



ROBERT E. PEARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75Q075
ADDRESS: 1666 HANCOCK STREET, RIDGEWOOD, NY 11385
TELEPHONE: (718) 456-7588
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 75Q075 **SCHOOL NAME:** Robert E. Peary School

SCHOOL ADDRESS: 1666 Hancock Street, Ridgewood, NY 11385

SCHOOL TELEPHONE: (718) 456-7855 **FAX:** (718) 628-0491

SCHOOL CONTACT PERSON: Brenda Gallashaw **EMAIL ADDRESS:** 75Q075@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brenda Gallashaw

PRINCIPAL: Brenda Gallashaw

UFT CHAPTER LEADER: John Gutman

PARENTS' ASSOCIATION PRESIDENT: Deyanira Aguilera

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Stephanie McCaskill

SUPERINTENDENT: Gary Hecht

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Brenda Gallashaw	*Principal or Designee	
John Gutman	*UFT Chapter Chairperson or Designee	
Deyanira Aguilera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rosa Ramos	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Luz Soria	Member/Parent Association	
Marcia Barretto	Member/Parent Association	
Wayne Ambrose	Member/Parent Association	
Gesabel Munoz	Member/Parent Association	
Sean Arnold	Member/Teacher	
Tyrie Penn	Member/Paraprofessional	
	Member/	

(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.

The Robert E. Peary School is an educational community which provides a safe, nurturing instructional setting where all students are encouraged to reach their full potential. The school is committed to identifying and meeting the needs of students who are emotionally and/or cognitively challenged. We strive to empower our students to live as productive members of a multicultural society where they can reach their intellectual and social potential.

The main site of P75Q, The Robert E. Peary School, is located in the Ridgewood section of Queens, New York, bordering the borough of Brooklyn. This pre-Kindergarten to twelfth grade program serves a population of approximately 356 students. The organization includes a self-contained main building housed in its own modern facility located in Ridgewood, New York and five off-sites. The off-sites include self-contained and/or inclusion programs at local elementary schools which include P.S. 239Q, P.S. 88Q, I. S. 93Q, and P. S. 254Q. In addition, P75Q provides the educational component to Elmhurst Hospital Center's psychiatric treatment program. The organization serves students of varying degrees of cognitive abilities including students with autism spectrum disorder, emotional challenges, and cognitive delays. There is a focus on differentiated instruction and academic intervention based on students' needs assessments. Individualized related service periods including Occupational Therapy, Physical Therapy, Counseling, Hearing/Vision Services and Speech are provided as per the students Individualized Educational Plan (IEP) mandates. English as a Second Language (ESL) instruction is available for the students identified as Limited English Proficient (LEP). Students either participate in the full range of standardized testing or in the New York State Alternate Assessment.

P75Q and its associate programs endeavor to provide a singular educational experience unique to the needs of the students. To accomplish this end, we provide social, emotional and instructional programs, using a multiplicity of approaches. Small classes in self-contained and inclusive settings ensure that all students have available to them a plan that addresses their individual educational needs. Parents input via their school leadership roles, ensures that their expectations are met within the boundaries established by the Department of Education and its mandates. It is the expectation

that each child will engage in activities that will empower them to achieve cognitively, creatively, emotionally and socially.

Students participate in New York City's primary instructional programs of Balanced Literacy and Balanced Mathematics (Everyday Math and Impact Math). The school supplements the Balanced Literacy Writing Program through the use of Columbia University Teachers College Writing Program. The school also utilizes programs to support students who perform below grade level through the use of: Smile Program, Getting Ready to Learn, Achieve 3000, Great Leaps, Wilson Foundation and Handwriting without Tears. P.S. 75 is the recipient of grants such as Capezio, Schubert Foundation Grant, and Target. The Teachers and Writers Collaborative and Hospital Audiences provide residency programs in classes throughout the organization. For the fourth consecutive year the school will offer the Champs after-school physical education program and a Title III after-school program for ELL learners. As a means of supporting our students in their instructional programs, a variety of pro-social and behavioral supports are implemented including Positive Behavior Intervention Supports, Life Space Crisis Intervention, Therapeutic Crisis Intervention, and Skillstreaming. The school employs a Positive Behavioral Supports Program called "The Choice is Yours" to provide a uniform system of pro-social supports. Community-based organizations such as Learning Leaders, and Wyckoff Heights Medical Center, and Penny and City Harvest work collaboratively with our students and their families, as a means of further developing community awareness or support.

The entire school community supports and is accepting of the philosophy that "**Success is Doing Your Best**". Our focus is to educate students in the Least Restrictive Environment with the goal to return them to their community based school, where they can continue to develop skills to become productive members of society.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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?
-

The School Leadership Team, the Administrative Cabinet and the UFT representative for P75Q reviewed the SCEP Goals and Action Plans set forth during the 2009-2010 school year and reflected upon those that we felt needed to be further developed. Results of the following data sources gathered in 2009-2010 were also reflected upon: Learning Environment Survey, School Progress Report, State Assessments in English Language Arts (ELA), Mathematics, Science, and Social Studies, New York State Alternate Assessment (NYSAA) results for alternately assessed students, Inquiry Team Action Plan findings and teacher made assessments as these data sources are pertinent to our school. The findings of the 2008-2009 Quality Review were also reviewed.

P75Q celebrated numerous accomplishments during 2009-2010 as well as continued to develop its instructional programs and systems to benefit students and their families.

- Students competed and were recognized throughout the city for their academic, creative, and social achievements. In 2009-2010 P75Q honorees received awards and recognition through the following organizations: The Anne Frank Institute – High School Self Portrait (6 winners); Association of Black Educators of New York – Black History Essay Contest Winner; New York City Association of Jewish Teachers Essay Contest Merit Recipient; Metropolitan Museum of Art Contest Winner; Queens Borough President's Advisory Council for Students with Disabilities Writing Award Contest (4 winners)
- In keeping with the school's mission, in 2009-10, thirty-nine students were placed in Less Restrictive Environments, a 21% increase from the prior school year. This data includes students who were placed in inclusion; 12:1:1 general education communities, or a decrease in the need for a crisis paraprofessional.
- The school maintains a strong focus on building school-home partnerships and continually initiates new strategies to increase and support parent involvement in the school's Parent Association and School Leadership Team. In 2009-2010, there was a 9% increase in parent responses to the Learning Environment Survey.

- Communications systems with parents were expanded to utilize e-mail as an additional mode of communication available to parents. ARIS Parent Link Data and Performance Series Assessment information and training was been shared and offered to parents in 2009-2010.
- The school continued to focus on developing systems to promote personal and social growth and to control behavior effectively which resulted in a 34% decrease in referrals to the crisis intervention room.
- Parents receive daily communications concerning their child’s progress through the “Point Sheet” system and/or home-school communication books
- LEAP – students participated in an art/social art project with the purpose of bringing awareness to various social issues. The completed work, a bench was displayed in a public park
- P75Q was the recipient of the following grants in 2009-2010: Schubert Grant; Capezio; Target Grant (Arts)
- In order to build community, parents are included and participate in a school theater production “Annie Meets Oliver”, Thanksgiving Celebrations, Autism Day Activities, and the Literacy Fair
- Parent workshops were provided in the use of ARIS and Performance Series Assessments during Parent Association Meetings and Parent Teacher Conferences
- The school built upon the development of student empowerment groups in 2009-2010. The goal of these groups is the development of students as positive role models within the school. Students are engaged in leadership activities which build self-esteem, create a positive self-image and learn skills which will assist them in planning for their futures. Student empowerment groups include “The Elite Tie Society”, “Girls to Ladies”, and Girls Incorporated.
- Teachers met bi-monthly during common planning periods in order to share best practices, examine data, and develop instructional strategies.
- Ongoing professional development is offered by our Technology Teacher in areas of need as identified by teaching staff in order to utilize technology interpret data, utilize technology to document student achievement, and to support instruction in the classroom. Teaching staff was afforded the opportunity to select and register for their own professional development as relevant to their teaching assignment
- The school introduced the “Student of the Month” Program, where students from each class are recognized for academic, social, or behavioral progress. Students are celebrated with their families at the school monthly
- The school’s multitude of instructional programs allows for a flexibility of approach and supports differentiation of instruction (Early Literacy Skills Building, Words Their Way, Meville to Weville, SMILE, etc.)
- P75Q was recognized for their use of Achieve 3000 Reading Intervention Program

- P75Q students participated in the District 75 Debate Program and Basketball Tournament
- P75Q students won first place in the District’s Social Studies UnitTyV“Red Carpet Event” which requires student groups to produce a live news broadcast focused on a major theme in U.S. history
- Students regularly participate in “Publishing Parties” throughout the year upon completion of writing units based upon Columbia University Teachers College Writing Program
- Student filmmakers participated in the annual student film festival producing animations, documentaries and newscasts
- The school received a score of “Proficient” on its last Quality Review

“The Reading Leaders”, the school’s data inquiry team for English Language Arts was expanded in 09-10 and targeted 14 students in grades 4 through 6 whose reading grade level equivalents were 3 to 5 years below their grade level according to the Performance Series Assessments in Reading and comprised the bottom third of their class. All students were reticent to read and did not want to participate in reading activities as indicated by their classroom teachers. Students worked together with data inquiry team members to utilize the SRA Specific Skills Series (which had been proven to be a successful intervention with students with reading levels above grade 2).

As the process began students created their own group mission statement which encompassed their own personal goals. Students then completed assessments and were assigned independent work. Individual conferences were held with inquiry team members to discuss their progress and feelings about the intervention. Individual student strengths and weaknesses were monitored. The school based coach modeled and practiced with the students various reading strategies. Subgroups were formed within the group for further intense intervention based on interim performance assessments centering around word attack skills and fluency. Two subgroups each containing 3 students were formed and given additional interventions including the use of Dolch sight word lists, Words Their Way, word attack strategies, and vocabulary practice utilizing Readers Theater. This served to build student confidence and motivation to read.

Gains were noticed in fluency, students, however, still needed further supports when reading independently. Of the 14 students originally targeted, one transferred. Seven of the remaining thirteen students met and/or exceeded the targeted goal of an additional 100 scaled score point increase (approximately one year’s growth) in the Performance Series Assessment in Reading. Of the students who made gains, the average growth was 359 scaled score points. Students who did not reflect growth in scaled score points struggled to transfer acquired learning outside of the instructional program. A component to support transference of skills will be utilized in 2010-2011.

Despite the many successes celebrated during the 2009-2010 school year, data indicates that there are continued needs and challenges that need to be addressed in 2010-2011.

Results of the Learning Environment Survey demonstrates that there needs to be a focus on developing more effective school in-house communications, forums for open communications on school issues, and team building within the school. To address these needs in 2010-2011, the school will focus on the development of communications systems to allow for sharing and interpreting of information through ARIS communities and the regular use of e-mail to ensure timely and clear expectations to staff.

A barrier to improving student achievement has been the ability to maintain quality program implementation at the school level after initial teacher training(s). While the school prides itself on providing a wide array of instructional programs to meet the academic needs of all its students, it has been a challenge to provide all instructional staff with the amount of individualized support necessary to effectively implement these instructional programs and assessments. Professional development has been provided to staff through district initiatives, grade level meetings, school-sponsored internal professional developments, school-based coaching sessions and during the Chancellor's Professional Development Days. The school plans to more fully engage staff with participation in ARIS communities in order to provide staff with a venue to share best practices and evaluate program productivity.

Another area of concern is student performance on the New York State English Language Arts and Mathematics standardized exams. Standardized test scores in English Language Arts showed consistent growth from 2006 through 2009. In 2008-2009, 71% of students in grades 3 through 8 who participated in standardized assessments, achieved Level 2 or above, in comparison to only 31% in 2009-2010 (40% decline). Standardized test scores in the New York State Mathematics Exam also showed declines in 2009-2010. In 2008-2009, 76% of students who participated in standardized assessments in grades 3 through 8 achieved Level 2 or above, in comparison to 51% in 2009-2010 (25% decline). An explanation for the drop in level scores on the standardized exams may be found in the tougher academic standards and grading systems implemented by the state. The state changed the way it graded the English and Math tests so that a score that was high enough to earn a rating of 3, "proficient" in the past, this year would only be a rating of 2, or "basic". This tougher grading system resulted in a significant drop in overall ratings across the city and the entire state.

While State Standardized Exams showed a decline, the Performance Series Assessments demonstrated student growth in all areas measured in 2009-2010. Mean scaled score gains are as follows: Reading +144; Language Arts +186; Mathematics + 205 . An analysis of reading, mathematics, and language arts in the Performance Series indicates that the 5th and 6th grade population needs additional interventions and instructional supports. These groups will be a focus of data inquiry teams in 2010-2011. Additionally the reading summary indicates that the sub-skills of fiction and non-fiction across all grades are scoring below grade level. The mathematics sub-skill of measurement will also be targeted.

In order to enable our students to meet these tougher academic standards and to ensure that they graduate with the skills they need to be successful, we will implement action plans targeted for students in English Language Arts and Mathematics in 2010-2011.

P75Q had 102 students participate in New York State Alternate Assessment for 2009-2010. NYSSA results yielded improvement in students achieving Level 3-4 compared to 2008-2009 (86% to 90%). However, there is a decrease in performance in students achieving level 3-4 in mathematics (93% to 88%). Science results remained consistent at 96% from 08-09 to 09-10 while social studies rose from 80% - 93%. Student who received "no scores" due to clerical/procedural errors rose from 10 to 23 in 2009-2010. Most common errors involved alignment of student work samples with Alternate Grade Level Indicators (AGLI's) and student assessment tasks (code #8). This contributed significantly to students scoring below level 3 (only six students scored level 2 without a no score). The data demonstrates that while students are performing at a high level, that level can be improved with additional professional development. The 2009-2010 school year had an influx of new teachers who

are new to NYSAA. In order to improve scoring results of datafolios in 2010-2011, teachers will receive ongoing professional development and more rigor will be applied in collegial reviews.

The school will seek to further develop the teacher's ability to develop individualized curriculum and establish concrete educational objectives for our alternately assessed student. Teachers will receive extensive professional development in 2010-2011 to implement a school-wide uniform assessment and tracking system utilizing the Assessment of Basic Language and Learner Skills (ABLSS), to identify student deficiencies in language, academic, self-help, and motor skills.

A review of our 2009-2010 Progress Report Overview indicates an overall "C" rating (47.9 out of 100). This grade includes results from the Learning Environment Survey, and measures student growth during the past year in English Language Arts and Mathematics Assessments from 08-09 to 09-10. It is anticipated that implementation of the action plans set forth in 2010-2011 will yield higher results during the school's 2011-2012 Progress Report.

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.

Reading

- By June 2011, all students in grades 3 through 8 (standardized and alternately assessed) will demonstrate growth in reading/ receptive and expressive language skills as evidenced by the use of the Performance Series Assessment or the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R). Standardized students will demonstrate an average of one year's growth in reading; alternately assessed students will acquire a minimum of five new skills with an average of 40% growth toward mastery in either Basic Learner or Academic Skill for language acquisition.

Mathematics

- By June 2011, all students in grades 3 through 8 (standardized and alternately assessed) will demonstrate growth in mathematics skills as evidenced by the use of the Performance Series Assessment or the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R). Standardized students will demonstrate an average of one year's growth in mathematics; alternately assessed students (with pre-requisite language skills necessary for applying mathematical concepts) will acquire a minimum of five new skills with an average of 40% growth toward mastery in either Basic Learner or Academic Skill for mathematics problem solving.

School-Wide Communications

- By June 2011, all administrators, classroom teachers, and related services providers will align themselves to an internal community through the use of technology in order to share common pedagogy and to support student learning.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, all students in grades 3 through 8 (standardized and alternately assessed) will demonstrate growth in reading/ receptive and expressive language skills as evidenced by the use of the Performance Series Assessment or the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R). Standardized students will demonstrate an average of one year’s growth in reading; alternately assessed students will acquire a minimum of five new skills with an average of 40% growth toward mastery in either Basic Learner or Academic Skill for language acquisition.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All teachers of alternately assessed students will receive professional development (beginning and advanced sessions) on the use of ABLLS-R as an assessment tool and data collection procedures to be initiated prior to 10/15/10. • An ABLLS-R kit will be created and assembled at each site in order to facilitate the assessment process by 10/15/10 • All teachers of standardized assessed students will receive professional development on the use of Performance Series Assessment (beginning and advanced) and data collection procedures to be initiated prior to 11/2/10 • Classroom teachers will team with School Administration, School Based Coach, Testing Coordinator and the Computer Lab Teacher to perform baseline assessments using the Performance Series Assessment in reading prior to 10/31/10 • Interim review of teacher progress towards effective data collection will be conducted during the Professional Development Day in November 2010 • Teachers along with the support of Administration, Data Specialist, Inquiry Team School Based Coach will analyze the results of the Performance Series Assessment and identify, categorize and chart skills deficits by 11/15/10 • Teachers will receive on-going professional development during common

	<p>planning/grade-level meetings from the school-based coach/lead teachers with the utilization of interventions including Achieve 3000, SMILE, JARS, Orchard, and the SRA Specific Skills Series Assessment throughout the entire 2010-2011 school year</p> <ul style="list-style-type: none"> • A mechanism to track student progress will be created prior to 11/19/10 and monitored by administrators on a monthly basis beginning December 2010 • Teachers will apply appropriate interventions with periodic checks as needed to ascertain student progress (Response to Intervention – RTI) • An additional professional development for all teachers will be conducted in January 2011 in order to prepare teachers to assess student gains and assess the effectiveness of the intervention tools. • A calendar delineating the assessment periods will be developed. Teachers will administer the assessments periodically during the months of October, February, and May • Final review of findings in June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • OTPS Funds Supplies – Object Code 130 - \$1500 for ABLLS-R Assessment Books • PS Funds – In house Professional Development Program - \$3255 for teacher coverage for in-house Professional Development Program • Achieve 3000 Web based reading intervention program - \$1125 from Tax Levy/Instructional funds - object code 199 (additional \$1125 to funded by District)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Performance Series Assessment Progress Monitoring will be completed by the end of October, 2010, February, 2011, and May, 2011. Students will demonstrate an average than one half years growth by February 2011. • Preliminary ABLLS Assessment will be completed by the end of November 15, 2010. The end-of-year assessment will be completed by June 1, 2011. • By the end of January 2011, alternately assessed students will improve an average of 20% toward skill(s) mastery as evidenced by teacher data collection, teacher observation and informal assessment(s).

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, all students in grades 3 through 8 (standardized and alternately assessed) will demonstrate growth in mathematics skills as evidenced by the use of the Performance Series Assessment or the Assessment of Basic Language and Learning Skills-Revised (ABLLS-R). Standardized students will demonstrate an average of one year’s growth in mathematics; alternately assessed students (with pre-requisite language skills necessary for applying mathematical concepts) will acquire a minimum of five new skills with an average of 40% growth toward mastery in either Basic Learner or Academic Skill for mathematics problem solving.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All teachers of alternately assessed students will receive professional development (beginning and advanced sessions) on the use of ABLLS-R as an assessment tool and data collection procedures to be initiated prior to 10/15/10. • An ABLLS-R kit will be created and assembled at each site in order to facilitate the assessment process by 10/15/10 • All teachers of standardized assessed students will receive professional development on the use of Performance Series Assessment (beginning and advanced) and data collection procedures to be initiated prior to 11/2/10 • Classroom teachers will team with School Administration, School Based Coach, Testing Coordinator and the Computer Lab Teacher to perform baseline assessments using the Performance Series Assessment in mathematics prior to 10/31/10 • Interim review of teacher progress towards effective data collection will be conducted during the Professional Development Day in November 2010 • Teachers along with the support of Administration, Data Specialist, Inquiry Team School Based Coach will analyze the results of the Performance Series Assessment and identify, categorize and chart skills deficits by 11/15/2010 • Teachers will receive on-going professional development during common planning/grade-level meetings from the school-based coach/lead teachers with the utilization of interventions including Math Triumphs and Orchard throughout the entire 2010-2011 school year • A mechanism to track student progress will be created prior to 11/19/2010 and monitored by administrators on a monthly basis beginning December 2010 • Teachers will apply appropriate interventions with periodic monthly checks to ascertain student progress (Response to Intervention – RTI)

	<ul style="list-style-type: none"> • An additional professional development for all teachers will be conducted in January 2011 in order to prepare teachers to assess student gains and assess the effectiveness of the intervention tools. • A calendar delineating the assessment periods will be developed. Teachers will administer the assessments periodically during the months of November, February, and May • Final review of findings in June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • PS Funds – In house Professional Development Program - \$3255 for teacher coverage Tax Levy Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Performance Series Assessment Progress Monitoring will be completed by the end of October, 2010, February, 2011, and May, 2011. Students will demonstrate an average than one half years growth by February 2011 • Preliminary ABLLS Assessment will be completed by the end of November 15, 2010. The end-of-year assessment will be completed by June 1, 2011. • By the end of January 2010, alternately assessed students will improve an average of 20% toward skill(s) mastery as evidenced by teacher data collection, teacher observation and informal assessment(s).

Subject/Area (where relevant): School-wide Communications

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all administrators, classroom teachers, and related services providers will align themselves to an internal community through the use of technology in order to share common pedagogy and to support student learning.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 100% of classroom teachers, related service providers, and administrators will receive professional development in the use of ARIS by October 15, 2010 • The school’s technology coordinator will assist in the development of cohort communities • All classroom teachers, related service providers, and administrators will be given external storage drives for the purpose of sharing vital student information • A communication format to be shared between administrators, teachers and related service providers will be created and distributed for the purpose of sharing timely information via e-mail in order to expedite vital student information •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Tax Levy Instructional Funds – Object Code 130 – External Storage Devices (Flash Drives) - \$1400 • Per Diem Teacher Coverage to conduct in-house professional development program on ARIS communities and communication formats to be utilized internally - \$3255
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • By January 2011, a review of the school’s ARIS communities will demonstrate that 75% of all teachers are an active part of a school based ARIS community • By January 2011, 75% of the staff will possess an external storage drive use to store/share pertinent student information within the entire school community • By the end of October 2011, the school will have an uniform internal communication document which will be used to share pertinent student information electronically

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	12	12	N/A	N/A	Services	Provided As	Per IEP	Mandates
1	38	38	N/A	N/A	Services	Provided As	Per IEP	Mandates
2	28	28	N/A	N/A	Services	Provided As	Per IEP	Mandates
3	36	36	N/A	N/A	Services	Provided As	Per IEP	Mandates
4	44	43	44	N/A	Services	Provided As	Per IEP	Mandates
5	45	46	46	35	Services	Provided As	Per IEP	Mandates
6	47	48	44	37	Services	Provided As	Per IEP	Mandates
7	39	39	36	32	Services	Provided As	Per IEP	Mandates
8	17	17	13	13	Services	Provided As	Per IEP	Mandates
9	Students	In	Grades 9-12	attend	Services	Provided As	Per IEP	Mandates
10	school	in a	short	term	Services	Provided As	Per IEP	Mandates
11	psychiatric	hospital	facility	with	Services	Provided As	Per IEP	Mandates
12	a	highly	transient	population	Services	Provided As	Per IEP	Mandates

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Achieve 3000, Wilson Reading, Wilson Foundations, Achieve It WLA, Great Leaps Reading Program K-2/3-5, Handwriting Without Tears, Summer Success Reading, Leap Frog Reading Pad/Readers, Voyager Passport Reading Intervention Program, Orchard (Computer Lab Program), Smile Reading Program</p>	<p>Achieve 3000 – Level non-fictional text based computer software which develops reading comprehension, vocabulary and critical thinking for middle school students individually used for 3 sessions per week, duration of one period (50 minutes) per session.</p> <p>Wilson Reading- fluency/vocabulary/phonics/decoding program for elementary/middle school, small group instruction during literacy block within the classroom setting.</p> <p>Wilson Foundations- fluency/vocabulary/phonics/decoding program K-2, small group instruction during literacy block within the classroom setting.</p> <p>Achieve IT ELA- leveled reading comprehension, vocabulary and critical thinking program elementary/middle school, small group instruction during literacy block with the classroom setting.</p> <p>Great Leaps Reading Program- rote letter/word recognition program to develop fluency/accuracy in reading K-5, individual instruction during literacy block within the classroom setting</p> <p>Handwriting Without Tears- a multi-sensory approach to teaching handwriting grades K-5, small group instruction during literacy block within the classroom setting</p> <p>Summer Success Reading Program- leveled reading comprehension, vocabulary and critical thinking program K-8, small group instruction during literacy block within the classroom setting</p> <p>Leap Frog Pads/Readers- leveled fluency/vocabulary/phonics/decoding software K-2nd grade, individual/small group instruction during literacy block within the classroom setting</p> <p>Voyager Passport Reading Program- leveled fluency/vocabulary/phonics/decoding/reading comprehension program, small group instruction during literacy block within the classroom setting</p> <p>Orchard- fluency/vocabulary/phonics/decoding/reading comprehension program individual instruction during allotted computer lab sessions 1-3 sessions per week 25 minutes per session</p> <p>Smile – phonics based language program using a multi-sensory approach to reading individual/small group instruction during literacy block within the classroom setting</p>
<p>Mathematics: <i>Everyday Mathematics Games, Math Steps, Achieve IT Mathematics, Great Leaps Mathematics, Summer Success Mathematics, Orchard (Computer Lab Program), Math Triumphs</i></p>	<p>Everyday Mathematics Games- basic computation (add, subtract, multiply, divide) skills enhancement and problem solving small group instruction during mathematics block within the classroom setting</p> <p>Math Steps- basic computation (add, subtract, multiply, divide) skills enhancement reinforced through individual/small group instruction during literacy block within the classroom setting</p> <p>Achieve IT Mathematics- leveled basic computation (add, subtract, multiply, divide) skills enhancement and problem solving reinforced through small group instruction during literacy block within the classroom setting</p> <p>Great Leaps Mathematics-basic mathematics facts reinforced by rote repetition provided through individual instruction during literacy block within the classroom setting</p>

	<p>Summer Success Mathematics Program- leveled basic computation (add, subtract, multiply, divide) skills enhancement and problem solving small group instruction during mathematics block within the classroom setting</p> <p>Orchard- basic computation (add, subtract, multiply, divide) skills enhancement and problem solving provided through individual instruction during allotted computer lab sessions 1-3 sessions per week 25 minutes per session</p> <p>Math Triumphs – leveled basic computation (add, subtract, multiply, divide) skills enhancement and problem solving small group instruction during mathematics block within the classroom setting</p> <p>I Openers- mathematics based leveled non-fiction readers individual/small group instruction during science instruction and/or literacy block within the classroom setting</p>
Science: I Openers, Programmed Science Cluster/Lab	<p>I Openers- science based leveled non-fiction readers individual/small group instruction during science instruction and/or literacy block within the classroom setting</p> <p>Programmed Science Cluster/Lab- inquiry based <i>whole class and small group instruction</i> during allotted science lab sessions 1-3 sessions per week 50 minutes per session</p>
Social Studies: I Openers, Programmed Social Studies Cluster	<p>I Openers- social studies based leveled non-fiction readers individual/small group instruction during social studies instruction and/or literacy block within the classroom setting</p>
At-risk Services Provided by the Guidance Counselor: Individual Educational Plan (IEP) Mandated Counseling Sessions	<i>services provided according to IEP mandates</i>
At-risk Services Provided by the School Psychologist: N/A	<i>services provided according to IEP mandates</i>
At-risk Services Provided by the Social Worker: N/A	<i>services provided according to IEP mandates</i>
At-risk Health-related Services: N/A	<i>services provided according to IEP mandates</i>

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) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both **Number of LEP (ELL) Students Served in 2009-2010:** _____

59
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:
 - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs.
Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (200 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

P75Q has a total of 59 ELL students: 54 are alternate assessment and 5 are standardized assessment; 18 are ESL only and 41 are in Alternate Placement. Students receive ESL according to New York State CR Part 154 mandates of 360 minutes for those elementary students on the Beginning and Intermediate Levels. 29 students are served at the main site by one ESL teacher; 4 are Standardized Assessment and 25 are Alternate Assessment. Most students presently receiving ESL services are at the Beginning Level of Proficiency. English is the only language used in the instruction of ELLs. However, Alternate Placement paraprofessionals are assigned to address the instructional needs of students in

alternate placement settings. The ESL component is designed to develop skills in listening, speaking, reading and writing for the purpose of using English as the students' primary method of communication. Services are rendered according to IEP mandates for the purpose of establishing groups for functionality and cognitive development. We also have a therapeutic hospital site that provides short term care for student with emotional problems. The number of these students change on a regular basis because they generally return to their home school. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: Total Physical Response (TPR) to improve the students' receptive communication skills and strengthen both receptive and expressive language, the Language Experience Approach to reinforce the use of English utilizing real world applications and students' experiences, and Cooperative Learning. For standardized assessment students The Cognitive Academic Language Learning Approach (CALLA) is also used to improve reading comprehension and content area instruction. The use of technology is included to give students additional instructional support. Multi-sensory and multicultural materials are infused throughout all aspects of instruction.

The ESL teacher utilizes both, push-in, and pull-out models of instruction and works together with the classroom teacher to plan collaboratively in the development of lesson plans for the levels of language proficiency and building listening, speaking, reading and writing skills. Of the total 59 students participating in the ESL program, 43 are Spanish speaking,, 4 are Bengali, 2 are Urdu, 1 Tagalog, 4 Chinese/Mandarin , 1 Punjabi, 2 are Polish, 1 Romanian and 1 Malesya.`

Long term ELLs and ELLs with extension of services are supported through an extended day program, Academic Intervention Services (AIS), instructional technology, and visual arts enrichment. Language support may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary) and scaffolding writing activities.

Parent/community involvement:

The school addresses the needs of parents to communicate in their native language through the use of the Department of Education's Translation Unit. The school's Parent Coordinator and/or ESL teacher work together with the school to provide parental documents in the family's native language. Ample opportunity and time will be provided to convey concerns in order to promote communication/participation by parents from different cultural backgrounds. Training will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals.

Information will be provided to parents through scheduled meetings, conferences and planning sessions for the individualized education program (IEP). Orientation regarding instruction in English as a Second Language (ESL) will be provided by the guidance counselor in concert with the ESL teacher upon conducting school tours. The ESL teacher discusses present instruction programs utilized in the school, discusses ESL guidelines and services to be provided and responds to parent concerns. Information on relevant topics related to ELLs, as well as help for parents to gain insight into the education of special needs students will be provided at the Parent Association Meetings held monthly.

Parent Meetings will also be provided through the use of Title III funding. Parents will participate in 3 training sessions to before during and just prior to the conclusion of the Supplemental Instructional Program.

Project Jump Start (Programs and activities to assist newly enrolled LEP students):

N/A

IV. Staff Development (2010-2011):

The P75Q professional development plan will include the following topics: issues pertaining to the instruction of ELLs, ESL in the content areas, NYS ESL standards, cultural diversity, technology, Mathematics, Literacy, Methods for ELLs to Alternate Assessment (NYSAA) students, multicultural activities and instructional adaptations of materials for the education of ELLs with severe disabilities, Positive Behavior Supports, and academic intervention services. P75Q teachers and paraprofessionals who serve ELLs will also be supported through coaching services provided by the

district's instructional coaches. P75Q will ensure the attendance of ESL teachers, monolingual teachers, and paraprofessionals at district and city conferences focusing on the education of ELLs.

The school offers Staff Development on Chancellor's Conference Days on September 7, 2010, November 2, 2010 and June 9, 2010. In addition, District 75 provides Professional Development at the district level. Teachers review and enroll in choices provided by the district.

Staff Development will also be provided through the use of Title III funding. Staff will participate in 3 training sessions to before during and just prior to the conclusion of the Supplemental Instructional Program.

V. Support Services are provided based on IEP mandates and/or the results of state and/or local assessments. Students receive counseling and speech services as per IEP mandates. Students not performing to grade level standards receive Academic Intervention Services based on the results of either state or local assessments. Tutoring is also available to help students develop necessary skills in needed areas. LEP students also participate in the Title III program which is an after school instructional program. The purpose of this supplemental program is to strengthen English as the primary language for communication for severely cognitively delayed students.

VI. Native Language Assessments: N/A

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2010-2011)

School District: 75

Type of Program: ESL X Bilingual

Both

School Building P. 75 Queens

(Complete this form for each school building with LEP students in

grades K-8 during 2010-2011)

Do not include long-term ELLs

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5	
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served
		Bil	ESL														
Arabic (ARB)																	
Bengali (BEN)			0			0			1			1			1		
Bosnian (BOS)																	
Chinese (CMN) CT MN			0			1			0			2			1		
French (FRA)																	
H. Creole (HAT)																	
Hindi (HIN)																	
Japanese (JPN)																	
Malesyan															1		
Polish (POL)						1											
Romanian									1								
Russian (RUS)																	
Spanish (SPA)			1			10			1			8			9		
Vietnamese (VIE)																	
Urdu			0												1		
Punjabi																	
Tagalog																	
SUB TOTALS 			1			12			3			11			13		

Attach additional sheets if necessary.

ADDITIONAL LANGUAGES

Acholi (ACH)	Hebrew (HEB)	Samoan (SMO)
Adangme (ADA)	Hindi (HIN)	Sanskrit (SAN)
Afrikaans (AFR)	Hungarian (HUN)	Seneca (SEE)
Akan (AKA)	Ibo (IBO)	Seri (SEI)
Algonquin (ALQ)	Icelandic (ISL)	Shan (SHN)
Amharic (AMH)	Ilocano (ILO)	Shona (SNA)
Arabic (ARB)	Indonesian (IND)	Shina (SCL)
Arawak (ARW)	Kabyle (KAB)	Sidamo (SID)
Assamese (ASM)	Kamba (KAM)	Sindhi (SND)
Aymara (AYC)	Kashmiri (KAS)	Slovak (SLK)
Basque (BAQ)	Konkani (KNN)	Slovenian (SLV)
Bemba (BEM)	Lao (LAO)	Somali (SOM)
Bengali (BEN)	Latvian (LAV)	Sotho-Southern (SOT)
Bhili (BHB)	Lithuanian (LIT)	Sukuma (SUK)
Brahui (BRH)	Macedonian (MKD)	Swahili (SWH)
Breton (BRE)	Malay (MLY)	Swedish (SWE)
Bulgarian (BUL)	Malayalam (MAL)	Tajiki (TGK)
Cebuan (CEB)	Maltese (MLT)	Tamil (TAM)
Cham (CHA)	Mandinka (MNK)	Telugu (TEL)
Czech (CES)	Marathi (MAR)	Thai (THA)
Danish (DAN)	Mende (MEN)	Tigre (TIG)
Estonian (EST)	Mohawk (MOH)	Tonga (TNZ)
Ewe (EWE)	Ndebele (NDE)	Turkish (TUR)
Finnish (FIN)	Nyanja (NYA)	Ukrainian (UKR)
Garifuna (CAB)	Oneida (ONE)	Urdu (URD)
Georgian (KAT)	Papiamento (PAP)	Wolof (WOL)
German (GER)	Pashto (PST)	Yoruba (YOR)
Guarani (GUG)	Romanian (RON)	Zulu (ZUL)
Gujarati (GUJ)	Romansch (ROH)	
Hausa (HAU)	Rundi (RUN)	

Number of Teachers and Support Personnel for 2010-2011

School Building: P. 75 Queens District 75

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals* **	Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**			
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program
P. 75 Queens-Main/Sites		2				
TOTALS		2				Grand Total 2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2010-2011 ESL

ESL Program Type: ___ Free-Standing X Push-in ___ Pull-out
 Indicate Proficiency Level: X Beginning ___ Intermediate ___ Advanced

School District: 75

School Building: P. 75 Queens-Main

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:00	Literacy	Literacy	Literacy	Literacy	Literacy
2	From: 9:01	Subject (Specify)	Subject(Specify) ESL Push-In	Subject (Specify) ESL Push-In	Subject (Specify)	Subject (Specify)
	To: 9:50	Art	Balanced Literacy	Balanced Literacy	Sci. Enrichmeent ESL-Push-In	Plastics
3	From: 9:52	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:41	Balanced Literacy ESL	Literacy Enrichment	Plastics ESL	Balanced Literacy	Drama
4	From: 10:43	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:32	Lunch	Lunch ESL	Lunch	Lunch ESL	Lunch
5	From: 11:34	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:23	Mathematics	PE	Social Studies	Math	Balanced Literacy
6	From: 12:25	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify) ESL – Push-In
	To: 1:14	Ceramics	Math	Gym	Balanced Literacy	Literacy Enrichment
7	From: 1:16	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:05	Balanced Literacy	Sci. Enrichment	Math	Library	Math
8	From: 2:07	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:00	PE	Balanced Literacy	Balanced Literacy	Social Studies	Balanced Literacy
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2010-2011 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate X **Advanced**

School District: 75 School Building: P. 75 Queens-Main

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:00	Word Work ESL – Pull-out	Writing Workshop	Reading Workshop ESL Pull-out	Word work	Math (AIS)
2	From: 9:05	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:55	Writing Workshop	Reading Workshop	Writing workshop	Writing workshop ESL – Pull-out	Social studies
3	From: 10:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:50	Science	Word Work	Math	Reading workshop	Writing workshop
4	From: 10:55	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 11:50	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:40	Reading Workshop	Math	Word work	Math (AIS)	Reading workshop
6	From: 12:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:30	Math	Computer	Social studies	Math	Social studies
7	From: 1:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:20	Math	Math	science	Science	Art
8	From: 2:20	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:00	Bussing	Bussing	bussing	Bussing	Bussing
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
		Bussing				
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part C: For schools that will receive Title III ELL Supplemental Services for 2010-11:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) K-8 Number of Students to be Served: 37 LEP 0 Non-LEP

Number of Teachers 6 Other Staff (Specify) paraprofessionals (bi-lingual and classroom).
School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**

ESL Instruction: Out of the 352 students, 59 ELLs (16.7%) representing the student population. In addition, 92% off ELLs are alternate assessment and 8% are standard assessment. Our ELLs population includes students from grades K-8 who are between the ages of 5-12 years old. Based on the whole school population, 53% of the students' population is classified as alternate assessment and 56% are standardized assessment. The school services students with autism, MR, and ED. The languages spoken in our student's households include: Spanish, Bengali, Urdu, Chinese/Mandarin, Tagalog, Polish, Romanian, Malasya, and Punjabi. ELLs receive the number of units required by CR Part 154. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Graphic Organizers, QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA). ABA strategies as well as TEACCH include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. In addition, multisensory approaches in conjunction with Pictures Exchange Communication System (PECS) will be used. The use of technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' background, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing.

Title III Supplemental Instructional After School Program: The Supplemental Program utilizing Title III monies will be comprised of an after school instructional program servicing 37 bi-lingual alternate assessment students pooled from staffing ratios of 6:1:1, 8:1:1 and/or 12:1:1. The Supplemental Program will be provided to 37 ELLs in six: 6:1:1 configurations for students in grades K-8. It will be held twice a week for two hours each day for seven (7) weeks. The focus of the supplemental program is to help students build skills in the four modalities: listening, speaking, reading and writing. ESL standards 1, 4, and 5 will be addressed, as well as ELA standards and alternate grade level indicators (AGLIS). To ensure that our students will benefit to the maximum from our supplemental instructional program, they will be taught in small groups (6 students each) by certified ESL teachers and by teachers that have been trained in ESL methodologies. Students will be grouped according to their English Proficiency level. The supplemental instructional program will be of a great benefit for our students as they will have ample opportunities to engage in activities including hands-on, short stories read aloud by the teacher, and literacy through the use of computers. In order to achieve our goal, teachers will use lots of visual, Total Physical Response (TPR), small group instruction as well a whole group instruction. In addition, the use of graphic organizers will be included to enhance students' comprehension.

The school employs five certified ESL teachers eligible to participate in the program. The balance of the teaching staff will consist of certified special education teachers. They will instruct the 37 ELLs as follows: for the first hour of the after school program, eighteen (18) ELLs will receive direct instruction in groups of six from the three certified ESL teachers. Eighteen additional ELLs will meet in groups of 6 with the three certified special education teachers. During the second hour of the after school program, the students who were with the ESL teachers will change places with the students who were with the special education teachers. This will enable us to provide direct supplemental instruction to thirty seven (37) ELLs as opposed to providing it for only 18 ELLs. All ELLs will have received direct supplemental instruction from the three certified ESL teachers. The last day of the program, all students will work together in a large group. This is in alignment with instruction provided to ELLs during the school day (e.g., ELLs receive direct instruction from their ESL teachers and they also receive direct instruction from special education teachers during dramatic presentations, assemblies, gym, and during some content-area instruction). ELLs with severe cognitive and developmental disabilities have a difficult time generalizing skills and applying them in novel situations in a variety of settings, and with a variety of people. 75Q plans to provide a means for ELLs students to build and generalize their listening, speaking, reading and writing skills in English for social interaction (ESL Standard 4) utilizing whole group, small group, and individual instruction during the after school program.

The language of instruction for the six classes will be English using ESL methodologies. Four (4) bilingual (Spanish) Paraprofessionals, 1 bilingual (Urdu) paraprofessional, and 1 bilingual (Bengali) paraprofessional will work in the instructional program. Instruction provided in a small class setting (6:1:1) is in accord with ELL students IEP mandates. Instruction provided within these parameters will ensure that instruction will be maximized to ensure that student's learner outcome will be attained. The purpose of the supplemental instructional program will be to strengthen English as the primary language of communication for severely cognitively delayed students with the testing category: Alternate Assessment. Utilizing program for early language acquisition, the program will increase the students' usage of receptive /expressive language in English, their primary language for early communication. English will be the primary language utilized within the classrooms. Instructional programs are in English only. The students will receive 2 hours of English Language Arts instruction per week (1 hour per day for 2 days each week) designated around targeted communication goals per week. Homogeneous classes will provide for learning to occur at the student's functional level during whole class, small group and individual activities.

The program will consist of training sessions for instructional staff in methodologies found in the Edmark Reading Program, Voyager Passport Reading Program and Santillana Intensive English program. Following instructional staff training, parent

workshops will convene to demonstrate the programs for the purpose of familiarizing the parents with them and increasing home participation with the learning methodologies. Following the trainings, the 7 weeks supplemental program will begin.

One of the main components of the Supplemental Instructional Program is Voyager Passport Reading Program. Voyager Passport and Voyager Pasaporte™ “provide direct, systematic instruction in each of the essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and is designed as an intervention program for students for whom the core reading program is not sufficient. The lessons are based on the latest scientific knowledge about effective reading instruction and are carefully designed to effectively and efficiently address each of the strategies and skills necessary for struggling readers.” The activities in the voyager Passport Reading Program are predominantly small group instruction. Students will participate in activities ranging pre-reading skills to reading comprehension.

Santillana Intensive Reading Program and Edmark Reading Program will also be an integral part of the Supplemental Instructional Program. “The Santillana Intensive English is an standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through content-based instruction. It can be used as a core program or supplemental to any basal reading language arts program.

The activities in the Santillana Intensive English Program will vary from individual to small group instruction. The level of difficulty can range from naming pictures to retelling stories to predicting events.

”The Edmark Reading Program “has been teaching struggling reading students to successfully read for over thirty years. The multimedia (Win/Mac) version received the Codie Award as the Best Special Educational Software Solution of 2002. Available in Win/Mac version or Print version, The Edmark Reading Program is the ‘one that works.’

The activities in the Edmark Reading Program also will vary from individual to small group instruction. Students will participate in expressive language exercises which vary from internalization of vocabulary words to composing a story involving specific vocabulary.

Theoretical Support:

“The Edmark Reading Program applies the principles of Behavioral psychology to the education of children With mild and moderate level of mental retardation (Bijou, 1965; Birbrauer, Bijou, Wolf, & Kidder, 1965; Skinner, 1961). These principles relate to errorless Discrimination (Sidman & Cresson, 1973), response Shaping (Birnbrauer , Wolf, Kidder, & Tague, 1965), Selective reinforcement (Birnbrauer, & Lawler, 1964) And direct instruction (Becker, 1992). Content validity was ensured by using a systematic review of grade placement lists developed from studies of basal readers by experts in the field. The vocabulary included in the Edmark Reading Program was found To reflect the inclusion of the words most often used by beginning readers.”

In addition, teachers will create lessons and/or activities to strengthen specific skills denoted from the Assessment of Basic Language and Learning Skills (ABLLS) assessment for the purpose of remediating specific expressive and receptive language skills in expressive and receptive language skills.

The supplemental program will assess student early language abilities through the use of diagnostic tools. ABLLS will be used as the primary assessment of students’ receptive and expressive language. In addition, assessments from other programs will help to provide a baseline and post instructional testing of students gains made during the instructional component. Instruction will focus on increasing primary language skills as well as increase the students usage of receptive/expressive language.

Some sample student tasks are:

ESL Standard 1:

“Students participate in retelling a story on the plant cycle (such as Pumpkin, Pumpkin or The Carrot Seed) using picture cards with words to put the steps in the plant cycle in order and/or making a flip book of 4 pages with pictures and labels to show the four stages of growth of a pumpkin seed (e.g. seed, plant, flower, pumpkin.)”

* (meets New York State Alternate Assessment Alternate Grade Level Indicator (AGLI) 11308 Grade 5 Reading)

ESL Standard 2:

“After listening to a story such as *The Three Little Ducks* or *Have You Seen My Duckling?* Students’ respond to the events they have heard in the story verbally and through other methods of communication.

* (meets New York State Alternate Assessment Alternate Grade Level Indicator (AGLI) 12108Grade 3Reading)

The students selected to participate in the Supplemental Instructional Program are experiencing difficulties with both receptive and expressive language. They demonstrate significant cognitive delays within these areas. Exposure to Second Language on a regular basis contributes to inconsistent usage of English as a Primary communication source.

These programs will be congruent to those utilized in classroom activities designed to reinforce English as the primary language for communication with these students. They will continue to reinforce phonemic awareness, phonics, site word recognition, vocabulary, etc. as a means of furthering the acquisition of the target language.

Parent Involvement is paramount to the success of our endeavor. Without complicity of the parents/guardians to reinforce the usage of English as the primary mode of communication, student success may be limited:

“To promote a healthy self-esteem of each and every child, early childhood education programs must be thoughtfully designed to serve both parents and children-or the more so for those who speak a language other than English at home” (Helen Nissany).

“Research has indicated that parental involvement is correlated with increased academic performance, especially in schools with a high percentage of culturally and linguistically diverse populations (Henderson and Marburger).

Information dissemination will be conducted in three ways: letters home, telephone contacts and parent meetings. Parents will be notified about Supplemental Instruction and related parent involvement as per guidelines specified in the Title III plan. Parents will attend three meetings prior to, during and after the initiation of services to be provided. (e.g. Initial Orientation Meeting Winter 2009 and Commencement Meeting Winter 2009). In addition, interpreters speaking in the parents’ native languages will be utilized for both telephone contacts and to assist parents during oral presentations and activities.

The school addresses the needs of parents to communicate in their native language through the use of the Department of Education’s Translation Unit. The school’s Parent Coordinator and/or the ESL teacher work together with the school to provide parental documents in the family’s native language. Ample opportunity and time will be provided to convey concerns in order to promote communications/participation by parents from different cultural backgrounds. Training will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievements of goals.

Information will be provided to parents through scheduled meetings, conferences and planning sessions for the individualized education program (IEP). Orientation regarding instruction in English as a Second Language (ESL) will be provided by the guidance counselor in concert with the ESL teacher upon conducting school tours. The ESL teacher discusses present instruction programs utilized in the school, discusses ESL guidelines and services to be provided and responds to parent concerns. Information on relevant topics related to ELLs, as well as help for parents to gain insight into the education of special needs students will be provided at the Parent Association Meetings held monthly.

Languages to be addressed with Title III funding of the Supplemental Instruction Program are as follows:

Spanish Urdu Bengali Punjabi Chinese/Mandarin Tagalog Polish Malasya

Bi-lingual services are available by Support Staff for Spanish and Bengali.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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

The tables below identify the characteristics of the LEP/ELL population:

LEP/ELLs in Standardized Assessment: 5

Grade Level Proficiency Levels (NYSESLAT)

Beginning: 3 Grades:K(1) 1(1) 5(1)

Intermediate: 1

Advanced: 1 4(1)

LEP/ELLs in Alternate Assessment: 54

Grade Level

Beginning: 50 Grades: K (1), 1 (10), 2(3), 3(9) 4(10), 5(6), 6(7) 7(3) 8(1)

Intermediate: 3 Grade: 2(1)4(1) 6(1)

Advanced: 1 3(1)

Language of Instruction: English

Rationale for Selection of Program/Activities: To promote and develop multiculturalism within the school and community.

Times Per Day/Week: Monthly and or Bi- Monthly Meetings

Program Duration: 7 weeks

Service Provider and Qualifications: New York State Certified Teacher of Both Bi-Lingual and English as Second Language Services

Title III Professional Development Program: The program will consist of three sessions for instructional staff in methodologies found in the Edmark Reading Program, Voyager Passport Reading Program and Santillana English Program.

There will be three Professional development conducted. The PD will take place after school, once a month for three months over a 5 month period (every-other month for 3 months over a 5 month period for a1 hour per session. One teacher will conduct the PD and five teachers and 6 paraprofessionals will receive the training. The first training will consist of a demonstration/utilization of the assessment tools to be used to determine the student's present nlevel of performance with regard to receptive/expressive language (ABLSS). The second training will demonstrate utilizations of the instructional materials to be used during the 7 week program (Edmark, Voyager, Santillana – Intensive English) Both of these trainings will be conducted prior to the beginning of the Title III Supplemental Instructional Program. The third training will be conducted at the conclusion of the mid-point assessment period. This training will encompass thee response to intervention (RTI) and the next steps to be taken after reviewing student's progress/lack of progress.

The staff will receive three professional development to address instructional programs/supports for the Supplemental Instructional Program before, during and just prior to the conclusion of the program. The school will serve as the host to all Professional Development. The professional development nwill consist of training by facilitators with express knowledge of the programs to be used, English a Second Language instruction, assessment tools to be utilized and understanding of students with significant cognitive delays.

Title III Parental Involvement Program: *Following instructional staff training, parent workshops will convene to demonstrate the programs for the purpose of familiarizing the parents with them and increasing home participation with the learning methodologies. Following the trainings, the 7 weeks supplemental program will begin.*

Parents participations will consist of 3 separate professional development workshops. The first will be conducted just prior to the commencement of the Title III Supplemental Instructional Program and will demonstrate the programs to be used during the 7 week session and how parents can assist in the learning process at home. The second parent conference will be conducted after the mid-point evaluation of the students' s progress, and will present the findings to the parents. In addition, the training will provide additional support that parents can provide to the students at home. The third training will be conducted just prior to the conclusion of the Title III Supplemental Instructional Program and will assist students' progress. The meeting will also provide parents with the means to continue to increase students learning based on the final assessment and RTI.

- Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)	0	
Travel	\$ 500.00	
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Student home language survey forms are reviewed to determine how to best serve the parent community of P75Q. Language needs are compiled and maintained by the parent coordinator and the ESL teacher who work closely together to ensure that translation/interpretation needs of parents are met. P75Q hires staff members who are bilingual specifically in the area of parent outreach and who are utilized as parent translators and assist in interpretation at all parent meetings

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

P75Q serves 59 LEP/ELL's (43 Spanish, 4 Chinese/Mandarin, 4 Bengali, 2 Urdu, 1 Punjabi, 1 Tagalog, , 2 Polish, 1 Romanian, and 1 Malasyan). A Spanish interpreter participates in every PA/SLT function. P75Q distributes the bill of rights to parents and ensures that interpreters are present for parent conferences and that all communication is provided in the parent home language.

Part B: Strategies and Activities

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

P75Q routinely translates and sends out written correspondence to parents in English, Spanish, Bengali, Urdu and Chinese provided by the Translation and Interpretation Unit. Staff are utilized to provide interpretation and translation in other languages. In addition, school documents are secured in the parent home language, i.e. IEP's, student report cards, emergency cards, etc.

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.

In-house school staff responds to the needs of the parent community by providing interpretation services when necessary. In instances where staff is unavailable, phone translation is provided through the Translation and Interpretation unit. If necessary, a contracted provider will be hired if an interpreter is not available.

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>.

P75Q will comply with Chancellor's Regulations A663 by ensuring that parent home language needs are ascertained through the pupil accounting secretary and shared with the parent coordinator, ESL teacher, and school staff. Parents are notified in their home language of the "Bill of Parental Rights and Responsibilities." Postings are prominently displayed at the entrance to the school notifying parents of language assistance available in the school. Written correspondence is in the parent home language. Interpretation services via staff member or telephone is available for parent conferences.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

N/A

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

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

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

N/A

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **Three students**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
N/A: school does not receive any set-aside funds
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A: As a non-geographic, administrative district, students in D75 schools identified as STH, receive support from the STH Content Expert in each borough. The district 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D75 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

School Name:	Robert E. Peary School						
District:	75	DBN:	75Q075	School		307500014075	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	16	17	14				NR
Kindergarten	14	6	7				
Grade 1	27	8	6	Student Stability - % of Enrollment:			
Grade 2	28	6	10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	29	19	14			72.7	75.6
Grade 4	31	22	19				
Grade 5	42	23	26	Poverty Rate - % of Enrollment:			
Grade 6	27	34	23	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	15	22	27		72.2	0.0	NA
Grade 8	4	6	12				
Grade 9	12	7	11	Students in Temporary Housing - Total Number:			
Grade 10	7	7	10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	4	1	5		9	8	10
Grade 12	1	0	1				
Ungraded	65	165	171	Recent Immigrants - Total Number:			
Total	322	343	356	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	278	307	1	Principal Suspensions	0	1	3
# in Collaborative Team Teaching (CTT) Classes	16	17	14	Superintendent Suspensions	0	1	6
Number all others	3	6	314				

These students are included in the enrollment information above.

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

<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	73	74	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	63	67	0
# receiving ESL services only	14	57	TBD	Number of Educational Paraprofessionals	28	28	0
# ELLs with IEPs	5	67	TBD				
<i>These students are included in the General and Special Education enrollment information above.</i>							

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
	6	4	12	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	67.1	70.3	0.0
				% more than 5 years teaching anywhere	32.9	37.8	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	85.0	0.0
American Indian or Alaska Native	1.9	0.9	1.1	% core classes taught by "highly qualified" teachers	65.6	78.3	0.0
Black or African American	32.0	33.2	32.3				
Hispanic or Latino	41.9	40.2	39.6				
Asian or Native Hawaiian/Other Pacific	10.9	10.8	12.6				
White	13.4	14.6	14.3				
Male	80.4	80.2	78.9				
Female	19.6	19.8	21.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	47.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 75	School Number 075	School Name Robert Perry School
Principal Brenda Gallashaw		Assistant Principal Anthony Loades	
Coach		Coach Rita Karpoich	
Teacher/Subject Area Luis Ortiz (ESL)		Guidance Counselor NA	
Teacher/Subject Area Laura DiGangi (ESL)		Parent Rosie Ramos	
Teacher/Subject Area NA		Parent Coordinator Tashwana Hassell	
Related Service Provider NA		Other NA	
Network Leader Stephanie McCaskill		Other NA	

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

C. School Demographics

Total Number of Students in School	352	Total Number of ELLs	76	ELLs as Share of Total Student Population (%)	21.59%
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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.

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Parents are notified in English and in the language they understand, of their child’s placement in an instructional bilingual or free-standing English as Second Language Program and their options. The purpose of this notification is to discuss and explain further the nature, purposes and the education value of the program. Options are also discussed during orientation, placement and during Parents/Teachers’ conferences. Parents also receive a full and clear explanation of the different programs available for their children: Transitional Bilingual Education (TBE) Programs, Dual Language Program and Freestanding English as Second Language (ESL). It will help parents to come to an understanding of each program and, therefore, decide which program will benefit their children best.

For students whose home language is not English as determined by the Home Language Identification Survey (HLIS) and who have scored below the appropriate cut score on the Revised Language Assessment Battery (LAB-R), or have not scored at the appropriate level on the New York State English as a Second Language Achievement Test (NYSESLAT) are considered to be English Language Learners. Students who have been identified as English Language Learners must be initially assessed in both their preferred language and in English.

HLIS forms are provided in the families’ native language, and translators are provided as needed. If a new student comes in without the parent present, phone calls are made to the parent requesting their attendance in filling out this survey within the child’s 10 days of school. Students new to the New York City Department of Education identified as Limited English Proficient (LEP) are administered the LAB-R if it has not been previously administered at the CSE level of the admission process.

In order to ensure that a new admit who do not have a HLIS and/or the LAB-R score is entitled to, the ESL teachers will complete the HLIS by following the process explained above and by administering the LAB-R. In addition, the ESL teachers will review the Individual Educational Plan (IEP) and will get information from CAP and ATS to verify that all documents recommend the same service for the student.

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	3	4	4	4	4	4	3	2	4	0	0	0	0	32
Total	3	4	4	4	4	4	3	2	4	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	76
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	17

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<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"/>
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"/>
ESL	<input type="checkbox"/> 40	<input type="checkbox"/>	<input type="checkbox"/> 40	<input type="checkbox"/> 19	<input type="checkbox"/> 1	<input type="checkbox"/> 19	<input type="checkbox"/> 17	<input type="checkbox"/>	<input type="checkbox"/> 17	<input type="checkbox"/> 76
Total	<input type="checkbox"/> 40	<input type="checkbox"/> 0	<input type="checkbox"/> 40	<input type="checkbox"/> 19	<input type="checkbox"/> 1	<input type="checkbox"/> 19	<input type="checkbox"/> 17	<input type="checkbox"/> 0	<input type="checkbox"/> 17	<input type="checkbox"/> 76

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	0	0	0	0															0	0
Chinese					0														0	0
Russian																			0	0
Korean																			0	0
Haitian			0																0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese	0								0	0
Russian					0				0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 116

Asian: 42

Hispanic/Latino: 138

Native American: 3

White (Non-Hispanic/Latino): 50

Other: 1

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	1	10	2	9	9	4	8	4	6	0	0	0	0	53
Chinese	0	1	0	2	1	0	0	0	0	0	0	0	0	4
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	1	1	1	1	0	0	0	0	0	0	5
Urdu	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Arabic	0	0	0	0	1	0	0	0	3	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	1	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0		0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Polish	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	0	1	1	1	0	0	0	0	0	4
TOTAL	1	12	4	12	13	8	11	5	10	0	0	0	0	76

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.

ESL Instruction: The program model of 75Q provides ESL instruction to all of our ELLs in grades K-8 who are eligible to receive such services as per their HLIS, CAP and IEPs. Instruction is provided both to students whose IEP indicates “ESL” only and whose IEP indicates “Bilingual Instruction Services.” ELLs are taught in the language of service designated on the IEP with the aid of an alternate placement paraprofessional and bilingual service providers when applicable. ELLs receive the number of units required by CR Part 154. Students receive ESL according to New York State mandates of 360 minutes for those students on the Beginning/Intermediate Level and 180 minutes for students on the Advanced Level. The school follows the Pull Out and Push In methods of instruction. All students are receiving ESL services are either at the Beginning/Intermediate Level of Proficiency. To address the needs of ESL students directly, either a teacher or an Alternate Placement paraprofessional speaking in the students’ native language has been assigned to those classes housing ESL students. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR),

Language Experience, Graphic Organizers, QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA). ABA strategies as well as TEACCH include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. In addition, multisensory approaches in conjunction with communication symbols will be used. The use of technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' background, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing.

Currently we have two newcomers to the program. In order to help them succeed in the learning environment we will provide them: tutoring, a buddy student, development of initial literacy in native language, an orientation process for students and their parents and a nurturing environment to facilitate language production. Counselors will work with parents and their children to facilitate information. Transition Plan: students no longer requiring Bilingual or ESL services according to the IEP will be supported for two year with ESL services.

Long term ELL students are supported through: extended day programs, AIS, Instructional Technology, visual arts enrichment. Language supports may include explicit vocabulary instruction (i.e., pre-teaching and contextualizing vocabulary) and scaffolded writing activities. SIFE: Presently, 75Q does not have any students with interrupted formal education. P75Q's plan will encourage and guide students both academically and socially, supporting their linguistic and cultural appreciation. In addition, it will integrate students' native language as a tool to support strong ELA acquisition. Students will be identified through the Home Language Survey, Language Assessment Battery tests, and the Individualized Education Plan (IEP) Students will be placed into our program based on IEP mandates and will receive all services specified with IEP. Students will be integrated into classroom settings based continuum mandates for class size and age as per NYS regulations. Instruction will be differentiated both inside of the class setting and within the framework of ESL instruction.

Students will be identified through the Home Language Identification Survey, Language Assessment Battery tests, and the Individualized Education Plan (IEP). Students will be integrated into classroom settings based continuum mandates for class size and age as per NYS regulations. Instruction is differentiated both inside of the class setting and within the framework of ESL instruction. The student is currently in a monolingual classroom assisted by a paraprofessional who speaks his native language. The ESL teacher uses both English and Spanish to instruct the student. The student receives services and participates in Academic Intervention Services (AIS).

Alternate Placement in Special Education: Alternate Placement settings provide for temporary placement of LEP special education students when the recommended Bilingual Service is not available. The class is taught by a monolingual English teacher with an alternate placement paraprofessional who provides native language and cultural support. ESL instruction is provided by the ESL teacher. Content area instruction uses ESL methodologies. Classroom teachers adapt curriculum in order to meet the needs of students with severe disabilities. All attempts in planning will be made to formulate a Bilingual class whenever possible and appropriate.

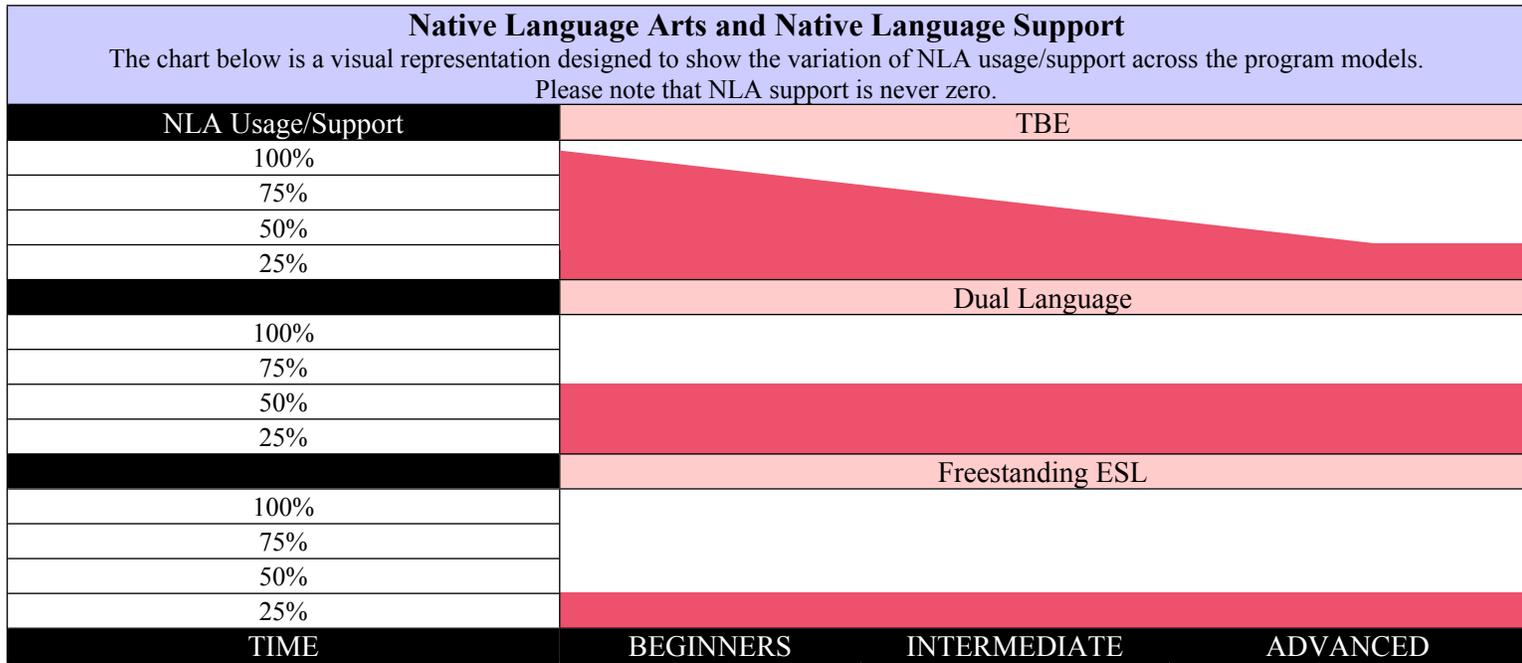
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

The following instructional material are used to support ELLs: Making Connections An Integrated Approach to Learning English.

- The "Write" Way to Read
- Santillana – K-5 (ESL) Intensive English Kit – Level "K"
- Big Books – an assortment of in both Spanish and English
- Simple Addition Instant Learning Center
- Foam Dice (for practicing math operations, probability and place value)
- Linking Cubes (to build skills in basic math operations, measurement and graphing.
- Hardwood Pattern Blocks
- PECS
- Sight-Word Readers – Level 1-3
- Mayer-Johnson Symbols
- Edmark Reading Program
- "Avenues" Vocabulary Builders set – Hampton Brown
- "Smart Talk" Interactive language Acquisition Station
- 10 Minutes to Better Reading – CD plus book set
- Internet access in all classrooms, color printers, smart boards, multi-media projectors, audio speakers and digital cameras.
- LinguiSystem: Picture Stories and Language Activities
 - Things I can Say and Do – Autism/PDD
 - Functional Vocabulary Kit

Assessment Analysis (Citywide and New York State)

The results of NYSESLAT and NYSAA show that the focus for most of our students needs to be reading and writing. Currently we have 59 ELLs in grades K-8.

Math: Based on scores from 2010, 2 students are currently functioning at level 1, one (1) student on level 2, one (1) student on level 3 and two (2) students on level 4.

English Language Arts: Two (2) students are currently functioning at level 1 and two (2) students on level 2, and two (2) students on level 3.

In comparison to non-ELLS, ELLs are meeting or exceeding standards.

Patterns of Proficiency Levels in Listening, Speaking, Reading and Writing: Our findings noted that we need to focus on written expression across all grades. This includes foundation skills on the writing process in all classrooms. Teachers will receive ongoing training and feedback to assist students in developing writing skills.

ELL Interim Assessments: These assessments are designed to help students reach educational standards. The results help teachers clearly define measurable goals, pinpoint objectives that need to be reviewed and assess their needs to modify instruction.

Assessment of NYSAA Students: Teachers use informal assessments which provide an overview of student's receptive and expressive language skills. Other forms of assessment, such as IEP goals, checklists, are also used. These checklists include the following: data that appraises the student's knowledge of numbers, letters, colors, basic commands, etc., i.e. AssessmentFor Basic Language & Learning Skills (ABLLS), reading comprehension, writing skills as well as an inventory of English structures used by the teacher to develop contextualized

activities. Datafolios that contain samples of student work will be used to monitor students' progress over a period of time.

Implications for LAP: During the LAP process we have evaluated our program needs. materials, and programs available are meeting the needs of our ELLs.

Implications for Instruction: The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs.

Content Area Instruction: Language development and subject area teaching/learning are critical to the success of ELLs. ELLs are grouped by level of English language acquisition, (beginning, intermediate, and advanced levels), to facilitate instruction. Content Area Instruction follows NYS Content Standards. The ESL teachers team with the classroom staff to focus on oral and written language development in English. Positive reinforcement, as well as behavior management techniques is applied through a functional communication approach to learning, via Applied Behavior Analysis (ABA). All subject areas are taught in English, through ESL methodologies by special education teachers who have completed the mandated 10 hours of Jose P. ESL training. Scaffolding techniques are used in Content Area Instruction to elaborate and expand on students' language. Mayer-Johnson symbols are also used on picture boards. Students in Alternate Placement are provided with native language support from a paraprofessional who speaks the student's native language, as well as English. P. 75Q has been using an ESL Program, which provides students with the opportunity to learn Cognitive Academic Language Proficiency (CALP) that focuses on language necessary for academic success in the content areas. Example: The classroom environment, in which ESL is taught through mathematics content, has been carefully structured so that second language acquisition can occur. Instructional activities promote second language development through a natural process that focuses not on language, but on communicating the concepts and applications of mathematics. Lessons teaching new concepts in mathematics focus on the use of manipulatives, graphics and concrete materials to clarify and reinforce language meanings through mathematics. Instructional activities build on students' real-life experiences as well as prior knowledge. The use of technology is incorporated into ESL and content area instruction to provide students with additional support.

English Language Arts: Literacy instruction follows the NYS ELA Standards, NYC Balanced Literacy Program, and Teachers College workshop model which is supported by classroom libraries including an assortment of multicultural books and the use of technology. In addition, ELLs at the advanced level of English language proficiency, receive 1 unit of ELA instruction.

Use of Native Language: An array of culturally relevant materials, on a variety of levels, is used to encourage students to maintain and value their native language and culture. Thus, helping students to develop a sense of pride, as well as helping students build skills and strategies that will transfer into English.

The Writing Process: The Writing Process will be used to provide a flexible framework for students at all developmental stages. This process will aid students in promoting and developing literacy skills. Strategies include modeling a variety of genres through the use of writing centers, journals, guided composition and writing for meaningful reasons. The use of technology will allow students to edit their work and address specific skills needed for writing in the content areas. Students' work is published at the completion of each writing unit and they are recognized for their hard work.

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)?

NA

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.

During the 2010-2011 school year P. 75Q's professional development plan includes issues pertaining to the instruction of ELLs, such as overview of approaches for ESL instruction, ESL in the content areas, the writing process, NYS ESL standards, Language Allocation Policy, cultural diversity, technology and literacy, Alternate Assessment Methods for ELLs. P. 75Q teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the district's instructional coaches and are encouraged to attend district, city and state wide professional development focusing on the education of ELLs such as: Jose P and QTEL. The ESL teachers attend a series of professional development throughout the school year.

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?

Through the school's Parent Coordinator and the ESL teacher, P.75Q will offer parents of ELLs ongoing information in their home languages. Ample opportunity and time will be provided to convey concerns in order to promote communication with and participation by parents from different cultural backgrounds through orientations, IEP meetings, Parent Teacher conferences, Parent Association Meetings, and workshops. Workshops will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals. Translation services are provided during parent's workshops to ensure participation of ELL parents. The Parent Coordinator and the ESL teachers work closely to offer parents of ELLs ongoing information in their home languages. Besides the Parent Coordinator, the Guidance Counselor conducts school tours and informs parents about the proper documents needed during registration. He also answers and clarifies any concerns that parents may have at the time of registration. Information will be provided to parents through scheduled meetings, conferences and planning sessions for the Individualized Education Program (IEP).

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)	2	10	3	9	10	7	7	3	1	0	0	0	0	52
Intermediate(I)	0	1	1	0	2	0	1	0	0	0	0	0	0	5
Advanced (A)	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Total	2	11	4	10	13	7	8	3	1	0	0	0	0	59
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	10	3	9	10	7	7	3	1	0	0	0	0	0
	I	1	1	0	2	0	1	0	0	0	0	0	0	0
	A	0	0	1	1	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING / WRITING	B	10	3	9	10	7	7	3	1	0	0	0	0	0
	I	1	1	0	2	0	1	1	0	0	0	0	0	0
	A	0	0	1	1	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				2
5	2		1		3
6	---				0
7					0
8	3				3
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			2						2
5	2		1						3
6									0
7									0
8	1		2						3
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							1		1
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed	0								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	23		23	
NYSAA Mathematics	23		23	
NYSAA Social Studies	11		11	
NYSAA Science	4		4	

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			0					
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B. After reviewing and analyzing the assessment data, answer the following

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

The results of NYSESLAT and NYSAA show that the focus for most of our students needs to be reading and writing. Data application and analysis of class profiles indicate that the majority of our ELLs are at the beginner level of English proficiency.

Math: Based on scores from 2010, 2 students are currently functioning at level 1, one (1) student on level 2, one (1) student on level 3.

English Language Arts: Two (2) students are currently functioning at level 1 and two (2) students on level 2, and two (2) students on level 3.

In comparison to non-Ells, Ells are meeting or exceeding standards.

Patterns of Proficiency Levels in Listening, Speaking, Reading and Writing: Our findings noted that we need to focus on written expression across all grades. Instruction should address written expression. This includes foundation skills on the writing process in all classrooms. Teachers will receive ongoing training and feedback to assist students in developing writing skills.

ELL Interim Assessments: These assessments are designed to help students reach educational standards. The results help teachers clearly define measurable goals, pinpoint objectives that need to be reviewed and assess their needs to modify instruction.

Assessment of NYSAA Students: The majority of ELLs at 75Q participate in New York State Alternate Assessment (NYSAA). The ELLs that participated in NYSAA performed within the range as their monolingual peers on the alternate performance indicators in ELA, Social Studies, Mathematics and writing. Our main goal is to utilize the students' higher levels of listening and speaking skills as foundation for building up reading and writing skills. Teachers use informal assessments which provide an overview of student’s receptive and expressive language skills. Other forms of assessment, such as checklists, are also used. These checklists include the following: data that appraises the student’s knowledge of numbers, letters, colors, basic commands, etc., i.e. ABLLS, reading comprehension, writing skills as well as an inventory of English structures used by the teacher to develop contextualized activities. Datafolios that contain samples of student work will be used to monitor students’ progress over a period of time. Results have shown us that the vast majority of our ELLs are at the beginning and intermediate levels of English proficiency.

Implications for LAP: During the LAP process we have evaluated our program needs. materials, and programs available are meeting the needs of our ELLs and parents' request of programs.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Data reveals that in all of the 6 sites which have ELLs mandated for ESL services, students are not receiving their mandated minutes of ESL services. There are presently 2 certified ESL teachers for the 6 sites of 75Q. It has been determined that 2 additional certified ESL full time teachers are needed in order to meet the CR part 154 mandates which are based on grade and English proficiency levels.

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		10/26/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		