



**P94M**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 75/ M/ 75M094**  
**ADDRESS: 442 EAST HOUSTON, ROOM 503**  
**TELEPHONE: 212-533-8140**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 75M094      **SCHOOL NAME:** P94M

**SCHOOL ADDRESS:** 442 East Houston Street, Room 503

**SCHOOL TELEPHONE:** 212-533-8140      **FAX:** 212-228-6984; 212-777-4102

**SCHOOL CONTACT PERSON:** Ronnie Shuster      **EMAIL ADDRESS:** rshuste@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Claire Higgins

**PRINCIPAL:** Ronnie Shuster

**UFT CHAPTER LEADER:** Marci Pepper

**PARENTS' ASSOCIATION PRESIDENT:** Jessica Girault

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 75      **CHILDREN FIRST NETWORK (CFN):** 752

**NETWORK LEADER:** Stephanie McCaskill

**SUPERINTENDENT:** Gary Hecht

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Ronnie Shuster	*Principal or Designee	
Marci Pepper	*UFT Chapter Chairperson or Designee	
Jessica Girault	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Claire Higgins	Member/Speech Therapist	
Culotta Warner	Member/Paraprofessional	
Kathy Dowd-Ciric	Member/Coordinator/Teacher	
Eileen Quiles	Member/Parent	
Beautiful Pilgrim	Member/Parent	
Noberto Colon	Member/Parent	

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

\* Core (mandatory) SLT members.

## 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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P94M is a District 75 special education school consisting of one main site and four off-sites; 36 total classes, grades K-8:

- 20 classes for Autism Spectrum Disorder
- 3 elementary and 1 middle school inclusion class
- 10 classes for students with severe emotional/behavioral needs
- 2 classes for alternate assessment with 12:1:1 ratio

Queens Children's Psychiatric Center Day Treatment Program supports our students with the greatest need.

All of our buildings are in Region 9 and are co-located with general education programs. The majority of our children come to school using Office of Pupil Transportation bussing; only a handful come to school unescorted. Most come from low income families.

Our population is undergoing a significant transformation, with a trend towards a greater number of younger children with autism. As this shift is occurring, we are transforming our school to meet our students' academic and social-emotional needs. Our three primary initiatives are:

- Balanced literacy, using the "Interactive Read-Alouds" Program
- Technology integration for: visual supports; expressive/receptive language skills
- Emotional Literacy Education (ELE) curriculum.

These initiatives are connected by a school-wide data program intended to ensure systematic, coherent instruction across sites and content areas. In addition to data surrounding learning goals, the data program initiative is embedded in our school culture through the work of our school-wide and site-based Inquiry Teams. Our data-driven initiatives are a natural bridge for the introduction of the Common Core Standards (CCS).

These transformations are intertwined with the professional development of staff. There is a direct link between the selection of student learning goals and Professional Teaching Standards (PTS). Our school is striving to develop innovative programs *with depth* that address goals and processes.

In support of goals and processes, each site has a designated external coach that provides guidance and mentorship for the site-specific "theme":

- P94@276M, our newest site (opened fall 2010): *structured teaching* that specifically addresses behavior and language skills of children just entering a formal learning environment.
- P94@361: developing a model site for Emotional Literacy Education.

- P94@188M: becoming the pre-eminent District 75 visual and performing Arts program for students with autism in the middle grades
- P94M@15M, our largest site: academic rigor, with the focus being on developing foundational competencies in literacy and math for students and staff.

The various site “themes” are conjoined by an overarching data program geared toward increasing communication, collaboration, and inclusion. Data-driven pedagogical development is buttressed by professional learning communities, conducting site-based inquiry/action-research projects.

Our school believes that we must offer every student the opportunity to: develop high self-esteem, become a responsible citizen, participate actively in the school community, and achieve academic excellence. We provide a rigorous curriculum, along with positive behavior supports, which mirrors general education programs

Our ultimate goal is to become the “S.P.E.C.T.R.U.M. School” -- a dynamic and reflective organization providing differentiated instruction that comprehensively meets the academic and social needs of our wide range of students. S.P.E.C.T.R.U.M – **S**pecial **P**opulations **E**ducated **C**reatively **T**hrough **R**igor, **U**nderstanding, and **M**otivation.

## **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/Teacher 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 your school's 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?
- 

### **Need Assessment: Process**

We conducted a Needs Assessment meta-analysis that integrated data from the following sources: 1) a school-based Needs Assessment Survey, created by various organization stake-holders across sites, and distributed to all staff in June 2010; 2) the district pilot progress report; 3) the DOE Learning Environment survey; and, 4) various student data, including, but not limited to, NYS assessments, Scantron, Achieve 3000, analysis of authentic student work, and teacher and/or parent observations. We developed a taxonomy based on the results:

We categorized results according to three categories:

- What works well?
- What needs to improve?
- What are the strategies for change?

We addressed each category for the following domains (for both standardized and alternate assessment students):

- Academics
- Emotional Literacy Education (ELE)/Positive Behavior Intervention and Supports (PBIS)
- Professional Development (PD)/Professional Learning Communities (teacher cohorts)
- Data
- Family Engagement

### **Academics: Rigor for all students**

School-wide there are clear signs of solid engagement with material across content areas, as well as explicit linkages between school community activities and academic goals. Every bulletin board shows examples of authentic student work guided by impressive goals and processes. In order to move forward, we need to provide: more opportunities for small group instruction; consistent curriculum with aligned learning tools and programs; greater connections between academic literacy and social/emotional literacy.

This year we have a new early childhood program exclusively for alternate assessment students, many of whom are entering school this year (see P276 in School Profile). The academic needs at this site are: building foundational skills related to activities of daily living; developing expressive and receptive language; and, becoming part of a school academic community. Structured teaching provides skills so that students can work towards interacting and functioning independently within the classroom and school environment. As a result, there has been an increase in academic skills, social interaction, and student's proficiency in independently accessing technology in classroom settings. Our next step will need to focus on generalizing these protocols throughout the school environment by

- providing structured teaching which specifically addresses students individualized academic and functional abilities
- organizing the physical environment by developing schedules and work systems,
- enhancing attending skills through the manipulation of individual scheduling by embedding their interest/fascinations into their daily schedule/plan
- establishing clear expectations, which in turn foster autonomy and independence.

For our continuing alternate assessment students, results of New York State Alternate Assessment (NYSAA) reveal a trend indicating that there have been significant gains in content instruction, as evidenced by the numbers of students scoring four (4) in all content areas. Continuing to increase opportunities for inclusion with the general education is the primary need for these students.

For our standardized assessment students, the changes in scoring methodology of the NYS tests make interpretation a challenge. However, by developing student profiles that draw from a range of program/assessment data, and integrating detailed item analysis from the NYS tests, clearer trends emerge. Delivery of systematic, coherent, consistent instruction that is differentiated and scaffolded, (especially in ELA and Math for grades 3-5) is essential. Learning goals need to be selected, data needs to be tracked, and both students and teachers need to reflect on progress. Teachers need to improve their ability to *use the information* garnered to implement instructional strategies that meet the needs of our unique learners.

Standardized students in grades K-5 have been receiving literacy instruction using the D75 Units of Study. Math instruction has been delivered based on the NYC pacing calendar for Everyday Math. Social Studies and Science instruction follow the NYC Scope and Sequence. Our most recent Quality Review noted that students were not as able to dialogue about their academic goals as they were with their social goals. This leads us to the need to develop Standards-based Curriculum Maps at each grade level in all core subjects. (These maps will be modified for alternate assessment.) The Curriculum Maps include monthly topics, concept/skills, activities and resources, assessments, and, finally, teacher and student goals for each area addressed. Improving ELA and Math skills and helping students apply those skills to real-world situations will be vital for overall student success. In order to facilitate implementation of the Curriculum Maps, with Math we will have an external coach and a dedicated Math teacher at P15; while with ELA we will focus on the Interactive Read-Alouds Program (IRA).

For all of our students, this year we will use the Interactive Read-Alouds (IRA) Program. This program was researched and selected by the Instructional Cabinet. A significant portion of the funding for this program came from grants written by our Data Specialist and other staff. These grants include a Laura Bush Foundation Grant and a Children for Children Grant. The IRA program offers a flexible balanced literacy program that can be adapted for a wide-range of student abilities. Additionally, the interactive orientation of the program creates natural opportunities for Emotional Literacy, such as identifying a character's feelings and relating them to a personal experience.

**Continued on next page.**

## **Emotional Literacy Education (ELE) and PBIS: Communication and social skills for all students**

### *ELE for all students:*

Last year, the school-wide utilization of the Responsibility Matrix provided an effective and clear method for delegating and tracking roles and tasks in the classroom. Now that there is accountability for “who-does-what-when,” we need to establish, and follow-through on, consistent equitable consequences that correspond to students’ actions. Staff responded very well to last year’s initial roll-out of the ELE Mood Meter. This year we need to: utilize the Mood Meter consistently throughout the day; synthesize the Mood meter with our balanced literacy curriculum, including structured use of the Mood Meter during interactive read-alouds (see IRA Program above); and, connect the Mood Meter explicitly with the development of expressive language, social skills learning, and behavior regulation. Additional staff development, particularly on understanding the ELE Blueprint and the 5-Step Lesson process will help ensure our success. Importantly, we must celebrate our progress in the ELE arena, by continuing our “Fun Fridays” ELE Celebrations, which were a spectacular success this past summer.

Based upon our experience with ELE last year, we have identified P61 as a site where students need intensified ELE support. Modeling ELE program components for staff and showing buy-in from stakeholders at varying levels (e.g. site, school-wide, district) is essential. In order to deeply embed ELE into our school culture, at P61 we will support the ELE program through district-level coaching, mentorship from our Coordinator of Collaborative School Culture (more on this below), and site level Opportunity Team staff. This “feeling-trust” (an adapted brain-trust) will need to provide tools and resources, including an ELE development rubric for staff, and help ensure accountability for program implementation.

### *Communication and social skills for Alternate Assessment:*

P94M will continue to teach students “how to” express their wants and needs through the use of Picture Exchange Communication Systems (PECS). Instructional breakfast and lunch will continue for early childhood and lower elementary grades with particular emphasis on the cuing systems, the complexity of the PECS symbols, and the transition period between the different Phases. Classroom use of visual cues will also continue as student growth is very apparent. Alternate assessment staff will continue to use visual cues during instruction, playtime and during transition. Staff will continue to wear either their aprons or neck lanyards, which are equipped with instructional and behavioral visual cues/icons. Functional communication will be assessed, monitored, and tracked using the Assessment of Basic Language Learning Skills (ABLLS) protocol.

In order to facilitate functional communication throughout the school day, as well as across content-areas, we have outfitted classrooms with varied programmatic materials and technologies which promote active learning opportunities for our verbal and non-verbal students. The next step for increasing students’ expressive language skills will utilize both our new SMART Boards (in every classroom) and computer labs (both funded by RESO A), as well as assistive technology, programmatically and on an individual basis.

For our alternate assessment students with the greatest communication challenges, we will use the S.M.I.L.E. Program (Structured methods in Language Education), a research-based communication/literacy program for early learners that allows for social skills integration. The integration of social and communication skills is interconnected to sensory experience and movement. The Get Ready to Learn Program (GRTL), a yoga/movement program specifically design for students with autism spectrum and other disabilities, ties directly to both sensory experience and movement.

Moreover, the GRTL program, which is done every morning, affords as an opportunity to consistently track changes in mood, behavior, and communication skills (e.g. students will plot themselves on the Mood Meter before and after the GRTL session). Linkages between GRTL and ELE are an example of the power and importance of aligning programs to create powerful tools for change.

*The Power of Two: Academics and Emotional Literacy Education (ELE)/ Positive Behavior Intervention and Supports (PBIS)*

The combination of academic literacy (across all content areas, including the arts) and emotional/communication literacy will create a learning environment that fosters success. Academic and emotional gains are critical in order to help our students move along a trajectory towards a least-restrictive environment (LRE). Teachers and staff will need to continue to motivate, foster high expectations, and equip students with the requisite tools needed to attain positive academic and social-emotional outcomes. Along with ELA and Math, communication, functional independence, and appropriate behaviors (responsible, respectful, problem-solvers) will be central foci. There has been a proportional increase in the number of students with autism in inclusion, teachers participating in collaborative team work, collegial networking, and administrative walk-throughs -- all of which will need to be further enhanced and promoted. Teachers are only one part of the success of our community. ELL and other related-services will need to be fully enmeshed into our academic and emotional literacy programs.

**Professional Development (PD)/Professional Learning Communities (teacher cohorts):  
Capacity building through collaboration and data**

Intensive professional development, followed-up by ongoing systematic communication, implementation, and evaluation is necessary in order to effectively develop a model program where rigorous academic and social skills instruction take center stage.

One of P94M's great accomplishments is the institution and sustainability of Professional Learning Communities and Collegial Review Teams at all sites. The Professional Learning Communities meet during common preparatory periods to discuss the complexity and specificity of the alternate grade level indicators, choose challenging Alternate Grade Level Indicators (AGLIs), assessment tasks, and have their students produce work that is illustrative of progression over time. This process is mirrored for all standardized assessment and coverage teachers as well.

Collegial Review teams were assigned to oversee the data-folio authenticity as well as give teachers direction and support on instructional strategies including the AGLIs, the Functional Academic Curriculum for Exceptional Students (FACES), the Units of Study (UOS), Every Day Math, adapted/modified Science Scope and Sequence, and Get Ready to Learn (GRTL) for improvement in students' individual communication skills. We are now looking toward adding the S.M.I.L.E Curriculum and ABLLS Assessment to our portfolio of teaching, evaluation and data collection tools.

*Data*

There is a tremendous amount of data collected. Data collection is consistent, but there is still a need for further development in order to maximize instructional effectiveness. Administration is committed to assisting teachers to further develop skills on how to use the data collected to plan effectively for maximum student outcomes. Furthermore, the administration recognizes that if teachers develop confidence and proficiency in interpreting data they will be able to use it to set realistic goals. Staff is encouraged to continue to carefully review the ELA and Math assessment tasks and the corresponding verifying evidence because it is important for students to have realistic and challenging goals. The ELA and Math Item Analysis (for all grades), that is now available in ARIS, serves as a valuable tool for formulating student goals and targeting instruction. However, we need a systematic

user-friendly way to collect learning goal data continuously in classrooms. The full roll-out of our Learning Goals Program, which was developed by our Data Coach/Specialist and piloted this past summer, will need to be a major programmatic priority this year. Additionally, in order to effectively manage school-wide data, this year we have created and are implementing a school-wide tracking system that includes data from ARIS, the various technology and assessment programs we use, related service goals and outcomes, and a qualitative component. In conjunction with school-wide data tracking, we will be able to create multiple inquiry teams in order to deepen our ongoing data-driven inquiry work. Data-work will need to be further supported through development of a “living” teacher resource binder for every teacher, individual student data binders, additional professional development, coaching during cohort meetings, and rubrics for data goals and processes.

## **Family Engagement**

Family Engagement is one of our greatest challenges. Engaging families cannot be seen as something extra that school staff does “when they have time.” Just as we have particular curricular strategies, such as instructional coaching and professional development, linking family engagement to learning focuses this work on improving and enhancing the instructional core. As an example: our bulletin boards all over the school use student work to explain our curriculum and feature explanations of how the kids arrived at their answers. While we may not be able to alter external barriers to family involvement, such as caregivers having time to participate in school events, we can build capacity internally, in terms of developing staff understanding of barriers to family involvement as well as possible effective solutions/strategies for change.

For instance, we need to offer programs that parents want. This year, we will conduct a survey/needs assessment of parents. We will not only have to ask about the content of workshops and trainings, but also what supports parents need in order to attend those events, such as child care and translation services. Enhancement of established programs, such as our Fall Curriculum-night program and monthly Parent Newsletters (K-2, 3-5, 6-8) is needed for ongoing success. Adding service-learning components to our school is needed to increase parent involvement. We have begun to use ARIS for our school community news which will encourage teachers, and hopefully parents, to access the site. By developing action-research (inquiry) related to family engagement, we hope to gain a better understanding of effective strategies for engaging families. We plan to support this challenging domain by partnering with outside organizations through grants and initiatives. Having partnerships with families means that various systems—student, family, and school—are aligned and working in concert to support learning.

## ***We Learn Together***

As we move forward as a community, it is essential to strive for both depth and breadth in the development, implementation, and evaluation of our goals, processes, programs, and innovations. Supporting academics, ELE/PBIS, PD/Professional Learning Communities (including data), and family engagement clearly requires significant school-wide coordination and alignment of programs. Therefore, this year we are establishing a SBO approved position for a Coordinator of Collaborative School Culture, who will also serve as a Data Coach.

Our SCEP aims to create not only an educational plan, but a comprehensive mission-driven community in which we all learn together – students, teachers, related-service providers, staff, CBOs, and families. P94 must be a community where all the stake-holders do whatever it takes to help our students achieve academic and emotional success.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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- **By June 2011, grades 3-5 standardized assessment students will show a 10% aggregate increase in vocabulary skills, as evidenced by related item scores, across Performance Series, Achieve 3000, and Interactive Read-Alouds (IRA) Program.**
- **By June 2011, grades K-3 alternate assessment students will show a 10% aggregate increase in expressive or receptive vocabulary as evidenced by performance on communication related items across the ABLLS assessment, GRTL, NYSAA ELA, and Citywide Speech Services (CSS) Communication Profile.**
- **By June 2011, grades 3-5 standardized assessment students will show a 10% aggregate increase in performance in number sense and operations as evidenced by performance across related items on Performance Series and Predictive Assessments.**
- **By June 2011, grades K-3 alternate assessment students will show a 10% aggregate increase in math performance as evidenced by applicable ABLLS learning skills, EQUALS assessments, and NYSAA Math scores.**
- **By June 2011, there will be a decrease in inappropriate student behaviors as evidenced by a 25% increase in the numbers of students reaching a consistent Learning Goal Program rubric rating of 3 (independently) for emotional literacy tasks (e.g. plotting themselves on the Mood Meter), based on aggregate Learning Goal Program data collected at four points during the year.**

**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 2010-11 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, PLA, 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):** ELA – Standardized Assessment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, grades 3-5 standardized assessment students will show a 10% aggregate increase in vocabulary skills, as evidenced by related item scores, across Performance Series, Achieve 3000, and Interactive Read-Alouds (IRA) Program.</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>	<ul style="list-style-type: none"> <li>• <b>Baseline data will be collected by classroom teachers using Performance Series, Achieve 3000 and Interactive Read-Alouds during first two weeks of school, or within two weeks of a student entering program</b></li> <li>• <b>Data will be collected by classroom teachers using Performance Series three additional times, prior to each report card (December, March, June)</b></li> <li>• <b>Data progress monitoring for Achieve 3000 and IRA Program, by Data Specialist, will occur in December and March, with cumulative assessments for both programs administered by teachers in June</b></li> <li>• <b>Redesign of data binder system to facilitate both instructional coherence and consistency across sites and instructional categories</b></li> <li>• <b>Coordinator of Collaborative School Culture will meet with each standardized assessment cohort weekly to mentor data processes, including implementing methods, documenting results, performing analysis, and utilizing data to guide targeted instruction</b></li> <li>• <b>Monthly review during standardized assessment cohort meeting of: Core Standards and monthly Curriculum Maps to ensure alignment with delivery of instruction and meeting of IEP goals</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Two additional Professional Development periods for teachers per week, in order to provide time for cohort meetings</li> <li>• Matching of funds with district for purchase of Achieve 3000 for 50 site licenses</li> <li>• Provide PD on Achieve 3000 program implementation during cohort meetings and through coaching sessions by vendor professional developer</li> <li>• Purchase Interactive Read-Alouds Program materials</li> <li>• Purchase related books/libraries to support IRA Program</li> <li>• Provide PD for IRA Program during cohort meetings</li> <li>• Provide PD during cohort meetings on compiling data and supporting documentation for Data Binders, from ARIS and other sources, along with ongoing review of data archiving.</li> <li>• In month prior to report card, provide PD on Performance Series during cohort on accessing, scheduling, administering, and utilizing data to target instruction related to vocabulary</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Completed binder checklist and Binder Rubric relating to ELA assessments and record keeping reviewed with Data Coach and cohort team on a quarterly basis</li> <li>• Up to date data binders for targeted students, including, but not limited to, Performance Series results and corresponding learning objectives; Achieve 3000 results, including grade level and Lexile; IRA checklists, and appropriate learning goals and documentation checked quarterly using developed Accountability Checklist/Form</li> <li>• Sign in sheets and agendas for weekly cohort meetings</li> <li>• School-wide ongoing data collection calendar and related data checklists updated monthly and reviewed quarterly</li> <li>• Galaxy budget reflecting expenditures aligned with purchases of Achieve 3000, IRA, supporting instructional materials and related professional development costs discussed with administrative cabinet weekly</li> <li>• Charting of actual increases in vocabulary skills based on analysis of aggregate data at end of school year</li> <li>• Quarterly projected increase of 2.5% leading to achievement of 10% aggregate increase by end of school year</li> </ul>

**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 2010-11 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, PLA, 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):** ELA – Alternate Assessment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, grades K-3 alternate assessment students will show a 10% aggregate increase in expressive or receptive vocabulary as evidenced by performance on communication related items across the ABLLS assessment, GRTL, NYSAA ELA, and Citywide Speech Services (CSS) Communication Profile.</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>	<ul style="list-style-type: none"> <li>• Baseline data will be collected by classroom teachers using ABLLS and GRTL during first two weeks of school, or within two weeks of a student entering program</li> <li>• Data will be collected by classroom teachers using ABLLS three additional times, prior to each report card (December, March, June)</li> <li>• Data progress monitoring for GRTL, by Data Specialist in collaboration with classroom teacher, will occur in December and March, with assessment results aggregated in June</li> <li>• Using baseline ABLLS and GRTL data, appropriate AGLIs will be chosen by classroom teachers</li> <li>• Redesign of data binder system to facilitate both instructional coherence and consistency across sites and instructional categories</li> <li>• NYSAA (ELA) assessment administered October 2010 to February 2011</li> <li>• CSS Communication Profile will be completed by speech therapists twice yearly at the beginning and end of the school year</li> <li>• Coordinator of Collaborative School Culture will meet with each alternate assessment cohort weekly to mentor data processes, including implementing methods, documenting results, performing analysis, and utilizing data to guide targeted instruction</li> <li>• Monthly review during standardized assessment cohort meeting of: Core Standards and monthly Curriculum Maps to ensure alignment with delivery of instruction and meeting of IEP goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with</p>	<ul style="list-style-type: none"> <li>• Two additional Professional Development periods for teachers per week, in order to provide time for cohort meetings</li> <li>• Provide in-classroom support and coaching by trained P94 staff for ABLLS</li> </ul>

<p><i>specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>quarterly</b></p> <ul style="list-style-type: none"> <li>• <b>PD on NYSAA for involved staff, including using AGLIS to promote skills learning, and use of ARIS for obtaining assessment information</b></li> <li>• <b>Purchase of materials to support sensory, emotional, and academic goals</b></li> <li>• <b>Purchase of programmatic devices based on needs identified in CSS Profiles</b></li> </ul> <p><b>Continued on next page.</b></p> <ul style="list-style-type: none"> <li>• <b>Budget allocation for GRTL train- the- trainer PD, and costs associated with turn-keying PD to involved school-based staff</b></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <b>Up to date data binders for targeted students, including, but not limited to, ABLLS tracking data; GRTL tracking data, NYSAA results; and appropriate learning goals and documentation reviewed quarterly</b></li> <li>• <b>Completed CSS Profile for all alternate assessment students receiving speech services by end of December 2010</b></li> <li>• <b>Sign in sheets and agendas for weekly cohort meetings</b></li> <li>• <b>School-wide ongoing data collection calendar and related data checklists updated and reviewed quarterly</b></li> <li>• <b>Galaxy budget reflecting expenditures aligned with purchases of ABLLS materials, GRTL related services and material, as well as speech related programmatic devices discussed with administrative cabinet weekly</b></li> <li>• <b>Charting of actual increases in expressive or receptive vocabulary skills based on analysis of aggregate data at end of school year</b></li> <li>• <b>Quarterly projected increase of 2.5% leading to achievement of 10% aggregate increase by end of school year</b></li> </ul>

**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 2010-11 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, PLA, 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):** Math – Standardized Assessment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, grades 3-5 standardized assessment students will show a 10% aggregate increase in performance in number sense and operations as evidenced by performance across related items on Performance Series and Acuity Predictive Assessments.</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>	<ul style="list-style-type: none"> <li>• <b>Baseline data will be collected by classroom teachers using Performance Series during first two weeks of school, or within two weeks of a student entering program</b></li> <li>• <b>Redesign of data binder system to facilitate both instructional coherence and consistency across sites and instructional categories</b></li> <li>• <b>Data will be collected by classroom teachers using Performance Series three additional times, one prior to each report card (December, March, June)</b></li> <li>• <b>Acuity Predictive Assessments will be administered as per DOE calendar</b></li> <li>• <b>Coordinator of Collaborative School Culture will meet with each standardized assessment cohort weekly to mentor data processes, including implementing methods, documenting results, performing analysis, and utilizing data to guide targeted instruction</b></li> <li>• <b>Monthly review during standardized assessment cohort meeting of: Core Standards and monthly Curriculum Maps to ensure alignment with delivery of instruction and meeting of IEP goals</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>Two additional Professional Development periods for teachers per week, in order to provide time for cohort meetings</b></li> <li>• <b>Provide PD during cohort meetings on compiling data and supporting documentation for Data Binders, from ARIS and other sources, along with ongoing review of data archiving</b></li> <li>• <b>In month prior to report card, provide PD on Performance Series during cohort on accessing, scheduling, administering, and utilizing data to target instruction</b></li> </ul>

	<p><b>related to number sense and operations</b></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>	<ul style="list-style-type: none"> <li>• <b>Completed binder checklist and Binder Rubric relating to ELA assessments and record keeping reviewed with Data Coach and cohort team on a quarterly basis</b></li> <li>• <b>Up to date data binders for targeted students, including, but not limited to, Performance Series results and suggested learning objectives, Acuity Predictive results (including prior year), and appropriate learning goals and documentation checked quarterly using developed Accountability Checklist/Form</b></li> <li>• <b>Sign in sheets and agendas for weekly cohort meetings</b></li> <li>• <b>School-wide ongoing data collection calendar and related data checklists updated monthly and reviewed quarterly</b></li> <li>• <b>Galaxy budget reflects expenditures aligned with purchases of supporting instructional materials discussed weekly with administrative cabinet</b></li> <li>• <b>Charting of actual increases in number sense and operations based on analysis of aggregate data at end of school year for Performance Series, and year to year comparison for Acuity Predictive Assessments</b></li> <li>• <b>Quarterly projected increase of 2.5% leading to achievement of 10% aggregate increase by end of school year</b></li> </ul>

**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 2010-11 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, PLA, 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):** Math – Alternate Assessment

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, grades K-3 alternate assessment students will show a 10% aggregate increase in math performance as evidenced by applicable ABLLS learning skills, EQUALS assessments, and NYSAA Math scores.</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>	<ul style="list-style-type: none"> <li>• <b>Baseline data will be collected by classroom teachers using ABLLS and EQUALS during first two weeks of school, or within two weeks of a student entering the program</b></li> <li>• <b>Redesign of data binder system to facilitate both instructional coherence and consistency across sites and instructional categories</b></li> <li>• <b>Data will be collected by classroom teachers using ABLLS three additional times, prior to each report card (December, March, June)</b></li> <li>• <b>Data progress monitoring for EQUALS, by Data Specialist in collaboration with classroom teachers, will occur in December, March, and June</b></li> <li>• <b>Coordinator of Collaborative School Culture will meet with each alternate assessment cohort weekly to mentor data processes, including implementing methods, documenting results, performing analysis, and utilizing data to guide targeted instruction</b></li> <li>• <b>Monthly review during standardized assessment cohort meeting of: Core Standards and monthly Curriculum Maps to ensure alignment with delivery of instruction and meeting of IEP goals</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<ul style="list-style-type: none"> <li>• <b>Two additional Professional Development periods for teachers per week, in order to provide time for cohort meetings</b></li> <li>• <b>Provide in-classroom support and coaching by trained P94 staff for ABLLS and EQUALS quarterly</b></li> <li>• <b>PD on NYSAA for involved staff, including using AGLIS to promote skills learning</b></li> <li>• <b>Purchase of materials to support sensory, emotional, and academic learning</b></li> </ul>

<i>described in this action plan.</i>	<b>goals</b>
<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>	<ul style="list-style-type: none"> <li>• <b>Up to date data binders for targeted students, including, but not limited to, ABLLS tracking data, EQUALS, NYSAA results, and appropriate learning goals and documentation reviewed quarterly using developed Accountability Checklist/Form</b></li> <li>• <b>Sign in sheets and agendas for weekly cohort meetings</b></li> <li>• <b>School-wide ongoing data collection calendar and related data checklists updated monthly and reviewed quarterly</b></li> <li>• <b>Galaxy budget reflects expenditures aligned with purchases of supporting instructional materials discussed with administrative cabinet weekly</b></li> <li>• <b>Charting of actual increases in math performance based on analysis of aggregate data at end of school year</b></li> <li>• <b>Quarterly projected increase of 2.5% leading to achievement of 10% aggregate increase by end of school year</b></li> </ul>

**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 2010-11 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, PLA, 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):** Emotional Literacy – all students

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, there will be a decrease in inappropriate student behaviors as evidenced by a 25% increase in the numbers of students reaching a consistent Learning Goal Program rubric rating of 3 (independently) for emotional literacy tasks (e.g. plotting themselves on the Mood Meter), based on aggregate Learning Goal Program data collected at four points during the year</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>	<ul style="list-style-type: none"> <li>• <b>Baseline data will be collected by all teachers and related service providers using the Learning Goal data sheet during first two weeks of school, or within two weeks of student entering program</b></li> <li>• <b>Redesign of data binder system to facilitate both instructional coherence and consistency across sites and instructional categories</b></li> <li>• <b>Data will be collected by all teachers and related service providers using the Learning Goal Program (with an appropriate differentiated goal related to the mood-meter) three additional times, one prior to each report card (December, March, June)</b></li> <li>• <b>Coordinator of Collaborative School Culture will meet with all cohorts (standardized and alternate assessment) weekly to mentor data processes, including implementing methods, documenting results, performing analysis, and utilizing data to guide targeted instruction</b></li> <li>• <b>Design and implement Emotional Literacy games and activities for all students to be used during a weekly celebration for: a) all alternate assessment students, and b) for standardized assessment students who have earned participation based on their behavior</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS</p>	<ul style="list-style-type: none"> <li>• <b>Two additional Professional Development periods for teachers per week, in order to provide time for cohort meetings</b></li> <li>• <b>Professional Development support from District 75</b></li> <li>• <b>Purchase of materials to support sensory, emotional, and academic, learning</b></li> </ul>

<p><i>and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Continued on next page.</b></p> <ul style="list-style-type: none"> <li>• <b>goals associated with Emotional Literacy (e.g. <i>Learning to Get Along Series</i>)</b></li> <li>• <b>Provide in-classroom support and coaching by trained P94 staff for Emotional Literacy</b></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <b>Completed Learning Goal Program sheets, including data sheet, teacher reflection, and student self-reflection for EL tasks based on Learning Goal Program data timeline/cycle; reviewed with data coach and cohort teams on a quarterly basis</b></li> <li>• <b>Sign in sheets and agendas for weekly cohort meetings</b></li> <li>• <b>School-wide ongoing data collection calendar and related data checklists reviewed monthly and updated quarterly</b></li> <li>• <b>Galaxy budget reflects expenditures aligned with purchases of supporting instructional materials discussed weekly with administrative cabinet</b></li> <li>• <b>Charting of actual increases in mood meter utilization based on analysis of aggregate data at end of school year, collected by external coach using District tracking for EL program improvement</b></li> <li>• <b>Distribution of developed Calendar of Emotional Literacy related activities for students and staff on a monthly basis</b></li> <li>• <b>Quarterly projected increase of 6.25% leading to achievement of 25% increase by end of school year</b></li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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



**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	44	44	N/A	44	6	N/A	7	N/A
1	20	20	N/A	20	3	N/A	8	N/A
2	26	26	N/A	26	1	N/A	10	N/A
3	32	32	N/A	32	1	N/A	19	N/A
4	27	27	N/A	27	4	N/A	11	N/A
5	34	34	N/A	34	10	N/A	10	N/A
6	13	13	N/A	13	8	N/A	1	N/A
7	10	10	N/A	10	7	N/A	0	N/A
8	8	8	N/A	8	3	N/A	0	N/A
9								
10								
11								
12								

**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.
- 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Foundations (Wilson) grade levels K-3: print knowledge, alphabet awareness, phonological awareness, Phonemic awareness, decoding, spelling, handwriting, vocabulary development, critical thinking and speaking/listening skills.</b></li> <li>• <b>Wilson- grade levels 4-8: decoding encoding and sight word fluency, vocabulary, oral expressive language development, comprehension.</b></li> <li>• <b>Month by Month Phonics- grade levels K-3: Systematic, Multi level monthly instruction of phonics / word work.</b></li> <li>• <b>Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) Grade levels K-8: The primary purpose of the curriculum to teach functional age appropriate skills within school and non-school settings and to base instruction on the systematic evaluation of student’s progress.</b></li> <li>• <b>Interactive Read Alouds- Teacher directed lessons that are designed to increase receptive language skills and comprehension of students. All of the books are provided.</b></li> <li>• <b>Handwriting Without Tears- grade levels K-5: Teaches students handwriting techniques that will make handwriting an automatic and natural skill.</b></li> <li>• <b>Vizzle - grade levels K-8: Web based program with teacher created lesson plans and learning activities to increase students reading abilities.</b></li> <li>• <b>Achieve 3000-grade levels K-8 Web based program, students read current event articles, practice vocabulary, writing and comprehension skills. On line summative assessment tool to differentiate language arts instruction based on each student’s Lexile level. Each student receives an assignment that is automatically tailored to his/her reading level that can include high interest low reading level format.</b></li> <li>• <b>Brain POP- grade levels K-8 web based video series that includes all content areas of instruction. Provides enrichment that supplements the content areas.</b></li> <li>• <b>Emotional Literacy Education- grade levels K-8: To teach recognition and expression of emotional literacy words through context of ELA.</b></li> </ul>

<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Everyday Math Games – grade levels K-5: drilled exercises aimed primarily at building fact and operations skills.</b></li> <li>• <b>EQUALS- grade levels- K-8 – Curriculum based program that gives students concrete connections to learning and solving math problems.</b></li> </ul>
<b>Science:</b>	<b>N/A</b>
<b>Social Studies:</b>	<b>Achieve 3000-grade levels K-8: Web based program that teaches literacy development through current events articles, reading comprehension, writing skills and vocabulary. On line summative assessment tool, differentiates language arts instruction based on each student’s Lexile level. Each student receives an assignment tailored automatically and precisely to his or her reading level that can include high interest and low reading level format.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Guidance counselor serves mandated students with direct contact in weekly individual or group sessions. Guidance counselor also implements positive behavior supports program, emotional literacy education and social skills instruction.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Social Worker serves mandated students with direct contact in weekly individual or group sessions. Social workers also implement positive behavior supports program, emotional literacy education and social skills instruction.</b>
<b>At-risk Health-related Services:</b>	<b>N/A</b>

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## **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 (2010-2011) Language Allocation Policy to this CEP.

**Members: Ronnie Shuster -Principal**  
**Makini Velazquez-ESL teacher**  
**Susan Cruz- Assistant Principal**  
**Halima Butler-Parent Coordinator**

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P94 is a District 75 school that services Kindergarteners to eight graders [K-8]. P94M has a freestanding [self-sustaining] ESL Program. The student population is currently 217: 2% American Indian or Alaskan Native; 11% White; 43% Spanish; 37% African American; 13 % Asian or Pacific Islander with a total of 83% males and 17% females. P94M has 45 English Language Learners (ELL) students and two certified ESL teachers. Of the 45 students [20.74%], 12 students are Standardized Assessment and 33 students are Alternate Assessment; Of the 33 Alternate Assessment students, 18 are X-coded and therefore served as per their IEPs. Currently, P94M has two fully certified ESL teachers who follow a combination of push-in and pullout models of ESL instruction. English Language acquisition is emphasized in all academic areas including alternate classrooms. The percentage of ELL's are identified in kindergarten to 8<sup>th</sup> grade, from their academic abilities, IEP recommendations, tests scores, visual impairment, and mode of communication.

The school identifies ELLs by their IEP indication and by new admits [the two [2] ESL teachers administer the LAB-R assessments to students that are new to the country or state or students who do not have an HLIS in their IEP file]. The ESL teachers in conjunction with the parent coordinator conducts outreach with the parents of our ELLs to ensure that their child receive the appropriate services as per their HLIS survey results. P94M ESL teachers administer the HLIS as soon as the student is admitted and or if they are admitted without this documentation from CSE. However, within ten [10] days of school the ESL teachers are directed to administer the LAB-R to those students. Parents are told the outline of the program and the resources they may need in addition to then contacting the school for additional information. Entitlement and re-entitlement letters, parent survey, and program selection are mailed to the parents as well as sent home in students' communication notebooks. Additionally, teachers use parent teacher conferences to give additional letters and speak to the parents who attend. Parents are notified upon completion of the LAB-R results, the parent survey results, and the identified ELLs as evidenced by the documented service in the students' IEP.

The ESL teachers review the past year New York State, English, as a Second Language Achievement Test [NYSASLAT]. Next they disaggregate the data as per the modalities [Reading, Writing, and Speaking] to look for trends [student's strength and weaknesses] to inform future instruction. P94M administers the NYSESLAT is given once a year. The structures that are in place at P94M to ensure that each identified student receives the appropriate service as per their options of instructional programs relies on the CSE meeting that is held between the CSE and the parent. Our 45 ELL students, the entitled ELL students [27 in total] are graded as follows: (5) Kindergarten, (2) first grade, (4) second grade, (6) third grade, (5) fourth grade, (2) fifth grade, and (2) sixth grade; and the X-Coded students are divided

into the following grades: (1) first grade, (3) second grade, (3) third grade, (2) fourth grade, (3) fifth grade, (4) seventh grade, and (2) eighth grade. Of the identified 27 entitled ELL students: 19 are ESL and 8 are bilingual as per the Individual Educational Plan recommendations. The X-Coded students, which accounts for 18 students, are all coded as monolinguals. Students in Alternate Placement settings are taught by teachers using ESL strategies with support services and have a paraprofessional that speak the student's native language. Books in student's native languages are also available in the classroom libraries for reading. As evidenced by the NYSESLAT scores, a combination of both entitled and x-coded students are represented as follows: 31 beginners; six [6] intermediate, one [1] advanced, and seven [7] no score at this time. The NYSESLAT scores are evidenced in the domains of listening and speaking and reading and writing.

As evidenced by the NYSESLAT scores P94M currently has 37 beginners, 6 intermediate and 2 advanced. Of the 18 X-Coded 13 are identified as beginners, 4 intermediate, and 1 advanced. The NYSESLAT scores are evidenced in the domains of listening and speaking and reading and writing. Of the standardized students, seven [7] students range from K- 3rd grade; the other five [5] students are identified as holding level one [1] in ELA and Math including level 1 for science and social studies for one student grade six [6]. The 33 Alternate Assessment students identified ELLs took the NYSAA and scored as follows: One student scored level 1 in math. Four [4] students scored level 3 in ELA; two [2] level 3 in Math; one [1] level 3 in Science and one [1] level 3 in Social Studies. Ten [10] students scored level 4 in Math; eleven [11] level 4 in Math; nine [9] level 4 in Science; and three [3] level 4 in Social Studies. The remaining students did not take the NYSAA Assessments because they are in K-3<sup>rd</sup> grade for the current school year, which indicates that they were not at a testable age when the test was administered.

All ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students and 2 units of ESL for beginning/intermediate students. The ESL teacher uses the Intensive English Program by Santillana with all standardized assessment students. The program includes many scaffolding techniques such as: modeling, bridging, and contextualization. This program links oral language to reading and writing skills. Activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments such as math literacy, social studies, science, and literature. The program also includes other techniques to encapsulate both structure and process, weaving together several levels of pedagogical support, from macro-level of planning of curricula over time to micro-level moment-to-moment scaffolding and the contingent variation of support responsive to interactions as they unfold.

Additionally, P94M utilizes techniques such as: modeling –where students will be give clear examples of what is requested of them for imitation; bridging –students will learn new concepts and language that are firmly built on previous knowledge and understanding; contextualization –students will be provided with contextualization by creating analogies based on students' experiences; schema building –the teachers will promote schema building in anticipation of the topic introduced to focus the learners' attention on important aspects of the information to come; and re-presenting text – students are invited to begin the appropriation of new language by being engaged in activities that require the transformation of linguistic constructions found modeled in one genre into forms used in another genre. The content areas are concepts in various social settings and academic environments' such as math literacy, social studies, science, and literature. The content area scores are indicative of the total number of students tested. Of the standardized testable ELL's, three students took the standardized assessment. The results are as follows: All three students obtained level 1 in ELA and Math. The assessment results are based on the 2009-2010 scores. The Alternate Assessments ELL students scored within the range of levels 3 to 4 on the ELA, Math, Social Studies and Science New York State Alternate Assessment (NYSAA) test. The assessment results are based on the 2009-2010 scores.

Additionally, technology, multicultural activities and multi-sensory ESL materials are utilized throughout instruction for ELLs. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to entice the students taste/style in reading.

The ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The underlying goal is to provide a school-wide program of support with strong goals and an increase focus in differentiated instruction. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day. Teachers are taught “how to” utilize data from formative and summative assessments to modify and intensify the English language development. English Language Arts (ELA) follows the NYC Balanced Literacy Program and the Teachers College Model along with the appropriate language development supports. The ESL program is standards-driven: the program follows the New York State ESL/ELA and content area standards ensuring that all students meet the requirements for state and local assessment. P94’s goal is to afford all students an equal opportunity to a successful education and provide them with the tools needed to function in the community; hence the ESL instruction incorporates ESL strategies to facilitate P94’s goals in all areas, including behavioral.

Newcomers, SIFE, Transition Plan, Long-Term ELLs: Currently we have no Newcomers or SIFE students. However if we are presented with newcomers and SIFE students, there are systems in place such as pairing them with other students to facilitate the buddy-system to increase social skills; in addition to developing the initial literacy in native language, and to provide a nurturing environment to facilitate language production. These students will also receive one to one tutoring and instruction utilizing a variety of methodologies that address the New York State Alternate Assessment (NYSAA). Transition Plan: students no longer requiring Bilingual or ESL services according to the IEP will be supported for one year with ESL services. Long term ELL students are supported through: AIS, Instructional Technology, and alternate placement educational assistants. Students who have received an extension of services are also provided these supports.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5      Number of Students to be Served: 20      LEP X      Non-LEP     

Number of Teachers 3      Other Staff (Specify) 1 Supervisor and 4 paraprofessionals

**School Building Instructional Program/Professional Development Overview****Section II. Title III, Part A LEP Program Narrative**

**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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P94 has a freestanding [self-sustaining] ESL Program. The student population is currently 217: 2% American Indian or Alaskan Native; 11% White; 43% Spanish; 37% African American; 13 % Asian or Pacific Islander with a total of 83% males and 17% females. P94M has 45 English Language Learners (ELL) students. Of the 45 students, 12 students are Standardized Assessment and 33 students are Alternate Assessment; Of the 33 Alternate Assessment students, 18 are X-coded and therefore served as per their IEPs. Currently, P94M has two fully certified ESL teachers who follow a combination of push-in and pullout models of ESL instruction. English Language acquisition is emphasized in all academic areas including alternate classrooms. The percentage of ELL's are identified in kindergarten to 8<sup>th</sup> grade, from their academic abilities, IEP recommendations, tests scores, visual impairment, and mode of communication.

All ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students and 2 units of ESL for beginning/intermediate students. The ESL teacher uses the Intensive English Program by Santillana with all standardized assessment students. The program includes many scaffolding techniques such as: modeling, bridging, and contextualization. This program links oral language to reading and writing skills. Activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments such as math literacy, social studies, science, and literature.

This year P94M will be conducting a supplemental language-based instructional program for our ELL population. Under Title III, Part A, of NCLB, the program will serve a total of 20 ELL students during the 2010-2011 school year. P94M Learning English Through Social Studies [LETSS] program will be implemented to support language development, high academic achievement in Social Studies, literacy and technology for low performing ELL students. Technology will be incorporated into the instructional program to help ELL students attain English proficiency while meeting NY State academic achievement standards: Standard 1: Students will listen, speak, read, and write in English for information and understanding; Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression; Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction; Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

The program will include 20 students whose IEP indicates BIS and ESL. The LETSS program will be divided among three groups (two 6:1:1 and one 8:1:1 class) that will include three ESL certified teachers and four bilingual paraprofessionals. The bilingual paraprofessionals are fluent in Cantonese and Spanish and will be hired to reflect the native languages of our students. We will decide what languages will be required based on the enrollment of our students in the LETSS program. The native languages of our students are as follows: Spanish, Cantonese/Mandarin, Arabic, and Japanese. All classes will consist of students within grades 2-5. These students have been targeted because they have not met proficiency with regard to their 2009-2010 NYSESLAT reading and writing scores.

As evidenced by the NYSESLAT scores P94M currently has 37 beginners, 6 intermediate and 2 advanced. Of the 18 X-Coded 13 are identified as beginners, 4 intermediate, and 1 advanced. The NYSESLAT scores are evidenced in the domains of listening and speaking and reading and writing. Of the standardized students, seven [7] students range from K- 3rd grade; the other five [5] students are identified as holding level one [1] in ELA and Math including level 1 for science and social studies for one student grade six [6]. The 33 Alternate Assessment students identified ELLs took the NYSAA and scored as follows: One student scored level 1 in math. Four [4] students scored level 3 in ELA; two [2] level 3 in Math; one [1] level 3 in Science and one [1] level 3 in Social Studies. Ten [10] students scored level 4 in Math; eleven [11] level 4 in Math; nine [9] level 4 in Science; and three [3] level 4 in Social Studies. The remaining students did not take the

NYSAA Assessments because they are in K-3<sup>rd</sup> grade for the current school year, which indicates that they were not at a testable age when the test was administered.

Although the data supports successful outcomes as evidenced in the 2010-2011 NYSAA scores, students are still having problems when presented with reading, writing, speaking and listening assessments [NYSESLAT]. These students have severe cognitive developments that preclude them from showing continuous progress. Hence, the use of alternative assessments such as: ABLLS-R, informal assessments, observations, and teacher made checklists are used. The same assessments will be applied to the Title III program as well.

The pedagogical practice implemented for the ELLs include both the push-in and pull-out model. Support for ELLs and content area instruction is evidenced in ongoing collaborative work with classroom teachers through the implementation of ESL strategies, for example, scaffolding (modeling, bridging, schema building, contextualization, text representation and meta-cognitive development); total physical response and CALLA. Moreover, various learning styles within a multisensory approach and use of multi-cultural materials that reflect the culture of our students are utilized. Technology and the use of augmentative devices are used to provide language instruction for our students. All instruction is aligned with ESL, ELA and content area standards and performance indicators for our Standardized Assessment students, as well as, the AGLIs for our Alternate Assessment students. In addition, to ESL instruction students receive the following related services: Speech therapy, Occupational therapy, Physical therapy and Counseling. The school also works collaboratively with QCPC, which is an intensive day treatment program that provides on-site support for our students and their parents.

The Title III program is a supplemental instructional program that will take place for five [5] consecutive Saturdays, starting March 5<sup>th</sup>, 2011 to May 28<sup>th</sup>, 2011, omitting holidays, from 9:30 AM to 1:30 PM and two sessions which will begin at 11 AM and end at 2 PM for field trips. These sessions will be in addition to the five [5] four hour Saturdays sessions for a total of 26 instructional hours. The program will be comprised of three ESL certified teachers, one Assistant Principal, and four bilingual paraprofessionals, one of which is a Cantonese speaking alternate assessment paraprofessional [APP]. The goal of the Title III Program is to have students learn English through Social Studies using the four modalities: Reading, Writing, Listening, and Speaking within the Social Studies Core curriculum for grades 2-5. The following units will be addressed: New York City Over Time, Case Studies for a Community in Africa, Asia, South America, the Caribbean, Middle East, Europe, or Southeast Asia (addressing the population of our immigrant students), and Three Worlds Meet. The concepts that will be targeted during the program are: change, culture, needs and wants.

The standards addressed will be- Social Studies Standards 1: History of the United States and New York, Standard 2: World History, and Standard 3: Geography. The focus for the ELA Standards for grades 2-5 will be - Standard 1: Students will listen, speak, read, and write for information and understanding; Standard 2: Students will listen, speak, read, and write for literary response, and expression; Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation; and Standard 4: Students will listen, speak, read, and write for social interaction. Additionally, the use of educational resources from the Internet and new media will be employed to enrich ESL instruction for all categories of students targeting the individual learning styles and intelligences. The use of technology will be incorporated into the ESL, ELA and Social Studies content area.

The final product will consist of students creating books to discuss their heritage, culture, history, experience, and assimilation into the American culture. The students will learn to use Flip cameras to take pictures and short videos of their neighborhood. They will also attend trips to cultural neighborhoods, such as: China Town, Little Italy, Korea Town, Spanish Harlem, Washington Heights, etc., and museums.

Students will learn “How to” document their experience using the cameras; their pictures will be used as illustrations for their bookmaking projects; and their videos will catalog their experiences. The Arts Connection Program will be invited to conduct a bookmaking workshop. Moreover, we will document the Title III experience using iphoto (or other media software program) to create a slide show presentation that will also record the voices of our students talking about their experience. This will demonstrate their proficiency in English and each family will get a copy of the slideshow in CD format.

Padron and Waxon 1996 indicate that instruction is effective when it is hands-on, challenging, multi-sensory, thematic, connected to students’ cultures, and provides multiple challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English. Lee 2000 agrees with Padron and Waxon, 1996 that through technology, LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, extend their language skills, and not be embarrassed for not knowing answers. Hence technology will meet our ELL students’ needs, increase their autonomy, allow for more responsibility, promote equal opportunities in an early nonsexist environment, encourage student cooperation with peers, and encourage them to make decisions (Burgess & Trinidad, 1997).

The academic success of LEP students is a responsibility shared by all educators, their families, and the community. Language minority students and ELLs in particular, are considerably more likely to succeed when the parents participate in their education by helping with homework, attending school events, conferring with teachers, serving as volunteers, or participating in school governance (Berm & Muez, 1996; Tse, 1996). Likewise, when communities become active participants, they assist ELLs in overcoming academic, emotional, and physical challenges.

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

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The ESL teachers will collaborate to conduct the professional development that will be afforded to teachers for their edification and also for the bilingual paraprofessionals participating in the after-school program. They will be equipped with tools to target instruction, identify deficient skills. They will learn scaffolding techniques to teach differentiated instruction. Professional development will take place for five one hour instructional sessions. They will be held every other Wednesday from 3:30-4:30 starting on February 2<sup>nd</sup>, 2011, excluding holidays. The teachers providing services to ELLs will have an opportunity to discuss and present current research for ELLs, best practices in ESL using up-to-date technology, strategies and materials for ESL instruction, NYS-ESL standards, NYSESLAT, instructional strategies, alignment to core curriculum, balanced Literacy for ELLs, and the teaching of ESL through Social Studies.

The PD Team, which includes an Assistant Principal, three ESL Teachers, and four paraprofessionals will work collaboratively to plan and coordinate activities to provide a two-tier approach for staff development. On one level, the Title III Team will work to strengthen their knowledge base in teaching the Content Areas, using ESL methodologies and making language connections with technology. The second level, which will be implemented concurrently, will focus on effective practices in the delivery of instruction in the ZLETSS program. Professional development activities will be used to support ELLs with English, and high academic achievement in Social Studies. These sessions will serve to be a venue for addressing Limited English Proficient (LEP) students’ needs to reach the NCLB goal of academic

proficiency, specifically where many students are not proficient in the English language and need additional support to achieve their highest level. Having high-quality teachers and involved parents are two key factors that will help these students achieve proficiency.

### **Description of Parent and Community Participation**

P94M is an essential part of the Lower East Side community to many of our students and their families. Parents of our ELLs are coming from culturally diverse backgrounds speaking five [5] different languages: Spanish, Cantonese, Mandarin, Arabic, and Japanese. All parent activities under Title III program will be offered concurrently with the LETSS Program, and parents will be invited to attend the program with their children. To familiarize parents with the program, schedule, and instructional goals the Title III Sample Letter will be sent out to parents with school specific information describing our LETSS program. All informational materials will be sent home in English as well as translated into community languages. The ESL teachers will deliver the parent orientation, which will be held on Wednesday January 26<sup>th</sup>, 2011 for 60 minutes beginning at 3:30 and ending at 4:30 pm. Our ESL teachers are also bilingual and they will be there to interpret for the parents.

At the parent orientation, parents will be provided with the class schedule, the instructional methods that will be used in teaching each unit, how individual differences will be addressed in the classroom, the follow-up homework to be assigned, and how parents can best help with the homework. We expect 20 parents to be in attendance at the parent orientation. The bilingual paraprofessional and ESL teachers will be able to interpret in Cantonese and Spanish. In addition there will be two parent workshops, which will be held on Saturday April 9<sup>th</sup> and 16<sup>th</sup>, 2010 from 9:30 AM to 1:30 PM. The parent workshops will be held by our Parent Coordinator for about 20 parents at no cost to the Title III program, while the students attend the LETSS program. The bilingual paraprofessionals working in the program will be available for translation.

Project funds will be used for transportation, materials, supplies, and refreshments at the two [2] parent meetings. The purpose of these meetings is to keep parents informed about program goals and activities, discussion and recommendations, and to disseminate information and obtain parent input. During these meetings parents will be able to familiarize themselves with educational technology, so that they can engage and connect their technology skills to their children's educational outcomes. Parents will also have an opportunity to learn about Picture Exchange Communication Systems [PECS] and create picture symbols and schedules to be used at home for routine activities.

Parents will be invited and strongly encouraged to volunteer in LETSS. They will collaborate with their children and the teacher to engage in computer activities such as writing narratives, conducting small-scale research projects, taking photographs, videos and bookmaking activities. Parents will also be invited to attend field trips with their children to cultural neighborhoods and museums visits, as well as the bookmaking workshops.

**Section III. Title III Budget**

School:  P94M  BEDS Code:  307500-7500011094

Title III LEP Program  
School Building Budget Summary

Allocation Amount

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p><b>Professional salaries</b> <b>(schools must account for fringe benefits)</b></p> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<p><b>\$9771.72</b></p>	<p><b>PROFESSIONAL STAFF:</b> <b><u>Instructional After School Program:</u></b> (3 Teachers x 5 Saturdays x 4 hrs + 3 teachers x 2 Saturdays x 3 hrs) x \$49.89 = <b>\$3891.42</b></p> <p>(1 supervisor x 5 Saturdays x 4hrs + 1 supervisor x 2 Saturdays x 3 hrs) x \$52.21 = <b>\$1,357.46</b></p> <p>(4 paraprofessionals x 5 Saturdays x 4 hrs + 4 paraprofessionals x 2 Saturdays x 3 hrs) x \$28.98= <b>\$3,013.92</b></p> <p><b><u>Professional Development:</u></b> 3 teachers x 5 days x 1 hour per day x \$49.89 to deliver PD= <b>\$748.35</b> 4 paraprofessionals x 5 days x 1 hr per day x 28.98 = <b>\$579.60</b></p> <p><b><u>Parental Involvement:</u></b> 1 Parent Coordinator x 5.5 hrs. = \$0 as she will be working for comp time. 2 teachers for first parent meeting x 1 hr x \$49.89 = <b>\$99.78</b> 1 supervisor for the first parent meeting x 1 hr. x \$52.21= <b>\$52.21</b> 1 paraprofessional [Cantonese] x 1 hr x 28.98 = <b>\$28.98</b></p>
<p><b>Purchased services</b></p> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	<p><b>\$1570.00</b></p>	<p>Book-Making Workshop: Arts Connection</p>
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- must be supplemental</li> <li>- Additional curricula, instructional materials and educational software. Must be listed</li> </ul>	<p><b>\$2,431.60</b></p>	<p><b>SUPPLIES AND MATERIALS:</b> <b><u>For Instructional Program</u></b></p> <ul style="list-style-type: none"> <li>• Laminating paper 12 boxes x \$25.00 = <b>\$300.00</b></li> <li>• 3 color ink cartridges x \$220 = <b>\$660.00</b></li> <li>• 6 flip cameras x 240.00 = <b>\$1,440.00</b></li> <li>• Pack of 100 Blank DVD = <b>\$31.60</b></li> </ul>

<b>Travel</b>	<b>\$720.00</b>	<p><b>For Instructional Program:</b>  <b>Metro Cards:</b>  20 students x 5 Saturdays x \$4.50 round trip = <b>\$450.00</b></p> <p><b>For Parental Involvement: Metro Cards:</b>  20 parents x 3 parent meetings x \$4.50 round trip = <b>\$270.00</b></p>
<b>Other [Food]</b>	<b>\$506.68</b>	<p><b>For Instructional Program:</b>  5 instructional sessions x \$20.00 for snacks each session = <b>\$100.00</b>  5 instructional sessions x 20 students at \$3.00 for lunch each session = <b>\$300.00</b></p> <p><u>For Parent Involvement:</u>  3 parent meetings x \$35.56 for snacks each meeting = <b>\$106.68</b></p>
<b>TOTAL</b>	<b>\$15,000.00</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.

100% of the New York State Alternate Assessment parent survey is distributed to parent in their native language. On-going notes and correspondence is done by school staff as needed. P94M is aware of these services and has shared this information with staff and parents/guardians. Language cards are visible throughout the school and parents feel supported by the mode of communication the school informs them of events as evidenced by the success of our communication. P94M is compliant in referring information to be translated through translation services and found out that the turn-a-round time is not always practical. Parent feedback was not positive; they communicated that they could not read/understand the information. Therefore, it is evidence that although parents understands spoken communication in their native language available through on-site interpretation services, they have difficulties understanding written communication – most parents complained culturally, the dialect in which the information was translated was not clear to them- the meaning is confusing. P94M will make continue to use the translations services but additionally, we will continue to use on-site services since statistically this has proven to be more successful. P94M translates information to parents < 80% of the day using on-site interpretation services. P94M utilizes the expertise of the paraprofessionals, secretary, ESL teachers, and classroom teachers during French, Croatian, Spanish, Cantonese, and Mandarin translations. On some occasions, P94M has utilized the family support services agent at DOE regional office to translate information to the parent in French and Croatian when the paraprofessional is absent.

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.

P94M communicates to parents/guardian on a daily basis and on scheduled appointments, annual reviews and triennials. P94M have found that on-site oral interpretation services are more acceptable and warranted by/for our parents on the premise that they do not understand the mode of communication due to the fact that the element of meaning is not understood (for example bus in Spanish is autobus but parents understand la guagua). At this time the written mode of communication needs to be communicated to the translation services department for possible tweaking. The school will have to be consistent in the written work sent to translation services. The work must be written in plain language. P94M's main objective is to make communication accessible to all non-English speaking parents/guardians consistent, understandable, and in a timely manner.

Most of the universal forms that require translating are accessible on the DOE website and the New York State website. However, if needed, all other translation services must be prepared in advance and sent to translation services for quick turn-a-round. P94M also received parent information documents in the beginning of the school year in languages other than English, which was distributed to parents by the Parent Coordinator. The parent coordinator needs to be more active in the utilization of these services. Although most of the work is sent to the parent office at the district, P94M will need to also send documents to translation services. Administration at P94M needs to be more vigilant in accessing the over-the-phone interpretation services after school hours at (718)-752-7373 x4 when there are parent calls to be made and/or received that warrants a response.

Staff was informed of these services during our professional development meeting. They were also given the DOE websites. Parents were informed during parent meetings, on curriculum night, on parent teacher conference night, telephone communication, and through their support services, if applicable.

## **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.

P94M will make all attempts to be concise and specific in the written work sent to translation services. Conversations with parents, school personnel, and the parent office at the district regarding different cultural ideologies, dialect and misconceptions as they pertain to language will be discussed prior to the delivery of services. Meanwhile, P94M will continue to translate via telephone using in-house school staff. P94M's objective is having the ability to include all parents in their child's progress, the school's mission/vision, changes directly related to their child's educational instruction and well being, change in services (if applicable), report cards, daily correspondence, and emergencies regardless of the mode of communication.

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.

P94M will continue to use in-school staff to translate information to parents and personnel directly related to the student's per parent's request. The organization will be utilizing over-the-phone services after school hours to inform parents of immediate meeting(s) following their child's school day, incident issues, accident (if applicable), or any other school related information.

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>.

P94M organization is fully aware of the interpretation services afforded by the translation interpretation unit. The organization has by no means used these services at City-wide events or suspension hearing in the past. Designated staff members were sent to represent the organization and assist the parent during suspension hearings proceedings that were affluent in the student's native language.

Written communication afforded by the translation services is currently at halt for the P94M organization until the organization finalizes "how to" meet the needs of parents who speak a language other than English; the goal is to have the receiver understand the message to its entirety without making assumptions and/or conclusions. The P94M organization is aware that these services are very important but at this time prefers to translate orally using in-school staff because the meaning within the message is lost due to inconsistencies in word usage as it pertains to a culture when the translation services is utilized. These findings support the organization initial concerns regarding the interpretation and meaning of the messages that were translated. P94M organization understands that each culture receives information differently due to the dialect used in the regional area of their country of origin and as a school; it is incumbent on us to seek out these inconsistencies and make every attempt to address the situation for all stakeholders involved. The organization will continue to use the translation services as soon as these inconsistencies are identified. Meanwhile the organization will continue to use in-school services and the parent office at the district office to translate information for parents.

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

**N/A**

**THIS IS NOT A TITLE I SCHOOL**

*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**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, 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 compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local						
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#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**N/A**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

**N/A**

*All SURR schools must complete this appendix.*

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

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

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

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

## APPENDIX 7: 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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **5**
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 students are eligible to attend any programs run through the STH units at the ISC.**

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. M094						
<b>District:</b>	75	<b>DBN:</b>	75M094	<b>School</b>		307500011094	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	9	8	13				
Grade 1	26	11	17	<b>Student Stability - % of Enrollment:</b>			
Grade 2	16	7	11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	21	14	16			75.1	89.0
Grade 4	22	29	16				
Grade 5	26	22	19	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	9	2	5	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	16	2	2		38.3	0.0	NA
Grade 8	5	4	2				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	8	9
Grade 12	0	0	0				
Ungraded	57	103	118	<b>Recent Immigrants - Total Number:</b>			
Total	207	202	219	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	207	202	0	Principal Suspensions	25	8	8
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	6	7	3
Number all others	0	0	213				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	63	63	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	58	59	0
# receiving ESL services only	15	17	TBD	Number of Educational Paraprofessionals	25	26	0
# ELLs with IEPs	8	26	TBD				
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	58.7	52.4	0.0
				% more than 5 years teaching anywhere	49.2	49.2	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	86.0	0.0
American Indian or Alaska Native	1.4	4.0	2.3	% core classes taught by "highly qualified" teachers	82.7	85.3	0.0
Black or African American	33.8	36.6	36.5				
Hispanic or Latino	50.7	45.5	42.9				
Asian or Native Hawaiian/Other Pacific	5.3	5.0	6.4				
White	8.7	8.9	11.9				
<b>Male</b>	82.1	82.2	82.6				
<b>Female</b>	17.9	17.8	17.4				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	51.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	4.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Network 2</b>	District <b>75</b>	School Number <b>94</b>	School Name <b>94M</b>
Principal <b>Ronnie Shuster</b>		Assistant Principal <b>Susan Cruz</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Makini Velazquez/ESL</b>		Guidance Counselor <b>N/A</b>	
Teacher/Subject Area		Parent <b>N/A</b>	
Teacher/Subject Area <b>N/A</b>		Parent Coordinator <b>Halima Butler</b>	
Related Service Provider <b>N/A</b>		Other <b>N/A</b>	
Network Leader <b>Stephanie McCaskill</b>		Other <b>N/A</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

### C. School Demographics

Total Number of Students in School	<b>217</b>	Total Number of ELLs	<b>45</b>	ELLs as Share of Total Student Population (%)	<b>20.74%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The school identifies ELLs by their IEP indication and by new admits [the ESL teachers administer the LAB-R assessments to students that are new to the country or state or students who do not have an HLIS in their IEP file]. The ESL teachers in conjunction with the parent coordinator conduct outreach with the parents of our ELLs to ensure that their child receive the appropriate services as per their HLIS survey results. Parents are told the outline of the program and the resources they may need in addition to then contacting the school for additional information. Entitlement and re-entitlement letters, parent survey, and program selection are mailed to the parents as well as sent home in students' communication notebooks. Additionally, teachers use parent teacher conferences to give additional letters and speak to the parents who attend. Parents are notified upon completion of the LAB-R results, the parent survey results, and the identified ELLs as evidenced by the documented service in the students' IEP.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6\* 7\* 8\* 9● 10● 11● 12●

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	4	4	3	5	5	3	3							27
<b>Total</b>	4	4	3	5	5	3	3	0	0	0	0	0	0	27

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	45
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	39		39	6						45
<b>Total</b>	<b>39</b>	<b>0</b>	<b>39</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	5	6	4	3	2	3						31
Chinese	1			1	2	3	1	1	1					10
Russian														0
Bengali			1											1
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1									2
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

All ELL students receive the required units as per CR Part 154, 1 Unit of ESL and ELA for advanced students and 2 units of ESL for beginning/intermediate students. The ESL teacher uses the Intensive English Program by Santillana with all standardized assessment students. The program includes many scaffolding as both structure and process, weaving together several levels of pedagogical support, from macro-level of planning of curricula over time to micro-level moment-to-moment scaffolding and the contingent variation of support responsive to interactions as they unfold. Techniques of scaffolding such as: modeling –where students will be give clear examples of what is requested of them for imitation; bridging –students will learn new concepts and language that are firmly built on previous knowledge and understanding; contextualization –students will be provided with contextualization by creating analogies based on students’ experiences; schema building –the teachers will promote schema building in anticipation of the topic introduced to focus the learners’ attention on important aspects of the information to come; and re-presenting text – students are invited to begin the appropriation of new language by being engaged in activities that require the transformation of linguistic constructions found modeled in one genre into forms used in another genre. The content areas are concepts in various social settings and academic environments’ such as math literacy, social studies, science, and literature. The content area scores are indicative of the total number of students tested. Of the standardized testable ELL’s, three students took the standardized assessment. The results are as follows: All three students obtained level 1 in ELA and Math. The assessment results are based on the 2009-2010 scores. The Alternate Assessments ELL students scored within the range of levels 3 to 4 on the ELA, Math, Social Studies and Science New York State Alternate Assessment (NYSAA) test. The assessment results are based on the 2009-2010 scores.

Additionally, technology, multicultural activities and multi-sensory ESL materials are utilized throughout instruction for ELLs. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to entice the students taste/style in reading.

The ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. The underlying goal is to provide a school-wide program of support with strong goals and an increase focus in differentiated instruction. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Teachers use the English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day. Teachers are taught “how to” utilize data from formative and summative assessments to modify and intensify the English language development. English Language Arts (ELA) follows the NYC Balanced Literacy Program and the Teachers College Model along with the appropriate language development supports. The ESL program is standards-driven: the program follows the New York State ESL/ELA and content area standards ensuring that all students meet the requirements for state and local assessment. P94’s goal is to afford all students an equal opportunity to a successful education and provide them with the tools needed to function in the community; hence the ESL instruction



## B. 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?

ELLs are given opportunities for academic intervention services on a daily basis in the areas of identified academic deficits. Hence the targeted groups are students who are performing below grade level. P94M also supports the program by employing and assigning alternate placement paraprofessionals to students that are categorized as bilingual and are receiving ESL services. Currently the organization has Spanish and Cantonese paraprofessionals for students with mandates identified in their IEPs. Transition Plan: students no longer requiring Bilingual or ESL services according to the IEP will be supported for one year with ESL services. Long term ELL students are supported through: AIS, Instructional Technology, and alternate placement educational assistants. Students who have received an extension of services are also provided these supports. Programs for ELLs are discontinued as per parents request followed by the school based support team review process [triennial] and when students are proficient on the NYSESLAT.

Last year the organization began a Saturday program through the Title III program, which purports the following: This year P94M will be conducting a supplemental language-based instructional program for our ELL population. Under Title III, Part A, of NCLB, the program will serve a total of 20 ELL students during the 2010-2011 school year. P94M Learning English Through Social Studies [LETSS] program will be implemented to support language development, high academic achievement in Social Studies, literacy and technology for low performing ELL students. Technology will be incorporated into the instructional program to help ELL students attain English proficiency while meeting NY State academic achievement standards: Standard 1: Students will listen, speak, read, and write in English for information and understanding; Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression; Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction; Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

The pedagogical practice implemented for the ELLs include both the push-in and pull-out model. Support for ELLs and content area instruction is evidenced in ongoing collaborative work with classroom teachers through the implementation of ESL strategies, for example, scaffolding (modeling, bridging, schema building, contextualization, text representation and meta-cognitive development); total physical response and CALLA. Moreover, various learning styles within a multisensory approach and use of multi-cultural materials that reflect the culture of our students are utilized. Technology and the use of augmentative devices are used to provide language instruction for our students. All instruction is aligned with ESL, ELA and content area standards and performance indicators for our Standardized Assessment students, as well as, the AGLIs for our Alternate Assessment students. In addition, to ESL instruction students receive the following related services:

Speech therapy, Occupational therapy, Physical therapy and Counseling. The school also works collaboratively with QCPC, which is an intensive day treatment program that provides on-site support for our students and their parents.

Additionally, technology, multicultural activities and multi-sensory ESL materials are utilized throughout instruction for ELLs. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visuals (Venn Diagrams, Story maps, bridging, KWL, etc.). Classrooms are equipped with reading materials that address the varied needs of all ELL students as well as a fully equipped Resource room with books in many different languages to entice the students taste/style in reading. Newly enrolled ELLs are afforded systems such as pairing them with other students to facilitate the buddy-system to increase social skills; in addition to developing the initial literacy in native language, and to provide a nurturing environment to facilitate language production. These students will also receive one to one tutoring and instruction utilizing a variety of methodologies that address the New York State Alternate Assessment (NYSAA). P94M organization does not have a dual program hence there is lack of programmatic electives offered to our ELLs.

### C. 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)?

Not applicable

### D. Professional Development and Support for School Staff

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

There are currently two ELL teachers who have completed the required professional development. The ESL teachers will continue to attend district and citywide professional development activities related to the instruction of ELLs. They will turnkey the materials to classroom teachers so that continued teaching and learning is in unison with ELL instruction. Our Professional Development plan will include specific training: Nov: Jose P training; June 2011 Jose P training; Sept 15/30 and Nov 11th: Compliance training; March/April: April 5 Compliance training; Nov. 19 Storytelling as an outgrowth of non-fiction for ELLs with disabilities; Jan 28 The many words of literature: Nurturing the cultures of ELLs with disabilities; June 3<sup>rd</sup> Student recitation/oral presentation project for ELLs with disabilities; and other training dates are currently being looked at-TBA. P94M teachers will utilize the classroom libraries, manipulatives, and other materials that reflect the diverse backgrounds, needs, and strengths of all ELL and non-ELL students during push-in instruction where they will work in collaboration with classroom teachers

However special education teachers continues to teach content areas in English with ESL methodologies. Teachers continues to use English language to gauge measures of phonological processing, letter knowledge, and text reading. They also provide focused, intensive small group interventions in addition to exposure to high quality vocabulary throughout the day.

### E. 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?

During the Educational Planning Conference at the CSE level, options for special education ELLs are discussed with parents. Parent and community involvement is warranted to enable success and continuity. P94's administrative office will continue to work in concert with the Parent Coordinator to engage involvement from parents and the community by distributing school information and/or correspondence in students' home languages. Additionally, training will be provided on different aspects of their children's education in order to effectively gauge parental involvement and participation, facilitate the school-home connection; thereby supporting learning, assessments, standards, and

the successful achievement of goals.

Furthermore, translation services is afforded to parents during Parent Teacher conferences, school-wide parent meetings, school related issues, day to day communication and school correspondence. The parent coordinator, District 75 Citywide Programs, the Parent Support Office, and the Office of Parent Engagement will continue to conduct and/or offer meaningful workshops for parents. Office of Translation Services provides translation services for conferences and written communication. Additionally this year schools had the privilege of accessing translation services for the evening PTC sessions by calling in to (718) 752-7373, ext. 4.

Parents are given an overview of the program options for ELLs in the school setting before the intake procedures are completed. Parents inquired about Transitional Bilingual education and/or Dual Language. Parents were informed of the current program at P94M, they were encouraged to observe the ESL teacher, the classroom teacher, and the alternate placement paraprofessional work in unison to create meaningful work that fosters and heightens language communication skills. P94M offers a Freestanding program, which provides instruction in English utilizing ESL methodologies and native language support. Students are given the additional support and assistance to address their deficiencies, thus affording them the opportunity to succeed and be proficient in articulating their needs and wants. ESL teachers are encouraged to conduct the push-in program model for their ELL population because of its effectiveness. As a result of implementing this model, ESL teachers continue to collaborate with the classroom teacher to make their lessons more meaningful and aligned with the ESL and ELA standards as the main focus is shared support between school and home and service accountability.

The P94M organization is currently conducting an inquiry around parental involvement as a result of the lack of parental participation. We have held our first cultural trip and parent turn out was great. However in the past, the organization held cultural trips, curriculum night, scheduled intervisitation, parent day followed by capitilizing upon parent teacher conference night to inform as much parents as possible. Additionally the organization conducted a needs assessment to ascertain the needs of parents, where in the information is used within the organization to inform next steps and purport best practices.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	4	5	8	3	5	2	4	2					33
Intermediate(I)				1	4	1		1						7
Advanced (A)	1													1
Total	1	4	5	9	7	6	2	5	2	0	0	0	0	41

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

	<b>I</b>			1		4	1		1				
	<b>A</b>			1									
	<b>P</b>												

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment tools currently being used are ECLAS, TC running records, and Interactive Read-alouds. The data illustrates that our ELLs continue to show deficits in writing/reading and listening with slight growth in speaking. The organization instituted programs such as AIS services to help our ELLs be successful. Our ELLs receive their assessment in English rather than in their Native Language. The data from the periodic Assessment reveals deficits in students ability to conceptually comprehend the context of reading exercises. ELLs are unable to grasp the concept and extrapolate context cues from comprehension passages. Their inability raises the need for additional intervention services that's warranted to help prepare students to become lifelong learners. During the organization's professional learning communities strategies are discussed based upon students' data and programs are looked at for implementation. The organization purchased the Interactive Read-Alouds this year and P94M has implemented this program to help students reach their maximum potential. ELLs are evaluated using the data from the Periodic Assessment periods, ABLLS Assessment [given three times yearly], Interactive Read-Alouds unit assessment, Math unit assessment, teacher observation, NYSESLAT, State/City including NYSAA assessment. P94 ESL teachers, including classroom and coverage teachers have begun disaggregating the data to look for trends. The school's objective is to use the information garnered from the data in conjunction with the item analysis for each ELL student to create targeted and focused instruction that are customized to meet each student deficit area [s] as well as to inform future instruction, guide teachers thinking and heighten the level of differentiated instruction warranted from the findings.

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

P94 has a freestanding [self-sustaining] ESL Program. The student population is currently 217: 2% American Indian or Alaskan Native; 11% White; 43% Spanish; 37% African American; 13 % Asian or Pacific Islander with a total of 83% males and 17% females. P94M has 45 English Language Learners (ELL) students. Of the 45 students, 12 students are Standardized Assessment and 33 students are Alternate Assessment; Of the 33 Alternate Assessment students, 18 are X-coded and therefore served as per their IEPs. Currently, P94M has two fully certified ESL teachers who follow a combination of push-in and pullout models of ESL instruction. English Language acquisition is emphasized in all academic areas including alternate classrooms. The percentage of ELL's are identified in kindergarten to 8th grade, from their academic abilities, IEP recommendations, tests scores, visual impairment, and mode of communication.

Our 45 ELL students, the entitled ELL students [27 in total] are graded as follows: (5) Kindergarten, (2) first grade, (4) second grade, (6) third grade, (5) fourth grade, (2) fifth grade, and (2) sixth grade; and the X-Coded students are divided into the following grades: (1) first grade, (3) second grade, (3) third grade, (2) fourth grade, (3) fifth grade, (4) seventh grade, and (2) eighth grade. Of the identified 27 entitled ELL students: 19 are ESL and 8 are bilingual as per the Individual Educational Plan recommendations. The X-Coded students, which accounts for 18 students, are all coded as monolinguals. Students in Alternate Placement settings are taught by teachers using ESL strategies with support services and have a paraprofessional that speak the student's native language.

Students in Alternate Placement settings are taught by teachers using ESL strategies with support services and have a paraprofessional that speak the student's native language. Books in student's native languages are also available in the classroom libraries for reading. The NYSESLAT scores are evidenced in the domains of listening and speaking and reading and writing. As evidenced by the NYSESLAT scores P94M currently has 37 beginners, 6 intermediate and 2 advanced. Of the 18 X-Coded 13 are identified as beginners, 4 intermediate, and 1 advanced. The NYSESLAT scores are evidenced in the domains of listening and speaking and reading and writing. Of the standardized

## Additional Information

students, seven [7] students range from K- 3rd grade; the other five [5] students are identified as holding level one [1] in ELA and Math including level 1 for science and social studies for one student grade six [6]. The 33 Alternate Assessment students identified ELLs took the NYSAA and scored as follows: One student scored level 1 in math. Four [4] students scored level 3 in ELA; two [2] level 3 in Math; one [1] level 3 in Science and one [1] level 3 in Social Studies. Ten [10] students scored level 4 in Math; eleven [11] level 4 in Math; nine [9] level 4 in Science; and three [3] level 4 in Social Studies. The remaining students did not take the NYSAA Assessments because they are in K-3rd grade for the current school year, which indicates that they were not at a testable age when the test was administered.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		