1	0	0	0
READING/ WRITING	B	12	9	7	17	8	9	6	4	0
	I	0	0	0	0	0	0	2	0	0
	A	0	0	0	0	0	1	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

SAA Bilingual Spe Ed	FORMTEXT □□				0
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## **Part V: LAP Team Assurances**

**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 <b>75</b>	School <b>P993Q</b>
Principal <b>Jacqueline Zaretsky</b>	Assistant Principal <b>Alexis Tandt</b>
Coach <b>Linda Johnson</b>	Coach <b>type here</b>
ESL Teacher <b>Angela Everett</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Neville Waldron</b>
Related Service Provider <b>type here</b>	SAF <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>69</b>	Total Number of ELLs	<b>10</b>	ELLs as Share of Total Student Population (%)	<b>14.49%</b>
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## Part II: ELL Identification Process

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

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

# 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
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>	0	0	0	0	0
<b>Push-In/Pull-Out</b>	2	0	0	2	4
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	10
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	1

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	0	2	2	2	2	0	2	10
<b>Total</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>10</b>

Number of ELLs in a TBE program who are in alternate placement: 0

## 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	0	0	0	0
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
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
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

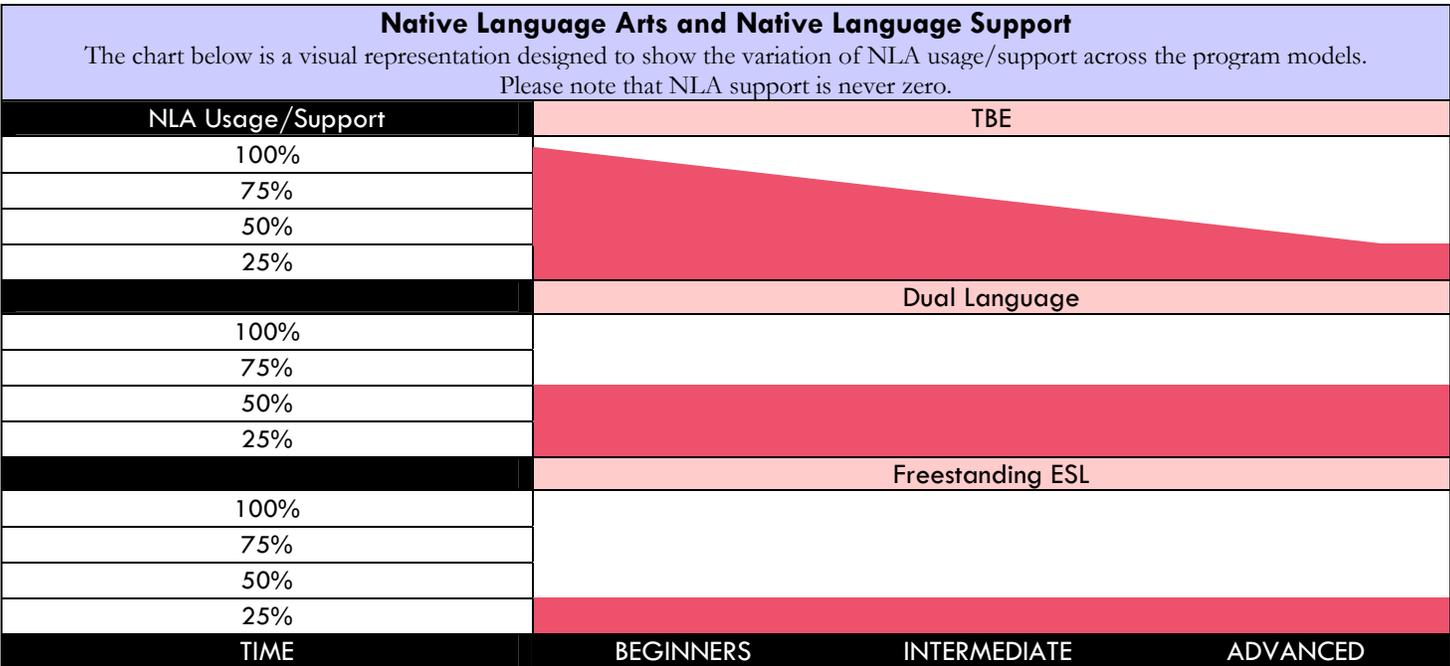
<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>0</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

<b>Freestanding English as a Second Language</b>					
<b>Number of ELLs by Grade in Each Language Group</b>					
	9	10	11	12	TOTAL
Spanish	0	0	0	6	6
Chinese	0	0	0	0	0
Russian	0	0	0	1	1
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
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	0	0	0	0

<b>Programming and Scheduling Information</b>					
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>7</b>

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
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)	0	0	1	5	6
Intermediate(I)	0	0	1	1	2
Advanced (A)	0	0	0	2	2
Total Tested	0	0	2	8	10

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	1	5
	I	0	0	1	1
	A	0	0	0	2
READING/WRITING	B	0	0	1	5
	I	0	0	1	1
	A	0	0	0	2

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	0	0	0	0
Math A	0	0	0	0
Math B	0	0	0	0
Integrated Algebra	0	0	0	0
Integrated Geometry	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
NYSAA ELA	10	0	10	0
NYSAA Mathematics	10	0	10	0
NYSAA Social Studies	10	0	10	0
NYSAA Science	10	010	10	0
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)	0%	0%

Chinese Reading Test	0%	0%
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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)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

