



**P993Q
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 75Q993
ADDRESS: 85-15 258TH STREET FLORAL PARK NY 11001
TELEPHONE: 718-831-4040
FAX: 718-831-4037**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P993Q **SCHOOL NAME:** _____

SCHOOL ADDRESS: 85-15 258th Street Floral Park NY 11001

SCHOOL TELEPHONE: 718-831-4040 **FAX:** 718-831-4037
jzarets@schools.

SCHOOL CONTACT PERSON: Jacqueline Zaretsky **EMAIL ADDRESS:** nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jacqueline Zaretsky

PRINCIPAL: Jacqueline Zaretsky

UFT CHAPTER LEADER: Lisa Kaufman

PARENTS' ASSOCIATION PRESIDENT: Luz Pinto/Cesar Olivas Co-Presidents

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Barbara Joseph

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
Jacqueline Zaretsky	*Principal or Designee	
Lisa Kaufman	*UFT Chapter Chairperson or Designee	
Eileen Winslow	UFT Chapter Designee	
Luz Pinto	*PA/PTA President or Designated Co-President	
Cesar Olivas	*PA/PTA President or Designated Co-President	
n/a	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Monica Ysaac	Member/Teacher	
Susan Goustas	Member/Guidance Counselor	
Andy Tuttie	Member/Teacher	
	Member/Parent	
	Member/Parent	
	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The mission of P993Q is to provide a multitude of programs and initiatives that lead to successful student outcomes. It is our vision to empower students to make appropriate choices, promote independence, and improve academic achievement. It is our goal to develop effective programs that ensure success for all students through team-building and self-reflection. With this as our focus, a collaborative approach provides the means to build capacity by engaging staff, students, and parents in the instructional process.

P993Q is a multi-sited school located in nine different locations within the borough of Queens, consisting of forty-eight (K-12) classes of alternate and standardized assessment students. Five sites comprised of elementary grade level students, another is designated as a middle school and three are located within community-based high schools. All sites are housed within general education buildings. Students exhibit disorders ranging from school phobia, severe cognitive delays, learning disabilities, emotional disturbance, autism, post-traumatic stress syndrome, to multiple disabilities. All students have Individual Education Plans and receive mandated related services in speech, guidance, occupational, physical, vision and hearing services.

Systems are in place to evaluate school goals outlined in the CEP and PPR for progress throughout the school year. These include:

Twenty school-based Collaborative Inquiry Teams, School Leadership Team, Cabinet, Focus Meetings, ARIS Community/data team, Academic Intervention Services, PBIS/Emotional Literacy Team, IEP/Related Service Team, ESL/Title III, Transition Team, Teacher Development, Parent Association meetings, and Parent Coordinator events and family activities, i.e. Bridging the Gap.

A “**Back to Basics**” approach to literacy is the school-wide focus of instruction this school year.

Extensive and ongoing **professional development** provides instructional staff with tools, techniques and strategies to meet the needs of **diverse** student populations.

Through **budget allocations** and a \$350,000 Reso A grant, P993Q acquired and upgraded technology to improve academic performance in ELA, Math, Science, Social Studies, and the Arts.

These include: computer labs, laptop carts, mobile science labs, Smart boards, visual presenters and online instructional tools.

Literacy, Math, Science, Social Studies, and the **Arts** programs have been implemented in classrooms with standardized and alternate assessment students, thereby increasing the number of students participating in differentiated programs. These include Words Their Way, Foundations, District 75 Units of Study, SMILE, ELSB, Everyday Math, Delta Foss Science, Blue Print for the Arts, and Primary Sources Social Studies.

Student performance **data** is supplied by periodic assessments (Performance Series, ACUITY ECLAS) unit tests, NY State assessments, NYSESLAT, NYSA data folios, Brigance is utilized in all classes support alignment of goals to instruction.

Findings are shared with staff and parents in the **ARIS Community, ARIS Inquiry Spaces, School Leadership Team, and Parent Association meetings.**

The **PBIS/** internal coach will continue to facilitate expansion of the behavior programs to include **“Emotional Literacy”** at two sites.

To support academic achievement and IEP compliance, the internal PBIS coach will deliver **staff development** in **writing FBAs/ Behavior Plans** and onsite **Bus Driver/Matron training.**

P993Q’s successful **Project Arts Program** includes residencies that support Blue Print for the Arts curriculum. Students at **Frank Sinatra High School of the Arts** will continue to participate in **arts education, Carnegie Hall Residency,** and related programs to further achievement in the visual arts and portfolio development. The arts instruction will be expanded to include a **Global History** program for high school students.

The **Parent Coordinator** has established strong links to the community by organizing **activities** for **parents and students** on Saturdays. The parent coordinator **collaborates** with other District 75 schools to share information and resources to support the home/school community. Strong corporate ties have enhanced community outreach.

An increase in Community Based Instruction at additional worksites resulted in improved **transition** skills for students at LICHS and Frank Sinatra High School of the Arts.

Title III Saturday workshop continues to provide opportunities to engage students and families in ESL methodologies and strategies.

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:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
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 Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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	
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?
-

Emphasis will be placed on the following areas in an effort to support collaborative activities that result in positive outcomes for all P993Q students:

-Performance trends indicate the need to improve **Math** achievement for standardized and alternate assessment students in grades 3-8. Teachers will upgrade classroom-based data management systems by including representational data of student performance. **Data** provided by Everyday Math curriculum, periodic and NYS assessments, Brigance, EQUALS, and teacher-designed assessments will be analyzed for baseline, performance levels, and alignment of goals to instruction. The extent of cohesive practice at the classroom level will be **evaluated** by school leaders to assess achievement in Math.

-Performance trends indicate the need to take a “**back to basics**” approach to improving **ELA** outcomes. School leaders will evaluate the use and effectiveness of balanced literacy components used in cohorts of grades K-5 standardized and alternate assessment students. It is expected that improved reading comprehension skills will be evident in periodic and NYS assessment scores, Brigance, and teacher-designed assessments.

- Performance trends indicate the need to provide meaningful **art** experiences for high school students at the P993Q site at Frank Sinatra School of the Arts. School leaders will evaluate student achievement in **visual arts**, which include graphic arts and drawing, outlined in the **BluePrint for the Arts curriculum**. FSSA will **collaborate and conduct inter-visitations** with **Long Island City High School** to **expand** the arts education to additional alternate assessment students.

-Performance trends indicate the need to **build capacity** in the use of augmentative and alternative **communication devices** for a cohort of three 12:1:4 classes, grades K-5. It is expected that **communication skills** will improve as the use of devices is expanded to additional generalized settings.

-Performance trends indicate the need for school-based teams to provide more **feedback** to school leaders on student achievement. **Self-assessments** and **surveys** will be conducted to help administrators evaluate effectiveness of the collaborative inquiry process.

- Performance trends indicate the need to provide **professional development** to staff in **Emotional Literacy** to build school-wide capacity in the use of the program and improve **behavioral outcomes**. School leaders will **evaluate** the program implementation for cohesive practice and impact on academic performance at two P993Q sites.

-Performance trends indicated by the **SY2009-2010 Learning Environment Survey** the need to **engage** more **staff** in school-wide decision-making. Through collaborative inquiry, it is expected that at least **90%** of staff will **participate** in the process. School leaders will monitor participation, outcomes, and next steps in engaging staff on ARIS Inquiry Spaces.

-Performance trends indicate the need to **explore** and **implement** various **methods** of **assessment** and support for standardized and alternate assessment students in grades K-8. P993Q will participate in **District 75 pilots**, such as **EQUALS math program** to enhance instruction and students in need of **academic intervention**.

-Evaluation of **Compliance Checklist** indicates the need to collaboratively and regularly review **ATS** and/or **CAP** data for discrepancies in ESL and IEP mandates. Allocations were made for two additional ESL teachers based on 27% compliance rate for delivery of service to nine sites. A compliance team, consisting of the data specialist, IEP coordinator, ESL teachers, and pupil personnel secretary will ensure that school data is correct.

Greatest Accomplishments:

- As a result of collaboration among District 75, P993Q administrators, coaches, teachers and support staff, a **P993Q Inquiry Design Team** compiled a **training manual** in the expansion of the collaborative inquiry process, resulting in **twenty teams** reflecting 90% staff participation, whose findings are recorded on **ARIS Inquiry Spaces** after each meeting. Therefore, trends and next steps are identified in a timely manner.
- A **\$350,000 Reso A** grant continues to support **technology upgrades** at all P993Q sites.
- **SMILE** literacy **pilot** was expanded from **two classes** to **eight** to support instruction for alternate and standardized assessment students, grades K-5.
- Students at Frank Sinatra High School participated in **Perelman's American Roots** program where alternate assessment students wrote lyrics and performed vocals at **Carnegie Hall**. The event was highlighted in an article posted on the Carnegie Hall website.
- **Title III Saturday Institute** provided instruction to **ESL students** and **parents** in the methodologies and assistive technology to help **generalize skills** in the use of English at home and in the community.

- The **Parent Coordinator**, working collaboratively with the Parent Association, **increased** the number of **participants** in **Saturday activities, events, and workshops** to support families of children with multiple disabilities.

Significant aids to school improvement:

- District 75 Superintendent and Network Leader provide continuous support for school-wide achievement. These supports include:
 - ISC/District-based budget, allocation, purchase, and procurement.
 - Participation in instructional pilots (SMILE, Emotional Literacy) and professional development.
 - Reso A Technology supports (i.e. computers, laptops, SmartBoards, AAC devices).
- Title III funding for expanded ESL instruction and outreach to the home/school community.

Challenges to school's continuous improvement:

- Creative deployment and scheduling of administrators, coaches, SAT, ESL teachers, related service providers and other itinerant staff is required to support staff and students at all sites.
- Continuous training in monitoring school-wide data reporting and accountability systems which include compliance, surveys, DOE mandate requirements, and timelines at nine P993Q sites.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. Data: Cohesive methods of data collection, analysis and representation will be evident in all classrooms.

By June 2011, teachers will use classroom based data management systems that contain representational data (charts, graphs) generated by computer technology, software programs and ARIS applications for standardized and alternate assessment students, grades 3-8, resulting in 5% increase in Math scores, measured by Everyday Math programmatic assessments, periodic assessments, Brigance, EQUALS, NYSAA, and NYS Math tests.

2. Curriculum: ELA instruction will be supported using a 'back to basics' approach to balanced literacy.

By June 2011, grades K-5 standardized and alternate assessment students will improve reading comprehension as evidenced by a 5% increase from baseline data as measured by Performance Series, ECLAS, NYS ELA Assessment, Brigance, NYSAA, and teacher made assessments.

3. Organization: A curriculum in the arts will be developed to provide meaningful art experiences for high school students.

By June 2011, standardized and alternate assessment students at FSSA will produce a portfolio of work in the visual arts following the Blueprint for the Arts Curriculum Strands that demonstrates 80% mastery of goals and objectives in the visual arts curriculum.

4. Management: P993Q will promote programs and practices designed to build capacity and achieve instructional coherence.

By June 2011, P993Q will build capacity in 12:1:4 classes, grades K-5 by expanding the use of augmentative and alternative communication devices, resulting in 5% growth in targeted communication skills over baseline performance data.

5. Professional development: Professional development will be provided to staff in programs that support positive behavioral outcomes and cohesive practice.

By June 2011, students using the Emotional Literacy "mood meter" at P993Q will demonstrate a 10% increase in program-based language acquisition above baseline vocabulary data taken in September 2010.

SECTION VI: ACTION PLAN

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

Data:
Cohesive methods of data collection, analysis and representation will be evident in all classes.

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, teachers will use classroom based data management systems that contain representational data (charts, graphs) generated by computer technology, software programs and ARIS applications for standardized and alternate assessment students, grades 3-8, resulting in 5% increase in Math scores, measured by Everyday Math programmatic assessments, periodic assessments, Brigance, EQUALS, NYSAA, and NYS Math tests.</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> <p><i>Data-1</i></p>	<p>A review of various sources of data will take place (Quality Review, Learning Environment Survey, Compliance, ARIS, ATS, periodic assessments, Everyday Math assessments, NYS tests, Brigance, NYSAA, and EQUALS) to identify performance trends and patterns.</p> <p>Classroom teachers will maintain binders that include updated biographical, academic (math) and behavioral information in chart and graph form in all classes.</p> <p>Data for all populations of students and service categories will be represented in the binder designed to support a cohesive data management system (grades K-12, 6:1:1, 8:1:1, 12:1:4, 12:1:1).</p> <p>Collaborative inquiry meetings will be held at least bi-weekly and will be reflected in schedules maintained at the respective site. Teachers will develop, compile, and use charts, graphs, and tables to plan instructional goals in math..</p>

	<p>Teachers will begin to align instruction to National Common Core Standards in Mathematics.</p> <p>During SY 2010-2011 representational math data in binders will be reviewed for cohesiveness, accuracy, and student achievement by the administrative teams on a monthly basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Reso A monies were used to purchase laptops, projectors, Smartboards and printers to provide technology upgrades at all sites.</p> <p>FY'11 OTPS budget, which includes Core Curriculum, NYSTL, State Standards funds, will be used to purchase Everyday Math Curriculum, EQUALS, manipulatives, and supplies, such as paper, ink, toner, file folders, and additional organizational materials to support systems used in all classes.</p> <p>Staff will attend professional development at the DOE, ISC and District 75 levels in data collection, analysis, and alignment to instruction. Turnkey training will be provided to staff at all sites. FY'11 PS allocations will fund substitute teachers covering for staff attending workshops and trainings.</p> <p>Participation in professional development opportunities will be scheduled, listed and posted on a spreadsheet maintained by the technology coordinator and data specialist.</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><i>Data-2</i></p>	<p>Teachers will evaluate student outcomes in math (periodic assessments, Everyday Math assessments, EQUALS, teacher-made assessments) at least bi-weekly and update representational data in organizational binders.</p> <p>Findings, charts and graphs on math performance will be uploaded and posted on ARIS Inquiry Spaces after review by data specialist.</p> <p>Administrators will assess levels of cohesive practice in developing and using representational math data during the formal and informal observation process.</p> <p>Mid-year review of data by administrators will take place to identify trends and next steps for cohesive practice in developing and using representational data in math instruction.</p> <p>A comprehensive end-year review and summary of classroom data management systems will be performed by the administrative team to evaluate levels of cohesive organizational</p>

practice, math achievement, and indicators of next steps for school-wide improvement.

Data-3

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

Curriculum:

ELA instruction will be supported using a 'back to basics' approach to balanced literacy.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, grades K-5 standardized and alternate assessment students will improve reading comprehension as evidenced by a 5% increase from baseline data as measured by Performance Series, ECLAS, NYS ELA Assessment, Brigance, NYSAA, and teacher made assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>A review of various sources of data will take place (Quality Review, Learning Environment Survey, Compliance, ARIS, ATS) to identify performance trends and patterns.</p> <p>ELA goals on IEPs will be evaluated for alignment with instructional components and sub-skills in reading comprehension and ESL mandates.</p> <p>District 75 Units of Study and the components of balanced literacy (reading, writing, word work) will be implemented throughout P993Q.</p> <p>Two inquiry team cohorts will utilize the SMILE reading program, which has been expanded from one to eight classes to support literacy instructions for alternate and standardized assessment students, grades K-5.</p> <p>Baseline data will be taken on students to identify entry points for instruction in reading comprehension sub-skills utilizing a variety of sources, such as periodic assessments, Brigance, ECLAS and teacher-made assessments.</p> <p>Key standards in reading comprehension for grades K-5 will be identified and target skills will be selected for instruction and begin to align with National Common Core Standards.</p>
<p><i>Curr-1</i></p>	

The **workshop model** and **mini-lesson format** will be utilized for **delivery of instruction** and will include **differentiated activities** for all students, including **ELLs**.

Inter- and intra-visitation will be **scheduled** for **turnkey training** and **modeling lessons** in components of **balanced literacy, SMILE, and District 75 Units of Study**.

Two Collaborative Inquiry Teams will be formed for **12:1:1 cohorts (grades K-2, 3-5)** and will follow the **P993Q Inquiry Design Model**. The **K-5 cohorts** will **focus** on improving **reading comprehension** indicated by selected **key standards** and target **sub-skills**.

Paperwork systems found within the **Inquiry Design Model handbook** will be utilized at all meetings to **plan units/lessons, track data** and evaluate student **performance**.

The **role of Inquiry Team members** will include **unit/lesson planning, implementing timelines** for instruction, and **evaluating** programmatic **data** to **measure student performance** on an ongoing basis.

The **Emotional Literacy program** will be implemented in the two Inquiry Team classes. **Data** will be taken on **efficacy** of the **program** on **behavior** and its **effect** on **ELA performance outcomes**.

In an effort to foster **cohesive practice** in the collaborative inquiry process and support overall **school improvement**, inquiry teams will:

- **determine the level of organizational coherence** through a **survey** process of **self-assessment**.
- establish consistency** in **expectations** for **individual** and **group mastery**
- provide feedback** in the form of **surveys, summaries, and ARIS postings** to school leaders.
- determine entry points** for **next steps** using external supports as data indicates.

The **ELA curriculum** will be **paced** throughout the year in **monthly units of study** and **assessed** in the spring **administration** of **ECLAS, NYSAA Data folios, and NYS ELA tests**.

Periodic assessments for **grades 3-5** will be administered and performance **results evaluated** for next steps. (Performance Series—ongoing, ACUITY—fall and spring).

Curr-2

	<p>The Inquiry Teams, comprised of classroom teachers, unit coordinator, and supported by the administrators, data specialist, test coordinator, physical/occupational therapists, school-based coaches (Instructional, PBIS), and guidance counselors will develop targets and instructional strategies to improve reading comprehension skills.</p> <p>Meetings will take place on a regular basis and reflected in schedules which are posted and maintained at the site.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>FY'11 OTPS budget allocations from NYSTL, 100 monies, State Standards, and Core Curriculum will be made to support classroom libraries, word work (Words Their Way, Foundations) RTI curriculum, and writing supplies.</p> <p>FY'11 PS budget allocations for Inquiry Teams will support before and/or after school meetings and substitute teachers.</p> <p>Participants will attend DOE and District 75 trainings in literacy programs (SMILE, District 75 Units of Study, Balanced Literacy), Emotional Literacy, data collection and analysis, ARIS, and ELA assessment.</p> <p>Professional materials will be purchased using FY'11 OTPS funds for inquiry team teachers that supports ELA instruction (Growing Readers by Kathy Collins).</p> <p>Collaborative inquiry meetings will be held at least bi-weekly and will be reflected in schedules maintained at the respective site.</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><i>Curr-3</i></p>	<p>Collaborative inquiry findings will be identified at each meeting, posted on the ARIS Inquiry Spaces, and feedback submitted to administration for monthly evaluation of reading comprehension achievement.</p> <p>A comprehensive mid-year review of findings for cohesive practice and student achievement in reading comprehension will be conducted by the administrative team during the formal and informal observation process. Indicators of next steps and modifications will be identified and implemented.</p> <p>A comprehensive end-year review of findings for cohesive practice and student achievement will be conducted by the administrative team for attainment of ELA goals and</p>

Inquiry Team targets.

Findings are shared with the school community throughout the year at scheduled unit meetings, monthly School Leadership Team meetings, cabinet, and staff meetings.

Curr-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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

Organization: A curriculum in the arts will be developed to provide meaningful art experiences for high school students.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, standardized and alternate assessment students at FSSA will produce a portfolio of work in the visual arts following the Blueprint for the Arts Curriculum Strands that demonstrates 80% mastery of goals and objectives in the visual arts curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> <p>Org-1</p>	<p>A review of various sources of data will take place (Quality Review, Learning Environment Survey, Compliance, ARIS, ATS) to identify performance trends and patterns.</p> <p>A collaborative arts inquiry team, comprised of 4 teachers (art, ELA, music, social studies) will be formed to implement the Blueprint for the Arts curriculum to deliver visual arts instruction to 9-12 alternate assessment students at FSSA.</p> <p>The arts inquiry team will develop plans that encompass five strands of instruction that reach across content areas, including transition. They are as follows: Art making, literacy in the visual arts, making connections in the visual arts, community and cultural resources, careers and lifelong learning.</p> <p>The team will adhere to Three Stages of “Backward” Design when planning for 5 strands as follows:</p> <ol style="list-style-type: none"> 1. Identify desired results 2. Determine acceptable evidence 3. Plan learning experiences and instruction (differentiated for student needs and ELLs)

The **arts inquiry team** will select the **Alternate Performance Indicators** that are **appropriate** to the age and level of the students and **align** with IEP goals.

Grades 2, 5, 8, and 12 benchmark assessments for drawing found in the **Blueprint for the Arts** curriculum will be used to **determine levels of performance** for all students.

Inquiry team **goals** will be **identified** and **submitted** to the **data specialist** for **posting** on the **ARIS community**.

A **Visual Arts Alternate Assessment Lesson Plan Template** will be utilized by teachers to establish **cohesive practice** among arts inquiry team members.

Arts Inquiry Team will **organize year-long goals** by implementing **W.H.E.R.T.O** guiding questions as follows:

W *Where are we headed?*

H *How will the student be hooked?*

E *What opportunities will there be to be equipped, experienced, and explore key ideas?*

R *What will provide opportunities to rethink, rehearse, refine and revise?*

E *How will students evaluate their work?*

T *How will the work be tailored to individual needs, interests, and styles?*

O *How will the work be organized for maximal engagement and effectiveness?*

Surveys and **self-assessments** will be used by **staff** and **students** to evaluate **outcomes** and effectiveness of **lessons**.

Students will participate in **Carnegie Hall** programs, i.e. **Global History Package** (standardized assessment) and **American Roots**.

Schedules will reflect **required** number of **periods** of **arts instruction** and **inquiry team meeting dates**.

Org-2

SECTION VI: ACTION PLAN

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

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY 11 PS and/or OPIPS budget categories, that will support the actions/strategies/ activities described in this action plan.

Management: P993Q will promote programs and practices designed to build capacity and P994 OPIPS allocations will provide funding for purchase of arts materials, i.e. paint, canvas, paper.

Subject/Area (where relevant): FY 11 PS and/or OPIPS instructional coherence.

Reso A funds will be used to support **media technology** applications in the arts.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, professional development opportunities in the arts will be provided to staff at the DOE, District 75 and community levels. Use of District 75 and community communication devices, resulting in 5% growth in targeted communication skills over baseline performance data.</p>
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<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Survey, Administrative Teams, Arts Review Postings will be posted and/or uploaded on the ARIS Inquiry Spaces on a bi-weekly basis.</p> <p>Evaluation of various sources of data will take place (Quality Review, Learning Environment Survey, Administrative Teams, Arts Review Postings) to identify performance trends and patterns of inquiry team goals.</p> <p>Evaluation of communication skill data for students in three 12:1:4 classes will take place by classroom teachers and speech providers to determine instructional focus and opportunities to utilize augmentative and alternative communication devices.</p>
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	<p>Targets will be aligned with key communication indicators. The needs of ELLs will be incorporated in the planning process.</p>
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	<p>The Mid-year evaluation and summary of progress toward mastery of goals will take place by the administrative team and speech providers who will collaborate to identify communication skill targets and identify opportunities to incorporate devices into generalized settings. Students will formally exhibit their work for the school community to demonstrate and share achievement within the arts curriculum.</p>
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	<p>District 75 Office of Alternate Assessment supports Augmentative Classroom program with assistive technology devices and training on-site and at the district office.</p>
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<p><i>Management-1</i></p>	<p>Paperwork Systems within the P993Q Inquiry Design Model handbook will be utilized at all meetings to plan lessons/activities, track data and evaluate student performance.</p>
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The **role of Inquiry Team members** will include **lesson/unit planning, providing opportunities for generalization of skills, implementing timelines for instruction, and evaluating data** to measure student performance on an **ongoing basis**.

The **administration** will **support** and **promote** instructional **coherence** leading to **positive outcomes** for students by **incorporating** the following **elements of school-wide improvement** in the collaborative inquiry process. Elements are:

- a **well developed team structure and norms**.
- utilization of **self-monitoring** and **self-correction tools** at individual and team levels.
- **differentiated instruction** to meet the needs of all students, including **ELLs**.

Collaborative inquiry meetings will be held at least bi-weekly and will be reflected in **schedules** maintained at the **respective site**.

	<p>Data will be collected by teachers on vocabulary acquisition weekly and paperwork systems will be put into place to record progress for all students.</p> <p>The Emotional Literacy Inquiry Team will meet monthly with the District 75 Emotional Literacy External Coach to evaluate data, monitor progress and revise instruction.</p> <p>The Emotional Literacy Inquiry Team will summarize findings and post them bi-weekly on ARIS Inquiry Spaces.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>FY'11 PS allocations will be made for an F-Status PBIS Internal Coach and inquiry team funds will support meetings after school hours.</p> <p>FY'11 OTPS State Standards/100 budget will provide funds for Emotional Literacy Program materials.</p> <p>Professional development spreadsheet will reflect scheduled workshops in Emotional Literacy and staff attendance.</p> <p>Reso A funding will be used to upgrade technology school-wide. Laptop and Smartboard purchases will be made to support inquiry work at all sites.</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>PD-2</p>	<p>Emotional Literacy Inquiry Team will develop a guide which includes sample rubrics, commitment letters, site and classroom charters for implementation at two sites.</p> <p>A spreadsheet will be used to record and monitor data on language acquisition using the “mood meter”.</p> <p>Findings will be evaluated bi-weekly by the Emotional Literacy team for next steps and cohesive practice in the implementation of the Emotional Literacy program.</p> <p>Administrative team will review findings and progress toward meeting inquiry targets in Emotional Literacy vocabulary acquisition through formal and informal observations.</p> <p>Comprehensive mid-year evaluation and summary of findings will be conducted by the administrative team to monitor growth toward Emotional Literacy goals and make necessary revisions to the program.</p> <p>Comprehensive end-year evaluation for cohesive practice and summary of findings will be</p>

conducted by the **administrative team to determine next steps in expanding Emotional Literacy at P993Q.**

PD-3

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	5	5	N/A	N/A	5	0	0	0
1	6	6	N/A	N/A	6	0	0	0
2	11	11	N/A	N/A	11	0	0	0
3	5	5	N/A	N/A	5	0	0	0
4	2	2	2	2	1	1	0	0
5	3	3	3	3	2	1	0	0
6	3	3	3	3	0	3	0	0
7	1	1	1	1	0	1	0	0
8	3	3	3	3	0	3	0	0
9	0	7	7	7	0	0	7	0
10	3	3	3	3	0	0	3	0
11	6	6	6	6	0	0	6	0
12	11	11	11	11	0	0	11	0

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p style="text-align: right;">Wilson</p> <p style="text-align: right;">Foundations</p> <p style="text-align: right;">ELSB</p> <p style="text-align: right;">Leap Frog Pads</p> <p style="text-align: right;">Boardmaker</p> <p style="text-align: right;">Smart Board Technology/Communication Devices</p> <p style="text-align: right;">TEACCH</p> <p style="text-align: right;">Get Ready to Learn</p> <p style="text-align: right;">Handwriting Without Tears</p>	<ul style="list-style-type: none"> • Small group; decoding, fluency, language development, comprehension (grades 4-12) • Small group; print knowledge, phonemic awareness, handwriting, listening, speaking skills (K-3) • Reading program for differentiated learning (grades K-3) • One to one; phonics, decoding, vocabulary (grades K-8) • One to one; supports for students requiring language core boards, adapted lessons, materials (grades K-12) • Small/large group; used to adapt skills in ELA and all content skill areas (grades K-12) • Hands-on structural program to facilitate communication skills across content areas (grades K-8) • Small group; system of breathing techniques to facilitate self-monitoring and focus (grades K-8) • One to one/small group; skill support in handwriting and use of writing implements (grades K-8)
<p>Mathematics: Everyday Math Games</p> <p style="text-align: right;">Math Steps</p>	<ul style="list-style-type: none"> • One to one, small group; skill support in all math strands (grades K-5) • One to one, small group; introduces, reinforces, and reviews key math concepts

<p style="text-align: center;">EQUALS</p>	<p style="text-align: center;">(grades K-8)</p> <ul style="list-style-type: none"> • One to one/small group; used to adapt and reinforce skills (grades K-8)
<p>Science: Smart Board Technology</p> <p style="text-align: center;">Mobile Science Cart</p> <p style="text-align: center;">Brain Pop</p>	<ul style="list-style-type: none"> • Small group; used to adapt skills in all content areas (grades K-12) • One to one, small group; review skills and hands-on materials (grades K-12) • One to one, small group; online resource to support instruction in all content areas (grades K-12)
<p>Social Studies: Positive Behavior Intervention and Supports (PBIS)</p> <p style="text-align: center;">Life Skills/Assisted Daily Living</p> <p style="text-align: center;">Star Reporter</p> <p style="text-align: center;">Weekly Reader</p> <p style="text-align: center;">Smart Board Technology</p> <p style="text-align: center;">Test Prep</p>	<ul style="list-style-type: none"> • Small group; established routines to facilitate instruction, social skills (grades K-12) • Small group; reinforces skills necessary in the community and work sites (grades K-12) • A theme-based curriculum for creating a school/classroom newspaper using assistive technology devices. (grades 3-12) • Small group; adapted current events tool used to reinforce understanding of the world and community (grades K-8) • Small group; used to adapt content in Social Studies (grades K-12) • One to one, small group; review skills and materials to prepare for standardized assessment (grades 3-12)
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>PBIS facilitator; family/community outreach; behavioral intervention; AIDS training; social awareness program; future care planning</p> <p>TCI-Therapeutic Crisis Intervention; one to one, small group; techniques used to de-escalate students in crisis (grades K-12)</p> <p>Yoga-small/large group; techniques to support self-regulation of behaviors that may interfere with instruction.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Liaison for mainstream teachers and students to provides strategies for participation, arrange peer tutoring through ARISTA or on-site AIS, teach test-taking strategies in time management and test anxiety, crisis intervention</p>

At-risk Services Provided by the Social Worker:	Provides referrals and resources to students and families, translation services, attendance at parent meetings and IEP conferences, support behavior initiatives (PBIS), act as liaison to SBST, participate in psycho-social assessments, crisis management, classroom management, classroom workshops in character building activities, FBAs, AIDS training
At-risk Health-related Services:	N/A

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.

Minor revisions will be made to the Title III program and budget due to an increase in funding from \$15000 to \$17100. Additional funding will support an increase in instructional staff from 5 to 8 paraprofessionals to provide differentiated instructional methodologies and act as translators for students and families.

DESCRIPTION OF 993Q's LANGUAGE INSTRUCTION PROGRAM DURING THE SCHOOL DAY

P993Q is a Special Education school within NYC Department of Education's District 75 program. P993Q consists of nine sites, located throughout Queens County with a population of 401 students. P993Q also supports several inclusion sites. P993Q supports students with physical, cognitive, and emotional disabilities in grades K through 12. Student disabilities include: mental retardation, multiple disabilities, emotional disturbance and autism as prescribed on the student's Individualized Education Program (IEP). P993Q serves students (including our ELLs) in classroom ratios of 12:1:1, 12:1:4, 8:1:1, 6:1:1, and inclusion (SETSS.) students as of September 2010. The following languages are spoken in the households of students at 993Q: Arabic, Bengali, Cantonese, Chinese, Farsi, French, Haitian-Creole, Hebrew, Korean, Malayalam, Mandarin, Nepali, Punjabi, Russian, Serbian-Croatian, Spanish, Tagalog, Urdu. Students participate in standardized and alternate assessment as prescribed in the IEP. P993Q's commitment to education is reflected in ongoing professional development, training, and implementation of educational methodologies and strategies. A shared, integrative approach supports student transition into the community school environment, as well as adaptation and generalization of applied skills in the home. Student instruction is also supported by several programs and initiatives including: Balanced Literacy, Early Language Skill Builders (ELSB), Wilson Foundations, District 75 Units of Study, Structured Methods in Language Education, Everyday Math, Positive Behavior and Instructional Supports, technology software, leveled libraries, Get Ready to Learn, therapeutic classroom instruction, and collaborative ESL programs.

993Q's language instruction program for limited English proficient (LEP) students:

There are 122 English Language Learners in 993Q. Of these, 42 are mandated for ESL Only services. 36 ELLs are mandated for Bilingual Instructional Services (BIS). However, because BIS-mandated students' ages, grade-levels, disability classifications, native languages, and physical locations vary and preclude grouping these students by language, 993Q does not have bilingual classes at this time. These 30 students have alternate placement paraprofessionals who speak the students' native languages i.e. Spanish, Bengali, Korean, Hebrew, Chinese, Farsi, French, Creole, Tagalog, Russian, Mandarin, Cantonese, Nepali, Urdu, Serbian-Croatian, Punjabi, Arabic, and who provide native language support and cultural connections for the students. These students also receive ESL instruction. In addition, 993Q has 48 x-coded students.

The ESL program of P993Q supports curriculum designed to assist ELLs in the attainment of English language proficiency and academic achievement. All ELLs and X-coded students are administered the NYSESLAT. ESL teachers apply knowledge of special education methodologies to those students who participate in NYSESLAT testing. P993Q administration provides ESL services to English Language Learners and addresses their unique learning needs. The linguistic diversity in our school community drives the selection of programs which meet individual student needs as indicated by CR Part 154. The school's Language Allocation Policy serves as the guiding principle for our ESL program. All of our ELLs receive the mandated units of ESL required by C.R.Part 154 and in accordance with their IEP mandates.

DESCRIPTION OF 993Q's SUPPLEMENTAL TITLE III SATURDAY INSTRUCTIONAL INSTITUTE

Type of Program/Activities, number of students to be served; grade level(s); language(s) of instruction, times per day/week; program duration:

993Q proposes to reestablish the Title III Saturday instructional institute that it ran last school year. The program will run for 5 Saturdays as follows: 2 in January, 2 in February, and 1 in April. The program will run from 9:00 AM to 1PM. Instruction will be delivered in English using ESL methodology. The focus of the instructional program for ELLs this year will be "Bridging the Gap Between Home and School language Acquisition". Our goal will be to build ELLs' listening, speaking, reading, and writing skills in English using ESL methodologies. NYS ESL, ELA, and technology standards will be addressed. 24 ELLs will be invited to attend the program in two 12:1:1 class configurations. Though 993Q serves students in grades K-12, our Title III supplemental Saturday program will serve students in grades K-5 (K-2, 3-5) in order to maintain an appropriate grade/age range for participating students.

Service providers and their qualifications:

Two certified ESL teachers will provide direct instruction to all of the ELL students who attend the Saturday program, with the assistance of 5 bilingual (Bengali/Urdu, Mandarin/Cantonese, Haitian-Creole, and 2 Spanish-speaking) paraprofessionals. A unit teacher will also work collaboratively with the two ESL teachers to facilitate instruction and to provide assistance with helping students, parents, and teachers design, program, and utilize augmentative and alternative communication systems (AAC), high and low tech communication devices and materials (e.g., PECS symbols, Goosens ALS story boards, schedules that students will use in the program and at home with parents and peers, and student-generated literature and adapted books) using technology. For part of the time, parents will work along side their youngsters and engage in hands-on activities. For that reason, 5 bilingual paraprofessionals will be employed in the instructional program to provide native language support for students and to serve as interpreters for parents who speak the various languages. The two licensed and permanently certified ESL teachers are qualified in the following: Teaching English to Speakers of other Languages (TESOL), Special Education Grades K-12, and have a combined thirteen years of experience in ESL, combined thirteen years Special Education experience, and Master's degrees in both Special Education and TESOL.

Additional personnel resources: The Principal oversees the program and acts as facilitator to instruction. The art/technology teacher will provide collaborative support in the use of materials and technology during instruction. A secretary will handle purchases and time-keeping for the Title III instructional and parent Saturday program and the after school professional development program.

Activities:

The day will start off with students and parents participating in a structured family/staff networking activity. Students, with the assistance of teachers and paraprofessional, will practice using listening and speaking skills by engaging in socialization and play activities (ESL & ELA Standard 4). While students are engaged in this play activity, parents are networking with one another and with the principal and parent coordinator. Bilingual paraprofessionals will be available to facilitate communication between staff and parents. ESL teachers will deliver collaborative lessons to ELL students and parents simultaneously after the networking activity. Lessons will be cohesive, age appropriate, and motivating. Lessons will synthesize a multitude of techniques such as whole language, movement, and the use of multimedia. AAC devices will be used to support development of communication and socialization skills. ESL and technology teachers will utilize multimedia, instructional software, and related materials (e.g., memory cards, thumb drives) to support the supplemental Saturday instructional program. Technology-based hardware such as Smart Boards, ELMO visual presenters, multimedia projectors, speakers, touch screens, digital cameras, lap tops, scanners, spinners, color printers, and internet access will be utilized to support instruction.

Rationale for the Selection of Program/Activities/ Description of Supplemental Service Needs

“Bridging the Gap Between Home and School Language Acquisition” was selected as the focus and theme for our Saturday supplemental instructional program because of the success that involving parents brings to the education of ELLs (research cited below and the success of our parent-integrated instructional program last year supports this notion). In addition, after reviewing IEP goals, student work, and NYSESLAT scores, ESL teachers submitted a needs assessment to the principal. Data based on this needs assessment showed that additional instruction was needed across all language acquisition areas: listening, speaking, reading, and writing. NYS ESL Standard 1 and 4 and ESL performance indicator 2 for grades K-5 and ELA Standard 4 and alternate grade level indicators for ELA support curriculum will be addressed. Goals were developed for selected students groups based on the standards and students’ needs as indicated on IEP. Curriculum and lessons were developed to engage students, parents and family members in the process of generalizing ESL skills in school, at home, and in the community. Appropriate translation/interpretation paraprofessionals will be available. P993Q site is accessible for students/families with disabilities. Communication devices will be available to facilitate communication for students.

Description of how supplemental services complement basic (mandated) services

The Saturday supplemental instructional institute will enhance language instruction provided to ELLs during the school day by giving ELL students an opportunity to reinforce listening, speaking, reading, and writing skills in English, and to apply and use these skills in meaningful, functional ways in their communities and homes and with their parents, siblings, and peers.

Description of scientifically based research for supplemental instructional program

The theme of our Saturday instructional institute is “Bridging the Gap Between Home and School Language Acquisition.” Research supports the positive impact of parent participation on ELL student performance, as they engage in language-rich practices at home and in the community. These students perform better when parents are involved in their education (B. Harry, 2004; J. Cummins, 1984). In addition, instruction that includes strategies (e.g., Cognitive Academic Language Learning Approach) that address cognitive and academic language needs for ELLs and is communication-focused is also supported by research (Chamot & O’Mally, 1994); Dulay, H., Burt, M. & Krashen, S. (1982), Krashen, S. (2006);

Baca, L. (1991). Technology will be integrated into instruction during the Saturday instructional program at 993Q. Research has also shown that technology can be used to enhance teaching and learning in schools (Fisher, Dwyer, and Yocam, 1996; Cummins and Sayers, 1997). Researchers report that technology motivates students, encourages them to take ownership of their own work, builds metacognitive skills, provides students with access to other cultures, and enhances classrooms as centers of inquiry, exploration and literacy (Toppings, K., 1998).

Description of assessment used to determine success/impact of support

The following assessments will be used to monitor student success and achievement in the supplemental instructional program: Summative Assessment – NYSESLAT; Formative Assessments- Brigance Inventories, teacher-designed assessments such as checklists and rubrics, NYSAA data folios, and program-based assessment.

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.

DESCRIPTION OF 993Q’s TITLE III PROFESSIONAL DEVELOPMENT PROGRAM

Two ESL teachers will provide professional development to five bilingual paraprofessionals and one art/technology teacher after school in preparation of the Title III Saturday instructional institute. Topics will include: the role of the bilingual paraprofessional as part of the instructional team, the use of technology to stimulate and support communication and socialization in ELLs, making picture symbols, making dual language symbols, how to build web-based photo libraries, and putting theory into practice to elicit language from our ELLs. PD will take place once a week on Fridays for 5 weeks from 3PM to 5PM.

DESCRIPTION OF 993Q’s TITLE III PARENTAL INVOLVEMENT PROGRAM

The parent involvement component of the Title III Saturday program will be established as follows: Upon arrival, parents will go with the principal and parent coordinator to a structured networking activity. There, they will have an opportunity to greet one another and share with one another their experiences, resources, concerns, and questions related to the education, communication, and socialization needs of their youngsters. Following this networking period, parents will join their youngsters and engage in language-based activities conducted by the ESL teachers through collaborative lessons. Bilingual paraprofessionals (Bengali/Urdu, Mandarin/Cantonese, Haitian-Creole, and 2 Spanish-speaking) will be available to facilitate communication between staff and parents. During the last portion of the day, parents will participate in parent workshops. Some workshop topics will be “Sharing what Works,” “Resources on the Web,” and “Becoming Part of Our ARIS Parent Community.” The bilingual parent coordinator will facilitate these workshops, facilitate family networking, ensuring that translation needs for parents are met, and will instruct parents of ELLs in utilizing the ARIS parent link. This Title III Parent Involvement Program will take place on five Saturdays (2 in January, 2 in February, and 1 in April) for four hours each Saturday from 9:00 Am to 1:00 PM.

Interpretation/Translation services will facilitate delivery of instruction for all participants. Ensuring access for all participants will facilitate delivery of instruction for all participants.

Description of orientation session provided to parents about Title III supplemental program

During Spring and Fall parent conferences, Annual Review meetings, and parent coordinator workshops, translation and interpretation services will be available in parents' preferred languages. Parents of ELLs will be informed of language programs for ELLs (e.g., bilingual instructional services, ESL Only programs, bilingual speech and language services, and bilingual counseling) as proscribed by C.R. Part 154 and the students' IEPs.

	<p>\$ 2744.02</p> <p>\$ 233.43</p> <p>Total: \$ 2977.45</p>	<p>15 books (Under the Sea) @ \$6.15 per book = \$92.25 15 DVDs (Puff the Magic Dragon) @ \$11.99 per DVD = \$179.85 15 DVDs (The Magic School Bus) @ \$12.89 per DVD = \$193.35</p> <p>15 MiniNotebooks @\$98.44= \$1476.60</p> <p>8 packages markers@ \$2.37 per pack = \$18.96 Glue Sticks \$11.12 Construction paper \$7.87 Pens = \$9.80 Scissors \$19.60 Chart paper \$6.98 Velcro \$26.19 Printer ink/toner \$355.00 AAA batteries = \$35.17 AA batteries @ \$ 46.61=\$46.61 Pencils @ \$3.42</p> <p><u>Professional Development</u> 15 memory sticks @\$8.44 per stick = \$126.60. Blank DVDs \$ 60.52 Binders \$4.57 File Folders \$8.00 Copy Paper \$33.74</p>
Educational Software (Object Code 199)	\$ 144	12 Kid Pix Deluxe software @ \$12=\$ 144
Travel	\$ 675	<u>Instructional Program</u> 15 Metrocards (for 15 students) X 5 sessions@ \$4.50 = \$337.50 <u>Parental Involvement Program</u> 15 Metrocards (for 15 parents) X 5 sessions @ \$4.50 = \$337.50

Other	\$ 506.65	Food/Snacks <u>Instructional & Parent Program</u> 5 instructional sessions x \$101.31 each session for refreshments and snacks for students and parents = \$506.65
TOTAL	\$17100.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The parent coordinator and ESL teacher collaborate and review data from several sources, which include the Home Language Survey, Parent Learning Environment Survey, ATS BESIS report, and IEPs to determine which students may require translation and interpretation services. P993Q roster lists students from bilingual homes in which languages have been identified.

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.

Findings revealed the need to expand outreach to parents in Translation and Interpretation Services. These include: Engaging a greater number of parents in school-wide programs and communication, educating parents in accessing and navigating online DOE resources, facilitate communication with school in formal (IEP conference) and informal (walk-in, telephone) settings.

Findings were reported to the school community through the P993Q Parent Newsletter, School Leadership Team, Parent Association meetings, multi-cultural parent weekend activities, including Title III Saturday program, District 75 and DOE Parent Coordinator meetings.

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.

Mandated alternate placement paraprofessionals and in-house personnel will translate written correspondence as needed. Parent Coordinator will provide written notices in additional languages to communicate information, including ways to access and navigate online

DOE resources in Translation and Interpretation Services, meetings, conferences, and workshops in a timely manner. Parent Coordinator will develop a parent-friendly brochure listing procedures to effectively communicate with school.

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.

Mandated alternate placement paraprofessionals and in-house personnel will provide oral interpretation services as needed. Requests for outside contractors will be made through DOE Translation and Interpretation Unit in a timely manner for meetings, hearings, or conferences.

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>.

Section VII

A—Bill of Parents Rights and Responsibilities will be sent home with students in September.

B—Notice of availability of Translation and Interpretation Services will be posted at each P993Q site on the Parent Coordinator bulletin board.

C—P993Q Safety Plan

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

N/A

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

- 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.

School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 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 I 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). **4 students are currently 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: school does not receive any set-aside funds

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A: As a non-geographic, administrative district, students in D 75 schools identified as STH, receive support from the STH Content Expert in each borough. The District 75 STH liaisons work with these content experts to ensure that homeless students are provided with the necessary interventions. These services include educational assistance and attendance tracking at the shelters, transportation assistance, and on-site tutoring. D 75 students are eligible to attend any programs run through the STH units at the ISC.

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

N/A

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. Q993						
District:	75	DBN:	75Q993	School		307500014993	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	34	10	6				
Grade 1	30	10	5	Student Stability - % of Enrollment:			
Grade 2	38	3	14	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	21	3	5			89.9	86.5
Grade 4	7	2	3	Poverty Rate - % of Enrollment:			
Grade 5	4	3	5	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	3	4	2		62.2	0.0	NA
Grade 7	4	3	4	Students in Temporary Housing - Total Number:			
Grade 8	1	4	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	1	5	11		7	10	8
Grade 10	9	9	8	Recent Immigrants - Total Number:			
Grade 11	4	7	2	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	28	5	5		1	2	2
Ungraded	209	329	328				
Total	393	397	400				

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	393	397	0	Principal Suspensions	5	3	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	4	2
Number all others	0	0	397				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	86	87	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	99	103	0
# receiving ESL services only	15	77	TBD				
# ELLs with IEPs	9	95	TBD	Number of Educational Paraprofessionals	66	64	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
	1	4	23	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	70.9	72.4	0.0
				% more than 5 years teaching anywhere	65.1	69.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	90.0	0.0
American Indian or Alaska Native	1.0	1.3	1.0	% core classes taught by "highly qualified" teachers	91.7	100.0	0.0
Black or African American	31.8	34.0	32.5				
Hispanic or Latino	23.4	21.7	33.5				
Asian or Native Hawaiian/Other Pacific	17.6	17.9	9.5				
White	26.2	25.2	22.3				
Male	72.3	69.3	65.5				
Female	27.7	30.7	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: <i>(Comprises 15% of the</i>				Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the</i>				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:				Quality Statement 5: Monitor and Revise			

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 NA	District 75	School Number 993	School Name P993Q
Principal Ms. Jaqueline Zaretsky		Assistant Principal Alexis Tandit	
Coach		Coach C. Mellen	
Teacher/Subject Area Leigh Eisenberg- ESL Teacher		Guidance Counselor NA	
Teacher/Subject Area Angela Everett-ESL Teacher		Parent	
Teacher/Subject Area NA		Parent Coordinator Mr. Neville Waldron	
Related Service Provider NA		Other NA	
Network Leader Barbera Joseph		Other NA	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	406	Total Number of ELLs	111	ELLs as Share of Total Student Population (%)	27.34%
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Part II: ELL Identification Process

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

- 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.

Part II. Identification Process 1- 4

1 The first step in identifying ELLs is the administration the formal initial assessment which includes the following: HLIS, informal oral interview, LAB-R and Spanish LAB (if necessary). The HLIS is administered to parents of students new to the DOE in their spoken languages. LAB-R is administered based upon results of HLIS, that indicate another language is utilized in the home. If Spanish is the language used in the home, Spanish LAB is then administered as well. As per District 75 guidelines, within the students' first ten days of attendance if not previously administered at the CSE level of the admission process, HLIS is administered by guidance counselors, unit coordinators, social workers and ESL teachers. Translation services are provided as needed.

Qualified ESL teachers review the results of all HLIS. If parents indicate that another language is used in the home, based upon responses in Part 1 and Part 2 of HLIS, LAB-R will then be administered. If the language spoken at home is Spanish, then Spanish LAB will be administered as well. ESL teachers review data in CAP, on IEPs, and ATS reports, including RLAT, RLER, RBPS to determine ESL eligibility, performance levels, and mandates.

NYSESLAT is administered to all ELLS as scheduled by NYSED.

All ESL data is evaluated by the LAP team in September to inform grouping and scheduling push-in models of instruction to better serve ELLS.

2 Program choice options for special education ELLS are discussed during the Education Planning Conference (EPC) at the CSE level. It is explained to parents that neither Transitional Bilingual nor Dual-Language Programs are offered at P993Q at this time. What is offered is a free-standing ESL program in which students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their NYSESLAT scores. ESL teachers and Parent Coordinator collaborate to provide copies of HLIS in the parents' native language, and translation services to explain the program further. Telephone outreach is conducted to follow up with parents who have not yet completed the survey.

Opportunities to explain the Freestanding Program take place at Parent Orientation meetings in September and October conducted by the Parent Coordinator, Parent Association, and ESL team.

3 Entitlement letters in the native language are sent home with newly eligible students to whom LAB-R and/or Spanish LAB has been administered, describing the Freestanding ESL program at P993Q. The letters are sent within a week of LAB-R administration. Copies of the letters are maintained by the ESL team for student records.

Parents at P993Q as advised by District 75 are not required to return a Parent Survey or program selection form at this time.

4 ELLs who score below proficiency level on the LAB-R and/or Spanish LAB are placed in a Freestanding ESL program. Parents are invited by the ESL team to contact them at any time to further discuss the ESL program with translation services provided.

5-6 At this time, parents of students at P993Q are not offered program selection choices as per District 75 guidelines.

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	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	4	8	5	7	9	7	5	5	2	4	2	1	3	62
Total	4	8	5	7	9	7	5	5	2	4	2	1	3	62

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	111	Newcomers (ELLs receiving service 0-3 years)	66	Special Education	111
SIFE	6	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	11

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	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	66	4	66	34	2	34	11	0	11	111
Total	66	4	66	34	2	34	11	0	11	111

Number of ELLs in a TBE program who are in alternate placement: 35

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	0	0	0	0	0	0	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 <u>na</u>	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								
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
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	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): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

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	2	8	3	4	11	5	3	3	0	5	1	0	5	50
Chinese	2	0	1	0	1	0	0	0	0	0	0	0	0	4
Russian	2	0	1	1	0	0	0	0	0	0	0	0	1	5
Bengali	0	1	2	2	0	4	1	1	1	1	0	0	0	13
Urdu	0	1	0	0	1	0	0	0	0	1	0	1	0	4
Arabic	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Haitian	0	0	0	0	0	0	1	3	1	0	0	0	0	5
French	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Korean	0	2	0	1	1	0	0	0	0	1	0	0	0	5
Punjabi	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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
Other	2	0	3	1	5	4	0	1	1	0	0	1	2	20
TOTAL	8	12	10	9	19	14	5	10	3	8	2	2	9	111

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.

- 1 a. A Push in/Pull out model is utilized for students at P993Q.
- b. A Heterogenous grouping model is in place to deliver services for all proficiency levels.

2 P993Q utilizes the Freestanding ESL program, exclusively. As a result, ESL instructors evaluate data and schedule instruction at specific sites where there are students mandated to receive ESL services using a heterogeneous model which also complies with IEP instructional mandates.

a. ESL schedules reflect compliance with CR-Part 154 to the greatest extent possible. ELLs at the beginner and intermediate levels of English proficiency, grades K-8, are entitled to 360 minutes of ESL instruction per week. ELLs in grades 9-12 at the beginner level of learning English are mandated to receive 540 minutes of instruction per week. ELLs demonstrating advanced proficiency at any grade level receive 180 minutes of ESL instruction.

Instructional minutes include lessons on based on the ESL, NLA, and ELA standards that meet the needs of the special education ELLs at P993Q.

3 Within the Freestanding ESL model, content-based instruction is delivered primarily using CALLA (Cognitive Academic Language Learning Approach) that integrates academic learning strategies needed to function in all-English classrooms, and TPR (Total Physical Response) which uses movement to facilitate comprehension.

4 Instruction for all ELLs at P993Q is differentiated based upon needs indicated on IEPs.

a. The instructional plan for SIFE includes small group and one to one tutoring and community awareness activities.

b. Newcomers also receive small group and individual instruction along with community awareness activities to familiarize students with ESL methodologies. Instruction for students requiring ELA testing will align with ELA standards, have accomodations applied, and utilize ESL methodologies in preparation for assessments.

c. Instructional plans for ELLs receiving services 4 to 6 years will include the use of technology, music, movement, and augmentative communication devices to help students meet IEP goals.

d. Instruction for long-term ELLs will be supported through the communication and technology components of their educational programs. Long-term ELLs are entitled to all AIS services and will be scheduled to receive them at their respective sites.

e. Since P993Q is a District 75 school which serves students with disabilities, all have IEPs. Instruction is differentiated for all students using both ESL and special education programs and methodologies.

These include:

The Natural Approach, which utilizes strategies that provide positive and accepting environments, concepts made comprehensible through visuals and objects, and little overt correcting of language errors.

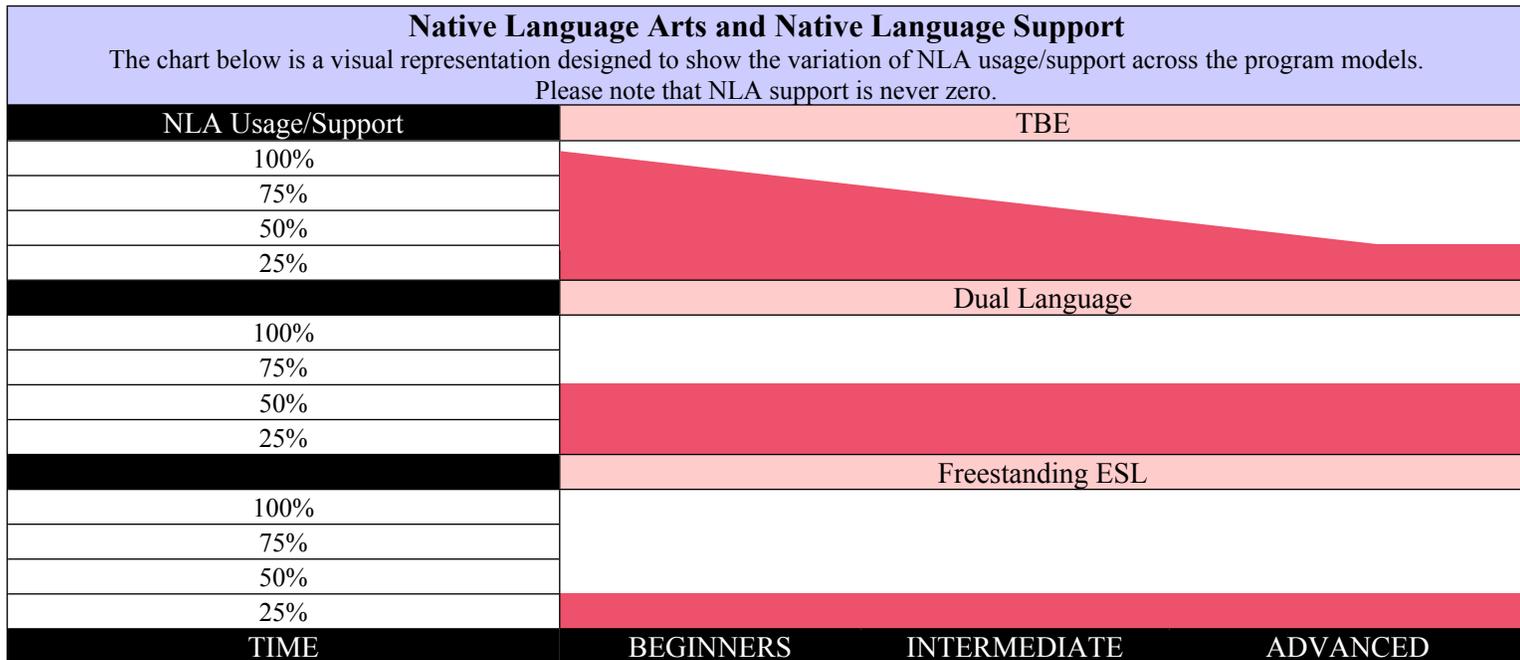
The Picture Exchange Communication System (PECS)-a system that uses pictures to initiate and facilitate communication for language emergent students.

Alternate placement paraprofessionals and bilingual service providers support differentiate instruction for students with mandates.



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



B. Programming and Scheduling Information--Continued

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

5 All intervention services are offered in English only as part of the Freestanding ESL Program at P993Q.

Over 90% of ELLs fall within the Beginner and Intermediate levels of English proficiency due to the nature of the students' disabilities.

Sub-groups are identified by staffing ratio, such as 12:1:1, 12:1:4, 6:1:1, and 8:1:1 and disabilities ranging from learning disabled, emotionally disturbed, students on the autistic spectrum, and severely cognitively and health impaired.

Intervention services for ELLs across content areas are:

ELA-Fundations, Handwriting Without Tears, Early Learning Skill Builders (ELSB), Leap Frog Pads, Get Ready to Learn, Boardmaker, TEACCH,

SmartBoard Technology

Math- Everyday Math Games, SmartBoard Technology, Brain Pop

Science-SmartBoard Technology, Brain Pop, Mobile Science Cart

Social Studies-SmartBoard Technology, Positive Behavior Intervention Supports, Life Skills, Star Reporter, Weekly Reader (adapted)

6 Transitional support for ELLs reaching proficiency on NYSESLAT will include providing opportunities for generalization of acquired listening, speaking, reading, and writing skills in the school and community settings.

ELLs will be instructed using ESL methodologies across content areas to help meet or exceed New York State and City Standards.

7 New programs for this school year include Structured Methods in Language Education (S.M.I.L.E); Sensory Integration; and Emotional Literacy using the RULER approach to social and emotional learning.

In order to better meet the needs of ELLs at P993Q, two additional ESL teachers will be acquired fulfill CR-Part 154 mandates.

8 Two on-line literacy interventions are discontinued this year due to user difficulties, lack of motivational components, and unreliable data.

9 ELLs at P993Q are encouraged to participate in school-based activities such as trips, shows, and athletic events. High school-age ELLs participate in School to Work programs in the community at large. They are supported by ESL teachers, counselors, and alternate placement paraprofessionals to assist in generalizing skills in the work-place.

Participation in the Title III Saturday Institute is open to all ESL mandated students, grades K-5.

10 Instructional materials and technology utilized with subgroups of ELLs on the autistic spectrum and severely cognitively impaired are SmartBoards, ELMO Visual Presenters, multi-media projectors, audio speakers, portable voice recorders, portable media centers, cinema screens, touch screens, digital cameras, mobile laptop carts, color printers, and internet access in all classes.

Instruction is supported by the use of Alternative Augmentative Communication devices (AAC) which include single, two and three button communication devices, BIG MACS, Dynavox V, Dynavox VMax, and Dynavox Maestro.

11 Native Language Arts instruction is supported by the use of bilingual Picture Exchange Communication Symbols (PECS). It is delivered to all ELLs that are BIS students mandated to receive ESL services and assignment of alternate placement paraprofessionals. Multi-lingual libraries are in place and available to ELLs in all classes.

12 ESL teachers collaborate with related service providers (speech, PT, OT) to apply IEP mandated adaptations and modifications during instruction. Collaboration with classroom teachers takes place to ensure age and grade level appropriate instruction takes place.

13 Newly enrolled ELLs are invited to participate in the summer Chapter 683 program where they will receive instruction in special education and ESL methodologies.

14 As a District 75 program, P993Q does not offer language electives to high school age ELLs.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

1 ESL teachers attend all District 75 and DOE compliance meetings. Information is turnkeyed with the ESL Team and timelines for implementation are developed.

Workshops on ESL curriculum and methodologies at the District 75 level are attended by ESL teachers. Information is shared with the ESL team. ESL teachers receive updated information and data from the Director of ESL and District ESL Coaches on a regular and as needed basis.

Attendance at all professional development workshops is posted monthly and tracked for compliance purposes.

Paraprofessionals working in the Title III Saturday Institute receive two hours a week of per session training in the curriculum, lessons, and methodologies needed at each session.

2 ESL teachers provide classroom teachers and related service staff performance and proficiency data for ELLs. Data tracking sheets are shared with staff and maintained in the classroom data management systems. As students transition from elementary to middle school,

ESL strategies that are effective with each student is shared with staff in their new setting. Students transitioning to high school are prepared for community activities such as work programs using ESL strategies and methodologies.

3 All new staff is registered for Jose P training courses as seats are made available throughout the school year. The ESL Team monitors attendance at Jose P training for compliance in completing the 7.5 hours of training.

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?

1 Two members of the School Leadership Team are parents of ELLs. P993Q Parent Association is also headed by parents of ELLs. As a result, there is a high level of communication with ELL parents throughout the school community.

2 Collaboration between the Parent Association and Parent Coordinator result in ongoing family activities, cultural events, and workshops that provide opportunities for social interaction and supports outside the school community. ELL parents are made aware of CBO's and work program opportunities as part of transition planning for middle and high school students.

3 Members of the ESL team attend parent activities and workshops to share ideas and evaluate parent concerns. Members also attend School Leadership Team meetings where school-wide issues are discussed and implications for instruction of ELLs is specified. The members of the ESL Team evaluate responses and comments posted on the ARIS Parent Link by parents of ELLs for areas of concern. The ESL Team evaluates parent responses on the Learning Environment Survey for issues pertaining to ELLs. Parents of ELLs attending the Title III Saturday Institute are encouraged to provide feedback after each session. Responses are evaluated for suggestions and concerns in generalizing listening, speaking, reading, and writing skills at home and in the community.

4 Translation services are provided if needed at all activities, events, workshops, conferences and meetings. Printed materials are distributed in native languages as well to inform all parents of school issues, agendas, and concerns. Attention is paid to scheduling meetings and activities that accomodate most parents and caregivers of ELLs with sensitivity to cultural and religious needs and concerns.

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)	10	12	10	9	16	12	4	7	0	7	1	1	7	96
Intermediate(I)	0	0	0	0	1	0	2	2	3	1	1	1	2	13

Advanced (A)	0	0	0	0	0	1	0	1	0	0	0	0	0	2
Total	10	12	10	9	17	13	6	10	3	8	2	2	9	111

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	10	12	9	8	16	12	4	8	6	7	1	1	8
	I	0	0	1	0	1	0	1	0	1	1	1	0	1
	A	0	0	0	0	0	1	1	2	1	0	0	0	0
	P	0	0	0	1	0	0	0	0	0	0	1	1	0
READING/ WRITING	B	10	12	10	9	16	12	5	9	2	8	1	8	8
	I	0	0	0	0	1	0	1	0	1	0	1	1	1
	A	0	0	0	0	0	1	0	1	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	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
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	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	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

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	0	0	0
8	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	
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	
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	54	0	54	0	
NYSAA Mathematics	56	0	52	0	
NYSAA Social Studies	19	0	16	0	
NYSAA Science	25	0	23	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
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B. After reviewing and analyzing the assessment data, answer the following

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

1 Brigrance and ECLAS 2 are used to assess the early literacy skills of standardized and alternate assessment ELLs. Performance levels for ELLs with disabilities, grades K-2 are below grade level. As a result, special education and ESL methodologies are in place to provide differentiated instruction for students to support IEP goals in language acquisition.

2 LAB-R and NYSESLAT results indicate that 90% of ELLs are at the beginner and intermediate levels of English language proficiency. The data patterns reveal that P993Q ELLs exhibit higher levels of proficiency in the areas of listening and speaking, as opposed to reading and writing. These patterns are consistent for all grades, K-12 and sub-groups.

3 Emphasis is placed speaking and listening skill development in grades K-5. At the middle and high school levels, stronger emphasis is placed on reading and writing instruction. Unit plans and lessons are differentiated for all students with special focus on the use of adapted materials and technology to meet IEP goals.

4 a Only a Freestanding ESL program is in place at P993Q. All lessons are differentiated to meet the ESL mandates for students with disabilities. Students do not take assessments in their native languages.

b P993Q does not administer ELL Periodic Assessments.

c The Freestanding ESL program does not utilize ELL periodic assessments.

5 N/A

6 ESL instruction is closely aligned with IEP goals and related service mandates. ESL teachers evaluate data provided by ATS and CAP reports to identify trends and patterns. IEP data tracking sheets are used to organize and assess information on all students mandated for ESL. ESL teachers collaborate with classroom teachers on the use of methodologies that will improve listening, speaking, reading and writing skills for ELLs with disabilities. Performance on assessments such as ECLAS 2, Brigrance, NYSAA, NYSESLAT, and NYS Tests is supported by ESL instruction.

Data shows students participating in the Title III Saturday Institute have improved speaking and listening skills by 10% each year over three years. Parent feedback indicates successful use of ESL methodologies which include the use of schedule boards, timers, recorders, AAC devices, bilingual picture symbols, and digital cameras at home.

Additional Information

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

Additional Information

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

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		1/5/11
	Assistant Principal		1/5/11
	Parent Coordinator		1/5/11
	ESL Teacher		1/5/11
	Parent		
	Teacher/Subject Area		1/5/11
	Teacher/Subject Area		
	Coach		1/5/11
	Coach		
	Guidance Counselor		
	Network Leader		1/5/11

	Other		
	Other		
	Other		
	Other		