



P4Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75Q004

ADDRESS: 196-25 PECK AVENUE FRESH MEADOWS, NY 11365

TELEPHONE: 718-264-0916

FAX: 718-264-1205

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P4Q **SCHOOL NAME:** Louis Carroll

SCHOOL ADDRESS: 196-25 Peck Avenue Fresh Meadows, NY 11365

SCHOOL TELEPHONE: 718-264-0916 **FAX:** 718-264-1205

SCHOOL CONTACT PERSON: Marcy Berger **EMAIL ADDRESS:** Mberger3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Arvella Tucker

PRINCIPAL: Marcy Berger

UFT CHAPTER LEADER: Arvella Tucker

PARENTS' ASSOCIATION PRESIDENT: Tishawne Henderson

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 751

NETWORK LEADER: Adrienne Edelstein

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/ronlyres/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
Marcy Berger	*Principal or Designee	
Arvella Tucker	*UFT Chapter Chairperson or Designee	
Tishawne Henderson	*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	
Rachel Mays	Member/Parent	
Jeanette Kinstel	Member/Parent	
Mitchell Mays	Member/Parent	
Edwin Nazaire	Member/Parent	
Sue Wisner	Member/Teacher	
Michelle Khodai	Member/Teacher	
Betty Tsapeles	Member/Teacher	
Nancy Bucella	Member/Teacher	

(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.

Vision: Our vision for P4Q involves the collaboration of administrators, teachers and parents working together in conjunction with the community to make positive, educational and social differences in the lives of our students – always striving to reach for the stars.

Mission: We believe that all students can learn and are entitled to the best education possible. To this end we endeavor to foster an educational environment that takes into account the needs, interests and abilities of the individual student. We recognize our responsibility to promote positive self-awareness among our student body, and to develop those educational skills, which will maximize and enhance the potential for student academic achievement in all curriculum areas. It is our responsibility to prepare students to acquire the necessary academic and vocational skills to become successful, productive citizen in our society. This can only be accomplished in partnership with home, school and community.

Individualized Education Plans (IEP's) generate the related service mandates. For students with autism, Applied Behavior Analysis with Picture Exchange Communication System and discreet trial training is used. Brigance and/or ABLLS assess these alternate assessment students. Relationship Development Inventory determines social skill growth. NYSAA datafolios are completed in lieu of state exams, following Alternate Grade Level Indicators (AGLIS). Sensory integration, visual cues and adaptive communication systems are included. A Rutgers University consultant assists several times during 2010-2011. Higher functioning students with autism are included in core curriculum as appropriate.

William Glasser's Responsibility Training is the focus of our behavior management program. Token economy is used with rewards and consequences for each positive choice or infraction. Emotional Literacy will be implemented this year. Inappropriate student behaviors on the school buses have prompted more meetings with the drivers/matrons and more incentives given to our students. Behavior Intervention Plans are completed with I.E.P's and Functional Behavior Assessments (FBA) done as needed. For students with autism, errorless correction with positive reinforcement teaches appropriate behaviors.

Standard assessment students have portfolios of their work which are assessed to determine academic progress. The Data Inquiry Team and/or Collaborative Teams review assessments; Acuity, Performance Series, Achieve 3000, E-CLAS, Brigance, ABLLS, state and city exams to ensure the delivery of differentiated instruction. Teachers access information with the students using ARIS; with their parents through the ARIS Parent Link.

Academic Intervention Services in ELA and Math are provided based upon performance on standardized testing, web-based assessments and student work. During 2010-2011, several students will receive AIS in Social Studies and Science. Monies purchase technological and remedial materials.

Sites participate in the Literacy Fair. Professional development is attended and turn-keyed to build capacity. New teachers are mentored and our school-based coach travels among sites to ensure uniformity. We are involved with “Principal for a Day,” and partner with the Big Brother/Big Sister program with St. Francis Preparatory School who tutor in reading comprehension and math problem-solving. We have won grants from Donorschoose.org. and participated in City and Penny Harvest. “P4Q’s Team,” participates in an autism walk, raising almost \$3500 between parents and staff each year.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. Q004									
District:	75	DBN:	75Q004	School BEDS Code:	307500014004					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11	√		
	K	√	4	√	8		12	√		
	1	√	5	√	9	√	Ungraded	√		
	2	√	6	√	10	√				
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	24	32	30				TBD			
Kindergarten	13	20	22	Student Stability - % of Enrollment :						
Grade 1	17	37	18	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	30	40	33			78.6	TBD			
Grade 3	33	39	29	Poverty Rate - % of Enrollment :						
Grade 4	30	39	40	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	33	32	34		77.1	0.0	0.0			
Grade 6	27	27	27	Students in Temporary Housing - Total Number :						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		11	27	TBD			
Grade 9	62	47	43	Recent Immigrants - Total Number :						
Grade 10	50	30	26	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	18	9	12		1	0	0			
Grade 12	5	21	12	Special Education Enrollment:						
Ungraded	70	20	110	(As of October 31)	2007-08	2008-09	2009-10			
Total	412	393	436							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	388	362	406	Principal Suspensions	1	3	TBD			
# in Collaborative Team Teaching (CTT) Classes	24	31	30	Superintendent Suspensions	2	3	TBD			
Number all others	0	0	0	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment:					CTE Program Participants	N/A	0	0		
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	89	87	TBD			
# receiving ESL services only	6	7	22							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	4	28	Number of Administrators and Other Professionals	82	84	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	51	46	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	32	20	TBD	% fully licensed & permanently assigned to this school	100.0	98.9	TBD
				% more than 2 years teaching in this school	79.8	77.0	TBD
				% more than 5 years teaching anywhere	61.8	64.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	88.0	86.0	TBD
American Indian or Alaska Native	1.9	1.8	0.9		91.4	99.3	TBD
Black or African American	60.0	59.5	57.3				
Hispanic or Latino	20.6	20.4	20.4				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	2.8	3.9				
White	13.8	15.5	17.0				
Male	82.3	81.2	81.9				
Female	17.7	18.8	18.1				
2009-10 TITLE I STATUS							
Title I Schoolwide Program (SWP)							
Title I Targeted Assistance							
Non-Title I							
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT											
Individual Subject/Area AYP Outcomes:											
Elementary/Middle Level				Secondary Level							
ELA:				ELA:							
Math:				Math:							
Science:				Graduation Rate:							
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:											
				Elementary/Middle Level		Secondary Level					
				ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target	
Student Groups											
All Students											
Ethnicity											
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											
Student groups making AYP in each subject											
CHILDREN FIRST ACCOUNTABILITY SUMMARY											
Progress Report Results – 2008-09					Quality Review Results – 2008-09						
Overall Letter Grade:					Overall Evaluation:						W
Overall Score:					Quality Statement Scores:						
Category Scores:					Quality Statement 1: Gather Data						W
School Environment:					Quality Statement 2: Plan and Set Goals						W
<i>(Comprises 15% of the Overall Score)</i>					Quality Statement 3: Align Instructional Strategy to Goals						W
School Performance:					Quality Statement 4: Align Capacity Building to Goals						W
<i>(Comprises 25% of the Overall Score)</i>					Quality Statement 5: Monitor and Revise						W
Student Progress:											
<i>(Comprises 60% of the Overall Score)</i>											
Additional Credit:											
KEY: AYP STATUS					KEY: QUALITY REVIEW SCORE						
√ = Made AYP					Δ = Underdeveloped						
√ ^{SH} = Made AYP Using Safe Harbor Target					▶ = Underdeveloped with Proficient Features						
X = Did Not Make AYP					√ = Proficient						
– = Insufficient Number of Students to Determine AYP Status					W = Well Developed						
KEY: PROGRESS REPORT DATA					◇ = Outstanding						
NR = Data Not Reported					NR = No Review Required						
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.											
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											

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?
-

P4Q has had many accomplishments over the past several years with a very strong focus on differentiated instruction, gathering information with regard to data and ways to share this information with teachers, students and parents using an open door policy. Our school's strengths are indicative of best practices:

- Classes are grouped, as much as possible, based upon chronological grade as well as individual functioning levels.
- Present and future teachers converse in June and again in September to exchange data, student work and discuss each individual child. In addition, teachers are using ARIS to collect individual student information.
- Common attainable goals are set and shared by school community (students, staff and parents) to raise achievement level, both behaviorally and academically.
- Sharing research and best practices during faculty conferences, Inquiry team meetings and common planning periods.
- Walkthroughs, as well as formal and informal observations, are done by the administration using Professional Teaching Standards.
- Teachers addressed their particular needs by writing professional goals using self-evaluation, and the Professional Teaching Standards. This information was used throughout the year to select professional development workshops and to drive conversation during the observation process.
- All classrooms are well supplied, utilizing the school budget to the fullest. Libraries, textbooks, manipulatives, etc. are readily available for all students' use. New classrooms were funded with additional monies to ensure a smooth school opening.
- Three (3) cluster teachers split their schedules among several different sites, adding continuity and the sharing of goals and best practices to improve standards. Guidance Counselors, occupational therapists (OT), physical therapists (PT) and English as a Second Language (ESL) teacher travels among sites as well.
- Use of the internet and email as a way to aid communication. Parents are encouraged to utilize email as a means of participating and communicating with the school and Parent Coordinator.
- IEP goals, with the introduction of SMART goals, are updated regularly and achievement of mastery level documented and dated. Goals are used to provide teachers with an instructional framework for planning, use of materials to be used and the need for differentiated instruction to focus on individual student's strengths and weaknesses.

- Parents are updated on student progress to increase “School/Home” communication. The ARIS parent link information has been sent home and technology workshops are planned.
- Performance Assessment in Schools System-wide (P.A.S.S.) review is conducted yearly, during the spring by the School Leadership Team (SLT) at all sites incorporating the results of the Learning Environment Survey.
- 10.2% of our student population has moved on to less restrictive environments and nine (9) of our former high school students graduated with a local diploma during the 2009-2010 school year. Three (3) of those high school students went on to college in September 2010.
- Our school earned an “A” on the pilot Progress Report for D75.

With concepts of best practices firmly established throughout the P4Q organization, mentoring and professional development are used to build teachers’ skills and capacity. With teachers better able to interpret data and differentiate instruction, higher achievement will be achieved by students. With the opening of seven (7) new classrooms, both early childhood and middle school children with autism, there are several new teachers and teachers needing to be re-trained to work with students with autism throughout the P4Q organization.

- Mentoring is provided for new teachers to assist with questions regarding accessing and interpreting reports, data and using that information to guide instruction.
- Mentors bridge the gap between formal preparation (i.e. college coursework) and expert practice, documenting their work with the mentee on the on-line tracking system and on paper.
- Two (2) common preparatory periods are shared between the mentor and mentee. Three (3) additional periods per week are flexible to allow the mentor/mentee opportunities to observe each other’s classes, teaching techniques, etc.
- In consultation with administration, teachers are allowed to choose, signing up on line, for professional development topics which will pertain to their subject/population area and needs. Per session and per diem monies are allocated accordingly.
- Teachers share their information with others and turn-key the knowledge.
- District coaches and a school-based coach are used to support teachers.
- Common preparatory periods are scheduled among grade appropriate levels a minimum of one time per week for strategic collaborative planning.
- Materials which may be needed and/or further staff development are provided in accordance with budget allocations.

In order to provide a high level of differentiated instruction, data must be gathered and analyzed in a systematic way. A shared focus with a common goal of student success and high expectations led to the formation of the Data Inquiry Team and Collaborative Grade Level meetings, both of whom conducted action research in several areas. The standard assessment elementary and high school focused on improving reading comprehension. Kindergarten through second grade concentrated on decoding skills. The teachers focused on communication; i.e. saying hello with eye contact, social skills and choice-making at meal time for the students with autism. At the High School level, the focus on reading comprehension, with a sub-skill of reading for detail, positively influenced the number of students passing RCT’s/Regents. Analysis of Regents results in June 2010 indicated an increase of 26% of students who achieved a passing score in US History.

The Inquiry Team turn keys information to the staff in a variety of ways: using hands-on, in-class co-teaching as well as group professional development. They will also present their goals and next steps to the PTA and the SLT. Through the Inquiry Team and the data specialist, academic intervention (AIS) is scheduled and monitored.

- AIS committee meets regularly to collaborate on targeted interventions for students requiring additional support.
- Academic intervention plans are determined by administration, teachers, coach and data specialist.

- Academic Intervention Services (AIS) has been established to assist, in particular, students in the 3rd and 5th grades as well as the children who were hold overs and/or students who scored Level 1 on state or city exam. Alternate assessment students are included as well.

The Collaborative Grade Level Teams (working with standard assessment students) carefully review all assessments and test results. Test scores are printed out from district, state and city. They are disseminated to staff and parents and maintained in all students' cumulative record files. Teachers are now printing their own class and individual student information by logging into ARIS and using the information to create classroom groupings and next steps for teaching. They are also using this information to discuss "next steps" with the students themselves. Teachers/Administrators are accessing student assessment information directly, using E-CLAS, Achieve 3000, Acuity and Performance Series. The Assistant Principal maintains a testing binder for all sites in order to evaluate results. The test scores are viewed in a holistic manner (i.e. scores in mathematics are reviewed to identify students' strengths and weaknesses – mathematic operations, as opposed to reading or writing difficulties) with instruction being tailored to teach sub-skills. All sites are aware of the "whole" child – emotional, educational and social. Testing data is gathered to analyze individual student performance and patterns or trends shown in classes to identify the needs of students and/or teacher supports and the next steps to be taken. Once returned to the school, the actual testing booklet will be analyzed during grade conferences to determine the areas which show strength and weakness. Teachers can determine if low scores are based upon the necessity to have more testing preparation, student reading ability or social/emotional issues thereby adapting lessons as needed. Ethnic background and gender are taken into account. Differentiated student groups are created based upon data results. In addition, Everyday Mathematics and Impact Math align the lessons with modifications for different groupings, both higher and lower functioning. Data for alternate assessment students is systematically maintained through Brigance, Relationship Development Inventory for Social Skills, ABLLS, SMILE and Applied Behavior Analysis (ABA) with discrete trial training.

Indications of our school's performance successes are as follows:

- Our overall attendance had increased during the 2009-2010 school year to 85.7% from 83.8% during the 2008-2009 showing a 1.9% improvement.
- In 2009-2010, 60 datafolios, grades 3-6, were submitted demonstrating 98% of the students scored Level 3 or higher in ELA and 96% in Mathematics.
- Throughout the entire NYS, test scores dropped an average of 19.8%. However, the 3rd graders at P4Q, showed an increase of 11.8% of students passing ELA (NYS).
- 4th graders who were included in our own longitudinal study (tracking our previous 3rd graders) showed an increase of 14.8% passing ELA (NYS).
- There was a 30% increase in the numbers of students passing the Global Studies RCT and a 7% increase was shown in the number of students passing the Math RCT.
- The Learning Environment Survey Report shows parents' scores increased approximately 4% in satisfaction in the areas of academic expectations, communication, and engagement. More parents, students and staff completed the survey on line, earning us the "Green School Award."
- 57.6% of our 5th graders scored Level 2 or higher on the Social Studies exam. 39.4% scored Level 3 or higher.
- Using the assessment of Performance Series, there was an average gain across Grades 3-6 of 127.5 scale score (with the standard error). In Language Arts, there was an average gain of 88 points and in Mathematics, 123.75 points.
- Of the six students participating in SMILE, 30.9% demonstrated an increase in imitation of spoken sounds, 90% increase in reading letter sounds, a 25.8% increase in repeating sounds, an 18.3% increase in reading nouns and a 23.3% increase in matching nouns to pictures.
- Brigance assessment showed: General Skills area – 64% scored Level 1 during the Fall assessment and dropped to 0% during Spring. Whereas 0% scored Level 4 in the Fall, there

was a 28% increase in Level 4 during the Spring. Play Skills area – 52% scored Level 1 during the Fall assessment and dropped to 0% during Spring. Whereas 0% scored Level 4 in the Fall, there was a 36% increase in Level 4 during the Spring. Initiative and Engagement skills area – 45% scored Level 1 during the Fall assessment and dropped to 4% during Spring. Whereas 0% scored Level 4 in the Fall, there was a 41% increase in Level 4 during the Spring.

- Of the 10 skill areas within Relationship Development Intervention, results showed 55.5% mastered these areas. Only .006% of the students demonstrated no gain.
- P4Q earned the score of “A” in the pilot Progress Report program during 2009-2010.

There are several issues or barriers which challenge our organization’s continued success. While there has been an increase in parent participation during annual reviews and triennials, there are still a low number of parents coming into our buildings. A very low percentage of Learning Environment Surveys from 2009-2010 were returned by the parents (with only 38% responding). Many of the parents lost their surveys with their code – duplicates could not be obtained. The school continues its outreach and our parent coordinator has planned parent workshops and events to increase positive interaction between school and home. Additionally, with our sites all across Queens, parents find it difficult to attend meetings due to transportation and/or child care issues. To bridge the gap and keep parents informed, a parent newsletter is distributed three to four times per year. During 2009-2010, parents using technology via email and the ARIS Parent Link was incorporated and will be increased during 2010-2011. It is critical that we increase both the number of opportunities and the number of parents to be positively engaged with the school.

With our focus on assessments and the utilization of technology, students are encouraged to monitor their own assessment progress, providing an opportunity for them to take ownership of their learning to address the question of, “Where do I go next?” This step is difficult for many of our standard assessment students. On the elementary level, bussing, both with changes of address and OPT changes, results in more student absence. Then too, standard assessment students enter our program throughout the school year, requiring they be caught up to the other students.

P4Q’s demographics have changed this year again. Last year we combined our early childhood site into our main site changing the number of classes at 179Q from 14 to 25. The Skillman Avenue building, during 2009-2010, included both high school (severely emotionally handicapped students) and 5 classes for middle school students (all 6th grade) with autism. During 2010-2011, Skillman has become a Kindergarten through Grade 8 school for students with autism. An Inquiry Team will be continued with the focus on the progress of our students with autism in the areas of social and emotional development using the RDI (Relationship Development Intervention) as well as increasing the student levels of mastery in assessments including Brigance and/or ABLLS. In addition to social skills, academic areas including communication and pre-reading skills will be targeted.

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.

1) To achieve by June 2011, a 5% increase in attendance rate (Grades K-8) as evidenced by ATS and DSS data.

2) To achieve by June 2011, students with autism (K-8) who are non-readers, will increase basic pre-reading skills as evidenced by a 10% increase in their reading consonants and/or words as measured by the SMILE baseline to post-tests data.

3) By June 2011, there will be a decrease of 3% in inappropriate student behaviors as evidenced by informal observation and incident data reports.

4) To develop continuing parent participation through a 15% increase in the number of parents/guardians participating in school activities as evidenced by sign in sheets and percentage of completed Learning Environment Surveys.

5) To achieve by June 2011, a 10% increase in the number of students in Grades 5 and 6 demonstrating a gain of 5 points or more on their scale scores as evidenced by Performance Series and/or State Exam in English Language Arts.

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): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To achieve by June 2011, a 5% increase in attendance rate (Grades K-8) as evidenced by ATS and DSS data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation begins in September 2010 and continues through June 2011. Target population – All students, Grades K-8.</p> <p>September 2010 – June 2011- Daily attendance is taken and reported.</p> <ul style="list-style-type: none"> - Students showing as absent will have phone calls made home. - Follow-up with attendance teacher and guidance counselors will be done as needed. - Monthly attendance percentages are discussed and analyzed at bi-monthly cabinet meetings. - Attendance plan is submitted with Consolidated Plan. - Monthly meetings are held with attendance committee. - High student attendance is rewarded through celebrations, recognition and certificates monthly. - Alternate bus paraprofessionals assigned to substitute for any absent paraprofessionals - An analysis of ATS and DSS data will demonstrate a 2% increase in attendance by January 31, 2011. - An analysis of ATS and DSS data will demonstrate an additional 3% increase in attendance by June 30, 2011.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</p>	<p>Tax Levy monies are used for trips, certificates and rewards. Transportation allocation to include alternate bus paraprofessionals assigned to substitute for any absent paraprofessionals.</p>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2010- June 2011 – Monthly meetings with attendance committee and cabinet, analyzing gains as evidenced by ATS and DSS. Phone calls home and certified letters to follow-up on absences and chronic attendance issues. Conversations with bus companies and completion of bus alerts will be done to alleviate bussing issues and avoid un-necessary absences. Educational neglect for excessive absences will be reported to ACS. Additional administrative support will be offered if needed.</p> <p>- A 5% increase in attendance rate (Grades K-8) as evidenced by ATS and DSS data.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Tax Levy monies will be used to purchase additional SMILE curriculum. New and inexperienced teachers, and paraprofessionals, as needed, will attend staff developments on district and in-house levels, participate in weekly mentoring sessions, and meetings with the school-based coach a minimum of once a month. Per session and per diem dollars are allocated to cover staff during their workshops and webinars. Common preparatory and teaching periods are scheduled to give the opportunity for teachers to meet.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2010-June 2011 – Benchmarks will be taken three times during the school year – November, March and June with data being compared and analyzed. Re-teaching will occur and additional professional development support given as needed.</p> <p>- Students with autism (K-8) who are non-readers will increase basic pre-reading skills as evidenced by a 10% increase in their reading consonants and/or words as measured by the SMILE baseline to post-tests data.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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/Behavior

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a decrease of 3% in inappropriate student behaviors as evidenced by informal observation and incident data reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation begins in September 2010 and continues through June 2011. Target population – All standard assessment students, Grades K-6; Teachers, Paraprofessionals and Administrators.</p> <p>September 2010 – Initial training in Emotional Literacy for Principal, Assistant Principals, Paraprofessionals and Guidance Counselors.</p> <ul style="list-style-type: none"> - Discussion of school mission and vision to align classroom charters and staff charter. - Involve all staff and adults (including SLT) in conversation. - Introduction into each standard assessment classroom of the class charter (rather than “Rules.”) - Mood Meters will be prominently displayed and introduced to staff and students to use. - Mood Meters will be used for morning meetings, check-ins related to course content, daily reflections and preparing for lessons. - Trained staff will turnkey how to use within the standard classrooms including the use of “Emotion word walls” as described in the RULER. <p>January 2011 – Revisit charters to update and revise as necessary.</p> <ul style="list-style-type: none"> - Referrals to individual assistance will decrease by 1% by January 31, 2011. <p>January 2011 – June 2011</p> <ul style="list-style-type: none"> - On-going training for all stakeholders. - Progress will be tracked, evaluated and refined through RULER for the school. - RULER will be evident in behavior management policies and incorporate the school’s vision and mission clearly. - Referrals to individual assistance will decrease by a total of 3% by June 30, 2011.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Tax Levy monies will be used to purchase Emotional Literacy curriculum and support training. Core staff will attend staff developments on district and in-house levels. Per session and per diem dollars are allocated to cover staff during their workshops and webinars. Common preparatory and teaching periods will be scheduled to give the opportunity for teachers to meet as needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2010 - June 2011 – Teachers will track the students' Mood Meters daily and relate to frequency of inappropriate behaviors. Number of individual anecdotes and types of infractions will be monitored. Classroom climates will be more positive. Training will be tracked through sign in sheets.</p> <p>- A decrease of 3% in inappropriate student behaviors as evidenced by informal observation and incident data reports.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop continuing parent participation through a 15% increase in the number of parents/guardians participating in school activities as evidenced by sign in sheets and percentage of completed Learning Environment Surveys.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation begins in September 2010 and continues through June 2011. Target population – parents/guardians of all P4Q students.</p> <p>September 2010 – January 2011 - Parent Coordinator will visit all sites as needed, maintaining a monthly log for the school and district.</p> <ul style="list-style-type: none"> - Communication with parents will be through newsletters, telephone outreach, e-mails, letters, bulletins, questionnaires and surveys. All information will be available in translated versions as needed. - School events will be planned such as parent workshops, family movie nights, bowling trips, PTA meetings, SLT meetings, Parent Teacher conferences, Parent Meet and Greet (with particular focus on parents new to P4Q) and scheduled annual IEP reviews. Translators will be available if needed. Families will be given proper notification well in advance of activity. - Special activities (i.e. assemblies and feasts) will involve families throughout the year in positive interactions. - Administration, key school personnel and parent coordinator will work collaboratively to plan workshops for parents to support positive student outcomes (i.e. technology, PECS, etc.) - School and parent coordinator will work collaboratively with District Parent Office. - School and parent coordinator will work collaboratively with other D75 schools in planning, participating and coordinating events. - Plans from school community will be made public to parents through meetings with the School Leadership team and PTA Executive Board. - Parent participation will reflect a 5% increase in the number of parents/guardians participating in school activities as evidenced by sign in sheets. <p>October 2010- ARIS Parent Link will be shared with parents through home communication.</p>

	<p>January-June 2011- Learning Environment Survey will be discussed, distributed with incentives for completion and results tallied and analyzed.</p> <p>- Parent participation will reflect a 15% increase in the number of parents/guardians participating in school activities as evidenced by sign in sheets and percentage of completed Learning Environment Surveys.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Tax Levy monies, Parent Coordinator instructional funding (both object code 489 –parent involvement and 130 for supplies). Per session dollars will pay for family worker to translate after school hours.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2010-January 2011 – Parent and school events will be held as evidenced by sign in sheets, parent coordinator monthly logs, and copies of flyers which had been sent home. PTA and SLT meetings will be held monthly with sign in sheets and agendas available and forwarded to the district parent office. Guest speakers (i.e. health providers, etc) and parent guest speakers will be brought in to present information to parents at PTA meetings. Parent newsletters will be sent out. IEP conferences will reflect more parents present and signing the Page 2 rather than as a telephone conference. Email addresses, if available, will be exchanged between parent coordinator and families to improve and increase communication and participation. Technology teacher, in collaboration with the Parent Coordinator, will plan a parent workshop to familiarize them with the ARIS website. Parents will then be able to research their children’s school information at home and follow their progress. Parent Coordinator will visit all sites minimally four (4) times per month as evidenced by travel logs. The Parent Coordinator’s log sheets will be monitored once a month by administration to ensure events, parent notification and participation are on target. If necessary, PTA, Parent Coordinator, SLT and counselors can work together to make parent outreach.</p> <p>January 2011-June 2011 – One (1) additional newsletter will be sent. Five (5) additional parent events will take place as evidenced by sign in sheets and flyers. Collaboration among similar Queens D75 schools to plan events will provide opportunities for sharing, increased participation and communication. The Learning Environment survey will be collected from parents and results will be reviewed.</p> <p>June 2011 - A 15% increase in the number of parents/guardians participating in school activities as evidenced by sign in sheets and percentage of completed Learning Environment Surveys.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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): Standard Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To achieve by June 2011, a 10% increase in the number of students in Grades 5 and 6 demonstrating a gain of 5 points or more on their scale scores as evidenced by Performance Series and/or State Exam in English Language Arts.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Implementation begins in September 2010 and continues through June 2011. Target population – 5th and 6th grade, standard assessment students.</p> <ul style="list-style-type: none"> - All standard assessment classes are scheduled for 90 minute block period of English/Language Arts. - Teachers will use literature based instruction supplemented by core curriculum and follow the pacing calendar from <i>Comprehensive Approach to Balanced Literacy</i>. All classrooms will have extensive leveled libraries across the curriculum. All students will be matched to appropriate leveled books. - Academic Intervention Services will be provided to all 5th and 6th graders using <i>Achieve 3000</i>. <p>The following steps pertain to both 5th as 6th grade students:</p> <ul style="list-style-type: none"> - Teachers will use technology for web-based assessments. - Teachers will use <i>Achieve 3000</i> and/or <i>Wilson</i> as a remediation tool and <i>Acuity and Performance Series</i> as assessment tools. - Teachers will use rubrics with their students, teaching them to self-monitor and analyze while focusing on writing and grammar across the curriculum. - Students and teachers will be taught ways to access web-based assessments and ARIS – technology cluster teacher will work with the students to use the system – both access and understand the implications. Teachers, with the students, will use laptops and Smartboards. <p>Staff involved with these students include: 5th and 6th grade classroom teachers, ESL teacher, Literacy cluster teachers, Academic Intervention Service teachers, technology teacher, Inquiry team, Data specialist, Administrators, and school-based coach.</p> <p>Each assessment and/or supplemental material incorporate specific dates and months for on-going evaluations. (i.e - Performance Series – September, February and May; Acuity – once/year). Baseline data and all subsequent assessments will be charted, monitored and analyzed to document student</p>

	<p>growth.</p> <p>Individualized Education Plans are completed annually by classroom, cluster teachers and related service personnel.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Monies will come from NYSTL, Tax Levy, core curriculum allocation subsidized by the DOE. Per session dollars will cover Data Specialist (after school hours) and Inquiry Team members Professional development will be offered through district and in-house. Per session and per diem dollars are allocated to cover staff during their workshops. Common preparatory and teaching periods will be scheduled to give the opportunity for teachers to meet as needed</p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2010 – October 2010 – Teachers analyze previous tests (State and City) and assessment results by signing into ARIS and read IEP. Results from previous years' Acuity will be printed out for each class. Differentiated instruction groups will be formed within the classroom. They will complete their own assessment using Achieve 3000 and Performance Series.</p> <p>October 2010 – November 2010 – Administrators, coordinators and school-based coach will conduct grade conferences during common professional periods to ensure classroom teachers are teaching sub-skills to generate appropriate differentiated instruction. Sub skills will be assigned by teacher to individual students based upon assessment results with the focus on areas needing improvement.</p> <p>November 2010- February 2011 – Academic Intervention Services are provided through a schedule generated by Data Specialist including standard assessment students grades 3-6, hold-overs and students who scored a Level 1 on state or city exams. Technology cluster teacher will work with students to teach ways to access web-based assessments and help students learn to interpret their results. Students who may be promotion in doubt will be determined. Achieve 3000 will be in place during this time frame and used for these grades as well.</p> <p>February 2011 - Performance Series will be given again. Gains from Performance Series will be analyzed and teaching methodologies re-adjusted as needed. -A 5% increase in the number of students in Grades 5 and 6 demonstrating a gain of 5 points or more on their scale scores as evidenced by Performance Series and/or State Exam in English Language Arts.</p> <p>May 2011 – NYS standard ELA exams given and Performance Series for the 3rd time.</p> <p>June 2011 - a 10% increase in the number of students in Grades 5 and 6 demonstrating a gain of 5 points or more on their scale scores as evidenced by Performance Series and/or State Exam in English Language Arts.</p>	

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	2	2	N/A	N/A	-	-	1	-
1	1	1	N/A	N/A	-	-	2	-
2	7	2	N/A	N/A	1	-	1	-
3	38	29	N/A	N/A	2	-	-	-
4	21	20	16	16	1	-	-	-
5	56	51	28	28	2	-	-	-
6	28	28	28	28	3	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	35	7	35	35	4	2	-	-
10	3	1	3	3	1	3	-	-
11	5	1	3	3	2	5	2	-
12	1	2	2	5	3	3	3	-

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>Wilson Wilson’s Foundations Leap Pads Achieve 3000 Aim Higher Reading Comp. Word games Voyager Passport Edmark SMILE Star Reporter Sight Words by Sampson</p>	<p>Academic Intervention Services will be provided to students during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Achieve 3000 and Acuity is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. An AIS school based coach will be integrated to assist teachers and students alike. Teachers, during professional periods tutored 3rd and 5th grade initiative students as per District instructions. Other students involved in intervention included students scoring low on E-CLAS and students scoring Level 1 and Level 2 on standardized tests in all areas of eligibility, according to NCLB/SED. On the elementary level, use of Wilson’s Foundations (both used to address decoding, encoding sight word fluency, vocabulary, phonemic awareness and print knowledge), Voyager Passport (addresses reading comprehension, fluency, critical thinking and vocabulary development), and Leap Pads (phonics, phonological awareness, decoding and vocabulary). 3rd and 5th grade initiative will be adhered to with the use of laptop carts. Additionally, Strategies to Achieve Reading and Aim Higher Reading Comprehension workbooks will be utilized. Achieve 3000 (a web-based individualized and differentiated reading and writing instruction program that reaches every student at his or her “Lexile” level) is being used in Grades 4-6. Acuity (assessment test which provide longitudinal studies, item skills analysis to determine individual skills needed by students) is being used as a tutorial on the elementary grades. Smartboards and laptop carts were used at all sites. During Chapter 683 summer program, Summer Success in Reading (using articles in a student’-style magazine to improve reading comprehension) is used for all elementary grades. Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Edmark (focuses on beginning reading and language development for non-readers), word games, Picture Exchange Communication System (PECS) and Discrete Trial Instruction (DTI). At the Elementary and Junior High School level, 6:1:1 students, SMILE (Structured Methods in Language Education) will be used to teach reading to nonverbal students. For students in K-2 early childhood classes, Sight Words by Sampson is used to teach letter recognition and phonemic awareness. Star Reporter will be included this year at the elementary sites as well with a newspaper being generated.</p>
<p>Mathematics:</p> <p>Everyday Math games Kaplan Test-Taking Strategies for Mathematics NYC Mathematics Practice Aim High New York Mathematics Review Math the Write Way</p>	<p>Academic Intervention Services will be provided to all students during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Achieve 3000 and Acuity is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. An AIS school based coach will be integrated to assist teachers and students alike. Teachers, during professional periods tutored 3rd and 5th grade initiative students as per District instructions. Other students involved in intervention included students scoring Level 1 and Level 2 on standardized tests in all areas of eligibility, according to NCLB/SED. On the elementary level, use of Everyday Math with games and manipulatives will be used (drill exercises aimed at building fact and operation skills) and Impact Math for 6th graders. Additionally, Aim Higher Mathematics (math reasoning and higher order thinking), Kaplan Test-Taking Strategies for Mathematics (used to reinforce the “hows” of taking an exam) and NYC Mathematics Practice for Mastery (with drill and practice) have been used for AIS. Smartboards and laptop carts were used at all elementary school sites. During Chapter 683 summer program, Summer Success in Mathematics (introduces, reinforces and reviews key math concepts) is used for all elementary grades. Alternate assessment, 6:1:1, students with autism are also receiving AIS on an individual basis and use Everyday Math games, Picture Exchange Communication System (PECS) and Discrete Trial</p>

	Instruction (DTI).
Science: FOSS kits Reading for Content (Continental Press) Achieve 3000	<p>Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the 4th grade State Science exam according to NCLB/SEDD during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Achieve 3000 (Science articles) is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. Use of hands on materials (i.e. science kits through FOSS and Pearson/Scott Foresman), test prep materials will be used for 4th grade science exam. 3rd and 5th grade initiative will be adhered to with the use of laptops and carts. Technology at all levels and integration into all curriculum areas will be encouraged. Smartboards and laptop carts were used at all elementary sites. Additionally, a mobile science cart is utilized. Achieve 3000 is used as well.</p>
Social Studies: NYS Document-based Questions NYS Social Studies Coach Map Skills Picturing America Achieve 3000 Core Curriculum	<p>Academic Intervention Services will be provided to all students who scored Level 1 and Level 2 on the State Social Studies 5th grade exam according to NCLB/SEDD during the school day. Small group, one-to-one tutoring and peer tutoring will be used as appropriate a minimum of one period per week. Achieve 3000 (Social Studies articles) is scheduled during AIS/Technology periods a minimum of 1-2 periods per week. An AIS school based coach will be integrated to assist teachers and students alike. 3rd and 5th grade initiative will be adhered to with the use of laptop carts. Continue targeted support of SS topics through the Core curriculum at the elementary level will be used to reinforce concepts for the 5th grade SS exam. Additionally, core curriculum for 4th grade is incorporated. Technology integration will be encouraged with the use of Achieve 3000. Picturing America (a grant from the National Endowment for the Humanities which strives to bring significant images into the classroom) will continue this year with Grade 3-6 to strengthen the understanding of American History.</p>
At-risk Services Provided by the Guidance Counselor: Clubs Level reward Trips Life Space Crisis Intervention Therapeutic Crisis Intervention Power of Choice Emotional Literacy	<p>Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed. All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA) if needed. Both plans are written by the classroom teacher and the counselor. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. If students are hospitalized, school personnel will continue visitation and contact. Girls Club and Boys Club are held once a week in small groups of students who have earned the right to participate through their behavior plan. Level trips and Level certificates are earned by the students. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis.</p>
At-risk Services Provided by the School Psychologist: Life Space Crisis Intervention Therapeutic Crisis Intervention Power of Choice Emotional Literacy	<p>Students in crisis, requiring temporary hospitalization, ACS removal, program change or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed. All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA) if needed. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. Coordination is done between Committee on Special Education, homeroom teacher and outside agencies. New IEP will be driven if necessary. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis.</p>

<p>At-risk Services Provided by the Social Worker:</p> <p>Clubs Life Space Crisis Intervention Power of Choice Therapeutic Crisis Intervention Emotional Literacy</p>	<p>Students in crisis, requiring temporary hospitalization, ACS removal or intensive case management receive additional sessions on an individual basis and/or parent meetings as needed. All students have a Behavior Intervention Plan as part of the IEP and an additional Functional Behavior Assessment (FBA) if needed. FBA's are reviewed weekly to determine if there is a decrease in negative behaviors. In addition to related service mandates for counseling, students in crisis are seen immediately on an individual basis. If students are hospitalized, school personnel will continue visitation and contact.</p>
<p>At-risk Health-related Services:</p>	<p>n/a</p>

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.

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.
- x 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-8 Number of Students to be Served: 24 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) 3 alternate placement paraprofessionals, 1 administrator

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.

P4Q has a free standing ESL program provided by one certified ESL teacher through the pull out model of instruction in order to meet the ESL mandates in English. ELLs are entitled to the number of units of ESL per week required by CR Part 154. The twenty-eight elementary beginner and one elementary intermediate ELLs are entitled to 360 minutes or 2 units of ESL per week and the seven middle school students at the beginner level of English proficiency are entitled to 360 minutes per week or 2 units of ESL.

There are 385 students in P4Q of whom 50 are English language learners. Of the 50 ELLs, 13 are x-coded (serviced as per their IEP) students; 37 are entitled ELLs as served in the ESL program. Twenty six (26) have alternative assessment mandates on their IEPs and eleven (11) have standardized assessments on their IEPs. This total number includes 13 students whose IEPs indicates ESL ONLY, 24 students in Alternate Placement (with an alternate placement paraprofessional), and 13 listed as X-coded. ESL is provided by 1 certified ESL teacher through a pull out model of instruction. The ELLs at P4Q are distributed across the grades as follows: K (14), 1(5), 2(4), 3(3), 4(2), 6(2),7(7). The native languages of our 37 ELLs students, in a total population of 385, are Spanish (23), Chinese (5), Russian (1), Dari (1), Bengali (3), Nepali (1), Tibetan (1), Punjabi (1), and Korean (1). For purposes of the LAP and LAP worksheets the numbers reflected are for the entitled ELL students only. The distribution of student ethnicities within P4Q by language group as a percentage of total student population is as follows: Spanish 5.7%, Dari .03%, Bengali .03%, Russian .03%, Korean .03%, Chinese 1%, Tibetan .03%, Punjabi .03% .

There are three long-term ELLs at P4Q in grade 7. The performance pattern of our students as evidenced according to the NYSESLAT results is as follows: Speaking (highest), Listening (second), Reading (third), and Writing (fourth). Nine of our Standard Assessment ELLs are at the Beginning level, and one is at the Intermediate level. Our 26 Alternate Assessment students are functioning at the Beginning level. The ELL students in Standard Assessment are currently performing at an academic level below that of their peers in ELA (0% passing ELLs /85% passing non-ELLs), and in Math (50 passing both ELLs and non-Ells), Social Studies (no ELLs tested in 2009-10) and Science (no ELLs tested in 2009-10). The current plan for any long-term ELL is to review his NYESLAT scores, along with an evaluation of his performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in his IEP. We offer our ELLs who are literate in L1 bilingual picture dictionaries, native language reading materials, and an appropriate bilingual alternate placement paraprofessional for students who's IEP recommends bilingual instruction, as we do not have a bilingual program.

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies for Standardized Assessment students such as: The Cognitive Academic Language Learning Approach (CALLA – program aimed at reinforcing academic language), Total Physical Response (TPR – whole language strategy which de-emphasizes grammar, parts of speech and spelling. It incorporates body language with associative language especially phonemic and acquisition), Language Experience (includes sense experience with language), Whole Language, graphic organizers and Cooperative Learning. Classroom libraries are available for use by these students to enhance learning. The ESL staff works collaboratively with classroom teachers by following lesson plans and student progress through the pertinent curriculum-based textual materials in each content area. P4Q's ESL teacher confers periodically to discuss student progress and implement above-mentioned strategies aimed at improving student performance. ELA consists of the following programs: Achieve 3000, Wilson Foundations, Reader's/Writer's Workshop and Summer Success in Reading. Edmark, and SMILE are being used for students with Autism. Content Area Instruction follows the NYC Scope and Sequence and the uniform curriculum for Math. The use of multicultural materials is infused throughout all aspects of instruction. Literacy Instruction for all students including ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology and the adaptation of literacy materials to meet the needs of students with severe disabilities. All

subject areas are taught in English through ESL methodologies by Special Educations teachers who have completed the mandated 10 hours of Jose P. ESL training.

The ESL methodologies used include: TPR, CALLA, Language Experience, the Natural Approach, Whole Language, the use of graphic organizers, multi-sensory approaches used in conjunction with augmentative communication devices and Mayer-Johnson symbols. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs. The ESL strategies for Alternate Assessment students include use of data-folios, ABA (Applied Behavior Analysis), ABLLs and Brigance.

There are seven long-term ELLs at P4Q. The current plan for any long-term ELL is to review their NYESLAT scores, along with an evaluation of their performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in their IEP. Long Term ELL students are also supported through AIS, and Instructional Technology.

Intervention services for ELLs receiving extension of services consist of AIS and instructional technology.

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.

Staff Development (2010-2011 activities):

ELL staff will attend district sponsored ELL training and will turnkey information during LAP (Language Allocation Policy) committee meetings. Additional professional development for teachers is held throughout the year. The ESL teacher will receive professional development given by District 75 to enhance his own repertoire and enhance his teaching ability. District 75 coaches will also provide support to the ESL teacher within the classrooms. The ESL teacher will also provide on-going professional development on a monthly basis throughout P4’s sites. He will work with teachers during common preps, professional periods, faculty meetings, and on scheduled staff development training days. Additionally, our Title III program will provide professional development to staff participating in the program given by facilitators from Young Audiences New York.

Topics scheduled are as follows:

September-	Analyzing NYSELAT results
October-	Analyzing Data- Formative and Summative Assessments – including ABLL’s and Brigance
November-	Establishing Student Goals and IEP Development
December-	Communicating with the ESL Students and their Families
January-	Differentiated Instruction and the ESL Student
February-	Instructional Strategies and Resources for Teachers with ESL Students
March-	Challenges and Issues of Instructing Alternate Assessment ESL Students
April-	Test Preparation for ESL Students
May-	Administering the NYSELAT
June-	Next Steps

Based on the LAP process, the informed staff will be able to select teaching materials and methodologies on an individualized, ability-sensitive basis, for all ELL students served within the P4Q organization. For P.D., the ESL teacher will push in classes during balanced literacy lessons throughout the school year during classes within the ESL schedule. Classroom teachers will assist and learn ESL methodologies at this time. ESL teacher will attend district NYSESLAT and BESIS meetings. LAP committee meetings occur during staff development days 09/07/10, 11/2/10 and 6/09/11.

As part of the Title III grant, during the week prior to an artists Saturday Academy visit, they will work with the ESL teacher to conduct a 60 minute workshop after school, with the administrators and the alternate placement paraprofessionals who are participating in the Saturday program. These workshops will prepare the staff for the upcoming Saturday workshop by introducing the basic tools of the art form being taught, provide an art making experience and prepare them for simple art lessons which can be used during the school day with their ESL/BIS students. The workshops will take place on 1/13/11, 2/1/0/11 and 3/3/11 between 3:15 and 4:15 PM. Participants will be given details of the Saturday routines, examples of lessons, and an opportunity to explore the arts in a hands-on fashion. Additionally, they will respond to the experience verbally and through written exercises (i.e. surveys and evaluations). The ESL teacher will work with the artists co-facilitating each PD by connecting the art form to the pedagogical approaches used to address the ESL and ELA connections being reinforced on the Saturday programs. The ESL teacher will use this framework to turnkey these series of PD into in house workshops for the teachers of the ELLs during the Chancellor's Conference Day in June (6/9/11).

Supplemental Instructional Program

For the 2010-2011 school year, a Saturday Instructional Institute will be funded by Title III funds as a Supplemental Instructional Service. This program will be implemented as an additional support for our ELL students. Instruction will be delivered in English using effective scaffolding techniques and ESL methodologies such as TPR, the natural approach, and the language experience approach. Native language support will be provided by bilingual (Bengali/English, Chinese/English, Hindi/English, and Spanish/English) paraprofessionals. Instruction will be aligned to ESL standards 1 and 5 (students will listen, speak, read, and write in English for information and understanding, and students will listen, speak, read, and write in English for cross-cultural knowledge and understanding), to ELA standards 1 and 4 (students will read, write, listen, and speak for information & understanding, and students will read, write, listen, and speak social interactions), and to the Arts standards 1 (creating and performing in the arts), 2 (knowing and using arts materials and resources), and 4 (understanding the cultural dimensions and cultural contributions of the arts).

The Title III Saturday Instructional Institute will be taught in English through ESL methodologies by licensed ESL teachers. The ESL methodologies that will be used include: Language Experience, The Natural Approach, Whole Language, the use of graphic organizers, tactile activities that are picture and game based to help students increase their English language and communication skills. These strategies will be utilized to facilitate and improve language acquisition and communication skills among ELL students and their families. The program will focus on building listening, speaking, reading, and writing skills in English and will compliment ESL instruction provided to ELLs by providing additional hours of language support that is aligned with standards, students' IEP goals, and instruction delivered to students during the school day. The Arts were chosen as the theme for the program because it affords students functional and natural opportunities to utilize interesting, motivating, familiar, multi-sensory, and culturally relevant materials and content. Research on effective strategies and instruction for ELLs and students with disabilities support the use of motivating and art-based/focused themes (Flood, Heath, and Lapp (1997), Oday (2001).

A Saturday "Arts Academy" will be run by Young Audiences New York and a certified ESL teacher providing direct, supplementing instruction for twenty four (24) English language learners (ELLs) with moderate to severe disabilities (i.e., mental retardation, autism) in grades K-7 ages 5-12. The Academy will run on four (4) Saturdays total, with all three groups meeting each Saturday beginning January 22, 2011 and culminating March 12, 2011. The hours of each Saturday program will be from 8:30 AM – 4:30 PM. The program will provide direct supplemental language enrichment instruction in English.

Cycle One and Cycle Two students include: Alternate assessment ELL students in an instructional class ratio of 6:1:1 with bilingual paraprofessional to support native language instruction.

Cycle Three students include: Standardized assessment ELL students in 12:1:1 with a bilingual paraprofessional working with students and teachers to provide native language support.

Each of the artists will work with the ESL instructor to craft the curriculum for their programs with the NYC Blueprint for the Arts, the NYS and National standards for the Arts. Over the course of the (4) Saturday academies they will lead instruction in Storytelling, Instrument Making (Storytelling through Music), and Creative Movement. Each group of students and their families will spend two weeks exploring one art form, and then the next two weeks exploring a different art form. The two sessions of each art form will be sequential in their instruction, scaffolding what has been taught from the first week to the second, culminating in a completion of a group project during the second week. Each workshop will explore different cultures, how those cultures are influenced and express themselves through the arts during week one (1). During the 2nd week, the participants will create and perform an original art form as it relates to the cultures of the ELLs and their families (i.e. creating instruments from everyday objects (such as water bottles), and exploring how the sounds they make correspond to traditional instruments and motifs in cultural music and stories. Then they will tell a story relating to their culture(s) (narrated by parents, instructors or students as appropriate), with the music played to represent characters, emotions, or actions in the story). This arts experience allow students to build fine and gross motor skills, communication skills (both verbal and non verbal), understand and/or use arts a means of communication, learn technical skills in the art, build their imaginative capacities, practice their critical, analytical, observational, cooperative and social skills.

The introduction and warm-up portions, as well as the reflection and closing portions of each workshop will be language-centered with literacy connections, relating to ELA and NYSAA ELA Standards 1, 2 and 4. Activities will be incorporated such as journal writing, verbal responses to the workshop, and a question and answer portion with the instructors. The skill building will be differentiated to accommodate each child. Photographs, key vocabulary and geography from the culture(s) being explored that day will be incorporated into the workshops. This, along with the instructional portions and hands-on art-making portions allow for participants to be exposed through multiple-intelligences to the culture(s) (Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences*). The Instrument Making workshops will align with NYS Arts and NYSAA Arts Standards 1, 2, 3 and 4; Storytelling with Standards 1, 3, and 4; Creative Movement with Standards 1, 3 and 4. In addition, and perhaps most importantly, these Saturday Art Academies are programs which align very strongly with the goal of the NYSAA to enable students to demonstrate mastery of skills and attainment of knowledge relative to New York State Learning Standards. The Arts provides a venue for students with new and different opportunities to achieve success and share that success with their families.

During each cycle, students will use everyday objects to create musical instruments, photographing each step with a digital camera. Montages and posters will be created, incorporating cultural diversity and bilingual communication. These student made items will be displayed at the District 75 Literacy Fair. At the end of our Saturday Arts Academy, we will evaluate how effective the program was in assisting ELLs and their families. Evaluation procedures will include, surveys, informal teacher made assessments and picture documentation.

Parent and Community Involvement

During the Saturday supplemental instructional program, the family goals include:

- >Providing high-quality arts programming to students and families who have limited opportunities to formally participate in the arts.
- >Involving the parents in their children's education by helping them develop new skills and strategies for engaging their special needs child in family activities centered on the arts.

>Connecting students and their families with the cultural resources of New York City.

>Helping schools increase parent involvement using the arts as a catalyst to strengthen home-to-school connection.

The parents will work directly with their child during each workshop. These goals are very strongly linked to the NYC DOE Blueprint for Teaching and Learning in the Arts five strands – Art-Making, developing art literacy, making connections through the arts, working with community and cultural resources, and exploring careers and life long learning in the arts. By working with our experienced Teaching Artists all of whom are professional artists working in NYC, participants will gain knowledge of art forms within the context of their individual learning, their school, their family, their city and their life.

Notification to parents about the Title III program will be sent by flyers, monthly calendars, newsletters and follow up phone calls through the school's Parent Coordinator. Information will be translated into the native language for families who are limited English speaking. Translation services will be provided by the Translation and Interpretation Unit. On-going parent orientations will be held for our newly admitted students, to inform parents/guardians of our Title III program. At our Title III orientation session, parents/guardians will be informed of C.R. Part 154 programs for ELLs (e.g., bilingual instructional services, ESL) and of the P4Q Saturday Arts Academy. Families will be provided with metro cards to those who need transportation assistance. Snacks will be provided as well.

Section III. Title III Budget

School: P4Q BEDS Code: 307500014004

Allocation Amount: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$6,708.62	<u>Instructional Program</u> 1 administrator x4 Saturdays x 8 hours per Saturday x \$52.21= \$1670.72 1 ESL teacher x 4 Saturdays x 8 hours per Saturday x \$49.89 = \$1596.48 3 alternate placement paraprofessionals x 4 Saturdays x 8 hours per Saturday x \$28.98= \$2782.08 3 secretarial hours x\$30.74 = \$92.22 <u>Professional Development Program</u> 1 administrator per after school workshop x 1 hour per weekday PD x 3 hours x \$52.21 = \$156.63 1 ESL teacher per after school workshop x 1 hour per weekday PD x 3 hours x \$49.89 = \$149.67 3 alternate placement paraprofessionals per after school workshop x 1 hour per weekday PD x 3 hours x \$28.98 = \$260.82

Purchased services - High quality staff and curriculum development contracts.	\$6060.00	<u>Instructional Program</u> 3 Young Audiences New York consultants to provide direct instruction in Storytelling, Instrument Making (Storytelling through Music), and Creative Movement. \$4,920.00 <u>Professional Development Program</u> 3 – 1 hour Professional Development for staff = \$1140.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	Total: \$635.38 \$ 31.00 \$ 18.40 \$129.78 \$226.67 \$ 7.94 \$213.00 \$ 8.59	5 reams of colored paper for parent flyers (\$6.20/ream) 5 reams of white copy paper for projects (\$3.68/ream) Ink cartridges Digital camera Memory card Printer Flash drive
Educational Software (Object Code 199)		
Travel (Metrocards)	\$1296.00	<u>Instructional Program</u> 24 Students x 2 family members x 4 instructional sessions x \$4.50 (round trip) = \$1296.00
Other: Snacks/supplies	\$300.00	Non-contracted snacks including juice/water, cookies, chips and napkins
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Translated letters from the Department of Education are sent home in a timely fashion. Bilingual, in house staff is used to provide support to parental inquiries regarding school related meetings, policies and deadlines. Home notes are translated to ensure the parents' understanding of day to day classroom events including Bengali, Spanish, Mandarin, Russian, Urdu, Tibetan, and Punjabi. In house staff is, in turn, available to translate parent notes to teachers. An interpreter is available for all IEP annual review meetings.

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

With respect to our translation and oral interpretation needs, the languages available in the standard Department of Education publications, as well as our bilingual staff's native language skills, cover all the native languages currently spoken by our students and their parents. The Parent Coordinator conducts mailings that inform parents in their native language. The Parents' Bill of Rights and Responsibilities is available in the languages needed with the exception of Punjabi and Tibetan. Staff is available for those specific translations. Additionally, bilingual literature is distributed at PTA meetings and parent conferences. Through the use of the Home Language Survey and the Ethnic Forms, parents, who need translations, will be identified early in the year.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All written translations will be sent home in a timely fashion. The Department of Education's website is used for many parent letters, already available in many languages. Bilingual staff is available to translate all native languages found in P4Q. If a native language is new to the school, with no in house supports, outside vendors will be solicited.

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.

All P4Q's oral interpretation services are performed in house, by a school staff member fluent in the native parent/guardian's language. Evening meetings will be budgeted, and per session paid to staff for their translation services. If a native language is new to the school, with no in house supports, outside vendors will be solicited through the Translation and Interpretation Unit.11

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The child's native language is determined during the intake process at the school, using the findings of Committee on Special Education (CSE) - Home Language Survey, Ethnic Form and IEP. If a child is in need of bilingual services (i.e. Alternate Placement paraprofessional); in house staff will be assigned. If the parents need an interpreter, P4Q will either provide the service through in house staff members or hire outside contracted vendors. All written translations will be sent home in a timely fashion.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

N/A

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” ¹ 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 ² 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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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

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: N/A **SURR³ 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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.

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

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).

The number of students in Temporary Housing for P4Q to date during the 2010-2011 school year is 6.

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

N/A – This 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 in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A: As a non-geographic, administrative district, students in D75 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 tracing at the shelters, transportation assistance and on-site tutoring. D75 students are eligible to attend any program 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.

N/A

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

School Name:	P.S. Q004						
District:	75	DBN:	75Q004	School		307500014004	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	32	30	33				NR
Kindergarten	20	22	27				
Grade 1	37	18	22	Student Stability - % of Enrollment:			
Grade 2	40	33	26	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	39	29	23			78.5	76.5
Grade 4	39	40	26				
Grade 5	32	34	35	Poverty Rate - % of Enrollment:			
Grade 6	27	27	27	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.1	0.0	NA
Grade 8	0	0	0				
Grade 9	47	43	0	Students in Temporary Housing - Total Number:			
Grade 10	30	26	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	9	12	0		11	27	21
Grade 12	21	12	0				
Ungraded	20	110	164	Recent Immigrants - Total Number:			
Total	393	436	383	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	362	406	0	Principal Suspensions	1	3	3
# in Collaborative Team Teaching (CTT) Classes	31	30	33	Superintendent Suspensions	2	3	2
Number all others	0	0	347				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	89	87	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	82	84	0
# receiving ESL services only	7	22	TBD				
# ELLs with IEPs	4	28	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	51	46	0

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
	32	20	42	% fully licensed & permanently assigned to this school	100.0	98.9	0.0
				% more than 2 years teaching in this school	79.8	77.0	0.0
				% more than 5 years teaching anywhere	61.8	64.4	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	86.0	0.0
American Indian or Alaska Native	1.8	0.9	1.6	% core classes taught by "highly qualified" teachers	91.4	99.3	0.0
Black or African American	59.5	57.3	54.0				
Hispanic or Latino	20.4	20.4	23.8				
Asian or Native Hawaiian/Other Pacific	2.8	3.9	2.9				
White	15.5	17.0	8.6				
Male	81.2	81.9	80.7				
Female	18.8	18.1	19.3				

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

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated 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:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	65	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
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

**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 1	District 75	School Number 004	School Name P4Q
Principal Marcy Berger		Assistant Principal Alexandria Markovich	
Coach Jugraj Kaur		Coach	
Teacher/Subject Area Louis Tallerico/ESL		Guidance Counselor Dori Kaplan	
Teacher/Subject Area		Parent Tishawne Henderson	
Teacher/Subject Area		Parent Coordinator Vanessa Murray-Miles	
Related Service Provider		Other	
Network Leader Adrienne Edelstein		Other	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	385	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	12.99%
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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.

As part of the identification process for the English Language Learners (ELLs) students, parents complete a legally mandated document called the Home Language Identification Survey (HLIS) in their native language. The Home Language Identification Survey (HLIS) is presented and finished at the Committee of Special Education(CSE). The CSE is where our parents first arrive, as the beginning step for District 75. Once identified, they will be administered the LAB-R by the CSE. These findings are written on page one of the students' IEP indicating Bilingual, Monolingual Services with ESL, or Monolingual Services without ESL. Parents receive information, while being interviewed at CSE regarding the two different ELL programs available in District 75 (Transitional Bilingual Education and Monolingual with ESL services). At that, time parents will request which program they prefer. At the school level, the permanent certified ESL teacher, Louis Tallerico describes to the parents the difference between Transitional Bilingual Education and Free-standing ESL. In addition, the ESL teacher informs parents that NYCDOE offers ELL TBE. This is done by phone conversations or face to face meetings. This is done within the first 10 days of admission. Consequently, if the HLIS, LAB-R and subsequent LAB-R oral in English and native language is not administered at CSE, the permanent certified ESL teacher, Louis Tallerico will administer the HLIS and Language Assessment Battery Revised - LAB-R within 10 days of admission. Any student whose native language is Spanish will be tested using the Spanish Lab if they did not pass the English Lab-R within 10 days of admission. The assessment score may show that the student is in need of the English as a Second Language (ESL) services and the ESL teacher, Mr. Tallerico will place the student in the freestanding ESL program according to their proficiency level. Using the NYSESLAT score, he will be able to identify ELL students' proficiency levels (Beginner, Intermediate, Advanced and Proficiency). The test will indicate whether or not the student has progressed and their proficiency level has advanced. These results assist the certified ESL teacher, Mr. Tallerico with his instruction.

The Committee of Special Education (CSE) always ensures that their meetings are in conjunction with the parents. Since our school provides the program choice of Freestanding ESL, we guarantee that our new parents understand the philosophy behind the Freestanding ESL program. 4Q is a District 75 school with a freestanding ESL program, hence this is the program model choice available to our ELL parents. The parents are told about our program model, at the first-step of the intake process, at the CSE meeting.

The program models offered at our school are aligned with the parents' requests. Instruction is delivered using both the push-in and pull-out models. The following student to staff ratios exist at our school: 12:1:1, 8:1:1 and 6:1:1.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	50
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	29			18			3				50
Total	29	0	0	18	0	0	3	0	0		50

Number of ELLs in a TBE program who are in alternate placement: 24

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

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
Other														0
TOTAL	0													

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
TOTAL	0																			

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
TOTAL	0									

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

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	5	8	3	7	2	1	1	6						33
Chinese	3	1					1	1						6
Russian			1					1						2

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
Bengali	2		1					1						4
Urdu														0
Arabic														0
Haitian														0
French														0
Korean			1											1
Punjabi	1													1
Polish														0
Albanian														0
Other	2			1										3
TOTAL	13	9	6	8	2	1	2	9	0	0	0	0	0	50

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.

The ESL staff consists of one ESL teacher with permanent New York State license. The ESL staff works collaboratively with classroom teachers by following lesson plans and student progress through the pertinent curriculum-based textual materials in each content area. P4Q's ESL teacher confers periodically with teachers to discuss student progress and implement the above-mentioned strategies aimed at improving student performance. The organizational models of our free-standing ESL programs at 4Q consist of push-in and pull-out model formats. ELL students are grouped according to student/staff ratios of 12:1:1, 8:1:1, 6:1:1 within 3 consecutive grades, IEP recommendations and needs. As per CR Part 154, we provide : K-8 Beginning and Intermediate level ELLs: 360 minutes (2 units) of ESL; Advanced level ELLs: 180 minutes (1 unit) of ESL/180 minutes (1 unit). Upon evaluating the students' needs, Mr. Tallerico places them in the freestanding ESL program according to their proficiency level (Beginner, Intermediate, Advanced & Proficient) in a push-in or pull-out model format, depending on the ELL population at each P4Q site. The push-in model is used to assist students across curricular area and allow students to remain in the classroom with their English-speaking peers, this allows Mr. Tallerico and the classroom teacher to collaborate in the facilitation of classroom instruction. Additionally the program model (pull-out and push-in) consists of ungraded heterogeneous groupings. Mr. Tallerico adapts and differentiates the materials and curriculum used to the students' chronological ages.

P4Q wants all students to read and write well. We also want them to learn critical thinking and understanding skills to communicate ideas to a range of audiences and to exhibit their knowledge through an array of media and genre. All teachers use the Comprehensive and Balanced Approach to Literacy, thus ensuring success in students’ academic language abilities. Classroom teachers, speech teachers and the ESL provider work collaboratively to identify students strengths and weaknesses, analyze and assess sub skills (i.e., phonics, fluency, vocabulary, reading comprehension, etc.) to help with differentiating ELA instruction. ELA instruction utilizes the following programs: Achieve 3000, Wilson's Foundations, Readers/Writers Workshop, and Summer Success in Reading, Academic Language. With the use of web-based assessments (i.e., Performance Series and Acuity), teacher analyzes strengths and areas in need of improvement of students. Assessments used for ELA includes: E-Clas (K-3); Performance Series, Acuity, NYS and NYC ELA tests (Grades 3-6).

To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies for Standardized Assessment students such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers and Cooperative Learning. All subject areas are taught in English. LEP students with disabilities whose IEP recommends ESL or Bilingual instruction and who have not received a “P” rating on the NYSESLAT consult with students’ classroom teachers and related service providers to assess student performance in the four modalities of English language Learning (Reading, Writing, Listening, Speaking). The result of these discussions is then used to determine the most appropriate goals and performance indicators to be applied. Students in alternate placement receive additional support in both their native language (NL or L1) and English (L2) from certified bilingual paraprofessionals. P4Q follows the New York State English as a Second Language standards, and incorporates ESL strategies for Standardized Assessment students such as CALLA (Cognitive Academic Language Learning Approach), TPR (Total Physical Response), language experience, whole language, graphic organizers and cooperative learning using a “pull-out” model. Students in Alternate Placement receive additional support in the native language and English from a paraprofessional who speaks the students’ native language and English. Alternate Placement paraprofessionals help students facilitate their learning through their native language. Classroom libraries are available for use by these students to enhance learning.

Currently there are no S.I.F.E.s in our organization. P4Q’s plan for S.I.F.E.s includes placement in a class with an alternate placement paraprofessional with demonstrated proficiency in the child’s native language. In addition, they will receive tutoring, a buddy student, development of initial literacy in native language, and a nurturing environment to facilitate language production.

For newcomers to our organization, (29), the ESL instructor determines the number of minutes of services to be provide based on the students’ score on LAB-R and NYSESLAT tests. The ESL teacher reviews their IEPs, their ELA assessments and has a conference with classroom teachers to obtain basic information on students before administering his own informal assessments. Strengths and weaknesses are identified and individualized lessons are written. Students are administered the NYSELAT yearly and test results are reviewed by the LAP team and classroom teacher. The LAP team determines educational strategies to help improve students’ areas of weakness and devises plans to improve instruction. In addition, students scoring Level 1 on New York State tests (i.e., ELA, Math, etc.) will be given additional support through AIS (Academic Intervention Services).

For students who are receiving four to six years of service, (18), P4Q offers Academic Intervention Services (AIS) and instructional technology. Additionally, their annual goals are reviewed to include higher level academic and thinking skills with the aim of improving NYSESLAT performance.

For our 3 long-term ELLs (students receiving more than six years of ESL service) the current plan is to review their NYESLAT scores, along with an evaluation of their performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in their IEP. Long Term ELL students are also supported through AIS, and Instructional Technology. P4Q offers AIS and Title III supplementary program.

All of 4Qs ELLs are identified as special needs.

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

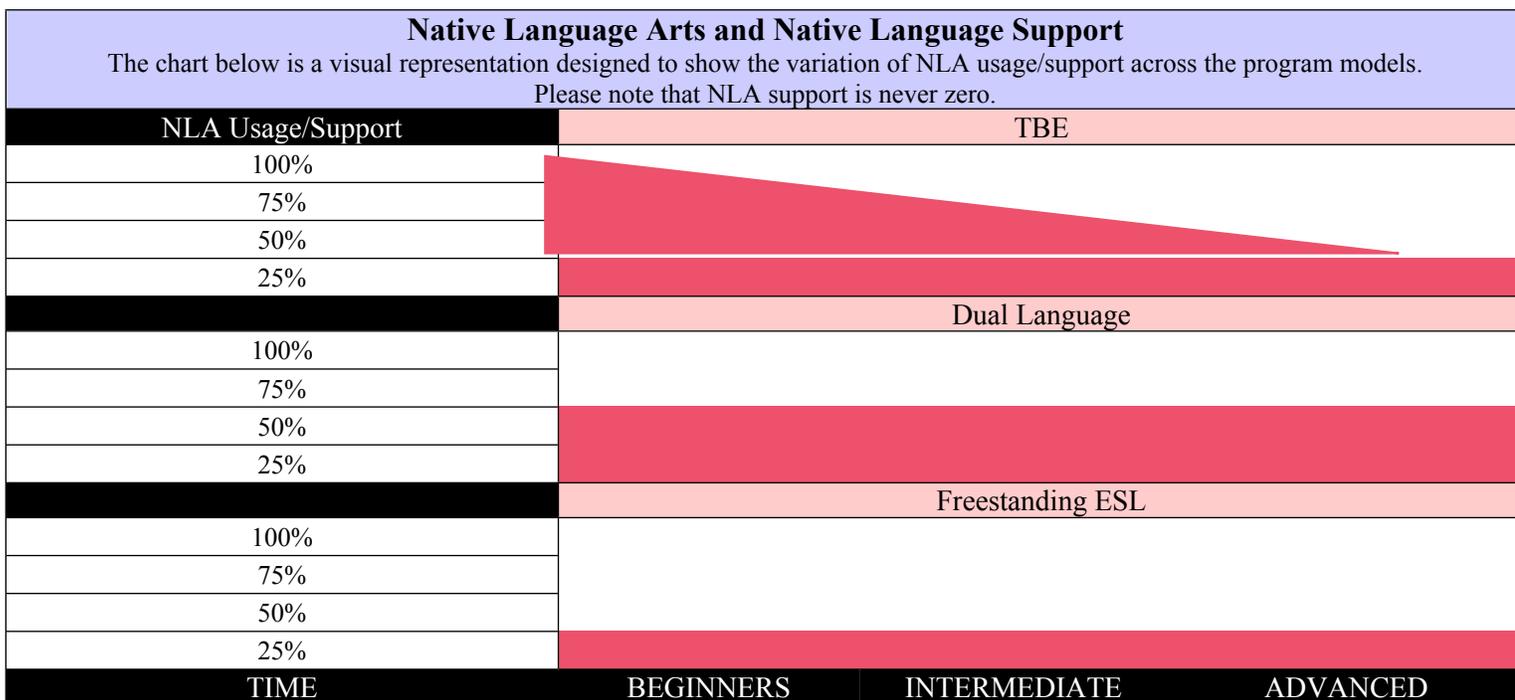
Beginning

Intermediate

Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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?

Academic Intervention Services (AIS) have been established to assist, in particular, students in 3rd, 5th grades, holdovers, and children who scored Level 1, to improve academic skills. P4's professional development will include topics pertaining to the education of ELL's, such as Strategies and materials for Native Language instruction, the NYS standards, the adaptation of ESL materials for the education of ELL's with severe disabilities, etc. Staff will attend District-sponsored ELL training and turn-key information during LAP committee meetings. Based on the LAP process, an informed staff will be able to select teaching materials and methodologies on an individualized, ability-sensitive basis. The ESL methodologies used with the alternate assessment students include: ABA (Applied Behavior Analysis), Discrete Trial Instruction (DTI), and the use of multi-sensory approaches, in conjunction with augmentative communication devices as well as Mayer-Johnson symbols when appropriate. ABLLS and Brigance are used to assess Alternate Assessment students. In addition, students are evaluated with the NYSAA Datafolio's, in grades 3-8, using the Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities. ELA instruction for the Alternate Assessment students includes; the CAB (Comprehensive Applied Balanced Literacy), Edmark, Foundations, and SMILE. The use of technology is incorporated to give students additional instructional support. Multi-sensory and multicultural ESL materials are infused throughout all aspects of instruction. The classroom library includes a variety of books of all levels that reflect the background, needs and strengths of ELLs.

The transition plan for students reaching proficiency on the NYSESLAT, is to continue to provide ESL services for two academic years to help facilitate and ensure a successful transition into a monolingual program. ELLs are entitled to receive the number of units of ESL required by CR Part 154: K-8 Beginner and Intermediate-2 units of ESL (360 minutes), K – 8 Advanced - unit of ESL (180minutes). Students no longer requiring Bilingual or ESL services will be supported for two years with 2 units of ESL (360 minutes). Services. Long Term ELL students are supported through AIS, and Instructional Technology. The plan for long-term ELL students is to monitor the progress of Standardized Assessment students through the use of web-based assessments (i.e., Performance Series, Acuity, etc), and the NYS / NYC test scores, as well as their overall classroom performance. Our focus during the 2010-2011 Year is to improve test scores. Content Area Instruction follows the NYC Scope and Sequence and the uniform curriculum for ELA/Math. The use of multicultural materials is infused throughout all aspects of instruction. Literacy Instruction for all students including ELLs follows the NYC's Balanced Literacy Program, which is supported, by multicultural library books, the use of technology and the adaptation of literacy materials to meet the needs of students with severe disabilities.

At the present time all of our programs for ELLs have been successful and will be continuing. As a component of the No Child Left Behind Act of 2001, P4Q will be implementing a Saturday Title III supplementary program offered to ELLs in our buildings. A Saturday "Arts Academy" will be run by Young Audiences New York and a certified ESL teacher providing direct, supplementing instruction for twenty four (24) English language learners (ELLs) with moderate to severe disabilities (i.e., mental retardation, autism) in grades K-7 ages 5-12. The Academy will run on four (4) Saturdays total, with all three groups (two groups of 6:1:1 students and 1 groups of 12:1:1 students with their families) beginning January 22, 2011 and culminating March 12, 2011. The hours of each Saturday program will be from 8:30 AM – 4:30 PM. The program will provide direct supplemental language enrichment instruction in English.

The IEP mandated services offered at 4Q for ELLs are: Speech Therapy, Counseling, Physical Therapy, Occupational Therapy, Positive Behavior and Intervention Supports.

The following instructional materials are used to instruct all ELL students in standardized and alternate assessment classes: ESL Standards, ELA Standards, Alternate Grade Level Indicators (AGLI), Performance Indicators, Bloom's Taxonomy, Mayer-Johnson symbols, Wilson Foundation Programs, Balanced Literacy program, graphic organizers, and manipulatives. Native language support is delivered through different types of thematic units taking into account the multicultural backgrounds of our students. Additionally, classroom libraries have books and dictionaries in students' native language. Finally, alternate placement paraprofessionals in the classrooms are an extra support for native language.

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)?

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.

ELL staff will attend district sponsored ELL training and will turnkey information during LAP (Language Allocation Policy) committee meetings. Additional professional development for teachers, assistant principals, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator is held throughout the year. The ESL teacher will receive professional development given by District 75 to enhance his own repertoire and enhance his teaching ability. District 75 coaches will also provide support to the ESL teacher within the classrooms. The ESL teacher will also provide on-going professional development on a monthly basis throughout P4's sites. He will work with teachers during common preps, professional periods, faculty meetings, and on scheduled staff development training days. Additionally, our Title III program will provide professional development to staff participating in the program given by facilitators from Young Audiences New York.

Topics scheduled are as follows:

September-	Analyzing NYSELAT results
October-	Analyzing Data- Formative and Summative Assessments – including ABLL's and Brigance
November-	Establishing Student Goals and IEP Development
December-	Communicating with the ESL Students and their Families
January-	Differentiated Instruction and the ESL Student
February-	Instructional Strategies and Resources for Teachers with ESL Students
March-	Challenges and Issues of Instructing Alternate Assessment ESL Students
April-	Test Preparation for ESL Students
May-	Administering the NYSELAT
June-	Next Steps

Based on the LAP process, the informed staff will be able to select teaching materials and methodologies on an individualized, ability-sensitive basis, for all ELL students served within the P4Q organization. For P.D., the ESL teacher will push in classes during balanced literacy lessons throughout the school year during classes within the ESL schedule. Classroom teachers will assist and learn ESL

methodologies at this time. ESL teacher will attend district NYSESLAT and BESIS meetings. LAP committee meetings occur during staff development days 09/07/10, 11/2/10 and 6/09/11.

As part of the Title III grant, during the week prior to an artist's Saturday Academy visit, they will work with the ESL teacher to conduct a 60 minute professional development, after school, with the administrators and the alternate placement paraprofessionals who are participating in the Saturday program. This professional development will prepare the staff for the upcoming Saturday workshop by introducing the basic tools of the art form being taught, provide an art making experience and prepare them for simple art lessons which can be used during the school day with their ESL/BIS students. Participants will be given details of the Saturday routines, examples of lessons, and an opportunity to explore the arts in a hands-on fashion. Additionally, they will respond to the experience verbally and through written exercises (i.e. surveys and evaluations). The ESL teacher will work with the artists co-facilitating each PD by connecting the art form to the pedagogical approaches used to address the ESL and ELA connections being reinforced on the Saturday programs. The ESL teacher will use this framework to turnkey these series of PD into in house workshops for the teachers of the ELLs during the Chancellor's Conference Day in June (6/9/11).

P4Q is a pre-kindergarten through eighth grade program. Many students from elementary school will continue onto middle school in our other sites. Our ESL teacher, Mr. Tallerico will collaborate with middle school instructors facilitating the ELL's transition from elementary to middle school.

The District 75 English Language Learners Department offers Jose P. Training twice during the year. New classroom teachers will plan to attend the workshops in November and in June to fulfill their 10 hour course for special educators. Most classroom teachers at 4Q have completed their ten hours requirements with these workshops.

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?

Prior to arrival at P4Q, parents participate in Committee on Special Education (CSE) meetings to determine the type of program to be offered and help develop goals and mandates for the Individual Education Plan (IEP). Once the student is placed at P4Q, this IEP is updated and reviewed on an annual basis within the school setting. In addition, the ESL teacher meets with parents during Parent/Teacher conferences. At all parent meetings and school functions translators are available to assist parents. If a translator is not available, the Translation Interpretation Unit will be contacted for assistance. In addition, during a meeting, parents receive an orientation on ESL methods and how learning is facilitated in the monolingual classroom. The school also offers parents of ELL's on-going information in their home languages and training in different aspects of their children's education such as, effective parent participation in school activities, home activities to support learning, assessments, standards, and achievement of goals. The Parent Coordinator assists in all these areas as well.

Parent participation is a challenge. With five sites scattered throughout Queens, parents find it difficult to travel to sites and /or arrange for childcare. To address these issues we have varied our hours of PTA meetings, provided translators, and have held programs on weekends at several sites. P4Q has utilized Project Arts monies to provide the opportunity to invite various artists who entertain and educate students during assemblies, exposing them to different cultures. Our students benefit from the five boroughs' cultural richness and diversity through participation in thematic class trips. Community affiliations add to our school organization as well.

Finally, parents of ELLs will be participating in this year's Title III program, "Saturday's Arts Academy." During the Saturday supplemental instructional program, the family goals include: Providing high-quality arts programming to students and families who have limited opportunities to formally participate in the arts; involving the parents in their children's education by helping them develop new skills and strategies for engaging their special needs child in family activities centered on the arts; connecting students and their families with the cultural resources of New York City; helping schools increase parent involvement using the arts as a catalyst to strengthen home-to-school connection. The parents will work directly with their child during each workshop. These goals are very strongly linked to the NYC DOE Blueprint for Teaching and Learning in the Arts five strands – Art-Making, developing art literacy, making connections through the arts, working with community and cultural resources, and exploring careers and life long learning in the arts. By working with our experienced Teaching Artists all of whom are professional artists working in NYC, participants will gain knowledge of art forms within the context of their individual learning, their school, their family, their city and their life. Notification to parents about the Title III program will be sent by

flyers, monthly calendars, newsletters and follow up phone calls through the school's Parent Coordinator. Information will be translated into the native language for families who are limited English speaking. Translation services will be provided by the Translation and Interpretation Unit. On-going parent orientations will be held for our newly admitted students, to inform parents/guardians of our Title III program. At our Title III orientation session, parents/guardians will be informed of C.R. Part 154 programs for ELLs (e.g., bilingual instructional services, ESL) and of the P4Q Saturday Arts Academy.

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)	14	5	4	4		0	2	7						36
Intermediate(I)					1									1
Advanced (A)														0
Total	14	5	4	4	1	0	2	7	0	0	0	0	0	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4					0
5	1	1			2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			1	13	14

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2						2
4									0
5			2						2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					2		12		14

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					2				2

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

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				

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

The assessment tools P4Q uses to assess the literacy of ELLs are the following :

All teachers use the Comprehensive and Balanced Approach to Literacy, thus ensuring success in students’ academic language abilities. Classroom teachers, speech teachers and the ESL provider work collaboratively to identify students’ strengths and weaknesses, analyze and assess sub skills (i.e., phonics, fluency, vocabulary, reading comprehension, etc.) to help with differentiating ELA instruction. ELA instruction utilizes the following programs: Achieve 3000, Wilson’s Foundations, Readers Writers Workshop, and Summer Success in Reading. With the use of web-based assessments (i.e., Performance Series and Acuity), teacher analyzes strengths and areas in need of improvement of students

curriculum-based textual materials in each content area. Mr. Tallerico confers periodically with teachers to discuss student progress and implement the above-mentioned strategies aimed at improving student performance.

Based on the LAB-R and the NYSESLAT scores, the performance pattern of our ELL students as evidenced according to the NYSESLAT results is as follows: Speaking (highest), Listening (second), Reading (third), and Writing (fourth). Nine of our Standard Assessment ELLs are at the Beginning level, and one is at the Intermediate level. Our 26 Alternate Assessment students are functioning at the Beginning level. The ELL students in Standard Assessment are currently performing at an academic level below that of their peers in ELA (0% passing ELLs /85% passing non-ELLs), and in Math (50 passing both ELLs and non-Ells), Social Studies (no ELLs tested in 2009-10) and Science (no ELLs tested in 2009-10). Based on NYSAA data, the ELLs are performing at levels 3 and 4 in Math, Reading, Science, and Social Studies. The current plan for any long-term ELL is to review his NYESLAT scores, along with an evaluation of his performance in the four modalities, and consult with classroom and coverage teachers as well as the LAP committee, to determine the most appropriate goals, which would be reflected in his IEP. We offer our ELLs who are literate in L1 bilingual picture dictionaries, native language reading materials, and an appropriate bilingual alternate placement paraprofessional for students who's IEP recommends bilingual instruction, as we do not have a bilingual program.

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.

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		11/1/10
	Assistant Principal		11/1/10

	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		