



P.233Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 75Q233

**ADDRESS: 91-30 METROPOLITAN AVENUE, FOREST HILLS NY
11375**

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q233 **SCHOOL NAME:** P.233Q

SCHOOL ADDRESS: 91-30 Metropolitan Avenue, Forest Hills NY 11375

SCHOOL TELEPHONE: (718) 286-4700 **FAX:** (718) 286-4701

SCHOOL CONTACT PERSON: Debbie Edmonds **EMAIL ADDRESS:** dedmond@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mary Butters

PRINCIPAL: Debbie Edmonds

UFT CHAPTER LEADER: William Doyle

PARENTS' ASSOCIATION PRESIDENT: Mary Butters

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 75 **CHILDREN FIRST NETWORK (CFN):** 753

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
Debbie Edmonds	*Principal or Designee	
William Doyle	*UFT Chapter Chairperson or Designee	
Mary Butters	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Devaughn Monroe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shaquille Garrett		
	CBO Representative, if applicable	
Pamela Gaynor	Member/Staff	
Phyllis Carre	Member/Staff	
Nancy Newman	Member/Parent	
Arlene Secretaria	Member/Parent	
Yves Alexandre	Member/Parent	
	Member/	
	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.

P233Q is a New York City Public School in District 75. The mission of our school is to provide our diverse student population of 12:1:4 (Multiple Disabilities), 6:1:1 (Autism), 12:1:1 (Mental Retardation) ratios as well as inclusion with a meaningful individualized education that will enable them to reach their full potential, challenge them to meet high expectations and participate as independently as possible in their homes, school and community. In alignment with the P233 mission/vision it is a priority of the school to make the bridge from school to post school life a seamless transition. P.233Q is housed in five community schools as well as two self contained buildings located in various parts of the borough of Queens. P.233Q will open a new school Metropolitan Campus which will be a middle/high school during the 2010-2011 school year. The school provides instruction for students with a broad range of significant disabilities. 96% of the student population is assessed via New York State Alternate Assessment. Students are encouraged and expected to participate in a range of functional academics, social and vocational experiences, community awareness, and communication skills to increase their independence. A strong collaboration with local community businesses and agencies such as Whitestone Lanes, Zinnias Creative Clothing Design, the Castle Senior Living, Lefferts Animal Hospital, Carter Burden Luncheon Club, BJ's Wholesale Club, Pathmark, Lenox Hill Neighborhood House, Staples, Queens Library, Queens Jewish CC, Aviator Sports Recreation Center, Lifespire Sheltered Workshop, Applebee's Restaurant, JASA, Lucille Rose Day Care, McDonalds, Rainbow Clothing Store, Neponsit Adult Care Center, West Lawrence Adult Care Center, Seaside Library, Key Food Supermarket, Catholic Charities, Birch, QCP, YAI, Gateway, AARB, Shield, EIHAB, QPRC and YMCA has resulted in numerous work site opportunities as well as placement of students in over 21 programs. Collaborations with general education host schools are evidenced by regularly scheduled building council meetings as well as ongoing administrative and pedagogical communication and planning.

Students in the P.233Q inclusion program are afforded numerous comprehensive opportunities to learn with non disabled peers as they engage in a variety of classroom, social and after school activities including chorus, weight training, dance, band and foreign language instruction. Where appropriate, students participate in travel training programs that help them make the transition from the school bus to public transportation.

P233 has developed a unified curriculum for use across all sites. The curriculum incorporates various teaching programs and an emphasis on service learning with the intent to provide a well rounded curriculum reflective of the diverse student population. In keeping with state initiatives and our project based learning focus, the P233 curriculum encompasses current social, environmental and economic issues. The P233 curriculum serves to establish Standards based and goal oriented instruction to promote mastery of IEP goals and improve overall student independence. Our high standards and student centered philosophy are embedded in every aspect of the school day including the use of social emotional supports. Various and ongoing assessments (Brigance, NYSAA, ABLLS-R, Equals Math Program, Touch Math, Acuity, Scantron, NEXT, ECLAS-2, standardized data collection forms and the P233 Math Assessment guide) quantify student progress and document overall instructional needs.

Maintaining a strong relationship with the parents and guardians of our students is a primary concern of our school. To that end, we make every effort to reach out to parents via workshops, after school social events and frequent contact by phone and letter. The use of Title III funds to support a series of Saturday workshops is evidence of our school's commitment to improving the success of our ELL community. The P233 website serves as a great resource for the entire school community providing vital information for families, students and staff. The website offers a link to the parent coordinator and posts a monthly calendar and highlights school events.

Consistent high scores on standardized tests, NYSAA datafolios and receiving an overall evaluation of proficient for the 2008-2009 Quality Review Rating is evidence of P233's persistent commitment to providing quality instruction and improving student outcomes.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name: _____				
District: _____	DBN #: _____	School BEDS Code: _____		

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				Student Stability: % of Enrollment					
Grade 1									
Grade 2									
Grade 3				Poverty Rate: % of Enrollment					
Grade 4									
Grade 5									
Grade 6				Students in Temporary Housing: Total Number					
Grade 7									
Grade 8									
Grade 9				Recent Immigrants: Total Number					
Grade 10									
Grade 11									
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded									
Total									
Special Education Enrollment:									
(As of October 31)	2007-08	2008-09	2009-10	Suspensions: (OSYD Reporting) – Total Number					
				(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:			
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>			
	Basic	Focused	Comprehensive	
In Good Standing (IGS)				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				
Individual Subject/Area	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09	Quality Review Results – 2008-09
Overall Letter Grade	Overall Evaluation:
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals

Score)			
Additional Credit			Quality Statement 5: Monitor and Revise
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

Performance Trends

- The School Leadership Team, and the Administrative Cabinet for P.233Q 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. In addition we reviewed the results of the 2008-2009 Quality Review, the Learning Environment Survey, ABLLS-R, S.M.I.L.E, Brigance, Equals Math Assessment, Touch Math Assessment, P.233 Math Assessment, Related Service progress reports, ATS, the results of the State Assessment (NYSTART/ARIS) in ELA, Math, Science, and Social Studies as well as the NYSAA results for the students in alternate assessment classes along with the results of the Periodic Assessment, (Scantron, Acuity, E-CLAS-2) the results of the Inquiry Team action plan, surveys and teacher made assessments as these data sources are pertinent to our school.
- Since evidence of progress for our students in 12:1:4 (multiple disabilities) and 6:1:1 (autism) ratios can be difficult to capture in formalized data, P.233 also uses information from standardized data collection forms, anecdotal records, photographs of students engaged in project based activities and information from student portfolios as evaluative measures to indicate student growth and progress. As our students have diverse learning needs and abilities, constant monitoring and revision of plans, programs, and services are necessary.
- Use of school resources to enhance the instructional program by providing 12:1:4 (multiple disabilities), 6:1:1 (autism), and 12:1:1 (mental retardation) ratios with a variety of content related materials including math manipulative kits, reading programs, magazine subscriptions, etc
- Service learning is an integral part of the school curriculum: Activities include but are not limited to "Pennies for Patients", "Breast Cancer Awareness", "Penny Harvest", "City Harvest", "Autism Awareness", "New York Cares Coat Drive", "donations to food pantries", "Blue Christmas", disaster relief efforts, baby gifts for homeless/unwed mothers, personal care items for soldiers and the homeless, handmade pillows for hospitalized children, numerous recycling projects to support the NYC "Go Green" initiative, and production of holiday cards for senior centers and US soldiers.
- During the 09-10 school year, P233 used Title III funds to implement both an after school instructional program (two days a week on Tuesdays and Thursdays for 12 sessions/days) and a Saturday morning instructional program (for 8 Saturdays) for ELL students with multiple disabilities to enhance the development of functional life skills and language. P.233Q serves a total of sixty-seven ELL students. All sixty-seven students are Alternate Assessment. P.233Q

has a total of 124 students in grades two through eight. Twenty-one of the 124 students are ELLs. The total school population of ELL students in grades two through eight is 17%. P.233Q also has a total of 260 students in grades nine through twelve. Forty-six of the 260 students are ELLs. The total school population of ELL students in grades nine through twelve is 22%.

- Based on the NYSESLAT Exam History Report in ARIS, P.233Q has a total of 27 alternate assessment students who were able to participate in some aspects of the tasks associated with the NYSESLAT examination. All twenty-seven students scored in the beginner level. The other 40 ELL students were not able to take any parts of the NYSESLAT examination. All ELL students that attend P.233Q are in the beginner classification.

Therefore, based on the data reviewed, we decided to focus on the following areas:

- The 2009-2010 Needs Assessment Survey indicates a need to expand current practice in mathematics instruction to include a functional life skill program for students in 12:1:1 (mental retardation) programs.
- Additionally to broaden the use of the Equals Math Program to support struggling students in various class ratios.
- 6:1:1 teachers have been afforded Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH) training in an effort to advance instructional practices. A review of current literature and the feedback from staff and the School Leadership Team indicates the need to continue this initiative to promote an increase in communication, skills, decrease off task and interfering behaviors and improve overall student independence.
- Information from the 2008-2009 Quality Review Evaluation indicates a need to expand staff knowledge on the development and use of data collection. Ongoing professional development will continue to support the administrative goal of providing teachers with the tools needed to utilize data to enhance instructional planning and the overall delivery of instruction to improve student outcomes with reference to all subject content and skills, aligned to tasks and clear assessment of skill mastery.
- P.233Q has a total of 22 job sites throughout the borough of Queens. 147 students participated in off-site vocational training experiences during the 2008-2009 school year, currently we have a total of 157 students participating in vocational training opportunities resulting in a 6.8% increase. Feedback from the P.233Q Administrative Cabinet and the School Leadership Team indicates a need to continue to provide vocational, career and transition opportunities for appropriate 18-21 year old students.
- Data shows the need to continue the P233 effort to maximize students' independence via the reduction of support services.
- A review of the P.233Q technology program by the Technology Committee identified a need to expand the use of technology to improve communication for students who are currently non-functional communicators with an emphasis on engineering the environment, use of voice output devices, and smart board technology to enhance instruction and engagement throughout the P.233 organization.
- During the 2010-2011 school year, the Data Inquiry Team will expand their focus to improve student progress in a specific math sub skill for students in 12:1:1 (mental retardation) classes using the strategies developed during the 2009-2010 school year.

Listed are some of P.233Q's greatest accomplishments over the past few years:

- Awarded a "Parents as Arts Partners" grant from the Center for Arts Education which allowed students and their families the opportunity to participate in a structured, multi sensory, cultural arts program.
- Recipient of New York City's Golden Apple Award; 2003-04, 2004-05, 2005-06, 2006-07 and 2007-2008.
- Twenty-three students mandated for assessment via Standardized Assessment met promotional criterion.

- 359 students mandated for assessment via New York State Alternate Assessment. Students mandated for NYSAA continue to achieve consistent high scores of threes and fours across all grades in all content areas.
- A review of NYSAA scores for the past three years indicates that over 90% of the P233 Alternate Assessment students scored a Level 4 on the ELA assessment and that over 80% of the students scored a Level 4 on the Math assessment each year. A further analysis of the data indicates that only 35% of the students scored a level 4 in science and 45% of the students scored a level 4 in social studies in 2005-2006. However the data for 2006-2007, 2007-2008 and 2008-2009 reflect a minimum increase of 30% in each subject area. Improvements reflect the school's strong focus on NYSAA training for all teachers as well as a focus on science and social studies as an integral part of our school curriculum.
- 157 students participated in off site vocational training experiences and an additional 50 students participated in a variety of site based vocational opportunities. Some examples include: Whitestone Lanes, Applebee's Restaurant, Luigi's Pizza Parlor, Carter Burden Luncheon Club, Hollis Mail Delivery, BJ's Wholesale Club, Pathmark, Lenox Hill Neighborhood House, Staples, Queens Library, Queens Jewish Community Center, Aviator Sports Recreation Center, Lifespire, Sheltered Workshop, JASA, Lucille Rose Day Care, McDonalds, Rainbow Clothing Store, CVS Pharmacy, Horticulture Program at 875, Neponsit Senior Center, West Lawrence Senior Center, Birch Senior Center, Queens Transitional Center Bike Building Program and YMCA. As a direct result of our vocational training program, two students were processed and employed as a DOE school custodial assistant and two additional students are in the process of completing paper work for DOE certification.
- There has been an increase in community service and in-house job opportunities for 14-17 year old alternate assessment students in 12:1:4, 6:1:1, and 12:1:1 classes. 50 students participated in a variety of site based vocational and community service opportunities during the 2008-2009 school year; currently we have a total of 175 students participating in community service and in-house job sites opportunities resulting in a 28.57% increase.
- P233 has successfully standardized data collection (the P233 Math Assessment and standardized student portfolios and data collection forms).
- 87% of the graduates were placed in "over 21 programs" (including Day Treatment, Day Hab, Supportive employment and Competitive employment).
- Based on the results of the June 2010 Assessment of Basic Language and Learning Skills Revised (ABLLS-R) 97% of our 6:1:1 (autism) middle/high school students showed an improvement in communication skills based on data from the ABLLS-R Assessment in the core area of Requesting.
- 21% of our 6:1:1 (autism) students' are using the Picture Exchange Communication Systems (PECS). Based on the June 2010 daily low inference data collection sheets, 89% of these students have progressed to the next phase level.
- 11 students moved to Less Restrictive Environments during the 2007-2008 school year. During the 2008-2009 school year one student was decertified from special education to general education. During the 2009-2010 school year two students were moved from District 75 to a less restrictive special education program in a community setting.
- During 2008-2009, 2 students progressed from traveling to and from school on the school bus with 1:1 transportation paraprofessionals to traveling independently on public transportation. During 2009-2010 school year, eleven students progressed from traveling to and from school on the school bus to traveling independently on public transportation.
- Incorporated Positive Behavioral Supports Systems including the Power of Choice Program, Behavioral Contracts, Functional Behavior Assessment, and Individualized Behavior Plans for students with challenging behaviors. In 2006/2007 the number of students requiring 1:1 paraprofessional support was reduced by 30%. In 2007/2008 the number of students requiring 1:1 paraprofessional support was reduced by 33%. In 2008-2009 the number of students requiring 1:1 paraprofessional support was reduced by 20%. In 2009-2010 the number of students requiring 1:1 paraprofessional support was reduced by 36%.

- During the 2009-2010 school year data shows significant reductions in related service supports. 14% of students mandated for speech services have been reduced from individual to group size mandates. 2.5% of students mandated for occupational therapy services have been reduced from individual to group size mandates. 5.7% of students mandated for physical therapy services have been reduced from individual to group size mandates. 23% of students requiring the support of crisis management or health paraprofessionals had their support services terminated and/or reduced.
- Six alternate assessment high school students enrolled in the Co-op Tech Career Training Education Program.
- 20% of students are enrolled in inclusive education; the students are programmed into general education classes as per their IEP's. Staff modifies and adapt curriculum in an effort to meet the individual needs of the students.
- Fundamental debate skills were expanded via the P233 curriculum for the 2009-2010 school year as a means to expand language skill development. Additionally this program serves to promote positive behavior supports.
- The focus of the P 233Q Inquiry Team for the 2009 – 2010 school year was to improve the math skills of our students in 12:1:1 (Alternate Assessment) classes. Data shows that twelve out of the thirteen targeted students met or exceeded the goal of achieving a 100 point increase of their scale score on the Scantron Math Assessment. Only one student failed to meet the targeted goal due to poor attendance. Intense outreach including parent meetings failed to improve her attendance. P233Q participated in a multi-school Collaborative Inquiry research project to compare and evaluate Math programs for students in 12:1:4 classes. P233Q also created Collaborative Inquiry Teams on ARIS relating to SMILE and Get Ready to Learn. During common planning time, monthly faculty meetings and staff development workshops, teachers met to reflect on Brigrance, ABBS, Touch Math, NYSAA and the Equals Math Program.
- Through thematic instruction, student centered learning and project based activities, students have improved in academics and increased social/emotional growth and communication skills.
- Focus on corrective reading strategies via the use of various resources specific to the needs and abilities of the students including: Wilson, Edmark, The Early Literacy Skills Builder (ELSB), and SMILE. Emphasis on the use of high interest age appropriate reading materials such as: magazine subscriptions including: Sports Illustrated for Kids and Action Magazine. Literature that aligns with the curriculum focus is purchased for classroom libraries
- Expansion of the Star Reporter thematic units of study to provide an enriched educational experience for all 12:1:4 (multiple disabilities), 6:1:1 (autism), and 12:1:1 (mental retardation) students.
- School procedures and expectations are defined in both Staff and Parent/Guardian Handbooks
- Professional Development exemplifies our on-going commitment to staff as life long learners.
- A review of data in ATS reveals that our attendance rate was 84% for the 07-08 school year and 85% for the 08-09 school year which was a 1% increase in attendance. School attendance is fundamental to student achievement. P.233Q is committed to providing all students and their families with the necessary resources and strategies to encourage student attendance. P.233Q has in place clear and concise attendance procedures regarding student absenteeism; on the same day of absence a call is made to the home and documented. Classroom teachers have the necessary resources to maintain effective and regular contact with parents/guardians. The importance of regular attendance is also addressed with parents and guardians during school wide events scheduled throughout the year. P.233Q Attendance Committee meets on a weekly basis and is composed of the Principal, School Aide, Pupil Accounting Secretary, Guidance Counselor, Parent Coordinator, Attendance Teacher, and Assistant Principals to review 407's, discuss individual student's attendance and identify solutions. Regular review of 407 documents with attendance follow up and outreach referral leads to a variety of outreach interventions that has resulted in an improvement of student attendance.

- Over 90% of the parents who participated in the 2009-2010 Learning Environment Survey reported that they were very satisfied with the educational program and services provided by P233Q and with the opportunities provided by the school to be actively involved in their child's education. 98% of the participating parents indicated that they were very satisfied with school's efforts to maintain strong communication between the home and the school. Participating teachers indicated that they felt very safe in school and that school leaders established clear expectations. However, only 72% of the participating staff members felt that they had played a meaningful role in setting school goals. This will continue to be a school focus for the 2010-2011 school year. 95% of the students have a strong personal relationship with the staff. Participating students also felt safe in school and indicated that their teachers made them feel excited about learning.

Some barriers include but are not limited to:

- Medically fragile students have a high absentee rate due to weather, medical procedures, appointments, and equipment maintenance creating a barrier to further improvement. However, the P233 attendance committee will continue to address attendance issues as they are presented.
- The inability to fully serve students in need of Occupational Therapy, Physical Therapy and Speech.

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.

Support Services

By June 2011, students in alternate assessment classes will show an increase in independence as evidenced by a 15% decrease in 1:1 support services as reflected on Individualized Education Plans and the CAP screen.

Transition

By June 2011, there will be an increase in numbers of students appropriately placed in post-secondary programs as evidenced by a 90% placement of eligible students in appropriate "Over 21" programs.

Communication

By June 2011, 50% of students in middle and high school classes for students with autism will improve communication skills as evidenced by moving five (5) indicators on The Assessment of Basic Language and Learning Skills Revised (ABLLS-R) in the skill areas of Requesting, Social Interaction and Classroom Routines.

Mathematics (Inquiry Team)

By June 2011, there will be an increase in student achievement in mathematics scores in all programs being utilized across P.233Q as measured by:

- Equals Math Program: there will be a 30% increase in numbers of students who move up 1 indicator
- Touch Math program an average 5 point increase in overall scores.
- By June 2011, 30% of students in 12:1:1 alternate assessment classes will show a 100 point increase on their scale score in Math in the area of numeration as evidenced by the Scantron Periodic Assessment.

Professional Development

By June 2011, there will be an increase in the numbers of pedagogic staff completing a series of PD sessions in assessment, curriculum related topics and technology resulting in a 30% increase in ELA, Math and Communication as evidenced by ABLLS, SMILE and in math sub skills.

SECTION VI: ACTION PLAN (1)

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.

Support Services

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students in 12:1:4, 6:1:1 and 12:1:1 classes will show an increase in independence as evidenced by a 15% decrease in 1:1 support services as reflected on Individualized Education Plans and the CAP screen</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Throughout the school year, IEP teams will review documentation to appropriately assess the needs of all students for 1:1 mandated support services and make recommendations at IEP conferences. • By June 2011, students with 1:1 crisis management paraprofessionals will have a Functional Behavioral Assessment so that behavior intervention plans can accurately target challenging behaviors. • Social skills will be infused throughout the P233Q curriculum to promote appropriate decision making skills and self regulatory behavior for students in 12:1:1, 6:1:1, 12:1:4 and 8:1 classes. • Designated staff members will attend professional development workshops that address issues related to positive behavior supports. • Behavior management specialist, guidance counselors, district and school coaches, school administrators, the SBST, related service providers, parents and classroom staff will work together to increase students’ independence. • Funds from State Standards will be used to support the Power of Choice program for our high school students in 12:1:1 classes. • Instructional Funds will be used to allow staff to participate in professional development opportunities. • Parent Association Meetings to discuss reduction/termination of support services • IEP annual review meetings to change IEP mandate accordingly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Behavior management specialist, guidance counselors, district and school coaches, school administrators, the SBST, related service providers, parents and classroom staff members will work together to increase student’s independence. Funds from State Standards will be used to support the Power of Choice program for our high school students in 12:1:1 classes. Instructional funds will be used to allow staff to participate in professional development opportunities.</p>
<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"> • By February 2011, students in 12:1:4, 6:1:1 and 12:1:1 classes will show an increase in independence as evidenced by a 2% decrease in 1:1 support services. • By June 2011, students in 12:1:4, 6:1:1 and 12:1:1 classes will show an increase in independence as evidenced by a 15% decrease in 1:1 support services. • List of Professional Development activities that staff participated in during the 2010-2011 school year. • Individual students’ Functional Behavior Assessment, data collection forms, OORS reports, and medical documentation will be used to measure progress. • IEPs with changes made to support services through reduction and/or termination. • CAP screen with updated student information reflected • Purchase Orders

SECTION VI: ACTION PLAN (2)

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

Subject/Area (where relevant): Transition

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students nearing age 21 will receive appropriate transition support as evidenced by a 90% placement of eligible students in appropriate “Over 21” programs.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Throughout the 2010-2011 school year, Level I Vocational Assessments will be created and/or reviewed to help design IEP Transition Goals for students preparing to graduate from P233Q • Identify eligible students for “Over 21 Programs” • By January 2011, transition coordinators will schedule opportunities for parents of graduating students to visit “over 21” programs. Transition Coordinators and school guidance counselor(s) will join parents as they visit the programs to answer questions and address parent concerns. Parents will be given a checklist to help them evaluate the different programs they visit. • By April 2011, the P233Q Parent Coordinator and Transition Coordinator(s) will host the annual Transition Fair for all parents/guardians to support the transition from school to post school life. • By June 2011, 100% of the eligible 18-21 year old students and families will be given an opportunity to visit “Over 21 Programs” to ensure continued success after aging out of the Department of Education • Individualized transition plans will be created for all 14-21 year old students • Continue to work with the Queens Transition Center and Co-op Tech to target vocational and career opportunities for identified 12:1:1 students. • Representatives from various Over 21 Agencies will be invited to meet with 18-21 year old students. • Identify appropriate 12:1:4 high school students who will be participating in work study opportunities. • Create in-house jobs and community service opportunities for 12:1:4, 6:1:1 and 12:1:1 middle/high school students. • Transition coordinator will attend professional development district and school wide throughout the year • “Transition Coordinator will contact “Over 21” agencies and VESID to obtain information about possible placement opportunities at the school level • Representatives from Over 21 Agencies will be invited to come to school to provide an overview of their programs and address concerns and answer the questions of our high school age students and their parents. .
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Parent Coordinator, Transition Coordinator, guidance counselors, administration and classroom staff will work together to insure successful placement at over 21 program and VESID after graduation. Transition coordinators will attend professional development district and school wide throughout the year. “Over 21” agencies and VESID will provide information about possible placement opportunities. Translation funds will be used to send transition information to parents in their native language.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Feedback from students and parents after visits to “Over 21” programs, acceptance/placement of students after graduation, and the school designed checklist will be used to monitor progress toward achievement of 90% placement of graduating students.</p>

SECTION VI: ACTION PLAN (4)

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

Subject/Area (where relevant): Mathematics (Inquiry Team)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> By June 2011, 30% of the students using the Equals Math Program will move up one indicator in their overall math score on the Equals Math Assessment. By June 2011, 20% of the students using the Touch Math program will demonstrate a 5 point increase in their overall Math scores as evidenced by the Touch Math Assessment. By June 2011, 30% of identified students in 12:1:1 alternate assessment classes will show a 100 point increase on their scale score in Math in the area of numeration. as evidenced by the Scantron Periodic Assessment
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> By October 2010, students in 12:1:4, 12:1:1 and 6:1:1 alternate assessment classes will be assessed using the established Math Assessment tool to determine a baseline math level of performance. By January 2011, the P233 Data Inquiry Team will analyze the assessment results and review prescribed strategies. Throughout the 2010-2011 school year, the P.233 Inquiry Team members will consolidate information learned from the inquiry process and share their work with other staff members as well as the school community via monthly newsletters, and faculty meetings to reflect upon their findings and the progress of students. Teacher schedules will support allocated time to administer assessments. Provide professional development for staff on the use of a variety of mathematics programs such as Equals, Touch Math, Scantron Periodic Assessment and the P.233Q Math Assessment Tool. Data from the Scantron Periodic Assessment will be reviewed throughout the school year to monitor progress, select strategies and adjust instruction according to the needs of the students. Common planning time will be built into the 2010-2011 schedules to allow opportunities for teachers to exchange ideas/information and provide collegial support. On-going support provided to teachers in need of assistance by the school based coach. Review data from the Scantron Periodic Assessment throughout the school year to monitor student’s progress, select strategies and adjust instruction according to the needs of the students. The Professional Teaching Standards will be used by administrators to support teachers’ growth and development and will also be used as an observational tool.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> Tax Levy Children’s First Inquiry Team Funds will be used to purchase needed materials and coverage for staff attending meetings and/or professional development workshops to support student outcomes Instructional funds from the fiscal year 2010-2011 will be used to support professional development and classroom materials. Instructional funds will also be used to pay for coverage when staff members are engaged in professional development activities and inter-visitations. NYSTL Funds will be used to purchase math workbooks
<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"> Individual students’ portfolios, math assessment, and data collection Professional Teaching Standards observations and individual teachers goal setting forms Purchase Orders Data from the Math Assessment Tool aligned with the appropriate math program Data Inquiry Team Binder including meeting agendas, instructional objectives, data collection forms, professional development workshop agendas/sign-in sheets. Teacher Schedules

SECTION VI: ACTION PLAN (5)

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

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of the P.233 teachers and 25% of the paraprofessionals will have participated in professional development workshops on assessment, curriculum related topics and technology.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Professional Development will continue to be provided on NYSAA, data collection, and individual student portfolios as a tool to determine student goals, appropriate instructional strategies and individualized supports. • Professional Development will be provided on the P.233Q Curriculum as well as best practices in “Technology”. • Teachers and Paraprofessionals will be provided with opportunities for inter-visitation so that Best Practices are replicated. • Alignment of teacher observations with the Professional Teaching Standards.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Instructional funds will be used to support the development, presentation and coverage for professional development opportunities. Common planning time will be incorporated in teachers schedules to allow for collegial support and promote Best Practices.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Formal and informal classroom observations, collegial exchange of ideas at monthly faculty meetings, feedback from staff following professional development sessions, student work showcased at monthly culminating activities related to the P233 curriculum, special events and the P233 Best Practice fair will serve to guide planning and presentation of professional development workshops.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	As Per IEP Mandate	As Per IEP Mandate	As Per IEP Mandate	As Per IEP Mandate
1	0	0	N/A	N/A				
2	0	0	N/A	N/A				
3	3	3	N/A	N/A				
4	7	7	7	7				
5	7	7	7	7				
6	50	50	50	50				
7	37	37	37	37				
8	24	24	24	24				
9	81	81	81	81				
10	26	26	26	26				
11	39	39	39	39				
12	134	134	134	134				

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.).
ELA: <ul style="list-style-type: none"> • SMILE • Quick Reads 	Small Group instruction * 5x weekly * during the literacy block SMILE -is a phonics-based reading program designed for students with significant cognitive disabilities. Quick Reads -uses non-fiction, high frequency print to develop vocabulary and improve fluency and expand content knowledge.
Mathematics: <ul style="list-style-type: none"> • Math Games • Equals Math Program • Touch Math • Scantron • Math for the Real World 	Small Group instruction *4x weekly* during the math block Math Games - are designed to address functional math skills in the area of numeration, cooking, calendar use, time and measurement. Touch Math is a multisensory program that uses Touch Points to engage students of all abilities and learning styles Equals Math Program encompasses pre-readiness math skills such as attending, cause and effect fundamental math skills such as measurement and number operations and higher order math skills such as data analysis and problem solving. Scantron is a computer-adaptive test that lets you quickly pinpoint proficiency level of your students across a range of subjects. Math for the Real World introduces students to everyday math skills such as telling time and counting money.
Science: <ul style="list-style-type: none"> • Star Reporter 	Small Group Instruction *3x weekly* during the science period Star Reporter creates materials for thematic units (nutrition, horticulture, weather, and ocean life, etc)
Social Studies: <ul style="list-style-type: none"> • Action Magazine • Weekly Reader • Star Reporter 	Small Group Instruction *5x weekly* during the day Action Magazine is a periodical that offers high interest topics with regard to current issues specific to social studies. Weekly Reader is a web-based magazine that encourages low –level readers to engage with age appropriate print. Star Reporter: A theme-based curriculum for creating a school or classroom newspaper, using assistive technology devices.
At-risk Services Provided by the Guidance Counselor:	One-to-one tutoring *during the day* As needed Therapeutic Crisis Intervention (TCI) Students develop new coping skills and learn self-regulation techniques
At-risk Services Provided by the School Psychologist:	One to one *during the day* As needed Testing and Assessment of students to identify strengths and weaknesses.
At-risk Services Provided by the Social Worker:	Small group * 1x monthly * During the day Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation

At-risk Health-related Services:

During the school day *1x weekly*
Students participate in basketball, cooking, etc.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) 5-12 Number of Students to be Served: 24 LEP _____ Non-LEP

Number of Teachers 2 Other Staff (Specify) 8 Paraprofessionals, 1 Supervisor, and 1 Secretary

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.

There are 2 ELL teachers @ P233Q, serving 7 different sites in Queens. The ELL population is comprised of students who attend classes in ratios of 12:1:4; 12:1:1 and 6:1:1. All ELLS that currently attend P233Q are at the beginning level of instruction based on the LAB-R, the NYSESLAT, and the NYSAA. **P.233Q serves a total of 105 ELL students (68 are entitled and 37 are X-coded) all of whom are Alternate Assessment. P.233Q has a total of 411 students in grades four through twelve of which 25.5% are ELLs.**

Based on the NYSESLAT Exam History Report in ARIS, P.233Q has a total of 101 alternate assessment students who were able to take some parts of the tasks associated with the NYSESLAT examination. Ninety-seven students scored at the beginner level. Three students scored at the intermediate level and one student scored at the advanced level. The other 4 ELL students were not able to take any parts of the NYSESLAT examination. The vast majority of students that attend P.233Q are in the beginner classification.

The Bilingual Program is composed of one bilingual high school (12:1:4 multiple disabilities) class in Alternate Assessment. The bilingual teacher communicates to the students in their native language (Spanish) as appropriate. The teacher is also able to communicate with parents and guardians to ensure a strong home/school partnership.

During the 2009-2010 school year, ELL students performed as well as their monolingual peers on the New York State Alternate Assessment as reflected by the data in all content areas including ELA, Math, Science, and Social Studies. None of our ELL students is involved in standardized assessment. Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy and independence.

NLA instruction follows the tenets of Balanced Literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature based and standards based materials and activities. NLA instruction is parallel to the literacy instruction imparted in monolingual classes and is provided by a bilingual teacher utilizing pre-post test, rubrics, and teacher designed assessment in native language literacy materials. NLA literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with Language Experience, multi-sensory approaches, the infusion of the arts, and the use of technology tools. Products of student work reflect the identified goals and objectives as per their IEP's. Students are given opportunities to use language with different audiences including peers, teachers, paraprofessionals, and other staff as well as in the community.

Students in our bilingual class are assessed through the alternate assessment process (none of our bilingual students take standardized tests). Student portfolios, Brigance, Assessment of Basic Language and Learning Skills Revised (ABLLS-R) and formal teacher observations, and teacher-made checklists and rubrics are used to assess the level of students' English language development and proficiency of ELLs.

Title III Supplemental Instructional After School and Saturday Program

Research indicates that instruction is effective when it is: hands-on, challenging, multi-sensory, thematic, is literacy focused, includes students' cultures, allows for exploration and provides multiple, challenging opportunities for students to access and to master content and listening, speaking, reading, and writing skills in English (Camboume, 1988, Orelove & Sobsey, 1993). During the 2010 –2011 school year, P 233Q will use Title III funds to implement a Saturday morning instructional program. A NYC/NYS certified ESL teacher (who speaks Urdu and Hindi) and Learning through an Expanded Arts Program (LeAp) will provide an instructional Saturday morning program for ELLs in a 12:1:4 and 6:1:1 ratios with the assistance of eight bilingual paraprofessionals **(two of whom are 1:1 paraprofessionals of 12:1:4 ELLs)** who speak the students' languages **and English** and a certified bilingual (Spanish) teacher will instruct ELLs in the Saturday program in a 12:1:4 **(12 ELLs will attend)** and 6:1:1 **(12 ELLs will attend)** ratio. A LeAp artist will help students create masks from around the world. Students will create their own masks in the style of the cultures they have studied. A wide variety of

materials will be incorporated into this process, including fabric, paper, gauze, plaster, and paper-mache. Using ESL methodologies, students will identify materials being used and “explain” their projects to others via spoken language, communication books, augmentative communication devices, etc. The Saturday Program will run from 9AM to 12 noon for seven Saturdays. For the weekend program we will have paraprofessionals who speak Spanish, Hindi Tamil, and English. Because the Saturday program will have both bilingual and ESL students, much of the instruction will be delivered in two distinct groups –Bilingual and ESL, using differentiated instruction, cooperative grouping, scaffolding strategies, and native language support from the bilingual paraprofessionals. The program will provide rigorous and challenging content-based instruction. ESL standards will be used to design and assist the ESL and bilingual teachers with curriculum development using ESL methodologies in conjunction with augmentative communication devices, Brigance, Assessment of Basic Language and Learning Skills (ABLBS), NYSAA, NYSESLAT data, true object pictures and Mayer Johnson picture symbols. Performance data from the Brigance, the Assessment of Basic Language and Learning Skills (ABLBS) the ELA NYSAA, and the NYSESLAT will be used to inform instruction. English Language Arts instruction for ELL’s will follow the NYC’s Balanced Literacy Program, which is supported by multicultural books, the use of technology and the adaptation of literacy materials to meet the individual needs of students with severe disabilities. Content Area Instruction follows the NYC Scope and Sequence for Content Area Teaching and the uniform curriculum for math. Multi- sensory and multicultural materials will be infused throughout all aspects of instruction. ESL students will be given supports across the whole curriculum providing scaffolding that is sensitive to the needs of the ESL students. We will also be using Learning through an Expanded Arts Program (LEAP). A LEAP artist will work in conjunction with the ESL/Bilingual teachers to provide instructions on the visual elements of masks from around the world, as well as their cultural and historical significance. Students will create vibrant masks in the style of the culture they have studied. Bilingual instruction will also emphasize Native Language Arts and English Language Arts. Students in the Title III Saturday program will also be assessed through the alternate assessment process (none of our bilingual students take standardized tests). Formal teacher observations and teacher-made checklists and rubrics will be used during the Title III Saturday program to assess the level of students’ English language development and proficiency.

Schedule of Saturday Program with Learning through an Expanded Arts Program (LEAP)

March 26, 2011
April 2, 2011
April 9, 2011
April 30, 2011
May 7, 2011
May 14, 2011
May 21,2011

The Saturday program will be from 9-12PM.

All of our ELL/Bilingual students are beginners. They represent grades 5-12: **students will be grouped according to their IEPs’ student-to-staff ratio, within 3 (three) contiguous grades.** Because they are all beginners, we offered the supplemental Saturday program to all ELL/Bilingual students in our program.

Parent/community involvement:

Title III funds are also allocated for after school workshops for families of ELLs presented by NYS/NYC certified ESL/Bilingual teachers. All of the students attending our Saturday program are beginner ELLs. All of the planned parent activities support the expansion of communication skills through augmentative

communication devices, adapting materials to the appropriate level of our students, and expanding vocabulary for students who are verbal and students who are non-verbal but use picture/symbol systems. There will be 4 parent workshops, presented on 4 afternoons from November, 2010- January, 2011. The workshops will be on Wednesdays from 4-5 PM. The Parent Coordinator will lead these sessions.

Topics will include:

- Balanced Literacy in Bilingual/ESL classes and Scaffolding Theory in ESL
- Integrating ESL Theory in all Content Area Subjects
- Using Instructional Technology for ELLs/Bilingual with disabilities
- Describing NYSESLAT and how it measures student progress

P.233Q will continue to reach out to non-English speaking parents by interpreting translating documentations in their native language utilizing pre-made forms in various languages. Flyers will be created in parents' native language relating to information about available services and activities. Refreshments will be served at every workshop. Translation services will be provided. All information sent to parents is translated into their native language. The preferred languages of parents are Spanish, Punjabi, Korean, Urdu, Bengali, Haitian Creole, Pilipino, Chinese, and Hindi.

The parent coordinator will assist in facilitating a smooth transition from the regular school program to the supplemental school program (i.e. interpretation services, coordinating parent workshops, encouraging ELL parents to send their children to the supplemental program, etc.

- P.233Q Parent Coordinator is bilingual and offers parents of ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. We invite parents to attend ELL meetings during the school year at the District level. Meetings are held at the school level with translation services. All information sent to parents is translated into their language.

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.

Title III funds will be used to support the bilingual and ESL teachers participation in appropriate professional development sessions focusing on ELLs. ESL/Bilingual teachers and paraprofessionals of ELL students will refer to the books and resource materials provided by Title III funds. ESL/Bilingual teachers will share information with staff during Professional Development sessions. In addition, P.233 will encourage the attendance of Bilingual/ ESL teachers and paraprofessionals at district, city, and/or statewide conferences focusing on the education of ELLs.

During the 2010-2011 school year, P.233’s Professional Development focus of study will be working with teachers and parents on how to learn a second language. P.233Q will purchase the book written by Pauline Gibbons, Learning to Learn in a Second Language for Parents. This book includes topics pertaining to the education of ELLs, such as: Strategies and Materials for Native Language instruction, the NYS ESL standards, Balanced Literacy in bilingual and ESL classes, The Teaching of ESL through Content Areas: Math, Standardized Assessment and Alternate Assessment Methods for ELLs, the Use of Technology in Bilingual and ESL Education, and the adaptation of Bilingual and ESL materials for the education of ELLs with severe disabilities. They will also explore push in, team models, and the classroom environment to maximize delivery of ESL services. P233Q will also purchase the Benchmark Education Series for ELL Early Explorers. Staff will be trained to use assessment handbooks, leveled books on tape, and educational CDs for after school programs. ESL and bilingual staff members who work in the Title III supplemental Saturday instructional program will participate in professional development sessions that will be held after school, two hours per session for a total of 4 sessions. The ESL teacher will lead the 4 professional development sessions. The professional development sessions will take place on Mondays from 3-5 PM.

Section III. Title III Budget

School: P.233Q

BEDS Code: 307500014233

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$10803.43	<p><u>Instructional Saturday Program</u> 2 teachers (1 bilingual teacher/1 ESL teacher) x 7 Saturdays x 3 hours per Saturday x \$49.89 per hour = \$2095.38 8 paraprofessionals x 3 hours x 7 Saturdays x \$28.98 = \$4868.64 1 Supervisor x 7 Saturdays x 3 hours per Saturday x \$52.21 = \$1096.41</p> <p>1 Secretary to handle payroll and purchases) x 10 hours x \$30.74 per hour = \$307.40</p> <p><u>Professional Development</u> 1 Teacher Instructor of PD x 4 after school sessions x 2 hours x \$49.89 per hour = \$399.12 1 Teacher x 4 after school sessions x 2 trainee hours x \$22.72 per hour = \$181.76 8 paraprofessionals x 4 after school sessions x 2 trainee hours x \$28.98 = \$1854.72</p>
Purchased services	\$3,160.00	LeAp – Learning through an Expanded Arts Program = \$3160.00
Supplies and materials	\$114.70	10 Books x \$11.47 = \$114.70.
Educational Software (Object Code 199)	N/A	
Travel	\$756.00	24 Metro Cards x \$4.50 x 7 Saturdays
Other	<u>\$165.87</u>	<u>Refreshments for Saturday sessions</u>
TOTAL	<u>\$15,000.00</u>	

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.

The data and methodologies used to assess the school's written translation and oral interpretation needs to ensure that all parents were provided with appropriate and timely information in a language they can understand resulted from a language survey sent to all P233Q families at the beginning of the 2010- 2011 school year. The results of the survey in combination with information provided on Page 1 of the Individual Educational Plans, IEP, concluded that 101 families use English as second language.

P.233Q will send out information and have it translated into the various languages ELL parents such as Spanish, Urdu, Bengali, Chinese, Russian, Haitian Creole, Pilipino, Korean, Polish, and Punjabi. P.233Q will have interpreters available at meetings, workshops, and special events when presenting oral information on Title III and when parents are engaged in Title III activities.

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.

The results of the two mentioned data sources concluded that the language needs of families were as follows: 62 Spanish, 5 Urdu, 10 Bengali, 9 Chinese, 2 Russian, 3 Haitian Creole, 1 Pilipino, 2 Korean, 1 Polish, 2 Punjabi and 5 Other.. Based on the language needs of families, teachers, paraprofessionals and staff were surveyed to see if they were fluent in any one of the mentioned languages. Once it was determined that staff was able to speak a certain language, the staff was utilized to translate for parents when ever needed.

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.

Aside from assisting parents, the parent coordinator encouraged parents to request her services as parent/student advocate and translator. In her role as advocate/translator, she further ensured that all parents were given information in a language they could understand. To make certain she was

accessible to parents at all times during the school day, parents were provided with her cellular phone number, office phone number, fax number and email address. Aside from one to one relationship with parents, she worked with administration to address parental concerns including but not limited to bussing problems.

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.
 - The P2333Q parent coordinator participated in 32 hours of training hosted by the Southern California School of Interpretation. In her role as translator for the school district, she has received a certificate of completion. In addition to addressing problems or concerns, she organized family events so designed to create relationships with parents. In a social setting she was able to gain the trust of parents who in turn were more willing to go to her for information and assistance.
 - The written translation services provided by the school include flyers and documents in languages other than English. Emergencies cards will note the language used other than English for emergencies purposes. Aside from providing documents in a language other than English, teachers utilized alternate placement paraprofessionals to write daily messages including those sent home via the daily communication logs for non-verbal students.
 - The school will determine within 10 days of a student's enrollment, (or for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each child enrolled in the school. The emergency card will note the parent's primary language and such information will be maintained in ATS. Language assistance will be provided to parents via translation services including translated documents. When a parent partakes in a meeting, a translator will be provided.
 - When the school is unable to provide interpretation and translation services, it will provide a cover letter or notice on the face of the English document in the appropriate language. The department of Education website will be used to provide information in various languages.

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>.
 - P233Q will follow the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements specified in the Chancellor's Regulation A-663.
 - P.233Q will continue to reach out to non-English speaking parents by interpreting and translating documentations in their native language utilizing professional services of contracted vendors as well as translation services of our P.233Q staff. Distribute pre-made forms in various languages provided by the Department of Education and District 75 website. P.233Q Parent Coordinator will continue to share information with our Spanish speaking parents via flyers, phone calls and translations at various school events.
 - P.233Q will provide orientation to parents on programs for LEP students and Title III during Spring and Fall ELL parent orientation meetings or conferences as well as during Annual Reviews. The Parent Coordinator will make written materials on bilingual and ESL programs and Title III available in various languages. P.233Q will pay per-session rate to bilingual staff to translate materials or to interpret for parents during parental involvement activities. P.233Q will also utilize interpreters from the Translation and Interpretation Unit to provide interpretation and translate written materials.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

NOT APPLICABLE: NON-TITLE 1 SCHOOL

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- 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 <input checked="" type="checkbox"/>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	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.

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

This is a NON-TITLE 1 school

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your 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).
 - **P.33Q has a total of four students in temporary housing.**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 - **N/A: P.233Q 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 District 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. District 75 students are eligible to attend any programs that 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:	P.S. Q233						
District:	75	DBN:	75Q233	School		307500014233	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4	v	8	v	12	v
	1		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	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	1	0	0	Student Stability - % of Enrollment:			
Grade 2	0	1	1	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			87.2	91.1
Grade 4	2	1	1				
Grade 5	2	2	1	Poverty Rate - % of Enrollment:			
Grade 6	3	1	4	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	4	7	1		81.4	0.0	NA
Grade 8	5	3	4				
Grade 9	8	8	6	Students in Temporary Housing - Total Number:			
Grade 10	5	4	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	7	3	3		1	6	8
Grade 12	75	3	10				
Ungraded	252	353	376	Recent Immigrants - Total Number:			
Total	364	386	409	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	2	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	364	386	0	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	1
Number all others	0	0	399				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	2	11	TBD	Number of Teachers	72	70	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	86	87	0
# receiving ESL services only	9	53	TBD				
# ELLs with IEPs	8	73	TBD	Number of Educational Paraprofessionals	79	71	0

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	43	34	69	% fully licensed & permanently assigned to this school	98.6	97.1	0.0
				% more than 2 years teaching in this school	73.6	84.3	0.0
				% more than 5 years teaching anywhere	66.7	64.3	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	86.0	0.0
American Indian or Alaska Native	0.8	0.8	1.2	% core classes taught by "highly qualified" teachers	100.0	92.1	0.0
Black or African American	40.7	39.9	34.5				
Hispanic or Latino	29.7	30.1	31.8				
Asian or Native Hawaiian/Other Pacific	16.2	15.3	17.1				
White	12.6	14.0	12.7				
Male	63.2	64.8	65.5				
Female	36.8	35.2	34.5				

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:	NR			Overall Evaluation:	NR		
Overall Score:				Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

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 233	School Name P233Q
Principal Debbie Edmonds		Assistant Principal Kathie Werner	
Coach Shawna Hansford		Coach type here	
Teacher/Subject Area Farida Jhaveri/ESL		Guidance Counselor John Hamilton	
Teacher/Subject Area Shan Gu/ESL		Parent Ana Almonte	
Teacher/Subject Area Luz Baena/Bilingual Teacher		Parent Coordinator Nellie Gutierrez	
Related Service Provider type here		Other Hank Feder/Test Coordinator	
Network Leader Barbara Joseph		Other type here	

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	1	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	66	Number of Teachers of ELLs without ESL/Bilingual Certification	12

C. School Demographics

Total Number of Students in School	407	Total Number of ELLs	101	ELLs as Share of Total Student Population (%)	24.82%
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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.

Paste response to questions 1-6 herePart II: ELL Identification Process

1 - ELLs who attend P233Q are identified as ELLs at the CSE level, through the completion of the Home Language Identification Survey. If the HLIS indicates that a child uses a language other than English, the student is administered the Language Assessment Battery-Revised. If the HLIS results show that a student is an ELL and Spanish is used in the home, the child must also take a Spanish LAB to determine language dominance. If the CSE fails to administer the HLIS or the LAB-R, the ESL teachers at P233Q will perform these operations within the first 10 school days that the student is in school. The 2 ELL teachers who administer the HLIS and the LAB-R, if the CSE fails to do so, are both permanently certified as ESL teachers. One teacher speaks English and Chinese and the other speaks English, Urdu, Hindi, Punjabi, and Gujarati.

All ELLs within P233Q participate in the New York State English as a Second Language Achievement Test (NYSESLAT). This includes students receiving ESL, students who receive bilingual instruction, and X-coded students. The test is administered every year to determine how well ELLs are learning English. Scores from the NYSESLAT are divided into 4 performance levels. The 4 levels are Proficient, Advanced, Intermediate, and Beginning. Based on the RLAT screen in ATS, 3% of our students are functioning at the intermediate level; 97% are at the beginning level. All ELLs in P233Q are alternate assessment students.

2 – There are no Dual Language programs in District 75 at this time. When ELLs enter P233Q, whether they are in a bilingual class, receive ESL, or have an alternate placement para and ESL services, the Transitional Bilingual program and the Freestanding ESL are explained to the parents at a parent meeting. Interpreters are employed when necessary. The meetings are chaired by the 2 ESL teachers and the Bilingual teacher. The Parent Coordinator, who is also bilingual (Spanish), always attends. This meeting takes place within the first 4 weeks of school. For those parents who are unable to attend due to family commitments, alternative meeting dates are arranged.

3 – Entitlement Letters, the HLIS, and the LAB-R are the responsibility of the CSE. If this process does not take place, P233Q does the following: administration of the HLIS and the LAB-R, and mailing the Entitlement Letter to the parent. The parent is invited to an orientation that addresses questions about educational programs that P233Q offers. Parents are asked to bring the Parent Survey and the Program Selection Form to the orientation session. Following the orientation, parents are asked to fill out the Program Selection form, to determine what ELL program they want their child enrolled in. If a parent cannot attend the orientation, the Parent Coordinator, will schedule an appointment or discuss program options over the phone.

4 – If the Home Language Identification Survey and the LAB-R indicate a non-native English speaker, the parent will be given an Entitlement Letter, a Parent Survey, and a placement letter. If this is not done at the CSE level, P233Q takes responsibility for this process. P233Q has 1 bilingual Spanish speaking class at the high school level. All other students with a bilingual recommendation, are given an alternate placement para in the student’s native language. These students also receive ESL services from the ESL teachers. The parent coordinator arranges for interpreters and translated materials when needed.

5 – After reviewing the Parent Survey and Program Selection forms, parents have overwhelmingly opted for the Freestanding ESL program (approximately 85%). A much smaller percentage have requested the Transitional Bilingual Education program (approximately 15%).

6 – Program models offered at P233Q have, for the most part, been aligned with parent requests. Some parents have requested the Transitional Bilingual Education Program. In some instances we have not been able to fulfill this request. P233Q has 1 Spanish bilingual class at our 875 High School site. There is a certified bilingual teacher in that class. P233Q has 7 different sites in Queens. Three are high school sites, three middle school sites, and one elementary inclusion program (there are 2 x-coded students at this site).

There are not enough ELLs in each respective language to justify opening up a bilingual class. For those students who are mandated for a Transitional Bilingual Ed. Program that we cannot provide, the student is given an alternate placement para (if we have an employee who speaks the language), and the services of an ESL teacher.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	3	2	6	1	12
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	0	0	0	0	0	1	1	1	1	1	1	1	1	8
Total	0	0	0	0	0	1	1	1	1	4	3	7	2	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	101
SIFE	7	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	52

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	11	0	11	11
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	15	4	15	38	2	38	48	1	48	101

Total	15	4	15	38	2	38	59	1	59	112
Number of ELLs in a TBE program who are in alternate placement: <u>23</u>										

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	2	1	1	7	11
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
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
TOTAL	0	2	1	1	7	11								

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	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	2	3	2	9	4	9	7	4	22	62
Chinese	0	0	0	0	0	0	1	1	0	2	0	1	4	9
Russian	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Bengali	0	0	0	0	0	1	1	1	0	0	1	0	6	10
Urdu	0	0	0	0	0	0	0	1	1	0	1	1	1	5
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	3	3
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	2	0	0	0	2
Punjabi	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Polish	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	1	0	0	1	1	0	0	2	5
TOTAL	0	0	0	0	2	5	4	12	6	15	11	6	40	101

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.

Paste response to questions 1-4 herePart IV: ELL Programming

A.

1 – The ESL teachers use the instructional model of push-in/pull-out. The Bilingual instructor teaches in a self-contained environment. The program model for ELLS is ungraded (all students regardless of grade are in one class) and the proficiency level is homogeneous (all of our ELLS are beginners).

2 – There is no Dual language program in District 75 at this time. Students in our TBE class receive the number of units of ESL instruction as required by CR Part 154. P233Q is comprised of 7 different sites spread over the borough of Queens. P233Q employs 2 certified ESL teachers. Based on the number of students mandated for ESL services and students who have alternate placement paras, who also have to be served, we cannot provide the mandated number of instructional minutes to our ELL students.

The TBE class at P233Q provides 45 minutes per day of Native Language Arts at the beginner’s level. The instruction is provided within a self contained learning environment. In addition, the TBE class also receives 45 minutes of ELA per day.

The ELLs at P233Q receive on average 180 minutes per week of ESL instruction. The instruction is provided through the push-in/pull-out model.

3 – All students in the TBE class receive the number of units of ESL instruction as required by CR Part 154. To ensure that students meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as: Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, and cooperative learning in conjunction with augmentative communication devices and pictorial/symbolic representations. The use of technology is incorporated to give students additional instructional support.

In terms of the ELLs, instruction follows the NYC’s Balanced Literacy Program, which is supported by multicultural library books, the use of technology and the adaptation of literacy materials to meet the individual needs of students with severe disabilities. Included in this, is the use of voice output devices. Classroom libraries are in both students’ native language as well as English. The stories read connect to student’s cultural needs and prior experiences. The school library specifically purchased books for ESL learners. Purchased books include pages that are not too busy; language that can be bridged for ESL; learners content that is of interest and age appropriate to the students; language that can be extended to real work situations; and the use of a repetitive structure to reduce the comprehension load of the students.

At a minimum, students will listen and speak on a daily basis. Over the course of the year, students will read a minimum of 25 books or the equivalent (using adapted books). Also, students will write on a daily basis or equivalent in all content areas using Star Reporter from AbleNet and the methodologies of Dr. Caroline Musselwhite, AGLI's and books in English, including commercially written trade books (e.g. Spring Summer, Autumn, and Winter by G. Smith, Polar Bears by Emily Townsend; and The Pilgrims First Thanksgiving by Anne McGovern) as well as books written and/or adapted by classroom staff to meet the needs of students with severe disabilities.

4 – There are currently 7 SIFE students attending P233Q. SIFE students receive small group and individualized instruction, when possible. Areas of emphasis are literacy, math, vocational, and technology skills.

Currently, all students who attend P233Q are moderately to profoundly developmentally disabled. Using ESL modalities and keeping in mind the ESL standards, all instruction is adapted to the individual needs of the students. Students are given an opportunity to hear English spoken throughout the day so that they have the opportunity to strengthen their English language skills. Since many of our students are non-verbal, all classrooms, including our bilingual class, use picture symbols and communication devices (PECS, TEACH, DYNAVOX, etc.) to help our students communicate with each other, the staff, their families, and the community at large.

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

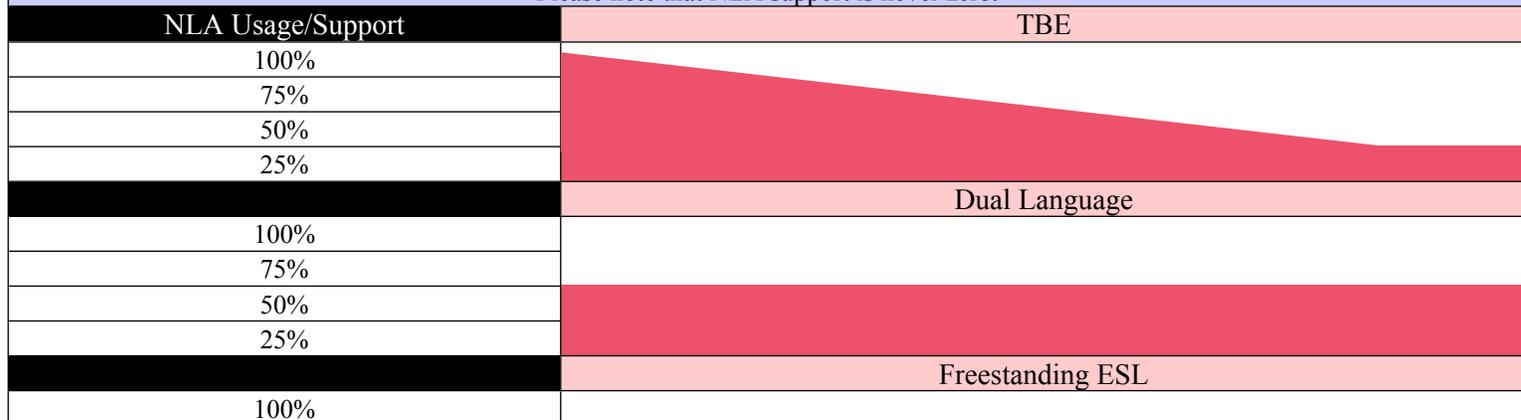
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here B.

For ELLs in our 12:1:4 and 6:1:1 program the following intervention programs are being utilized;
 ELA – The Star Reporter program; Meville to WEville; and S.M.I.L.E. (Structured Methods in Language Education).
 MATH – Equals Math; Touch Math

For ELLs in our 12:1:1 program, the emphasis is on ELA/Writing, Reading, and Math. In terms of ELA/Writing the concentration is on Word Recognition; in terms of reading, the ELLs will be engaged in the Phantom of the Opera (adapted); and in terms of math, the emphasis will be on The Math of Food.

For all of our ELLs, lessons are multisensory and address the learning styles of each student. Life skills are infused into each lesson (social skills, fundamental math skills, and reading skills). All lessons reflect/mention NYS Standards.

Currently, P233Q has no students in the category of continuing transitional support for ELLs who have reached proficiency on the NYSESLAT.

As of now P233Q does not plan on implementing any new ELL programs or discontinuing any old programs. P233Q does not have any

after school or supplemental services offered to ELLs. All ELLs who attend P233Q take transportation afforded by OPT. This negates the possibility of after school programming or supplemental services being offered.

The ESL and Bilingual educational program at P233Q currently serve 12:1:4, 6:1:1, and 12:1:1 students. None of our students who take standardized assessment or are in Inclusion Programs are mandated for ESL or Bilingual services. Due to the academic levels of the students, the instructional materials being utilized for both programs are similar. Below is a list of some of the materials being used for instructional purposes;

- Communication symbols (bilingual)
- Communication devices
- Pictures
- Tactile objects
- Olfactory materials – scented markers, sprays, etc.
- Visuals – ESL videos, internet videos
- Smart boards
- Audio materials
- Adapted bilingual books
- Community Based Instruction (bilingual) – ie – shopping at the supermarket using pictures, words, symbols, etc.
- Teacher made communication boards (bilingual)

In terms of native language support for our TBE/ESL programs (at this point there is no Dual language program in D75), instruction follows the tenets of balanced literacy and uniform curriculum, emphasizing the development of phonics and comprehension skills through literature based and standard based materials and activities. The use of bilingual software and multimedia enhances and supports the development of native language skills. Native language support in terms of literacy activities are extended throughout the curriculum and subject areas, by combining the interdisciplinary/thematic approach with language experience charts, whole language, multisensory approaches, cooperative learning, the infusion of the arts and the use of technology. To comply with the New York City's literacy requirements, each classroom library contains books in the native language, as well as books adapted/written by classroom staff to meet the needs of students with severe disabilities. Through adaptation, all services support, and resources correspond, to the ELLs' ages and grade levels.

There is no Project Jump Start in D75 to assist newly enrolled ELL students before the beginning of the school year. All ELLs attending P233Q are alternate assessment. Alternate assessment students are not offered language electives.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here D.

During the course of the school year, ELL personnel and teachers of ELLS are provided with 3 professional development workshops. The

workshops delve into ESL methodologies and standards. The workshops for the 2010-2011 school year will emphasize 4 of the main types of instructional scaffolding; Modeling, Bridging, Contextualization and Schema building. As ELLs transition from elementary to middle and middle to high school, ESL teachers communicate with each other to facilitate a smooth passage from one site to the other. The ESL teachers collaborate with the content area teachers on instruction, socialization, and assessment to ensure that the individual needs of the ELLs are addressed during the transition period. The minimum 7.5 hours of ELL training for all staff as per Jose P., include ESL methodologies, the Natural Approach, the Whole Language Approach, graphic organizers, and multisensory approaches. These are supported by augmentative communication devices and Mayer-Johnson picture symbols.

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?

Paste response to questions 1-4 here E.

The P233Q Parent Coordinator is bilingual and offers parents of all ELL students support throughout the year. She helps parents become more involved in their child's educational program by providing information about available services. She is available to answer questions and meet with parents at school or at home. We invite parents to attend ELL meetings during the school year at the District level. Meetings are held at the school level with translation services. All information sent to parents is translated into their language. In addition an orientation session for newly enrolled ELLs will take place on October 19th, 2010. The orientation program will discuss ELL methodologies that are employed at P233Q and hands on materials that are utilized with all the students. P233Q partners with a number of Community Based Organizations to assist all parents (including ELLs) in their child's transition from public school to over 21 programs. Queens Parent Resource Center and ANIBEC have played an integral part in this process. Heavenly Hands has assisted us in the area of behavior management. All information transmitted, be it oral or written is translated into the parent's native language. The needs of the parents are evaluated through surveys that are designed by our ELL teachers and distributed by our parent coordinator. All surveys are translated into the parent's native language.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	1	5	4	12	6	14	14	5	36	97
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Advanced (A)	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Total	0	0	0	0	2	5	4	12	6	14	14	6	38	101

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	0	0	0	0	1	5	4	12	6	14	14	6	38

G	I	0	0	0	0	0	0	0	0	0	0	0	1	1
	A	0	0	0	0	1	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	0	0	0	0	1	5	4	12	6	14	14	6	38
	I	0	0	0	0	0	0	0	0	0	0	0	1	1
	A	0	0	0	0	1	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		0		0	0	0
4	0		0		1	2	3
5	0		0		0	0	0
6	0		0		0	8	8
7	1		0		1	10	12
8	0		0		0	4	4
NYSAA Bilingual Spe Ed	0		0		0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	2	0	2
5	0	0	0	0	0	0	1	0	1
6	1	0	0	0	1	0	6	0	8
7	0	0	0	0	0	0	11	0	11
8	0	0	0	0	1	0	3	0	4
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	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	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Paste response to questions 1-6 herePart V: Assessment Analysis

B.

All ELLs who attend P233Q are alternate assessment. They participate in NYSAA, are assessed via the Brigance Assessment Inventories, and are also assessed via the Assessment of Basic Language and Learning Skills (ABLIS), a criterion referenced assessment tool. Teacher designed assessments are also utilized. During the 2009-2010 school year, ELL students performed as well as their monolingual peers on the NYSAA as reflected by the data in all content areas including ELA, Math, Science, and Social Studies. None of our ELL students are involved in standardized assessment. Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy and independence. In addition to the 68 ELLs we are serving, there are 33 X-coded students who attend P233Q. The X-coded students are administered the NYSESLAT during the Spring semester. Based on the data, most of our ELLs are limited in terms of their receptive and expressive language (almost 97% of our ELLs are beginners). The vast majority of our ELLs do not read or write. Therefore we are gearing our instruction towards increasing receptive and expressive language. In the few instances where applicable, ESL teachers work on reading and writing skills (approximately 4% of our ELLs are involved in reading and writing activities). ELLs who attend P233Q are administered the NYSAA and the NYSESLAT. Our ELLs are not involved in Scantron or Acuity periodic assessments. At this time D.75/P233Q does not offer a dual language program.

P233Q evaluates the success of our programs for ELLs through 3 criteria; the NYSESLAT, the NYSAA and teacher observation. Spring 2010 NYSESLAT scores showed that almost 97% of our ELLs are beginners and 4% are in the intermediate to advanced level. During the 2009-2010 school year, ELL students performed as well as their monolingual peers on the NYSAA. Using NYSAA data folios, our ELL students have received scores of 3 and 4 in both accuracy and independence. In terms of teacher observation, we have seen considerable progress in the areas of receptive and expressive language in our ELL students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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