



**THE WALTER REED SCHOOL  
P. 009 QUEENS**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 75Q009**

**ADDRESS: 58-74 57<sup>TH</sup> STREET, MASPETH, NY 11378**

**TELEPHONE: 718-456-7105**

**FAX: 718-456-5977**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 009 Q      **SCHOOL NAME:** The Walter Reed School

**SCHOOL ADDRESS:** 58-74 57<sup>th</sup> Street, Maspeth, NY 11378

**SCHOOL TELEPHONE:** 718-456-7105      **FAX:** 718-456-5977

**SCHOOL CONTACT PERSON:** Robert Wojnarowski      **EMAIL ADDRESS:** rwojnar@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Yolanda Jones

**PRINCIPAL:** Robert Wojnarowski

**UFT CHAPTER LEADER:** Erin McLoughlin

**PARENTS' ASSOCIATION PRESIDENT:** Linda Romanelli

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

**DISTRICT AND NETWORK INFORMATION**

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

**DISTRICT:** 75

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

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Robert Wojnarowski	*Principal or Designee	
Erin Mcloughlin	*UFT Chapter Chairperson or Designee	
Linda Romanelli	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Vecchio	DC 37 Representative, if applicable	
TBA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Hyacinth Hinds	Member/Parent	
Julie Franqui	Member/Parent	
Lynn Blue	Member/ Parent	
Debbie King	Member/Teacher	
Alexandra Restivo	Member/Teacher	
Belinda Crump-Kent	Member/ Teacher	
Yvonne Duffus	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.

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**P009Q, The Walter Reed School**, serves 436 students in grades K-8 at six locations across three different geographic regions. The Main Site is a self-contained building; the five remaining sites are located in community school settings. Placement on site is determined by the Principal, Assistant Principal, Pupil Accounting Secretary, School Psychologist, and Counselors. The students are diagnosed with Emotional Disturbance, Autism, Pervasive Developmental Disorder, Global Developmental Delays, Expressive, Receptive Language and Communication Disorder, and Other Health Impairments. All students have Individualized Education Plans which mandate the instructional setting and the necessary supports and services required in order to meet their educational needs. IEP mandates include the following related services: counseling, speech, occupational training, physical therapy, nursing support services, and vision and hearing services.

All six sites offer a full course of study based on the NYS curriculum guidelines, NYS Part 100's, NYS Performance Standards, Scope and Sequence and Curriculum Frameworks. While there may be pacing and modifications to accommodate and support the individual needs of students, our goal is to meet the performance standards and provide school experiences to parallel instruction offered in the general education setting. Opportunities for inclusion, integration and mainstreaming are offered at all P.009 sites that are housed within community school settings.

In order to teach students whose functioning levels vary, differentiated instruction and curriculum modifications are made. Differentiation has been supported through professional development focusing on web-based data collection and dissemination towards driving quality instruction. A variety of assistive technology devices are also used to open communication pathways or enhance learning. TEACCH, PECS and ABA methodologies are used to enhance learning. For students on the autistic spectrum we continue to seek new innovative programs that will allow us to better serve our students.

To meet the needs of the diverse LEP/ELL population, we provide an array of services including bilingual and ESL instruction using both push-in and pull-out models. For the students at risk of not meeting State standards and/or New York City promotional criteria, Academic Intervention Services are offered during the regular school day. Our P009Q Inquiry Team is focusing on building strategies to support achievement of 8<sup>th</sup> grade students with an intervention team; while grade intervention teams are established at all sites for all grade levels, the focus is on students who are performing two or more years below grade level.

Many students recommended for our program have significant behavioral adjustment problems. A defining essence of the P. 009 Queens culture is the broad array of expertise in resources to address

behavioral issues. Our program concentrates on developing both academic skills and social-emotional stability using a school-wide approach solidly grounded in the theories of William Glasser in a curriculum model of Responsibility Education that we call “The Power of Choice.” Staff members have been trained in Reality Therapy, Life Space Crisis Intervention, Children in Crisis, Therapeutic Crisis Intervention and Anger Management, Applied Behavioral Analysis and Functional Behavior Analysis. P9 recently became an Emotionally Literate school, following the guideline of Dr. Marc Brackett’s program.

### **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 8-11 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.

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**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>			
<b>District:</b>		<b>DBN #:</b>	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS										
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)						
					2007-08	2008-09	2009-10			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants						
# in Trans. Bilingual Classes				Early College HS Participants						
# in Dual Lang. Programs										
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>						
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10			
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers						
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals						
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals						
				<b>Teacher Qualifications:</b>						
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10			
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school						
American Indian or Alaska Native				Percent more than two years teaching in this school						
Black or African American				Percent more than five years teaching anywhere						
Hispanic or Latino										
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher						
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)						
Multi-racial										
<b>Male</b>										
<b>Female</b>										

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

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

**SURR School: Yes  No**  If yes, area(s) of SURR identification:

**Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No**

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Student groups making AYP in each subject</b>											
<b>Key: AYP Status</b>											
√	Made AYP			X	Did Not Make AYP		X*	Did Not Make AYP Due to Participation Rate Only			
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target			-	Insufficient Number of Students to Determine AYP Status						
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>											

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade</b>				<b>Overall Evaluation:</b>			
<b>Overall Score</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit				Quality Statement 5: Monitor and Revise			
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>							

## 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?
- 

*A review of the 2009-2010 School Progress Report showed a decline in overall student performance. This in part is attributed to the State changing the way it graded English and Math tests so that the previous year a score of 3 or "proficient" was only rated as 2 or "basic" the next testing year. The tougher grading system resulted in a significant drop in overall ratings across the City and the entire State. Disaggregated data reveal that there were gains in the number of 5<sup>th</sup> grade students scoring level 2 or higher in Math, ELA, and Science as compared to previous years. Performance results provided for students in grades 6-8 dating back to 07-08 show a fluctuation in the number of students scoring Level 1 there was a sharp decrease in the 08-09 testing year but a gain in 09-10. In order to determine the cause for this change, the SLT will conduct a review of programs that were in place during 08-09. Alternate Assessed student's performance data show gains in the number of students scoring Level 2 or higher (60% in 08-09 compared to 65% in 09-10). This is a tremendous gain compared to 100% Alternate Assessed students scoring Level 1 in the 05-06 and 06-07 testing years.*

*Analysis of the ECLAS-2 data for 2010 revealed that 21% of the students in grades K, 1, 2 and 3 met the criteria for their appropriate grade level; 40% of the students made gains of 6 months to 1 year in phonemic awareness, phonics, reading, oral expression, listening and writing.*

*Of the 14 students in grade 3 for 2010 who were assessed on EPAL-3, 64% performed at the low range, 29% performed at the medium range and 7% achieved in the high range. On the EPAL-2 two students participated, and performed in the medium range. There are currently 57 LEP students receiving support services provided by licensed English as a Second Language Teacher, and a licensed Bi-Lingual teacher. Students receive additional services in language acquisition from their teachers who continue to have on going training in ESL strategies and methodologies.*

*Our greatest accomplishment over the last couple of years has been working collegially together to nurture students who face personal, physical, and emotional academic challenges by helping them transition to General Education High schools and inclusion programs. Teachers seek to improve as professional educators by electing to go to workshops geared towards instructional strategies and ways to support student learning. The staff and school community continue to promote and participate in Positive Behavior Interventions and Support. We are currently incorporating social and emotional learning within our behavior supports programs.*

**What the school need to improve:**

- Refine differentiated instruction by providing professional development and continual support to teachers in instructional strategies and delivery of instruction, e.g. Work Shop Model.
- Develop a system to monitor professional development provided to assure it is adequate, and identify possible areas for additional need.
- Develop a system to disaggregate formative assessment data to be distributed to teachers so that they can analyze and explore trends across all content areas.
- Build on the existing practices to collaboratively devise individual teacher growth plans.

*Based upon the data provided by the 2009-2010 Learning Environment Survey, there was a notable increase in the response of both teachers and students. It is evident however; that we need to implement strategies intended to increase the response rate of our parent. We are also implementing programs such as Emotional Literacy to build the moral of our school environment. Our goal is to have 75% of teachers, 75% of students in grades 6-8, and 75% of parents complete the 2011 learning environment survey.*

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### **Annual School Goals:**

#### **Student performance**

- I. *By June 2011 the number of standardized assessed 8<sup>th</sup> grade students demonstrating proficiency in reading comprehension skills will increase by 5% as measured by students scoring level 2 or better on the NYS ELA exam.*

#### **Develop program of instruction that meets the needs of all students**

- II. *During the 2010-2011 school year all teachers will increase differentiation of instruction. Evidence will include on-going assessment of student readiness and growth as a part of the lesson, and flexible grouping. The implementation of differentiated instruction will be measured by formal and informal observations.*

#### **Maintain positive family support**

- III. *During the 2010-2011 school year, parent involvement will increase by 5% as measured by attendance at assemblies, parent workshops, parent-teacher conference, parent workshops, and participation in IEP conferences.*

#### **Improving Alternate Assessment scores**

- IV. *By June 2011, there will be an increase in the number of students in alternate assessment achieving task independence and accuracy as measured by a proficiency score of 3 or better in NYSAA portfolio assessments.*

**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.

**Student performance**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011 the number of standardized assessed 8<sup>th</sup> grade students demonstrating proficiency in reading comprehension skills will increase by 5% as measured by students scoring level 2 or better on the NYS ELA exam.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>Students in grade 8 who are significantly below grade level in reading will be identified in September. READ 180 interventions will be delivered a minimum of 5 days per week to groups of no more than 6 students. Students will participate in a “reading buddy” program where they will be required to read books to younger students K-5.</i></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><i>NYS instructional funding for staff PBS funding to support student achievement/success NYS instructional funding, CHAMPS and Title III to support extended day PROJECT ARTS to support staffing (external consultants) NYSTL to support text books, hardware and software State legislative grant to support curriculum</i></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><i>Performance Assessment Series to track progress in (dates tentative)</i></p> <ul style="list-style-type: none"> <li>• Language Arts 5% increase</li> <li>• Reading 5% increase</li> <li>• Math 5% increase</li> </ul> <p><i>09/08/10-11/20/10 01/04/11-02/12/11 04/01/11-06/18/11</i></p>

	<p>-Acuity predictive assessment to identify weakness in (dates tentative)</p> <ul style="list-style-type: none"> <li>• ELA</li> <li>• Math</li> </ul> <p>01/21/11-02/05/11</p> <p>ITA-Instructionally Targeted Assessment Teacher rubric based informal assessments Monitor usage home and at school</p>
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**Develop program of instruction that meets the needs of all students**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-2011 school year all teachers will increase differentiation of instruction. Evidence will include on-going assessment of student readiness and growth as a part of the lesson, and flexible grouping. The implementation of differentiated instruction will be measured by formal and informal observations.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Testing coordinator- disaggregates ELA/Math data and distribute to teachers based on the children that will be in their class for the current school year. Initiate PTT-Professional Teaching Teams on each grade level for both standardized and alternate assessed students that will meet bi-weekly to discuss student, strengths and weakness in core subject areas. Review IEPs and formulate academic plans to address student's needs. Conduct a short survey of all teachers to determine awareness and use of differentiated instruction. Focus on professional development provided to determine if it is adequate Class observations and focused instructional walk-thru to monitor differentiated instruction</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>NYSTL to support instructional hardware NYS instructional funding for common prep planning</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monitor student progress each marking period through teacher made exams. Monitor goal progress annually, provides support. Students should show a statistically significant increase in test score.</p>



<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, 90% of alternate assessed students at P9Q will receive a score of 2 or better as measured by proficiency in NYSAA portfolio assessments</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>NYSAA representative Susan Weinick-RLT will train teachers to utilize online program for AGLIs, and review students datafolios. Dates TBD Implement site based plan for professional development, preparation of NYSAA Portfolios Insure that Instructional and Assessment materials are accessible Provide opportunities through scheduling for expanded collegial reviews throughout the year</i></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><i>NYSAA COACH S. Weinick-Funding provided by Network 1/ D.75 NYS instructional funding for staff NYS instructional funding, CHAMPS and Title III to support extended day PROJECT ARTS to support staffing (external consultants) NYSTL to support text books, hardware and software State legislative grant to support curriculum</i></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><i>Collegial reviews of datafolios by AA team with AP's, School Based Coach, Teachers, Speech Provider within 6 week intervals to assure task is aligned to AGLIs and all relevant information is correct. The team will look at student work provided by teachers to assure the task is aligned to the AGLIs.</i></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	30	30	N/A	N/A	3	0	0	3
1	50	50	N/A	N/A	15	0	0	4
2	34	34	N/A	N/A	14	0	0	3
3	39	39	N/A	N/A	18	0	0	2
4	54	54	54	54	54	54	54	2
5	50	50	50	50	50	50	50	2
6	59	59	59	59	59	59	59	4
7	49	49	49	49	49	49	49	4
8	70	70	70	70	70	70	70	2
9	1	1	1	1	1	1	1	1
10								
11								
12								

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Great Leaps ( a one-to-one <i>reading intervention</i> designed to build reading fluency and phonic skills) : paraprofessional one-to-one instruction during the school day (daily)</p> <p>Achieve It: Small group instruction during the school day (daily)</p> <p>Handwriting Without Tears (program designed to help students develop good handwriting skills) (daily)</p> <p>Leap Frog: (touch/talking books designed to build reading using tactile and audio skills)1:1 tutoring/45 minute sessions each week, third/forth grade students</p> <p>Step Up to Writing: (writing program that focuses on making writing simple and easy to remember) 3-5 times weekly</p> <p>Technology: Storybook Weaver, Apple Works, Microsoft Word, Kids Inspiration, Cornerstone, Jumpstart (3-5 times weekly)</p> <p>Wilson (structured reading and writing program designed to help struggling readers learn the structure of words using decoding and encoding) para directed 1:1 tutoring, 45 minute sessions each week</p> <p>Read 180 Lab-small group instruction (daily)</p> <p>Foundations(Wilson for grades K-2) para directed 1:1 and small group instruction (daily)</p> <p>Lunch and Learn-small group/max 6 students eat lunch with coverage teacher to work on targeted academic areas</p> <p>AMPS/REWARDS 8<sup>th</sup> Grade Study Hall-tutoring/small group instruction Period 1 (daily)</p> <p>Reading Buddies 12:1:1 students read low level big books to 12:1:4 /12:1:1 AA students</p> <p>Robin Hood Library-Content-based instruction. Research based projects assigned. On-line resources and applications used to investigate themes, access and analyze data and enhance instruction, small group, during the school day</p> <p>Uptown Education-Online educational software targeting Math, Science, ELA and Social Studies (7 classes) during the school day and at home.</p> <p>Sampson classroom (subsidiary of Uptown Education)</p>
<b>Mathematics:</b>	<p>Everyday Math Games: all classes K-5 (daily)</p> <p>Achieve It: Small group instruction during the school day (daily)</p> <p>Math Steps: Small group instruction during the school day (daily)</p> <p>Technology: Cornerstone, Jumpstart, Math Rabbit, Millie’s Math House, Hot Dog Stand during the school day, (3-5 time weekly)</p> <p>Great Leaps Math ( a one-to-one <i>math intervention</i> designed to build fluency in basic math facts) : paraprofessional one-to-one instruction during the school day (daily)</p> <p>8<sup>th</sup> Grade Study Hall-tutoring/small group instruction Period 1(daily)</p> <p>Summer Success Mathematics</p> <p>Café Nine Breakfast Club-social skills, calculating money, food preparation (daily)</p> <p>Uptown Education-Online educational software targeting Math, Science, ELA and Social Studies (7 classes) during the school day and at home.</p>
<b>Science:</b>	<p>Achieve Maximum Potential (AMP) reading system is a research-based and classroom-validated program that systematically increases fluency, builds vocabulary, and improves comprehension in Math, Science and Social Studies.1:1 para/student 2x daily (grades 6-8))-middle school program.</p> <p>Glencoe Science Reading Essentials- daily grades K-8</p>

<b>Social Studies:</b>	Rewards Plus-grades 6-8 daily Debates-grade 8
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day</p> <p>Coordination of intervention services with community agencies</p> <p>Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships</p> <p>Life Space Crisis Intervention( interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors)</p> <p>Therapeutic Crisis Intervention (Developed by Cornell University, TCI assists in preventing crises from occurring, de-escalating potential and actual injury to children and staff, and teaching young people adaptive coping skills)</p> <p>Guidance Intervention (additional counseling provided for students who are experiencing a crisis, as needed, during the school day)</p> <p>Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs and services for students at-risk, as needed, during the school day</p> <p>Inclusion Team Meetings: Meetings with general education partners to insure success of students participating in inclusive education</p> <p>Positive Behavior Intervention and Supports-PBIS- School-Wide Behavior Matrix-(Honesty, Empathy, Accountability, Respect, Triumph) participation by all students daily</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day</p> <p>Coordination of intervention services with community agencies</p> <p>Referral services: social, recreational, medical, and psychiatric</p> <p>Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships</p> <p>Psychological Intervention(re-directing, de-escalate behavior using LSCI and or TCI) to students who are experiencing a crisis, as needed, during the school day</p> <p>Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs and services for students at-risk, as needed, during the school day</p> <p>Inclusion Team Meetings: Meetings with general education partners to insure success of students participating in inclusive education</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>Consultation: Collaborative partnerships with parents teachers, administrators, community health personnel, therapists and psychiatrists, mental health clinics, hospitals, and psychiatric facilities to plan and implement strategies to insure student success, as needed, during the school day</p> <p>Coordination of intervention services with community agencies</p> <p>Referral services: social, recreational, medical, and psychiatric</p> <p>Social Skills instruction: Small and large group targeted instruction; bullying, character education, developing friendships</p> <p>Life Space Crisis Intervention( interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors)</p> <p>Therapeutic Crisis Intervention, crisis intervention program during the school day</p> <p>Responsibility Training Program, during the school day</p> <p>Guidance Intervention to students who are experiencing a crisis, as needed, during the school day</p> <p>Team Meetings/Case Studies: Meet with interdisciplinary team of professionals to identify needs and services for students at-risk, as needed, during the school day</p> <p>Inclusion Team Meetings: Meetings with general education partners to insure success of students participating in inclusion.</p>

**At-risk Health-related Services:**

Referrals to mental health and psychiatric facilities for students in need of community interventions  
Agency referrals for students requiring assistive and augmentative devices that would promote independent ambulation

**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.

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

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

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

**Section I. Student and School Information**

Grade Level(s) 5-7

Number of Students to be Served: 12

LEP \_\_\_\_\_ Non-LEP

Number of Teachers 1

Other Staff (Specify) 1 Paraprofessional

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

**Section II. Title III, Part A LEP Program Narrative**

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

provider and qualifications.

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The ELL population at P. 009 Queens is distributed across grade levels K-9<sup>th</sup>, at six instructional sites. The broad distribution of ELL's throughout the grade levels and cluster school locations prevent group instruction during the course of the instructional day in a classroom model. We employ free-standing ESL programs at each of the cluster sites with varied class size ratios as follows: 12:1:1, 12:1:4, 8:1:1, and 6:1:1. ESL instruction is provided for ELL's with the following disabilities: Emotional Disability, Autism, Multiply Disabled, and Cognitive Deficiency. ESL instruction is provided through both push-in and pull-out models in accordance with IEP mandates, NYSESLAT Scoring, and programmed to accommodate individual student or group needs. For example, 12:1:4 ELL's are served via push-in model to accommodate the class ratio, while 12:1:1 are usually serviced through pull-out services.

P009Q is housed among six different school buildings across three different geographic regions. There are a total of 437 students and the ethnic breakdown is as follows: 11.44% Asian, 31.8% Hispanic, 34.32% Black, 20.59% White, and 1.83 % American Indian. The handicapping conditions and staffing ratios of the students vary, consisting of 6:1:1, 8:1:1, 12:1:1 and 12:1:4 students. Of the total student population, 95 students (21.74%) are ELLs.

The following table demonstrates a breakdown of our ELL's attending TITLE III by grade level.

GRADE	5th	6th	7th
NUMBER OF STUDENTS	4	4	4

The following is a decomposition of the languages spoken by our ELL students: 68 speak Spanish, 10 speak Bengali, 4 speak Russian, 3 speak Chinese, 2 speak Haitian Creole, 2 speak Mandarin, 2 speak Korean, 1 speaks Punjabi, 1 speaks Italian, and 1 speaks Amharic. Assessment data reveals that 75 ELLs are evaluated in alternate assessment and 20 in standardized assessment. Currently there are 32 ELL's receiving Bilingual Instructional Services in the following languages-Russian, Spanish, Bengali, Mandarin, and Bengali.

Instruction is individualized to meet each students needs. ESL instructors provide service in consultation with the classroom teacher to effectively scaffold instruction in the content areas. Instruction is also targeted for standardized and alternate assessment students. Techniques employed for the alternate assessment students incorporate Brigance, E-Class, and PECS. Instruction for standardized students employs aligning ESL instruction with the uniform curriculum assisted with AIS targeted interventions. Text and materials are parallel to classroom materials and supplemented with bilingual libraries and software designed to enhance instruction.

### **Title III Supplemental Instructional After School Program**

This year's Title III instruction will be conducted via thematic units which will include American government structure, practices, and ceremonies. We will utilize internet pod casts, online archived government ceremonies, and government issued pamphlets, magazines, and newspapers. Learning experiences will include the American electoral process, citizenship, and ceremonial traditions. Title III ESL instruction is in alignment with ESL and content area standards with an emphasis on the following Curriculum Standards ESL Standard 5-Students will demonstrate cross-cultural knowledge and understanding for all grade levels and language proficiency levels: ELA Performance Standard E4-Conventions, Grammar,

and Usage of the English Language, Social Studies standard E5-Civics, Citizenship, and Government, and Alternate Assessment AGLI's chosen by the classroom teacher to scaffold classroom portfolio.

The after-school ESL program will target ELL's identified through data analysis of ELA, CTB and NYSAA scores. The program will be provided as an After-School program, Mondays and Wednesdays, November 1, 2010 to May 25, 2010, 3:00-5:30pm. The program will take place within 27 weeks and contain 54 sessions. The instructor, a licensed special education teacher certified in ESL and Bilingual education and one Spanish speaking alternate placement paraprofessional will work the after school Title III ELL program. The students included in the supplemental group range from 5th to 7th grade, 100% alternate assessment. The students were selected after being identified as in need of remedial services in ELA by the schools data analysis team. Instruction will be supported by the addition of translation software and integrating technology into base instruction. Sessions will be held in the school's computer lab allowing the students to be engaged in instruction individually and as part of a group. In addition the group will have access to the schools Library media center that is currently fitted with extensive bilingual libraries, access to SMART Board technologies, as well as visual/audio media designed to facilitate literacy. Research shows that instruction enhanced by the use of technology results in increased English language proficiency within the ELL population.

The ESL teacher will differentiate instruction for the targeted students through consultation with the classroom teacher as well as addressing each students needs as mandated by the students current ESL IEP section. Periodic assessments will assist staff in identifying the success of the supplemental services and reorganize instruction when necessary. Informal assessments combined with 4 annual periodic assessments will enable the instructor to alter methodology with data related information that requires additional intervention. Pre-post testing will include classroom teacher designed rubric results, ELA text book and workbook reading level results, NYSESLAT scores, Brigance, and ELA scores.

There will be 12 ELL's invited to participate in the Title III ELL Technology program. All students are mandated to be in a 12:1:1 classroom. One ESL teacher and 1 Spanish speaking alternate placement paraprofessional will work with students in one 12:1:1 class in our after school program. Scientifically based research states according to Liaw (1997), "teachers should offer English language learners a language-rich environment in which students are constantly engaged in language activities."

### **Title III Parental Involvement**

Communication with families of the students serviced through Title III funds will be ongoing and continuous. Parental involvement will include afterschool workshops, questionnaires, and the opportunity to participate in the Title III program themselves. Language interpretation services will be provided via the paraprofessional. The paraprofessional providing language interpretation to parents of ELL's will also be employed as paraprofessional during Title III programming, offering interpretive services in Spanish. Translated letters, memos, and brochures will be made readily available to parents of ELL's. Staff is available for translation services if necessary and all communications will be translated for families in which English is not the primary language in the home. The Parent Coordinator will develop resources and provide at least 2 workshops during the school year targeting the families of our ELL's. Parent orientation for the extended day after-school program will take place the third week in November, 2010. An additional 2 workshops will be included during the After-School program. This will focus on instruction, extrinsic supports and internet based home activities that support instruction.

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

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Title III staff (both teacher and paraprofessional) will attend six sessions of teacher driven professional development every first Tuesday of the month, for one hour, between 3pm – 4pm. On December 6, 2010, January 3, 2011, February 1, 2011, March 7, 2011, April 4, 2011 and May 2, 2011. Mrs. Ortiz will be leading the professional development and discussions will include library usage and how to choose appropriate reading materials in the native and English language,; manageable rubrics and scoring techniques that assist in monitoring the English Language Learners success in listening, reading, writing, and speaking; training in technologies that can be used to bridge the gap between the ELL’s disability and English Language proficiency; and techniques and tracking measures that can be used in addressing the needs of our Long-Term ELL’s. Title III staff will also attend the following seminars offered by TESOL Virtual Seminar: The Multilevel ESOL Class: A Multitude of Opportunities for Language Development, once weekly from October 27, 2010 -February 3, 2011; A Focus on Academic Oral Language and Vocabulary Instruction in Language Learning, once weekly from January 4, 2011 – March 17, 2011; Why Are We Still Teaching the Wrong Grammar the Wrong Way? once weekly from April 12, 2011-May 19, 2011.

**Section III. Title III Budget**

School: : P.S.9 Queens      BEDS Code: 307500014009

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$6735.15	<b><u>Instructional Program</u></b> <b>Teacher</b> 1 teacher, 2 days per week, 2.5 hours per day for 27 weeks= 135 hours  135 x 49.89= \$6735.15 per teacher
	\$3912.30	<b>Paraprofessional</b> 1 paraprofessional, 2 days per week, 2.5 hours per day for 27 weeks= 135 hours  135 x 28.98= \$3912.30
	\$714.24	-ESL instruction provided After School Programs for students targeted in need of remedial intervention. Ratio to include paraprofessional, and direct instruction will include ELL students identified in need of AIS.  <b>Professional Development</b> Once monthly @ 1 hour per month for 6 months.  1- Teacher: 1hr monthly 6 x 49.89= \$299.34 1- Paraprofessional: 1hr monthly 5 x 28.98= \$144.90

		Saturday TESOL Virtual Seminar for non-members for 7 months 1- Teacher: \$135 1- Paraprofessional \$135
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3356 \$61  \$370.80	4 Apple iPads Student writing journals  Beverages and Snacks
<b>Educational Software (Object Code 199)</b>	1250.51	<b>ESL software, Apple applications</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$16,400	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

An inventory of the Home Language surveys and Parent-Indicated Preferred Language of Communication is maintained to ensure that written and oral Communication services are provided in the language of preference. Spanish, Bengali, Russian, Chinese, Haitian Creole, Mandarin, Korean, Punjabi, Italian, and Amharic are the ten non-English languages requested. There are a number of Bengali language families with students with severe disabilities that are recent immigrants to the United States. There are currently staff members who speak these languages and communicate with the parents. Translations of necessary information are provided whenever possible.

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.

Spanish, Bengali, Russian, Chinese, Haitian Creole, Mandarin, Korean, Punjabi, Italian, and Amharic are the ten languages requested. Translation and interpretation service options were explained to the staff members working directly with LEP students.

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

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

Written translation services are provided in-house for Spanish, Bengali, Russian, Chinese, Haitian Creole, Mandarin, Korean, Punjabi, Italian, and Amharic. Documents are given, two days in advance of when they are needed, to in-house translators.

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

Oral interpretation services are provided in-house for Spanish, Bengali, Russian, Chinese, Haitian Creole, Mandarin, Korean, Punjabi, Italian, and Amharic. In addition, a targeted number of ELL students will be provided direct instruction during the 21<sup>st</sup> century after school

program. Parents would be invited to participate during these 2 days/2 hours of instruction in order to provide strategies and instructional methodologies that could be utilized in the home to maximize extrinsic academic supports. Current testing data supports increasing AIS for targeted students to facilitate academic improvement. Increasing instructional time and supports for targeted ELL students will effectively address academic deficiencies.

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>

Within the first 30 days of the 2010-2011 school year, we will audit the requested parent languages. All limited-English parents will be notified of the school translation services via notices and home phone contact. We will utilize the assistance of the Department Of Education's Translation and Interpretation Unit when necessary.

## Language Allocation Policy 2010-2011

School: P009Q District: 75 Principal: Robert Wojnarowski

LAP Committee Team:

Principal, Robert Wojnarowski  
Assistant Principal, Lynda Dobrin  
Bilingual social worker, Ana Mariano  
ESL Teacher, Nancy Cabrera  
ELL Compliance Liaison, Gary Littman  
Special Education Teacher, Lisa Ortiz  
Parent, Denise Vecchio

P009 Queens, "P009Q" is a school that services children with special needs in K through 9<sup>th</sup> grade. P009Q is housed among six different school buildings across three different geographic regions. There are a total of 437 students and the ethnic breakdown is as follows: 11.44% Asian, 31.8% Hispanic, 34.32% Black, 20.59% White, and 1.83 % American Indian. The handicapping conditions and staffing ratios of the students vary, consisting of 6:1:1, 8:1:1, 12:1:1 and 12:1:4 students. Of the total student population, 95 students (21.7%) are ELLs.

K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
3	5	9	8	12	14	16	8	19	1

The following is a decomposition of the languages spoken by our ELL students: 68 speak Spanish, 10 speak Bengali, 4 speak Russian, 3 speak Chinese, 2 speak Haitian Creole, 2 speak Mandarin, 2 speak Korean, 1 speaks Punjabi, 1 speaks Italian, and 1 speaks Amharic.

Assessment data reveals that 75 ELLs are evaluated in alternate assessment and 20 in standardized assessment. As per the 2010 NYSESLAT, 15 ELLs scored at the Beginning level of English proficiency, 10 at the Intermediate, and 3 at the Advanced level. The NYSESLAT assessment data indicates a pattern of strengths in speaking and listening in the grade levels 1-9, with improvement needed in reading and writing. To prepare our ELLs in becoming more accustomed to test taking and strategies for success our instructors have used and will continue to utilize NYSESLAT samplers to reduce test anxiety. Our alternate assessment ELLs who participated in NYSAA averaged a score of 3 in math, 3 in reading, and 2 in social studies. Of our 20

standardized assessment ELL's, fourth graders averaged a score of 1 in Math, 1 in ELA, and 2 in Science, fifth graders scored an average of 2 in Math, 1 in ELA, and 2 in Social Studies. Comparison of NYSAA scores and Standardized scores among ELL's and non-ELL's revealed no significant difference in results in the content areas by grade.

Based on the performance data of ELLs, implications for LAP will be in aiding the content area proficiency and the development of life skills. Our program plan will consist of Developing Academic and Real Life English language proficiency, Scaffolding and Supporting content area instruction, and Targeting and Improving student test-taking skills. Moreover, in the writing and reading modalities, we will utilize NYSESLAT samplers to reduce test anxiety and improve performance. The LAP indicates that P009Q is meeting the needs of our ELL population. With all our variations in our student population, our staff is having positive learning outcomes with our ELL students.

All options for special education ELL's are discussed with parents during the Educational Planning Conference in consultation with the school-based support team. Of the 95 ELL students, 63 are mandated for ESL only as per IEP and 32 students are mandated for bilingual instruction as per their IEP and alternate placement paraprofessionals are provided who speak the student's native language. The alternate placement paraprofessional under the guidance, supervision, and direction of the teacher, provides native language instruction and translation of the core curriculum topics. P009Q has a free standing ESL program with ESL services being provided by two certified ESL teachers who utilize both push-in and pull-out approaches to instruction in order to meet ESL mandates in English. As per CR Part 154 mandates, ELL's at the Beginning Level in grades K-8 receive 360 minutes of ESL instruction, Intermediate Level receive 360 minutes of ESL instruction, and Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

Our instructional strategies are tailored to meet student needs. Instruction incorporates Total Physical Response, picture symbols (PECS), speech assistance devices, content scaffolding, project-based and communicative-based learning. Use of Native Language is not applicable to our current student population. However, native language culture is valued in a variety of ways. Scaffolding techniques focus on modeling, bridging, contextualizing, re-presenting text, building schema, and meta-cognition. ESL teachers use the same texts used in the classroom in the scaffolding. For standardized assessment students, Everyday Math, Impact Math, and Units of Study are used. With alternate assessment students, Functional Math books meeting the alternate assessment indicators are used. We also utilize the Robinhood library resources to provide multicultural exposure via texts and technology. The ESL teachers incorporate "Learning-by-doing" lessons in which students encounter language in real-life scenarios and activities. A typical project-based lesson may start with learning how to write a formal letter, peer/instructor correction with rubrics, and writing the final draft. All staff working with ELL students (teachers, paraprofessionals, and related service providers) attend ongoing professional development workshops on ELL student achievement over the academic year.

Due to the individual needs of our students, teachers utilize a variety of instructional strategies. Teachers provide instruction in ESL and content area instruction in English supported by ESL methodologies. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ESL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ESL methodologies that develop cognitive skills. For some students ESL instruction incorporates Total Physical Response, picture symbols, and speech devices. Other students benefit from ESL methodologies that incorporate content scaffolding and project-based and communicative-based learning strategies.

At P. 009Q there is a small cluster of ELL students at similar grade/language levels or disabilities at several sites. When instructors are not pushing in instructional groupings tend to be one-on-one or small groups. This allows for highly individualized instruction facilitating significant student progress.

In cases where a pull-out model is used, students are not removed from any content area class so that their test preparation and content learning are not impaired. This ensures that students receive the required 180 minutes of English Language Arts.

ESL instructors in the elementary and middle school often collaborate and team-teach with classroom and cluster teachers in order to scaffold English language learning within the content areas. Teachers frequently incorporate "learning-by-doing" lessons where students are given the opportunity to encounter and practice language in real-life scenarios and activities.

Intervention services provided for 'long term' ELL's consists of AIS, afterschool and early morning programming for intervention service, extra library access and scheduling, and ESL push-in services versus pull-out.

For students who have reached proficiency in the NYSESLAT, a two year transition plan with related services is implemented.

Intervention services for ELL's receiving extension of services consists of debate team participation, Title III program, AIS, afterschool and early morning programming for intervention service, extra library access and scheduling.

Presently we have one student with interrupted formal education, SIFE's or newcomers. Services provided include tutoring, technology, community awareness, Project Arts, and Title III.

Staff members at P. 009Q attend the on-going staff development courses for our ELL students. This year we will attend and provide staff development, including but not limited to the following: A Focus on Academic Oral Language and Vocabulary Instruction in Language Learning, Jose P. ESL Training, [Why Are We Still Teaching the Wrong Grammar the Wrong Way?](#), and The Multilevel ESOL Class: A Multitude of Opportunities for Language Development.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

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

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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**This is a NON-TITLE 1 school.**

### **Part A: FOR TITLE I SCHOOLS**

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). (6)
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
**N/A: school does not receive any set-aside funds**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.
  - **N/A: as a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and**

attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 009						
<b>District:</b>	75	<b>DBN:</b>	75Q009	<b>School</b>		307500014009	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	24	13	8				
Grade 1	34	8	19	<b>Student Stability - % of Enrollment:</b>			
Grade 2	37	7	13	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	27	15	13			79.5	75.5
Grade 4	17	17	22				
Grade 5	24	20	18	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	31	29	29	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	43	44	26		63.8	0.0	NA
Grade 8	61	48	40				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	101	11
Grade 12	0	0	0				
Ungraded	123	230	241	<b>Recent Immigrants - Total Number:</b>			
Total	421	431	429	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	2	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	421	431	0	Principal Suspensions	15	14	21
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	6	7	5
Number all others	0	0	425				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	89	86	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	107	104	0
# receiving ESL services only	25	55	TBD				
# ELLs with IEPs	14	89	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	72	67	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
	5	0	21	% fully licensed & permanently assigned to this school	100.0	98.8	0.0
				% more than 2 years teaching in this school	80.9	81.4	0.0
				% more than 5 years teaching anywhere	64.0	70.9	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	92.0	0.0
American Indian or Alaska Native	1.2	1.4	1.9	% core classes taught by "highly qualified" teachers	91.7	95.0	0.0
Black or African American	39.2	36.2	35.0				
Hispanic or Latino	28.3	32.0	31.2				
Asian or Native Hawaiian/Other Pacific	10.5	10.7	11.0				
White	20.9	19.7	21.0				
<b>Male</b>	72.7	72.6	71.8				
<b>Female</b>	27.3	27.4	28.2				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	54.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>75</b>	School Number <b>009</b>	School Name <b>P. 009 Queens</b>
Principal <b>Robert Wojnarowski</b>		Assistant Principal <b>Lynda Dobrin</b>	
Coach <b>Yvonne Duffus</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Nancy Cabrera, ESL</b>		Guidance Counselor <b>Ana Mariano, Bilingual SW</b>	
Teacher/Subject Area <b>Lisa Ortiz, classroom</b>		Parent <b>Denise Vecchio</b>	
Teacher/Subject Area <b>Gary Littman, Technology</b>		Parent Coordinator <b>Yolanda Jones</b>	
Related Service Provider <b>type here</b>		Other <b>Michael Biancaniello, classroom</b>	
Network Leader <b>Adrienne Edelstein</b>		Other <b>Deborah Berger, Counseling</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>437</b>	Total Number of ELLs	<b>95</b>	ELLs as Share of Total Student Population (%)	<b>21.74%</b>
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## Part II: ELL Identification Process

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

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

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

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

1. Administration of the Home Language Identification Survey (HLIS) is completed at enrollment, at the CSE level, by a trained pedagogue, within 10 school days of initial enrollment as per CR Part 154. Oral interviews in the native language, and the formal initial assessment is also done at the CSE level, by a trained pedagogue, within 10 school days of initial enrollment as per CR Part 154. Once a student is identified as speaking a language other than English (via the HLIS and oral interview) at home, the student is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In conjunction with the CSE our school also administers the initial screening and administration of the Home Language Identification Survey, Oral interviews, and the Lab-R, by Ana Cruz and Nancy Cabrera (who are both qualified pedagogues to administer the HLIS and LAB-R and who are certified ESL instructors at P.S. 009Q), within 10 school days of initial enrollment as per CR Part 154 when necessary. At the beginning of each school year a review is conducted by Ana Cruz and Nancy Cabrera of the NYSESLAT results by student to determine English proficiency and whether or not the student continues to be eligible for ELL services. Based on the results, lessons are administered to address the students deficiencies within the four modalities.

2. At P.009Q we offer a Freestanding ESL program. At the beginning of the school year the parents of ELL's are contacted and met with by Ana Cruz and Nancy Cabrera, our ESL instructors, who inform them of all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL) within 10 days of initial enrollment as per CR Part 154. Interpreters are used when necessary. Each programs details are discussed and include the process, outreach plan and timeline of each program and the expectations that will be required for success. There is continuous communication throughout the school year between teachers and parents.

3. Within the first 10 days of enrollment ELL parents are issued Entitlement letters according to LAB-R and NYSESLAT proficiency results via the CSE and during parent orientation. Parent Survey and Program selection forms are usually returned at the CSE level before student placement in our school.

4. Placement of our ELL students is done at the CSE Level.

5. Review of the Parent Survey and Program Selection is usually done at the CSE level.

6. The only program model offered is a Freestanding ESL program, and is offered as an option to the parent during the initial CSE process.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	5	7	8	10	13	13	8	17					83
<b>Push-In</b>	1	1	1		2	1	3		2	1			0	12
<b>Total</b>	3	6	8	8	12	14	16	8	19	1	0	0	0	95

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)		Special Education	95
SIFE	1	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 56	<input type="checkbox"/> 1	<input type="checkbox"/> 56	<input type="checkbox"/> 25	<input type="checkbox"/>	<input type="checkbox"/> 25	<input type="checkbox"/> 14	<input type="checkbox"/>	<input type="checkbox"/> 14	<input type="checkbox"/>	95
Total	<input type="checkbox"/> 56	<input type="checkbox"/> 1	<input type="checkbox"/> 56	<input type="checkbox"/> 25	<input type="checkbox"/> 0	<input type="checkbox"/> 25	<input type="checkbox"/> 14	<input type="checkbox"/> 0	<input type="checkbox"/> 14	<input type="checkbox"/>	95

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

### C. Home Language Breakdown and ELL Programs

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

**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
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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	3	5	6	6	6	13	8	6	14	1				<b>68</b>
Chinese							2		1					<b>3</b>
Russian				1		1			2					<b>4</b>
Bengali		1			4		3	1	1					<b>10</b>

## 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
Urdu					1									1
Arabic														0
Haitian							2							2
French														0
Korean								1	1					2
Punjabi					1									1
Polish														0
Albanian														0
Other			2	1			1							4
<b>TOTAL</b>	<b>3</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>8</b>	<b>19</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>95</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1a. P009Q has a Push-in and Pull-out organizational model in order to meet ESL mandates in English. Our Push-in model consists of the ESL teacher and regular classroom teacher collaboratively providing instruction to provide language acquisition and vocabulary support to our ELL's. Our Pull-out model consists of our ESL teachers providing English-acquisition-focused instruction outside of the homeroom.

1b. The program model currently used within the Push-In model is heterogenous, where students of mixed English proficiency levels are provided ESL instruction. Our Pull-out model is homogenous, where students of the same proficiency level are provided ESL instruction.

2. Utilizing both Push-in and Pull-out organizational models students in ESL are taught in English using ESL methodologies and native language support for the specified amount of time as determined by their NYSESLAT scores.

2a. As per CR Part 154 mandates, within both Push-in and Pull-out models, ELL's at the Beginning Level in grades K-9 receive 360 minutes of ESL instruction, Intermediate Level receive 360 minutes of ESL instruction, and Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

3. Our instructional strategies are tailored to meet student needs. We provide academic content-area instruction in English using ESL methodology and instructional strategies, as well as using native language support to make content comprehensible. Instruction incorporates ESL strategic instruction using Total Physical Response, picture symbols (PECS), speech assistance devices, content

scaffolding, project-based and communicative-based learning. Scaffolding techniques focus on modeling, bridging, contextualizing, re-presenting text, building schema, and meta-cognition. Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies and Native language support is provided. ESL teachers use the same texts used in the classroom in the scaffolding. For standardized assessment students, Everyday Math, Impact Math, and Units of Study are used. With alternate assessment students, Functional Math books meeting the alternate assessment indicators are used. Differentiated instruction for our ELL's are provided by utilizing the Robinhood library resources, texts, and technology. The ESL teachers incorporate "Learning-by-doing" lessons in which students encounter language in real-life scenarios and activities. A typical project-based lesson may start with learning how to write a formal letter, peer/instructor correction with rubrics, and writing the final draft. Our program is designed to assist ELL's in achieving English proficiency for their grade and meet or exceed New York State and City standards. All staff working with ELL students (teachers, paraprofessionals, and related service providers) attend ongoing professional development workshops on ELL student achievement over the academic year.

4a. Presently we have one student with interrupted formal education (SIFE). Our SIFE students are provided instruction in the both English and the Native language to acquire basic concept knowledge, critical knowledge, and English language proficiency utilizing content that reflects cultural interest. Services provided include tutoring, technology, community awareness, Project Arts, and Title III.

4b. Newcomers are provided services that immediately respond to their social, cultural, and linguistic needs. Cross-cultural communication in a supportive environment is provided during instruction. Services provided are tutoring, technology, community awareness, Project Arts, and Title III.

4c. Intervention services for ELL's receiving extension of services consists of debate team participation, Title III program, AIS, afterschool and early morning programming for intervention service, extra library access and scheduling.

4d. Intervention services provided for 'long term' ELL's consists of AIS, afterschool and early morning programming for intervention service, extra library access and scheduling, and ESL push-in services versus pull-out.

4e. Due to the special needs of our students, teachers utilize a variety of instructional strategies. Teachers provide instruction in ESL and content area instruction in English supported by ESL methodologies. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student's cognitive ability and his/her level of English proficiency. Some units of instruction in ESL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ESL methodologies that develop cognitive skills. For some students ESL instruction incorporates Total Physical Response, picture symbols, and speech devices. Other students benefit from ESL methodologies that incorporate content scaffolding and project-based and communicative-based learning strategies.

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.			
<b>NLA Usage/Support</b>	<b>TBE</b>		
100%			
75%			
50%			
25%			
	<b>Dual Language</b>		
100%			
75%			
50%			
25%			
	<b>Freestanding ESL</b>		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Our intervention instructional strategies are tailored to meet student needs. Instruction is provided in English and the Native language when needed in ELA, math, and other content areas. The languages are Spanish, Chinese, Russian, Bengali, Urdu, Haitian, Korean, Punjabi, and Amharic. The alternate placement paraprofessional under the guidance, supervision, and direction of the teacher, provides native language

instruction and translation of the core curriculum topics. Intervention instruction incorporates Total Physical Response, picture symbols (PECS), speech assistance devices, content scaffolding, project-based and communicative-based learning. Scaffolding techniques focus on modeling, bridging, contextualizing, re-presenting text, building schema, and meta-cognition. ESL teachers use the same texts used in the classroom in the scaffolding for intervention. For standardized assessment students, Everyday Math, Impact Math, and Units of Study are used. With alternate assessment students, Functional Math books meeting the alternate assessment indicators are used. We also utilize the Robinhood library resources to provide multicultural exposure via texts and technology for intervention. The ESL teachers incorporate “Learning-by-doing” lessons in which students encounter language in real-life scenarios and activities. A typical project-based lesson may start with learning how to write a formal letter, peer/instructor correction with rubrics, and writing a final draft.

6. For students who have reached proficiency in the NYSESLAT, a two year transition plan with related services is implemented. The transition plan consists of debate team participation, AIS, afterschool and early morning programming, and extra library access and scheduling. These former ELL’s are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to the NYSED Board of Regents.

7. We will utilize more technology, including the use of Smartboards and purchase ESL software to address the academic needs of our ELL’s.

8. There will be no discontinued services at this time.

9. ELL students are afforded equal access to all school program. ESL instructors in the elementary and middle school collaborate and team-teach with classroom and cluster teachers in order to scaffold English language learning within the content areas and utilize Alternate Placement paraprofessionals to further assist in instruction by interpreting in the native language. We currently offer Title III After-school programming to address the needs of our ELLs. All ELLs are offered the opportunity to attend after-school programming.

10. Due to the individual needs of our students, teachers utilize a variety of instructional strategies. Teachers provide instruction in ESL and content area instruction in English supported by ESL methodologies. Technology used by ELLs include computer room access, Smartboard usage, and ESL software usage. During instruction, teachers take into account the primary language and culture of the student while giving consideration to and teaching to the cognitive ability of the child. Units of instruction and methodologies vary based on the student’s cognitive ability and his/her level of English proficiency. Some units of instruction in ESL provide instruction in understanding, reading, writing, listening, and speaking English while others utilize ESL methodologies that develop cognitive skills. For some students ESL instruction incorporates Total Physical Response, picture symbols, and speech devices. Other students benefit from ESL methodologies that incorporate content scaffolding and project-based and communicative-based learning strategies.

11. Native language support is provided by our alternate placement paraprofessionals in our Freestanding ESL program. ESL, classroom, and cluster teachers utilize the alternate placement paraprofessionals to provide interpretive services to our ELLs.

12. All services and resources correspond to ELLs’ ages and grade levels.

### 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)?

Paste response to questions 1-5 here

### 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.

1. All staff members at P. 009Q, including Assistant principals, ESL coordinators, Subject area teachers, Paraprofessionals, ESL teachers, Guidance counselors, Special education teachers, Psychologists, Occupational therapists, Physical therapists, Speech therapists, Secretaries, and Parent coordinators, attend on-going professional development courses to assist in the instruction of our ELL students. Professional development will include but is not limited to the following: A Focus on Academic Oral Language and Vocabulary Instruction in Language

Learning, Jose P. ESL Training, Why Are We Still Teaching the Wrong Grammar the Wrong Way?, and The Multilevel ESOL Class: A Multitude of Opportunities for Language Development. Our professional development is geared toward the needs of our ELL's as required under CR Part 154.

### 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?

Communication with families of the students serviced will be ongoing and continuous. Parental involvement will include workshops and questionnaires. The Parent Coordinator will develop resources and provide at least 2 workshops during the school year targeting the families of our ELL's. Parent orientation meeting will be conducted throughout the school year as well. An additional 2 workshops will be included during the After-School program. This will focus on instruction, extrinsic supports and internet based home activities that support instruction.

## 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)		3	1	5	2	5	2	3	4					25
Intermediate(I)			1		1	5	3	2	2					14
Advanced (A)				1			2	1						4
Total	0	3	2	6	3	10	7	6	6	0	0	0	0	43

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5			6						6
6	2		6		1				9
7	1								1
8	1								1
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		5				11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5		2		2				9
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

**Number of ELLs Taking Test**

**Number of ELLs Passing Test**

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

3. Programming is decided upon individual ELL student NYSESLAT results and this determines the instructional direction and materials used to move students to master the modalities.
- 4a. There are currently no patterns due to the results based on individual ability.
- 4b. The school leadership and teachers use the results of the ELL Periodic Assessments to define the students strengths and weaknesses to then use differentiated instruction to improve academic deficiencies.
- 4c. ELLs Periodic Assesments reflect the individual students strengths and academic weaknesses. An alternate placement paraprofessional is used when required.
6. We define progress from NYSESLAT results and examine the percentage of students English proficiency in each level.

### 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.

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		